v.2501 - Last Revised:

(6-5-25 for Accessibility)

**NOTE TO INSTRUCTORS:**

Text in italics should be updated to reflect the specific details of your course. This includes bracketed italicized text, which is included to help you, the instructor, understand the purpose of each section. *Highlighted and* italicized examples are also provided as suggestions—feel free to use or adapt them based on your course needs.

Text in **regular (non-italicized) font** includes official university policy, recommended language, and accurate reference information (such as phone numbers). We suggest you do **not** change this content.

**This template uses headers to create a consistent student experience and generate a table of contents, so please be mindful when editing and follow these steps:**

**Step 1:** [Download this template](https://www.uakron.edu/learn/ols/online/syllabus-template)

**Step 2:** Delete all instructions and any *highlighted and* italicized text before publishing your syllabus.

Even if you decide not to use our content recommendations, please change all italicized and highlighted text back to regular font, as it was formatted differently only to help you easily identify areas that may need revision.

**Step 2:** [Update page numbers for Table of Contents](https://support.microsoft.com/en-us/office/update-a-table-of-contents-6c727329-d8fd-44fe-83b7-fa7fe3d8ac7a#:~:text=Go%20to%20References%20%3E%20Update%20Table,well%20as%20any%20page%20changes.)

**Step 3:** Save your syllabus (PDF is easiest for students to open) using a standard name for the course.

If you are creating a master course that someone else will be teaching, also include a Word version of the syllabus in the Instructor Resources folder of the course. This will allow the other instructor(s) to easily add the correct contact information.

Tip: Name your syllabus document something specific to your course and current semester: ENG111-Fall-2024-Syllabus.pdf

[You can always find the latest version of this Sample Syllabus here.](https://www.uakron.edu/learn/ols/online/syllabus-template)

**What’s new in this version?**

* SB1 Instructor Qualifications Requirement
* Header and Font adjustments for Accessibility
* Front page clickable table of contents
* Updated information regarding required textbooks. Considerations for open resources or inclusive access through the bookstore are noted.
* Updated the Instructor Contact / Reply notation to encourage instructors to note how long it should take to receive feedback on assignments/discussions/quizzes.
* Update links for University Policies and student, academic, and technical support

Don’t forget to delete this page!

****

Course Name

**The University of Akron**

**College/School/Department of <xxx>**

**Course Number: #### ### (# credits)**

Table 1: Quick Course Information

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:** | *First Name Last Name* | **Year/Term:** | *Semester* *####* |
| **Office:** | Building *#### (or virtual)* | **Start Date:** |  |
| **Phone:** | *330-972-####* | **Email:** | *You@uakron.edu* |
| **Preferred Contact:** | *Ex: I will reply within 2 business days if you email me through UAkron email.* | **Student Hours:** | *Ex: Optional MS Teams meetings MWF 3:00pm* |
| **Course Format:** | *Ex: Asynchronous vs. Online course with synchronous meetings in MS Teams, hybrid or blended* | **Time Commitment:** | *At least 3 hours/week* |
| **Additional information on meeting times and location/s**  *Ex: This course requires students to be active participants in live MS Teams meetings T/Th 1:00-2:00pm* | | | |

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# **Course Information**

## Instructor Qualifications

### ***ORC Section 3345.029; Posting of Syllabi: Syllabi are to include the course instructor’s professional qualifications.***

### ***What would suffice to meet this requirement?***

*Instructor’s degree(s), area(s), institution, and date should be provided. For example:*

J. Smith  
Ph. D., English Literature, The Ohio State University, 2010  
Master’s, Education, University of Akron, 2005  
Bachelor’s, Sociology, University of Cincinnati, 2000  
Associate, Sociology, Cincinnati State Community College, 1998

[*Most recent guidance from ODHE*](https://highered.ohio.gov/educators/academic-programs-policies/sb1/sb1#FormsTemplates%20)

## Course Overview

### Description

[Include your official course description as written in the course catalogue.]

### Prerequisites

[Include any prerequisites for your course as well as assumed knowledge such as technical proficiency, familiarity with professional best practices (such as citation styles, etc.), and any other knowledge your students need to begin your course successfully. If there are no prerequisites to the course, you should state that as well.]

### Course Objectives

[Include a list of course learning objectives that your students will achieve with successful completion of your course. Remember that good learning objectives are objectives that are measurable. Select this [*link to download a helpful list of action verbs.]*](https://drive.google.com/file/d/0BysDPWbSwwkENW1RekplZXFYQ2s/view)

Example:

At the end of this course, successful students will be able to:

1. Describe the 3 main characteristics of a well-written syllabus.
2. Evaluate differing methodologies to select the best viable path for student achievement.
3. Summarize key components of learning-centered syllabi.]

### Course Details and Modality

*[Include a description of this course as you specifically teach it. It is important to briefly discuss how online components relate to the face-to-face class (if applicable). It is also important to note how learning online (if applicable) is different from learning face-to-face.]*

*For example:*

*This is a hybrid course that will meet 50% online and 50% face-to-face. You will have numerous opportunities to participate in class discussions; however, all assignments will be submitted online via Brightspace. You may also be required to participate in online discussion forums. Rubrics and/or specific grading criteria will also be posted in Brightspace. You need to locate and understand all instructions, follow through on all assignments, and stay on track with due dates. It is very important for you to log into Brightspace each day to find the latest updates for class.]*

## Required Texts and Materials

[Include complete bibliographical information for required texts. If you are using First Day*™ materials from the bookstore, you should note that the textbook will be available from within Brightspace. In addition, if you are using open educational resources in lieu of a traditional textbook, you can list those resources here.*]

### Additional Resources

[Include any additional resources, such as optional/enrichment reading, helpful web sites, links to professional organizations, and any other information that might enrich your student’s understanding of your content. We would suggest you also put information about tutoring and accessibility here, rather than tucking it on the last page where people might not see it.]

## Course Calendar / Topic Breakdown

*It is very helpful for your students to have a breakdown of how your topics are going to be covered. Whether you like to teach your course on a weekly basis, by module, by unit, by chapter, or topic… detailing out what is required in a clear and concise way will help ensure that your students stay on track. This is also a great opportunity to show your students how your topics / assignments align to the course learning objectives. Brightspace can utilize something called “Release Conditions” to unlock content for students automatically. These conditions could be anything from a calendar date to a minimum achievement score. For example, a student must pass the Week 1 Quiz with at least a 70% before they can see Week 2. Ask OLS to assist you with this setup if you’re interested.*

*[*If you are submitting this syllabus as a part of a Curriculum Proposal, this particular Course Calendar / Outline must be submitted in a separate document. Copy / Paste this section into a separate document when you are ready to submit your proposal.]

| **Week / Date** | **Topic** | **Assignments / Readings / Tasks** |
| --- | --- | --- |
| 1 | *Introduction and Overview of the Course* | 1. *Read Chapters 1 through 3* 2. *Complete Learning Activity #1* |
| 2 | *Metacognition:*  *The Science of How People Learn*  *Course Learning Objective #1* | 1. *Read Bloom’s Taxonomy* 2. *Watch YouTube video on Learning Styles* 3. *Complete Quiz #1* |
| 3 | *Designing a Learning Centered Syllabus*  *Course Learning Objective #2 & #3* | 1. *Respond to Discussion #1* 2. *Meet with your group and decide on topic* 3. *Read Chapters 4 and 5 and respond to discussion questions.* |
| 4 | *Gamification:*  *Increasing Student Engagement*  *Course Learning Objective #1* | 1. *Read Article on Gamifying the Classroom* 2. *Submit Paper #1 to the Assignments* 3. *Complete Quiz #2* |
| 5 | *Small Teaching:*  *Creating Meaningful Interactions*  *Course Learning Objective #3* | 1. *Review for Midterm Exam* 2. *Read Chapters 6 through 8* 3. *Respond to Discussion #2* |
| 6 | *Midterm Exam*  *Course Learning Objective #2* | 1. *Access and Complete Midterm exam online. Must complete and submit the midterm* ***BEFORE 5:00PM*** *on Friday.* |

[It is also recommended that you tell students that dates / topics may be subject to change due to class cancellations / delays.]

Example:

Note: The above schedule is intended to serve as a general outline, and it is subject to change. Topics are tentative and may need to be modified during the semester. Homework and Project Assignments, Quizzes and Test dates will be announced in advance.

# **Course Policies**

## Evaluation, Assessment, and Grading Scale

### Grading Scale

[Below is the Grading Scale that is the default UA scale used in Brightspace. You may replace this with your own scale if desired.]

|  |  |
| --- | --- |
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D+ | 67-69% |
| D | 63-66% |
| D- | 60-62% |
| F | BELOW 60% |

### Breakdown of Final Grade

[Include a description of how their final grade will be calculated. It will ultimately be easier to manage an online grade book if you have your categories of assignments total up to 100%. Brightspace does allow you to offer extra credit without throwing off the total points possible for the class. If extra credit / bonus items are available to students in your course, you should note that here. If the points available for a particular grade category does NOT match the percentage you are awarding to that category due to differential weighting of categories, you may want to delete either the “Points” or the “Percentage” column in the table below.]

| **Assessment** | **Description** | **Points** | **Percentage of Final Grade** |
| --- | --- | --- | --- |
| Activities | 5 @21pts each | 105 | 10% |
| Quizzes | 10 @ 7.5 points each | 75 | 15% |
| Papers | 4 @ 75 points each | 300 | 20% |
| Exams | 2@ 125 points each | 250 | 30% |
| Projects | 1 @ 175 points | 175 | 25% |
| **TOTAL** | **22** | **905** | **100%** |

### Assessments

[Include a description of how they will be assessed.]

### Assuring Integrity in Test-taking (Proctors)

[**Note to Instructors:** If you are allowing students the option of taking an exam in the Computer-Based Testing Center on main campus, you MUST let the CBAE know your students are coming through their scheduling system called RegisterBlast. [*You can learn more about the setup here.*](https://www.uakron.edu/cbae/student-info.dot) ]

*Ex: Exams in this class will be proctored. You have the option to take exams at the University of Akron’s* [*Computer-Based Testing Center*](https://www.uakron.edu/it/instructional_services/cbae/) *or a* ***branch campus by appointment.*** *Alternatively, you must download Respondus Monitor before taking an online assessment.* [*Select this link for more information on Respondus Monitor*](https://www.uakron.edu/learn/ols/instructional-tech/lockdown-browser#RLB-Students)*, including directions on how to download and install it on the computer you will be using. Otherwise, it will be your responsibility to obtain an acceptable proctor. The Consortium of College Testing Centers (CCTC) is a free referral service provided by the* [*National College Testing Association*](https://www.ncta-testing.org/) *(NCTA). It is your responsibility to secure proctor approval in advance of the first proctored exam. Check the course calendar for exam dates.*

## Attendance Policy

[In an online course, you must decide on how you define “Attendance”. For reporting purposes, you must be able to determine the “Last Date of Attendance.” It is recommended that you have a statement like the following to help students understand how we are defining this:

**Read through these examples and keep, edit, or delete what applies to your course**]

*Ex: Attendance refers to being present during scheduled class sessions, whether they are held in person or virtually. It's the foundation for active learning but is separate from participation. Here's what is expected:*

* ***Regular Attendance:*** *As this is a live, synchronous online course, you are expected to attend all scheduled class sessions in MS Teams on time.*
* ***Notification of Absence:*** *If you are unable to attend a session, please notify the instructor in advance.*
* ***Make-up Opportunities:*** *Recordings or supplementary materials may be provided for missed sessions, where applicable.*
* ***Impact on Grade:*** *Attendance will be recorded but will not directly affect your grade unless chronic absences are observed, which may lead to academic consequences.*
* ***For asynchronous online course****, you can access self-paced materials on Brightspace. Attendance requirements are connected to the number of hours spent in Brightspace, with students expected to dedicate a minimum of XX hours per week engaging with lectures, assignments, and discussions to maintain satisfactory course progress.*

### Participation

*Ex: Participation goes beyond mere attendance, requiring active involvement in class activities, discussions, and collaborative work. It's a critical part of the learning experience and is linked to your final grade. Here's what is expected:*

* ***Active Engagement****: Engage actively in discussions, group activities, and other interactive segments of the course.*
* ***Preparedness****: Come to class prepared, having completed all readings or pre-class assignments.*
* ***Respectful Communication****: Foster a positive learning environment by being respectful to peers and the instructor.*
* ***Contribution to Online Platforms****: If applicable, participate in online forums, post responses, and engage with peers outside of class time.*
* ***Grading****: Participation will account for XX% of your final grade, with regular assessments to provide feedback on your performance.*

### *Summary*

* *Attendance is about being present and punctual during scheduled class times. It's necessary but not sufficient for a full learning experience.*
* *Participation requires active engagement, thoughtful contributions, and collaboration with peers and the instructor. It's a graded component reflecting your involvement in the learning process.*

*Please remember that while attendance sets the stage for learning, participation brings learning to life. Both are essential to your success in this course, and you are encouraged to approach both with commitment and enthusiasm.*

*If you have any concerns, questions, or need accommodations related to attendance or participation, please contact the instructor as soon as possible.*

## Instructor Contact and Reply Policy

*[Outline your preferred method of communication. Do you want students to contact you first through a “virtual office” discussion board for general questions, etc.? What turnaround time would you like to offer your students? 24-hour response to e-mails and message boards is typical for a weekday, and 48 hours for a weekend or over a holiday. You should also mention how long it should take to return assignment/discussion/quiz feedback to them. This will help establish realistic expectations upfront.]*

*Ex: For quick questions, please utilize the discussion board to engage with and reply to other students; for more specific inquiries, email the instructor directly, and you can expect a response within two business days, fostering an interactive and responsive online environment. I will also do my best to provide feedback on all graded work within 4 business days.*

*In the unlikely event that you are unable to reach your instructor based on the guidelines outlined using the above contact and expected response time, please contact the department chair for this course via email at [*deptchairemail@uakron.edu*] or via phone at [330.972.*XXXX*].*

### Online Etiquette

Online etiquette, sometimes called Netiquette, takes special attention because it lacks the visual cues that we rely on to give meaning to communication.

1. **Avoid language that may come across as strong or offensive**. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that no one would be offended; then post the statement. Humor and sarcasm may easily be misinterpreted, so try to be as matter-of-fact and professional as possible.
2. **Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences focused and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.
3. **Read first, write later.** It is important to read all posts or comments before personally commenting to prevent repeating commentary or asking questions that have already been answered.
4. **Review, review, then send.** There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructor is as important online as it is in the classroom.
6. **The language of the Internet**. Do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.
7. **Consider the privacy of others.** Ask permission prior to giving out a classmate's email address or other information.
8. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic or insensitive material is forbidden.

## Required Technologies, Technology Skills, and Support

This course utilizes the [**Basic Software for UAkron Online Learners**](https://brightspace.uakron.edu/d2l/lor/viewer/view_private.d2l?ou=6605&loIdentId=17164).

### Resources

1. [**UAkron Online Technical Skills Resources**](https://brightspace.uakron.edu/d2l/lor/viewer/view_private.d2l?ou=6605&loIdentId=17160) provides a list of the general technical skills you must have to succeed in this course.
2. The [**Diving into Online Learning course**](https://brightspace.uakron.edu/d2l/le/discovery/view/course/4105846) in Discover is recommended for any student taking a UAkron Online course and can be reviewed at any time.

### Technical Support

Technical difficulties can happen to the best of us. How do you know whether to contact the Support Center or your instructor? If you need help with the course subject matter such as writing a paper, contact your instructor. If you need help submitting the paper you wrote to that instructor, or you cannot log in, use the Brightspace UA virtual Assistant/ Need Help chat or contact the [**IT Help Desk**](https://uakron.edu/helpdesk/).

## Other Policies (if applicable)

[Policies could include late work, extra credit, experiential or service learning, or other policies unique to the class. For a Quality Matters review, a late work policy is required. This is a good place to include the specifics of your course. When does your “week” begin? Are all assignments due Sunday at 11:59PM EST, are due dates staggered throughout the week, are students required to post assignments to the Discussion board as well as the Assignments, etc. Also, in an online course, remember that your students may be in a different time zone than you, so it is advisable to mention “EST or Eastern Standard Time” on any time-related activities.]

# **University Policies and Resources**

## Academic, Technical, and Student Support Services

### Online doesn't mean on your own

The University of Akron provides personal ongoing educational support to online learners across the nation throughout their entire tenure at the university. From your first inquiry about a program to your final semester, student services staff members are consistently on hand to guide, advise and assist you. These UAkron Online pages can help guide you to various resources:

* [**UAkron Online Academic Support**](https://uakron.edu/online/support/academic-support)
  + For more information about course registration, academic advising, tutoring, testing services, university libraries, first day course materials and other academic support resources offered through the University that can help you to be successful in every course.
* [**UAkron Online Student Support**](https://uakron.edu/online/support/student-support)
  + For more information about zip assist, financial aid, career services, student perks, counseling services, and other campus organizations and Ziptastic programs and services that are designed to assist our diverse student body and maximize opportunities for academic, social, cultural, personal and physical growth and development outside of class.
* [**UAkron Online Technical Support**](https://uakron.edu/online/support/technical-support)
  + How do you know whether to contact the Support Center or your instructor? If you need help with the course subject matter such as writing a paper, contact your instructor. If you need help submitting the paper you wrote to that instructor, or you cannot log in, contact the IT Help Desk. The UAkron Online Technical Support page offers access to the IT Help Desk and information related to The UAkron Online Promise, technology requirements, privacy policies, and an optional course for students to practice using electronic learning tools.

This overview summarizes types of [**technical, academic, and student support services**](https://brightspace.uakron.edu/d2l/lor/viewer/view_private.d2l?ou=6605&loIdentId=17171) we offer and describes how those services can help you achieve your educational goals.

## University Policies

Detailed information on the University of Akron's policies, including the Student Code of Conduct, academic misconduct rules, ethical use of AI tools like ChatGPT, add/drop/withdrawal and refund policies, inclusive excellence, Title IX, sexual harassment and violence policies, disability accommodations, religious accommodations, support programs like ZipAssist, and first-day course materials fee can be accessed here:

<https://www.uakron.edu/oaa/faculty-affairs/What-students-need-to-know>

You can also access this information directly through the Brightspace homepage on the top left “UA Policies”

# **Course Bibliography**

*[The course bibliography, is an opportunity to provide students a comprehensive collection of texts, articles, and resources that have informed the course content and offers additional reading for those interested in further exploration of the subject matter. A course bibliography also serves as a practical tool for faculty to demonstrate to students how to conduct literature reviews and adhere to academic citation styles, by providing real examples of how sources are compiled, analyzed, and referenced in scholarly work.]*

*Ex:*

*Johnson, M. L., & Smith, T. A. (2017). Syllabus Design and Student Engagement: A*

*Comprehensive Guide. Educational Research Journal, 42(3), 221-239.*

*Williams, R. S., & Thompson, P. D. (2018). Best Practices in Syllabus Construction: A Meta-*

*Analysis. Journal of Higher Education Pedagogy, 15(2), 45-60.*

*Parker, S., & Davis, J. (2016). The Syllabus as a Teaching Tool: Evidence-Based Strategies.*

*College Teaching Quarterly, 33(4), 310-328.*

*Hernandez, L. F., & Anderson, M. J. (2019). Inclusive Syllabus Design: A Practical Guide for*

*Educators. Journal of Diversity in Higher Education, 27(1), 75-89.*

*Kim, J. H., & Lee, S. (2020). The Impact of Syllabus Clarity and Structure on Student Success.*

*Educational Assessment and Evaluation Review, 24(1), 14-28.*

### Helpful Links / Resources for Instructors

### Additional Resources

Some suggested links include:

[Purdue Owl Online Writing Lab](https://owl.purdue.edu/owl/purdue_owl.html)

[Purdue Owl MLA Style Guide](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

[Purdue Owl APA Style Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

[Purdue Owl – Using research](https://owl.purdue.edu/owl/research_and_citation/using_research/index.html)

If you are requiring students to read articles that have been made available on electronic reserve (e-reserve) through our Library, you must visit this site to request the articles each semester: [Electronic Reserves Form](https://www.uakron.edu/libraries/forms/electronic-reserves.dot)

A librarian role will be added to your Brightspace course and they will provide all of the links required to make the articles available.

You can delete this page.

These are extra resources for faculty specifically.