The Syllabus Content Guidelines have been designed to assist faculty at The University of Toledo with the development of their course syllabi and are only intended to provide recommendations based on BEST PRACTICES and to highlight sections “REQUIRED” to meet University, state and/or federal requirements. For additional information or assistance with syllabus development or training please contact the Syllabus Development Center at 419.530.4508 or via email at universityteachingcenter@utoledo.edu. Thank you.

Course Name or Title

The University of Toledo

Program and/or College Name [REQUIRED]

An Example:

Communication and the Arts; required on every University syllabus

Alpha, Course Number, and Section Number [REQUIRED]

An Example:

COMM 1010-001

Instructor: Instructor Name
Email: Email Address
Office Hours: Days and Time
Office Location: Building/Office Number
Office Phone: Phone Number
Term: Semester and Year

Class Location: Building/Office Number
Class Day/Time: Days and Time
Lab Location: Building/Office Number, if applicable
Lab Day/Time: Days and Time, if applicable
Credit Hours: Number of Credit Hours

COURSE/CATALOG DESCRIPTION [REQUIRED]

Provide the description listed in The University catalog.

COURSE OVERVIEW

This is an informal description of the course to help students understand its overall purpose. You can use this section to describe how the course relates to the other courses in a program, series or sequence. This section can also be used to provide compelling reasons why students should take the course and how they will benefit from what they learn.

An Example:

Welcome to Human Geography. I hope you enjoy this course and find the topics we cover to be applicable to your lives. This course has 3 basic goals: (1) to introduce you to the range of subject matter that forms the sub-field of human geography; (2) to introduce you to the manner in which human geographers study the subject matter; and (3) to understand the position and contributions of human geography within the sweep of academic disciplines, but particularly in
the social sciences. A wide range of subjects that may, at first, seem unrelated characterize human Geography. We will explore such subjects as population, migration, religion, agriculture, industry and urbanization. You will find that it is often not the subjects we study that bind human geography together, but in fact, the manner in which we study them.

**STUDENT LEARNING OUTCOMES [REQUIRED]**

Student learning outcomes describe precisely what students are to gain from instruction and provide the criteria instructors need to accurately assess student mastery of content/attainment of knowledge on course. Student learning Outcomes (SLOs) should begin with action verbs and be written in specific, observable terms and need to be measurable. SLOs should be written in easy to understand terms and specify what the student will be able to do as a result of successfully completing the course. They should also be written in varying and appropriate levels of Bloom’s Taxonomy.

**Examples:**

Upon completion of this course, the student will be able to:

1. Identify the methods essential to...
2. Describe the theories and principles of...
3. Utilize critical thinking in the application of...
4. Demonstrate effective skills in the use of...
5. Analyze major differences between...
6. Evaluate selected literature for relevance to...

**General Education Courses:** If your course is part of our institutional General Education Program you must include a statement noting that the course fulfills the university requirement for general education and identify the specific general education discipline area.

**An Example:**

This course is part of our institutional General Education Program and supports the general education outcomes Communication and Information Literacy.

**Ohio Transfer Module Courses (OTM):** If your course is designated as an OTM course you must include or parallel the core SLOs required by the state. You can have additional SLOs but must have the specific OTM SLOs. Please use the following Ohio Board of Regents (OBOR) link for additional information regarding the required OTM learning outcomes: https://www.ohiohighered.org/transfer/transfermodule/learningoutcomes.

**Transfer Assurance Guidelines (TAGs):** If your course is part of a major field of study and identified as one that follows the TAG requirements you must include SLOs that are consistent with the individual course descriptions provided for each transferable course in an area of study. Please see the following OBOR link for TAG Guidelines and course descriptions: https://www.ohiohighered.org/transfer/tag/coursedescriptions.

Comment [6]: Please note, the word outcome and objective are often used interchangeably and mean the same thing and should be written in the manner described. Student Learning Outcomes are expected on every University syllabus.

Comment [7]: Please use the following link for additional information regarding the Ohio Board of Regents Ohio Transfer Module https://www.ohiohighered.org/transfer/transfermodule.

Comment [8]: Student Learning Outcomes for English Composition (English Composition First Writing Course and English Composition Second Writing Course) and Mathematics, Statistics and Logic (College Algebra, Pre-calculus, Trigonometry, Calculus I and II, Introductory Statistics, Business Calculus, and Calculus I and II Sequence). Arts and Humanities, Social and Behavioral Sciences and Natural and Physical Sciences are not yet available.
Career and Technical Assurance Guidelines (CTAG): If your course is identified as one eligible for transfer as part of the CTAGs you must include the learning outcomes that have been identified for courses in your specific discipline. Please use the following OBOR link for additional information regarding CTAG required learning outcomes: https://www.ohiohighered.org/transfer/ct2/ctags.

TEACHING STRATEGIES
This section can be used to describe how the learning process will be structured and achieved. Use it to identify the delivery modalities (face-to-face, blended or online), modes of communication and the learning activities that will be used.

An example:
This course is designed to stimulate student learning through engagement and participation. A variety of learning strategies will be used including clickers, in class discussions, group activities and presentations. Please be prepared when you come to class by completing any and all assigned readings and/or viewing posted videos. Coming to class prepared to participate will be critical to your success in the course as in the class activities are a significant part of your grade in the course.

PREREQUISITES AND COREQUISITES [REQUIRED]
List any prerequisite or corequisite courses required and/or describe knowledge, skills, and competencies students should have coming into the course. If there are no prerequisite or corequisite courses or skills required simply state “None”.

REQUIRED TEXTS AND ANCILLARY MATERIALS [REQUIRED]
Provide full text citations including ISBN numbers for all books and ancillary, recommended, optional, or supplemental materials printed and electronic.

Examples:

**Book**


**Electronic Book Citation**


**Online Periodical Article**


TECHNOLOGY REQUIREMENTS
Provide specifics about any hardware (clickers, computer, iPad, etc.) and/or software (Keynote, Photoshop, etc.) that will be required. Indicate any access requirements for online learning tools.
(Blackboard, Alex, etc.) that will be needed in order to complete the course. If there are no technology requirements, simply state "None".

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA) [REQUIRED]
The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

Academic Accommodations [REQUIRED]
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

ACADEMIC POLICIES

Provide specifics about course and/or institutional policies with which the student is expected to comply. Policies may include student conduct, academic integrity, confidentiality in the classroom, student grievances, the proctoring of tests, responsible use of technology, etc.

Examples:

Academic Policies for Undergraduate Students
As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution’s academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic Policies.

Academic Policies for Graduate Students
As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution’s academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Graduate Academic Policies.

Missed Class Policy
Students are expected to attend every class meeting of courses in which they are registered. Please read the Missed Class Policy.

COURSE EXPECTATIONS

Provide a clear explanation of any and all course expectations you have. For example, parameters on class start times (tardiness); are late assignments accepted and if so, under what circumstances will late assignments be given full credit, is extra credit available, participation and attendance expectations, etc.

An Example:

Examinations must be taken as scheduled on this syllabus and as announced in class. Exceptions
will absences, only be made in extenuating circumstances and at the discretion of the instructor. Make-up exams will differ from those given in class, but will cover the same material.

**GRADING (REQUIRED)**

Provide a clear statement that fully explains how course grades are calculated: state the points, percentages, and weights for each component of the course grade; explain/illustrate the relationship(s) between points, percentages, weights, and letter grades. Indicate the timeframe for providing grades and feedback on assignments. This section may also include specifics regarding grade related policies such as the late assignments, the grade of Incomplete, extra credit, missed tests, etc. In addition to (or in lieu of) traditional tests, consider the use of authentic assessments that emphasize active engagement and that are based on real-world experiences.

**Midterm Grading**

Include a statement regarding how midterm grades will be calculated and why they are important.

An Example:

Midterm grades will be entered the week of (insert date) and are used to assist students with determining where they stand academically in the course. Attendance is also recorded during Midterm grading to meet state and federal laws regarding financial aid disbursement. Please note, if you are not attending class it could impact your financial aid (scholarships, grants, loans or Federal Work Study).

If you decide you are not going to attend this class (or any other class you have registered for), you must formally withdraw (drop) from the course. You can do this by logging onto the myUT portal, clicking on the "Student" tab, and then under My Toolkit clicking on Register/Drop/Withdraw.

For more information about add/drop dates please visit the Registrar’s Office online at: http://www.utoledo.edu/offices/registrar/adddrop_dates.html

**Final Grading**

Define the grading scale for your course.

An Example:

Students who do not attend class or stop attending at some point throughout the semester will be given a final grade of “F” which will impact your overall grade point average. To formally withdraw from this or any other course you need to contact the Registrar’s Office.

The grading scale for this course is as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 – 100%</td>
<td>900-1000</td>
</tr>
<tr>
<td>B = 80 – 89%</td>
<td>800-899</td>
</tr>
<tr>
<td>C = 70 – 79%</td>
<td>700-799</td>
</tr>
<tr>
<td>D = 60 – 69%</td>
<td>600-699</td>
</tr>
<tr>
<td>F = &lt; 59%</td>
<td>&lt;599</td>
</tr>
</tbody>
</table>

Comment [24]: University requirement for all syllabi

Comment [25]: For more information on Midterm Grades visit the Registrar’s webpage at: http://www.utoledo.edu/offices/registrar/

Comment [26]: To learn how to enter Midterm Grades please visit: http://www.utoledo.edu/offices/registrar/pdf/RM_GRADES.pdf

*Comment [26]: To learn how to enter Midterm Grades please visit: http://www.utoledo.edu/offices/registrar/pdf/RM_GRADES.pdf*
Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>ASSIGNMENTS/ASSESSMENTS</th>
<th>TOTAL POINTS</th>
<th>% OF FINAL GRADE</th>
<th>SLO ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Activities/Quizzes</td>
<td>300</td>
<td>30%</td>
<td>SLO 1-6</td>
</tr>
<tr>
<td>Group Project</td>
<td>200</td>
<td>20%</td>
<td>SLOs 1, 2 and 3</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>10%</td>
<td>SLOs 4 and 5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
<td>20%</td>
<td>SLOs 1, 2 and 3</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>20%</td>
<td>SLOs 1-6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
<td><strong>All SLOs</strong></td>
</tr>
</tbody>
</table>

Assignments/Assessment Descriptions

**In-class Activities/Quizzes** (30% of final grade and aligns with SLOs 1-6): In-class activities will include class discussions, debates, group work, and a variety of presentations. Various formats will be used for quizzes including multiple choice and short answer questions using a student response system (clickers) and short answer/essay questions. Points given for in-class assignments cannot be made-up and only one quiz per student can be made-up - no questions asked. Students who take every all quiz will have their lowest quiz grade dropped.

**Group Project** (20% of final grade and aligns with SLOs 1, 2 and 3): Groups will be randomly assigned and each group will be assigned a theory they will have to apply to a required to develop a communication plan based on applying a theory learned in class.

**Presentation** (10% of final grade and aligns with SLOs 4 and 5): Students will give a 5-minute oral presentation on a common communication faux pas. The presentation should be factual, include references to how modern day conveniences/technologies have impacted communication expectations both socially and professionally and offer strategies for improving such faux pas. The presentation should have visual aids for effect.

Students will be graded on:

1. **Organization and Development of Content:** Opening statement gained immediate attention; purpose of presentation made clear; previewed contents of speech; main ideas stated clearly and logically; organizational pattern easy to follow; main points explained or proved by supporting points; variety of supporting points (testimony, statistics, etc.); conclusion adequately summed up main points;
2. **Delivery:** presenter owned the space and was in control; held rapport with audience throughout speech; eye contact to everyone in audience; strong posture and meaningful gestures;
3. **Visuals:** Clear and visible to entire audience; creative and emphasized main points; presenter focused on audience;
4. **Voice:** volume, rate (pacing), and pitch quality;
5. **Energy:** enthusiastic, engaging and included everyone in dialogue.

**Midterm Exam** (20% of final grade and aligns with SLOs 1, 2 and 3): The midterm exam will cover Chapters 1-5 in the text and all in-class activities and assignments completed prior to the date of
the exam. It will include multiple-choice questions, matching, short answer and an essay question. The exam is closed book and will take approximately 90 minutes to complete.

**Final Exam** (20% of final grade and aligns with SLOs 4, 5 and 6): The final exam will be comprehensive covering the entire textbook and all material covered in-class including topics covered by guest speakers, presentations given by peers, and information learned through in-class activities. The exam will take the entire allotted time and will include multiple-choice questions, matching, short answer and three essay questions.

**COMMUNICATION GUIDELINES**
*Provide specific requirements and etiquette expectations for online discussions, email, and other forms of communication and indicate the instructor’s timeframe for responding to student emails and/or discussion posts.*

*An Example:*

**Email:**
As your instructor, I am here to help, and will do my best to respond to mail within 24 to 48 hours. Students are expected to check their UT email account frequently for important course information. In addition, if you are having difficulty in the course or trouble understanding any aspect of it, please let me know.

**STUDENT SUPPORT SERVICES**
*Provide guidance on how the institution’s academic and student support services and resources can help students succeed in the course, and how students can access these services.*

*An Example:*

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

**University Libraries**
*University Libraries* are your gateway to information at The University of Toledo connecting you with the resources you need for education, research, and patient care.

**Tutoring Services**
Tutoring support for all UT students is available through the [Learning Enhancement Center](https://www.utoledo.edu/learn) located in the Carlson Library. Tutoring Services are offered in an array of subjects, including Writing, Math (Calculus, Statistics, Accounting) Biology, Chemistry, and Anatomy and Physiology.

**The Writing Center**
The [Writing Center](https://www.utoledo.edu/writing) provides free, face-to-face and online tutoring for writers in all disciplines. The staff there can assist you with a variety of writing assignments.

**The Counseling Center**
Transitioning to college and/or maintaining a healthy well being while attending college can be difficult, if you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services please contact the [Counseling Center](https://www.utoledo.edu/counseling)

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**Comment [27]:** Use this section to indicate your preferred method of contact (email, phone, office hours, etc.); this may also be a good place to add information regarding any expectations you have regarding the use of electronic devices (cell phones, tablets, etc.) in class.

**Comment [28]:** Student Support Services are very important and have been shown to have a positive influence on student success and retention.
**Success Coach**

As of Fall 2013, all new students were assigned a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him/her throughout your academic journey! If you need assistance connecting with your Success Coach send an email to successcoach@utoledo.edu.

**COURSE SCHEDULE (REQUIRED)**

Provide a detailed course schedule/calendar that (1) includes weekly topics with as much detail as possible so students understand what will be covered during each class, (2) aligns the topic to be covered with the student learning outcome so that students understand how each topic is related to achieving the student learning outcomes for the course and (3) describes in detail how you will assess student learning, be sure that the assessment measure selected (exam, paper, presentation, etc.) aligns with the student learning outcomes.

An Example:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Learning Outcome</th>
<th>Assessment Measure</th>
</tr>
</thead>
</table>
| **Week 1** (Add Date) | Class 1: Introductions, Overview of syllabus, course expectations including out of class preparation and flipped class model  
Class 2: Introduction of essential methods | SLO 1 - Identify the methods essential to... | Quiz 1 – (Insert date of Quiz) |
| Assignment/Prep for Next Week (Insert date): | Reading on Theories and Principles (Chapters 3 and 4 in textbook); watch video posted to course site on Theories and Principles and complete guided notes packet to prepare for first quiz | | |
| **Week 2** (Add Date) | Class 1: In class discussion on Theories and Principles guided by students  
Class 2: Students will be divided into groups and assigned a question related to theories and principles; once the group answers the question they will then need to develop an argument against it and present it to the class | SLO 1: Identify the methods essential to...  
SLO 2: Describe the theories and principles of... | Quiz 1 (Insert date of Quiz); In-class Group Argument Activity; Group Project and Midterm and Final Exam |
| Assignment/Prep for Next Week (Insert date): | Read Jones and Smith (2005) article posted on Blackboard on applying the theories and principles in different contexts; write up your 3-2-1 (refer to syllabus attachment for directions) and be prepared to share with class (on insert date due); complete guided notes packet to prepare for first quiz | | |

NOTE: Students are expected to complete and submit all assignments by the due date as specified in the Course Schedule. Late assignments will not be permitted unless arrangements have been discussed and approved prior to the due date. If you do not understand an assignment or have any questions please contact me; remember, I am here to help YOU SUCCEED!! Make-up tests will only be given in case of an emergency and only at the instructor’s discretion.

**WELCOME!**

I look forward to engaging and learning with you throughout the semester! 😊