# Course Designator and Number (example - ENGL 101) Blended Course

Course Title

Semester and Year of Offering

Class Meetings

Number of Credit Hours

[Note: This document is formatted for ADA accessibility. It includes sample statements for all required syllabus components. See the [Committee on Instructional Development (InDev) checklist](https://sc.edu/about/offices_and_divisions/faculty_senate/committees/instructional-development/index.php) (https://sc.edu/about/offices\_and\_divisions/faculty\_senate/committees/instructional-development/index.php) for all required syllabus components for blended courses. It is recommended that you maintain the heading structure and modify the text for your individual course.]

Instructor Name and Preferred Title:

Phone:

E-mail:

Office:

Office Hours:

TA Contact Information:

## Academic Bulletin Description

[Enter the description exactly how it appears in the Academic Bulletin.]

## Full Course Description

[Enter an extended description of the subject matter of the course. Also include any technical characteristics of the course such as if it is required or an elective, or any requirements for enrollment.]

## Prerequisites

[Enter any prerequisites for the course. If there are none, include a statement that says “There are no prerequisites for this course.”]

## Learning Outcomes

[Enter all learning outcomes for the course. These may be mandated by the department and/or accrediting body. If the course is designated as Carolina Core, be sure to include the correct Carolina Core Learning Outcomes. All learning outcomes should be measurable. You may reference [Action Words for Bloom’s Taxonomy](https://miamioh.edu/cte/assessment/writing-student-learning-outcomes/blooms-action-verbs/index.html) (https://miamioh.edu/cte/assessment/writing-student-learning-outcomes/blooms-action-verbs/index.html).

For more on Learning Outcomes, visit the [CTE Learning Outcomes site](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/course_design_development_delivery/learning_outcomes/) (https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/course\_design\_development\_delivery/learning\_outcomes/).]

**Recommended only for 500-600 level courses:** At least one additional learning outcome for graduate credit which must be connected to the additional work product should be included.

Include a notation that all learning outcomes in the course are equivalent to the face-to-face (F2F) version of the course.]

After successful completion of this course, you will be able to:

## Course Materials

[Include any required texts and course materials. Include links when applicable. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. Materials may be organized in a variety of ways depending on the course. Include a citation for each required reading/material and a notation that all readings/materials comply with copyright/fair use policies. A few samples are below.]

McKenzie, J.F. & Pinger, R.R. (2017). *An Introduction to Community & Public Health* (9th Edition). Burlington, MA: Jones & Bartlett Publishers. ISBN: 1284108414

Lunsford, Andrea A. (2017). *The Everyday Writer*. 6th edition. Bedford/St. Martin’s, ISBN-10: 1319083439

All course materials comply with copyright/fair use policies.

## Course Requirements

[Include a few brief descriptions of what students should expect from the course format. This may include expectations of the blended course, the structure of weekly modules, an overview of expected learning activities, and any standard schedules. Sample language is below.]

### Blended Course Format

This course is being offered as a blended course. Much of the work in this course will occur online in Blackboard. Online activities and in-class activities are designed to build on each other. Active participation in the online activities and completion of all courework is required in this course. In Blackboard, you will interact with course content, me and your classmates in a variety of online activities. I suggest setting aside days and times for completing the online course activities.

The typical structure in Blackboard will consist of learning modules, which include:

* Short Video/PowerPoint Lectures
* Podcasts
* Readings
* Online Discussions
* Quizzes
* Field Exercises
* Written Exercises

This course will meet face-to-face one time per week (Thursdays). The typical activities in the face-to-face classroom will include interacting with guest speakers, engaging with me and your classmates in question and answer sessions, discussing major concepts, practicing difficult key concepts and completing exams.

### Course Communication and Feedback

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours. You may also post questions pertaining to the course on the Blackboard Discussion Board. These questions will be answered within 24 hours.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:

* Access blackboard.sc.edu
* Click your name on the main Blackboard navigation panel on the left
* Review your email address. By default, Blackboard uses your university-issued email address

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, [check your account](myaccount.sc.edu) (myaccount.sc.edu). For more information on setting your preferred university email, please see the [How To Change Your Primary University Email Address](https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) (https://scprod.service-now.com/sp?id=kb\_article\_view&sysparm\_article=KB0011464) Knowledge Base article.

## Technology Requirements

[Include any necessary information about technology requirements. Include specific technologies/software/programs that will be used in the course. Sample language is below.]

Online lectures through Ensemble, YouTube and Vimeo will be provided in Blackboard. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The lecture presentations, links to articles, assignments, quizzes, and rubrics are located on Blackboard. To participate in learning activities and complete assignments, you will need:

* Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations;
* Reliable Internet access and a UofSC email account;
* A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
* Microsoft Word as your word processing program; and
* Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the [Service Desk](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php) (https://www.sc.edu/about/offices\_and\_divisions/university\_technology\_services/support/servicedesk.php).

## Minimum Technical Skills Needed

[Include any necessary information about minimum technical skills required for your course. Sample language is below.]

Minimum technical skills are needed in this course. Most course work will be completed and submitted in Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimum technical skills you have include the ability to:

* Organize and save electronic files;
* Use UofSC email and attached files;
* Check email and Blackboard daily;
* Download and upload documents;
* Locate information with a browser; and
* Use Blackboard.

## Technical Support

[Include any necessary information about technology support from UofSC or 3rd party vendors. Sample language is below.]

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the [Self-Service Portal](https://scprod.service-now.com/sp) (https://scprod.service-now.com/sp) or visit the [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/carolina\_tech\_zone/). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at UofSC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

## Course Assignments and Grading

[Include all course assignments and a grading schema. This should include details about each assignment and assignment type, the number of major assignments and course activities which correspond to the course learning outcomes and grading policy, how much value they carry, and how those values are calculated for the final grade. You should also include a grading scale that explains how the final score in the course translates to a letter grade. Rubric information and how tests/quizzes are secured (if applicable) should be included.

**Required only for 500-600 level courses**: At least one additional, distinct assignment must be required of graduate students.

Sample assignment descriptions and grading scales are below.]

### General Assignment Information

* Most coursework (assignments, quizzes, etc.) is secured in Blackboard with a username and password. Exams will be administered in class.
* All assignments are due by [insert time] (Eastern Daylight Time) on the day indicated on the course schedule.
* All online quizzes are secured in Blackboard with a password.
* Complete rubrics for assignments will be provided in Blackboard.

### Quizzes

Five quizzes will be assigned. Each quiz will be based on book chapters and will consist of True/False & Multiple Choice questions. Quizzes will be automatically evaluated. Quiz questions/answers are randomly displayed and drawn from substantial test banks. You will have 3 opportunities to complete quizzes to achieve a higher score. The highest score will be recorded. All quizzes are secured in Blackboard with a password.

### Discussion Boards

Special topics will be posted on Blackboard weekly. You will read posted materials and engage in the discussion boards set up in Blackboard. You will utilize readings and information that you collect from various online sources to inform your discussion. Respect and critical thinking will guide these discussions.

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions each Thursday by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m. A full discussion board rubric is provided in Blackboard.

### Projects

Two hands-on projects will be assigned. Hands-on projects will be based on multiple book chapters & Project Alert software will be utilized to complete the projects. You may only complete each hands-on project one time. Complete rubrics will be provided in Blackboard.

### Response Paper

An important goal of education in the Humanities is to develop the capacity for independent, analytical, interpretive thought, especially in response to complex readings that involve a purposeful manipulation of language. Your Response Paper allows you to build these important skills as you confront the author’s narrative artistry in one of our selected readings. Submit a brief paper (2-3 pages) through Blackboard that responds in some way to one of our novels, stories, histories, or autobiographies. In it, you should reflect on some particular aspect of the work that stands out in your mind as especially memorable, striking, or exceptionally well-written. Try to analyze the literal and symbolic wording of the passage and to work through the individual elements of the scene that make you feel the way you do: the setting, the events that form the plot, the age and appearance of the characters, the dialog, the imagery, or the narrative stance —just to name a few.

### Graduate Student Assignment

Additional graduate student assignment: Graduate students will analyze the current literature and develop a 3-5 page literature review on a topic provided by me. This literature review must be word processed in 12 point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric is provided in Blackboard.

### Final Exam

[Note from the [Faculty Manual](https://www.sc.edu/about/offices_and_divisions/provost/policiesandprocedures/facultymanuals/index.php) (http:/www.sc.edu/policies/facman/Faculty\_Advisory\_Housekeeping.pdf): Each semester, faculty members shall give final examinations, including laboratory examinations, in accordance with the published schedule and shall not deviate from it without prior approval from their dean. All deviations shall be reported to the registrar by the dean.

In any course or laboratory that meets weekly, no quiz, test, or examination shall be given during the last class session before the regular examination period. In any course or laboratory that meets two or three times a week, no quiz, test, or examination shall be given during the last two class sessions before the regular examination period. In any course or laboratory that meets more than three times a week, no quiz, test, or examination shall be given during the last three sessions before the regular examination period.]

The final exam will consist of True/False, Multiple Choice and Short Answer questions. The final exam is comprehensive. Exam questions/answers are randomly displayed and drawn from substantial test banks. The exam is secured in Blackboard with a password.

### Evaluation and Grading Scale

[Include a grading policy that is clearly stated and includes the grading scale, weights of each graded assignment, and explanation of how grades (A-F) will be assigned.

**Required only for 500-600 level courses**: Different requirements for undergraduate versus graduate credit should be clearly identified in two distinct grading scales.

A variety of examples are below.]

All grades will be posted on Blackboard. You are strongly encouraged to check you scores in Blackboard regularly. A final letter grade will be assigned based on percentages.

| Assignment Weights | Percent |
| --- | --- |
| Class Participation | 20% |
| Quizzes | 20% |
| Critical Essay | 20% |
| Response Paper | 10% |
| Midterm Exam | 10% |
| Final | 20% |
| Total | 100% |

Discussion Boards (10 @ 10 points each) - 100 points

Quizzes (5 @ 20 points each) - 100 points

Analysis Paper (1 @ 100 points) -150 points

Hands-on Project (1 @ 400 points) - 400 points

Final Exam (1 @ 250 points) - 250 points

**Total Points - 1000 points**

90-100% = 900 – 1000 points = A

80-89% = 800 – 899 points = B

70-79% = 700 – 799 points = C

60-69% = 600 – 699 points = D

Below 60% = 0 – 599 points = F

#### Grading Scale

89.5% - 100% = A

84.5% - 89.4% = B+

79.5% - 84.4% = B

74.5% - 79.4% = C+

69.5% - 74.4% = C

64.5% - 69.4% = D+

59.5% - 64.4% = D

0% - 59.4% = F

Evaluation Information for Undergraduate Students:

Discussion Board: 20%

Quizzes: 25%

Hand-on Projects: 30%

Final Exam: 25%

90-100% = A

85-89% = B

75-84% = C

65-74% = D

Below 65% = F

Evaluation Information for Graduate Students:

Graduate level students will complete an additional research project (described previously with other major assignments) resulting in a comprehensive presentation based on a well-developed literature review. The grading scale for graduate level students differs from the undergraduate grading scale and is as follows:

Discussion Board: 20%

Quizzes: 10%

Hands-on Projects: 30%

Research Projects: 20%

Final Exam: 20%

90-100% = A

85-89% = B

75-84% = C

65-74% = D

Below 65% = F

## Academic Success

Successful learners in a blended course:

1. Do not procrastinate;
2. Are open to sharing professional experiences online;
3. Enhance online discussions;
4. Have good written communication skills;
5. Use proactive communication;
6. Are self-motivated and self-disciplined;
7. Have a commitment to learning;
8. Have critical thinking and decision-making skills;
9. Believe quality learning can take place in an online environment; and
10. Have good time management skills.

### Disability Services

[Student Disability Resource Center](http://www.sa.sc.edu/sds/) (http://www.sa.sc.edu/sds/): The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

Other academic support resources may help you be more successful in the course as well.

* [Library Services](http://library.sc.edu/) (http://library.sc.edu/)
* [Writing Center](https://sc.edu/study/colleges_schools/artsandsciences/english_language_and_literature/beyond_classroom/writing_center/index.php/) (https://sc.edu/study/colleges\_schools/artsandsciences/english\_language\_and\_literature/beyond\_classroom/writing\_center/index.php/)
* [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/carolina\_tech\_zone/)

### Blackboard and Technology

[Blackboard and Technology](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/)

As a student in this course, you have access to support from the Division of Information Technology (DoIT) for Blackboard and computer issues. The service desk can be reached at 803-777-1800.

## Course Policies and Procedures

[Include any course or university policies that students need to be aware of. This is where you set expectations for student behavior as learners and as people. It is up to your discretion to decide which policies are included. It is strongly suggested to include policies regarding academic integrity and late submission. Other policies may include student conduct, incomplete grades, withdrawal without penalty, confidentiality, or course communication. You may also choose to include any resources available through the university that promote student success, such as student disability resources, academic support, and student services. Sample policy categories and language are below.]

The [Undergraduate Studies Bulletin](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) is the official document of record concerning undergraduate academic programs and regulations.

All graduate students are subject to the academic policies, regulations, and academic standards of both The Graduate School and the department, school and/or college in which enrolled.

[UofSC graduate bulletin](https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/) (https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/)

### Attendance Policy

Please look ahead in the course schedule section of the syllabus to determine if you need to miss class for an [excusable reason](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) and notify me by week two of the course. If you have an excused absence, you will be permitted to make up coursework. Everyone is permitted one unexcused absence without the deduction of points from the participation grade. If you do not use the unexcused absence, 10 extra credit points will be added to your participation grade.

### Academic Integrity

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about University policies:

* [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (http://www.sa.sc.edu/creed)
* [Academic Responsibility](https://www.sc.edu/policies/ppm/staf625.pdf) (http://www.sc.edu/policies/staf625.pdf)
* [Office of Student Conduct and Academic Integrity](https://www.sa.sc.edu/academicintegrity/) (https://www.sa.sc.edu/academicintegrity/)
* [Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/security/policy/universitypolicy/)

## Course Schedule

[Insert your course schedule below. Note when activities will take place online or in class (face-to-face). Below is an example.]

| **Modules** | **Topic** | **Assignment/Activity**  **(Online)** | **Assignment/Activity**  **(Face-to-Face[F2F])** | **Due Date** |
| --- | --- | --- | --- | --- |
| **Start Here/**  **Course Introduction Module:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] | Course Introduction | * Review “Start Here” section of Blackboard * Read the syllabus * Complete the syllabus quiz * Read Industry News (review Society for Human Resource Management & National Retail Federation websites) * Complete the course introduction discussion board | * Participate in question and answer session | [Insert Due Date(s)] |
| **Module 1:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] | Overview of Organizational Development | * Read Chapter 1 * View lecture videos * Listen to podcast * Complete reflection paper * Complete quiz | * Participate in guest lecture session | [Insert Due Date(s)] |
| **Module 2:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] | Communicating Effectively | * View lecture videos * Read chapter 2 * Read case study * Complete blog | * Participate in question and answer session * Practice elevator speech | [Insert Due Date(s)] |
| **Module 3:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] | Depicting Data Visually | * Read chapter 3 * View lecture videos * Complete simulation activity * Complete grader activity | * Complete group assignment * Participate in question and answer session | [Insert Due Date(s)] |
| **Module 4:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] | Second Wave of Feminist Movement | * Read chapter 4 * View lecture videos * Read “The Story of Margaret Welch” * Watch online video “Race: The Power of Illusion” | * Participate in exam review session * Complete Exam #1 | [Insert Due Date(s)] |
| **Module 5:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 6:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 7:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 8:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 9:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 10:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 11:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 12:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 13:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 14:**  [Insert Dates for the week]  F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Final Exam:**  [Insert Date] |  |  |  | [Insert Due Date(s)] |