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

Course Title

Semester and Year of Offering

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:

## 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:

All learning outcomes in this course are equivalent to the face-to-face (F2F) version of this course.

## 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 an online course versus a face-to-face course, the structure of weekly modules, an overview of expected learning activities, and any standard schedules. Sample language is below.]

### Course Format

This is a fully online course. Online classes are not easier than face-to-face lecture classes. To succeed in an online class, you must be extremely motivated and well organized. You will need to purchase the required textbook listed above by the first day of the course. Other course materials are available via Blackboard (“Bb”). Regular Internet access is essential for successful completion of the course.

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

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

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

### 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 will be provided through Blackboard Collaborate Ultra. Therefore, you must have access to the Internet to view/hear lectures. No special software is required.

The PowerPoint lecture presentations, links to articles, assignments, quizzes, and rubrics are located on the Blackboard site for the course. 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 (transcripts provided);
* Reliable Internet access and a USC 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. All work in this course must be completed and submitted online through 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 USC 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

* All coursework (assignments, exams, etc.) is secured in Blackboard with a username and password.
* All assignments and exams are due by [insert time] (Eastern Time) on the day indicated on the course schedule.
* All online quizzes and tests are secured in Blackboard with a password.
* Complete rubrics 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.]

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 Discussions | 20% |
| Quizzes | 10% |
| Response Paper | 20% |
| Projects | 30% |
| Final Exam | 20% |
| Total | 100% |

Class Discussions (10 @ 10 points each) - 100 points

Quizzes (5 @ 20 points each) - 100 points

Response Paper (1 @ 100 points) -100 points

Projects (2 @ 200 points) - 400 points

Final Exam (1 @ 300 points) - 300 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: 15%

Response Paper: 10%

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

### 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

Success in this course is dependent on your active participation throughout the semester. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to check updates related to the course. Attendance will be taken based on your completion of course assignments. You will receive a 0 on all missed assignments unless you have a [valid excuse](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/).

If you miss an assignment and have a valid excuse, you will be permitted to make up the assignment or complete an equivalent assignment agreed upon with me. Requests for completing work after the due date that can be anticipated at the start of the term, i.e. authorized university activities and religious observances, should be emailed to me no later than the end of the second week of the course. [Consult the policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/) for additional information.

### 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

[Include a detailed course schedule that tells students how the course is organized, what they will need to do and when it will be due. A full semester fall or spring course typically consists of 14 week long modules. This organization can make it fairly easy to convert the course to other length formats.

Courses submitted to the Committee on Instructional Development (InDev) should follow the [Distributed Education Delivery (DED) Syllabus Checklist for DED Approval](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).

| Date(s) | Module/Topic | Assignment | Due Date |
| --- | --- | --- | --- |
|  | Module 1: Start Here! Introduction Module | * Review “Start Here” section in Blackboard * Read syllabus * Complete syllabus quiz * Post to and read discussion board introductions * Complete Blackboard orientation quiz * Watch Module 1 part 1 video * Watch Module 1 part 2 video * Watch Module 1 part 3 video * Watch Module 1 part 4 video * Watch Module 1 part 5 video * Read Chapter 1 * Read Article #1…. |  |
|  | Module 2: Communicating Effectively | * Watch Module 2 part 1 video * Watch Module 2 part 2 video * Watch Module 2 part 3 video * Watch Module 2 part 4 video * Complete video summary questions * Post “Industry update” video * Discuss group project topic, Assignment #1 (Group Work) * Read chapter 2 and website (URL) * Submit Assignment #1, group project topic * Take Quiz #1…. |  |
|  | Module 3: |  |  |
|  | Module 4: |  |  |
|  | Module 5: |  |  |
|  | Module 6: |  |  |
|  | Module 7: |  |  |
|  | Module 8: |  |  |
|  | Module 9: |  |  |
|  | Module 10: |  |  |
|  | Module 11: |  |  |
|  | Module 12: |  |  |
|  | Module 13: |  |  |
|  | Module 14: |  |  |
|  | Final Examination |  |  |