**Course Title**

PREFIX 100-01 Semester 20XX

Time: X-X:XX DAYS

Location:

**Contact Information**

Instructor:

Office Hours: ((Do you prefer appointments or walk-ins? Do you leave your door open when you’re in the office? Ex: If I am here, my door is always open so just come on by!))

Office Location:

Email:

Phone:

**Description**

This course explores…

**Course Goals**

A student who successfully completes this course should:



((Consider connecting course components, such as exams and assignments, to these specific learning outcomes.))

Example: Be able to read, understand, and integrate research in human development (assessed by journal article

assignment and exams).

**Required Materials**

Author. Date. *Title*. City: Publisher. ISBN:

((Are there other materials posted to Canvas that students will be responsible for? Will they need access to a computer or printer?))

**Course Policies**

Student Expectations

((Consider whether students are expected to complete readings before class. What is your attendance policy? What if students are late to class?))

Example: Students are expected to be active and participate and class. We will often have in-class discussions where you are expected to listen and respect others. Be prepared for class by reading the chapter prior to the lesson. Electronic devices may be used in class only for course-related work.

Instructor Expectations

((What can students expect from you?))

Example: You can expect me to come to class at least 5 minutes early and to be enthusiastic about the course material. I will answer all emails within 24 hours and will respond quickly to any student concerns. I will grade objectively, consistently, and in a timely manner. I will come to class prepared and will encourage active learning. I will accommodate differences in students’ learning. Please remember, if you have any questions, concerns, or comments, to let me know right away. I welcome any feedback you’re willing to offer.

Make-ups and Late Work Policy

((What is your policy on accepting make-ups or late work?))

Canvas website and email

Example: Please be sure that you have access to the course website on Canvas. You will need your UMW email account name and password to access this site. In Canvas, I can only send email to your UMW account. If you use a different account, it is your responsibility to set up your UMW account to forward to your preferred email.

Religious Days

Example: If you wish to participate in religious day activities that interfere with scheduled class days or assignments, please inform me during the first week of class.

**Evaluation and Assessment**

Example: Throughout this course you will complete several assessments. There are two types. The first is meant to evaluate how much you have learned in the course. These are called summative assessments and may include quizzes (some graded, some not), exams, your research paper, your oral presentation of your findings, etc. The other type of assessment is meant to help me understand how you are learning based on my teaching (formative assessments). These may include your peer-group grade for your research project, ungraded drafts of your research paper, and almost daily classroom assessments of lessons. By assessing both (formatively and summatively), I can get a picture of not just how you are doing in the course but also why you are forming specific knowledge about the course.

Evaluation for this course will be through:



**Grading Scale**

A (94 and above), A- (90 – 93), B+ (87 – 89), B (84 – 86), B- (80 – 83), C+ (77 – 79),

C (72 – 76), C- (70 – 71), D+ (66 – 69), D (60 – 65), F (59 and below)

**Mid-term Grades**

A “U” grade will be assigned if, at the time of mid-term grading, your grade in the course is below 70%.

**Example Assignment: Journal Article Evaluation**

Example: This assignment is designed to assess your skills as a critical reader and to apply the concepts taught in class to published research. Becoming a critical reader will help you in your future career by enabling you to be accurate in your assumptions and predictions. You will be required to read three separate articles that demonstrate different research designs discussed in class. You will then be asked to answer several questions that pertain to one of the three articles. This assignment connects to Learning Outcomes 1 and 2.

**Exams**

((What is the general format of your exams? Can students use notes? Will a study guide be provided?))

**Participation**

((Are students graded on their participation in the course? How is this graded? What is the policy on making up missed participation points? Will students receive feedback on their participation throughout the course?))

**Honor Code Statement**

The Honor Code will be followed, although students are expected to work together during in-class group activities and on the group assignment. Work that is written up and handed in for a grade should be your own; anything beyond general knowledge should be cited. Please pledge your work accordingly.

**Disability Statement**

The Office of Disability Resources has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability. Their phone number is 540-654-1266. The office is located in Lee Hall, Room 401.

**Statement on Class Recordings**

In this class, students may not make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Resources permitting the recording class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Distribution without permission is a violation of educational privacy law. This policy is consistent with UMW’s Policy on Recording Class and Distribution of Course Materials.

**Title IX Statement**

University of Mary Washington faculty are committed to supporting students and upholding the University’s *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. While you may talk to me, understand that as a “Responsible Employee” of the University, I MUST report to UMW’s Title IX Coordinator what you share. Please visit <http://diversity.umw.edu/title-ix/> to view UMW’s Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence and to find further information on support and confidential resources.

**Resources**  **Confidential Resources**

*On-Campus*

Tiffany W. Oldfield, J.D. Talley Center for Counselling Services –

Title IX Coordinator Lee Hall 106

Office of Title IX

Fairfax House Student Health Center

540-654-5656 Lee Hall 112

toldfiel@umw.edu

Myranda Thomson *Off-Campus*

Title IX Deputy for Students Empowerhouse

Area Coordinator 540-373-9373

540-654-1184

mthomson@umw.edu RCASA

540-371-1666

**Schedule**

I will announce any changes to the schedule in class. If you are absent, it is your responsibility to ask another student if changes have been made. Case studies and readings might also change based on news events and student interest.

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| **Course Schedule** | | |
| **Week One** | **Topic** | **Activity/Assignment** |
|  |  |  |
| *Monday 8/26* |  |  |
|  |  |  |
| *Wednesday 8/28* |  |  |
|  |  |  |
| *Friday 8/30* |  |  |
|  |  |  |
| **Week Two** |  |  |
|  |  |  |
| *Monday 9/2* | ***NO CLASS – Labor Day*** |  |
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| *Wednesday 9/4* |  |  |
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| *Friday 9/6* |  |  |
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| **Week Three** |  |  |
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| *Monday 9/9* |  |  |
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| *Wednesday 9/11* |  |  |
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| *Friday 9/13* |  |  |
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| **Week Four** |  |  |
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| *Monday 9/16* |  |  |
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| *Wednesday 9/18* |  |  |
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| *Friday 9/20* |  |  |
| **Week Five** |  |  |
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| *Monday 9/23* |  |  |
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| *Wednesday 9/25* |  |  |
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| *Friday 9/27* |  |  |
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| **Week Six** |  |  |
|  |  |  |
| *Monday 9/30* |  |  |
|  |  |  |
| *Wednesday 10/2* |  |  |
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| *Friday 10/4* |  |  |
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| **Week Seven** |  |  |
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| *Monday 10/7* |  |  |
|  |  |  |
| *Wednesday 10/9* |  |  |
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| *Friday 10/11* |  |  |
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| **Week Eight** |  |  |
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| *Monday 10/14* | ***NO CLASS – Fall Break*** |  |
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| *Wednesday 10/16* |  |  |
|  |  |  |
| *Friday 10/18* |  |  |
| **Week Nine** |  |  |
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| *Monday 10/21* |  |  |
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| *Wednesday 10/23* |  |  |
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| *Friday 10/25* |  |  |
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| **Week Ten** |  |  |
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| *Monday 10/28* |  |  |
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| *Wednesday 10/30* |  |  |
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| *Friday 11/1* |  |  |
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| **Week Eleven** |  |  |
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| *Monday 11/4* |  |  |
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| *Wednesday 11/6* |  |  |
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| *Friday 11/8* |  |  |
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| **Week Twelve** |  |  |
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| *Monday 11/11* |  |  |
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| *Wednesday 11/13* |  |  |
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| *Friday 11/15* |  |  |
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| **Week Thirteen** |  |  |
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| *Monday 11/18* |  |  |
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| *Wednesday 11/20* |  |  |
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| *Friday 11/22* |  |  |
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| **Week Fourteen** |  |  |
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| *Monday 11/25* |  |  |
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| *Wednesday 11/27* | **NO CLASS – *Thanksgiving Break*** |  |
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| *Friday 11/29* | **NO CLASS – *Thanksgiving Break*** |  |
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| **Week Fifteen** |  |  |
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| *Monday 12/2* |  |  |
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| *Wednesday 12/4* |  |  |
|  |  |  |
| *Friday 12/6* |  |  |
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**The final exam for this course will be on Day, December XX from XXX-XXX p.m.**

((The final exam schedule is posted at <https://academics.umw.edu/registrar/students/final-examinations/>)

Adapted from Richmond, A. (2016). Constructing a learner-centered syllabus: one professor’s journey. *IDEA Paper #60*. Sept. 2016.