For the student, a course syllabus is often the first introduction to you and the course you are teaching.  Consider the syllabus a valuable tool for connection with students and a document that can provide students with the information they need to be successful.  Setting a positive, student friendly tone can help students engage with your class.

Below is a general outline that you can follow (**bolded headings** and *italicized instructions*). We’ve also included example text in boxes throughout many of the sections to help you get started.  We hope you will edit, delete, or develop new text from scratch to best reflect your teaching methods and learning goals within the course.

#

# University of Oklahoma

# Department/Program

# Course Number: Course Title

# Semester Year

## Course Format/Meeting Time and Location (essential component)

*As listed at* [*one.ou.edu*](https://sso.ou.edu/idp/startSSO.ping?PartnerSpId=one&TargetResource=%2f)*.  If all online or blended, please write ‘online’ and ‘blended’ with in-class dates, times, and location*

Office Hours:Date, Time, Location

[Every Tuesday at 4:00 p.m. CST or by appointment or Virtual office hours available]

Learning Management System/website: canvas.ou.edu

Other:[Action Center, Course Web Site, Other contact information]

[[See Faculty Handbook 4.25]](https://apps.hr.ou.edu/FacultyHandbook/)

## Course Prerequisite (essential component)

*As listed in* [*one.ou.edu*](https://sso.ou.edu/idp/startSSO.ping?PartnerSpId=one&TargetResource=%2f)*.  If there are not any course prerequisites, please write ‘none.’*

## Course Description- (essential component)

*In a short paragraph or two, describe**why students should take this course and what will be covered. In establishing the “why,” consider students’ motivations: you might appeal broadly to students’ curiosity, to their civic commitments, or to their professional and academic goals. For the “what,” outline major course goals and a few examples of the kinds of work they’ll be doing in the class. Some professors also use the course description to say something about their teaching philosophy or methods.*

Example 1. HIST 3523 Rise and Fall of American Slavery

In this course we will trace the rise and fall of American slavery from the colonial period to the late nineteenth century. As a class, we will try to understand the impact of slavery on all aspects of American society, North and South, male and female, rich and poor, and particularly black and white.

One key way in which we will explore these issues is to analyze them the way historians do. In other words, students will become historians—rather than simply reciting historical facts that can be found in a textbook, we will ask questions, analyze trends, think about specific personal experiences, and weave together a narrative of the past.

Example 2. Geology (Exploring Planetary Worlds, GEOL 3063)

In this class we will explore the major scientific questions posed in planetary science and the methods used to answer those questions via space exploration.  We will learn about the natural materials and processes that build and shape planetary bodies through readings, lectures, and in-class activities. Topics will include solar system and planet formation, planetary materials (elements, minerals, rocks, and fluids), and the geologic processes that likely formed the planetary features we observe today.  You will choose a planetary body you wish to explore further and work in a team with your instructor to identify gaps in our understanding of that planetary body. Your team will design a rover, lander, orbiter, or fly-by mission to gather data and test key hypotheses by choosing the suite of scientific instruments best suited to achieve your science goals within budget. Finally, you will present your mission concept, including an outreach plan, in a written proposal and a group presentation to a panel of outside reviewers.

Example 3. Psychology[https://www.cmu.edu/teaching/designteach/syllabus/checklist/coursedescription.html]

Have you ever wondered how human chess experts keep beating (well, almost always keep beating) the computer program DeepBlue? Have you ever wanted to be an expert at X (you fill in the blank) without really trying? Have you actually tried to become an expert or highly skilled performer in a particular domain and needed help deciding on the best approach?

In this course, we will address these and many other questions. In particular, we will be reading from the primary literature on expertise (i.e.. psychology journal articles) and from other relevant sources (e.g., review chapters, news stories, biographies). We will cover a variety of domains, from chess to sports to visual arts. Also as part of this course, you will each learn first-hand what it takes to acquire expertise by practicing a skill of your choice and documenting your progress throughout the semester. Finally, you will research and write about the development of expertise in a particular domain.

Course Goals (optional)*Talk to your students about the big picture, the ways of thinking you hope they will learn in your course (if you did this in your course description, you might omit this section). Unlike specific skills or content, these course goals are often related to the ethos or epistemology of a discipline. To develop your goals, think about the disciplinary habits of mind students will be able to apply outside of the course. What will students* understand, appreciate, recognize*?*

Example 1. Geography:

1. Learn to critically consider the geopolitics of representation and media geographies.
2. Recognize the positionality of embodied knowledge production—both in authoritative and in popular representations.
3. Develop an appreciation for the need to listen to what marginalized communities have to say, as well as the basic skills for doing so
4. Sharpen critical faculties through close reading, class conversation, and analytical writing.

Example 2. Chemistry (Introductory Course)

The overall goals of this course are:

1. To understand the nature of science and how it influences and contributes to the modern world.
2. To develop critical thinking skills
3. To recognize scientific methods and be able to interpret and communicate findings adequately through writing as well as orally.

Learning Outcomes
*Unlike broad goals, learning outcomes should be specific and assessable.  What will students be able to do when they have completed your course? Using the “backward design” strategy, you might infer these abilities from the rubrics you use to evaluate major assignments for the course (papers, exams, projects). In writing these specific learning outcomes, it’s useful to use precise cognition verbs such as “evaluate,” “employ,” analyze,” and “create.”* [*Bloom’s taxonomy*](https://www.teachthought.com/critical-thinking/249-blooms-taxonomy-verbs-for-critical-thinking/) *may provide some inspiration for choosing strong verbs.*

Example 1. Outcomes grouped by goal. US History.

1. Develop and use your BS detectors (a.k.a Critical Thinking Skills)

* Determine the validity of facts in U.S. History
* Understand where evidence comes from and how it is used to make decisions
* Explain your own experiences by building an accurate framework of U.S. history

2. Recognize the complex history of race in the U.S.

* See how race and racism is snarled in every part of U.S. history
* Describe complex events from a variety of perspectives
* Summarize and assess conflicting arguments about U.S. history

3. Find and evaluate historical evidence

* Contextualize evidence using a wide range of material from U.S. history
* Use historical evidence to make written and oral arguments about U.S. history and the present

4. Write and rewrite a research paper

* Make a claim about U.S. history, presenting evidence from the past to build an argument

Example 2. A simple list. Human Relations Capstone

Students will be able to...

* Effectively relate factors of personal and community identity to professional and academic contexts.
* Synthesize multiple lines of evidence in support of a central claim or project goal.
* Qualitative methods: present and interpret interview data in accordance with social science best practices.
* Structure: organize information from multiple contexts into unified paragraphs and connect with “bridging” techniques.
* Quantitative methods: Label, organize, and explain data and figures according to social science best practices.
* Critical reflection: describe, analyze, and critically evaluate documentary evidence, personal experiences, and images.
* Research skills: locate and evaluate the credibility of a set of secondary sources focused on a manageable research topic
* Summary: Summarize the argument of a scholarly source
* Synthesis: Synthesize and compare multiple perspectives on a single issue

## Texts and Materials (essential component)

*List all of the text(s), materials, and any software for the course.  Be specific as to whether the item is required, recommended, or optional.  It is not mandatory to have a required text for your course.  Follow the format customary to your discipline.*

*Be sure to consider captions and other accessibility tools:*

* *If you are assigning audio-visual materials, it would be advisable to check for closed captioning.*
* *Similarly, if assigning digitized reading materials, it is advisable to ensure that they are Optical Character Recognition (OCR)-readable.*
* *Consider having accessible alternatives if your first choice of texts and reading materials are not accessible.*

*If you have a long list of readings, please use an Appendix at the back of the syllabus or provide the list in Canvas.*

[[See Faculty Handbook 4.25.1]](https://apps.hr.ou.edu/FacultyHandbook/)

Example: This course will use materials from multiple open-access sources, as well as primary sources available through the University of Oklahoma Libraries. Therefore, there are no required textbooks for this class. Instead, I will assemble open-access resources that will provide an overview of common materials (minerals, rocks, fluids), natural processes (e.g. phase changes, convection, impacts), and geologic features (e.g. magnetic fields, tectonic plates, volcanoes, faults, landslides, glaciers, streams, oceans) observed on planetary bodies, as well as the instruments planetary scientists use to collect new data. These resources will be posted in the course documents portion of the class on learn.ou.edu and will provide you with a solid foundation for our class discussions and activities.  You will build upon this foundation as you further investigate a planetary body using primary, peer-reviewed sources available through OU libraries and reputable secondary sources available to the general public via the internet (e.g. NASA and other space agency media resources, decadal survey reports from the National Academy of Science, and reports from professional societies).  I will provide a list of potential sources and guidance using the library website to get your started.

## Teaching Philosophy & Inclusion Statement

*Telling students what teaching methods you will use in class and the rationale behind them will help them set realistic expectations. Sharing your teaching philosophy and the methods you use to help students learn is an inclusive teaching practice.*

*Below are example statements that let students know who you are and what your teaching approach is. We encourage you to write your own statement.*

Example 1. My goal is to create a class in which everyone is welcome, included, and able to learn and succeed. Please talk to me if there is something I need to know in order to facilitate a positive and productive learning experience for you.

Example 2 from Margaret Price, author of *Mad at School.*

I assume that all of us have different ways of learning, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the handouts I provide may be difficult to absorb. Please communicate with me as soon as you can about your individual learning needs and how this course can best accommodate them.

Example 3. In the spirit of Universal Design for Learning, I will strive to provide an environment that is equitable and conducive to achievement and learning for all students. I ask that we all be respectful of diverse opinions and of all class members, regardless of personal attribute. I ask that we all use inclusive language in written and oral work.

*You can also tell students about your campus and community commitments as well.  For example:*

Example 4. Because I feel strongly about creating welcoming and inclusive learning environments, I continue to learn by attending inclusive teaching workshops for faculty and also Faculty Ally workshops for faculty who want to create welcoming and inclusive classrooms for their LGBTQ+ students*.*

Example 5. If you are currently active military or a veteran, you probably know of the resources on campus, but if you do not, please see me and I can help you take advantage of them. I belong to the OU Veteran Support Alliance (Green Zone), my volunteer work is with veterans, and I was an air force brat.

To read more about developing these statements: <https://praxis.technorhetoric.net/tiki-index.php?page=Suggested_Practices_for_Syllabus_Accessibility_Statements#List_of_Contributors_Special_Thanks>

## Land Acknowledgement Statement Provided by OU’s Tribal Liaison office: (optional)

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinais” Caddo Nation and “[Kirikirʔi:s](http://www.wichitatribe.com/media/18910/wichita.mp3)” Wichita & Affiliated Tribes.

We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations.  Today, 39 tribal nations dwell in the state of Oklahoma as a result of settler and colonial policies that were designed to assimilate Native people. The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor and respect the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma’s 39 tribal nations. This acknowledgement is aligned with our university’s core value of creating a diverse and inclusive community. It is an institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.

## Expectations

*Consider telling students what you expect them to do, both in class and outside of class. Although some expectations may seem self-evident, you are more likely to have students meet your expectations when you state them explicitly..  Instructors usually include their expectations regarding attendance, class workload, when students should complete the assigned readings, and participation.* *In addition to your expectations for the students consider including what they can expect from you.  Specifically, expectation for responding to e-mails (example: Up to 24 hours on weekdays and 48 hours on weekends) and time to return graded assignments.*

Example 1. Consider discussing classroom expectations with the students during the first day of class and having the entire class come up with a set of classroom policies or expectations.

Example 3.

You can expect me:

· To start and end class on time.

· To reply to e-mails within 24 hours on weekdays and 48 hours on weekends.

· To assign homework that adequately covers the material and meets the learning objectives of the course while adhering to the time expectations for a 3 credit course.

· To give exams that accurately reflect the material covered in class and assigned in homework.

 I can expect you:

 · To come to class on time.

· To be attentive and engaged in class.

· To spend an adequate amount of time on the homework each week, making an effort to solve and understand each problem.

· To engage with both the abstract and computational sides of the material.

· To seek help when appropriate.

Example 2. As your professors, we are responsible for providing you with the resources and tools you need to reach our course goals and learning outcomes. As the student, you are responsible for your own learning; you are responsible for choosing how you use the resources, tools, and feedback we provide. For example, we will provide you with instructions and the grading rubric for each major assignment-- we expect you to read both carefully and ask questions if you find something confusing or unclear. We are available and eager to help you in your learning exploration. If you are stuck or would like assistance navigating through this course, please send us an email or chat after class and we will try to help as much as possible. We usually respond to emails quickly, but it may take up to 48 hours, particularly over the weekend. We also aim to provide feedback on assignments within the week following the due date.

Critical information will be posted on the course website, accessed from canvas.ou.edu. It is your responsibility to check the website frequently. Many course assignments will be submitted via the Canvas website and feedback will be provided there. Grades will be posted on Canvas in the online grade book. Please turn on your canvas notifications so that you receive announcements automatically via email/text.

**Expectations for Academic Integrity and Plagiarism (required component, text may vary)**

*OU’s Office of Academic Integrity offers these excellent tips for writing a syllabus statement on misconduct and plagiarism: “Articulate a clear and personal syllabus statement about integrity. Provide guidance on special topics relevant to your class such as the limits of collaboration, expectations for group projects, plagiarism, etc. It is also helpful to include a link to our website, as well as the* [*Student's Guide to Academic Integrity*](https://www.ou.edu/integrity/students.html)*.”*

*While it’s important to be clear about the potential consequences of serious academic misconduct, a personalized statement should strive for a balance between discussing penalties and presenting a positive philosophy of academic citation. By themselves, stern admonishments and detailed lists of the varieties of plagiarism may tell students that engaging with sources is a minefield to be avoided by over-quoting and “patchwriting.”. One positive approach would be to discuss distinctive citation styles (i.e. APA, MLA, Chicago, etc.) as pathways to belonging in a disciplinary community (*[*“Inclusive Practices for Addressing Academic Integrity,” Brown University CTL*](https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/academic-integrity)*). Another would be to represent citation in terms of conversation—as an interactive dialog with cited authors as opposed to the passive importation of another’s words or ideas.*

Example Language about Academic Integrity & Plagiarism: The overall goal of this course is your learning. In order to demonstrate that you have reached this goal, the work you turn in needs to be your own. This includes putting written work into your own words and citing your sources, as appropriate to avoid plagiarism. Penalties for serious offenses include a zero on the assignment and egregious offenses can even result in expulsion from the university, so it is important to understand expectations. The most serious offenses can often be avoided by citing sources—when in doubt, cite it! As part of our work together we will talk about how to accurately and responsibly cite sources, both to avoid plagiarism and strengthen your arguments.

Plagiarism as defined by the [OU Integrity Office](https://www.ou.edu/integrity/students#OU-and-Integrity) includes

* Copying words and presenting them as your own writing.
* Copying words, even if you give the source, unless you also indicate that the copied words are a direct quotation
* Copying words and then changing them a little, even if you give the source.
* Even if you express it in your own words, it is plagiarism to use someone else’s idea as your own.

Example Language about Peer Learning: I encourage you to work and learn together on homework assignments and to make use of campus resources including the Writing Center (https://www.ou.edu/writingcenter) and the Math Center (https://www.ou.edu/cas/mathcenter). If you work in a group, seek assistance from a tutor, or use one of the resources on campus, the work you turn in must be in your own words, demonstrating your own understanding of the material that you have gained through the learning process. If you have questions about academic integrity or plagiarism, please ask: my aim is to foster an environment where you can learn and grow, while also maintaining academic honesty and a clear representation of YOUR learning and ideas.

## Learning Activities, Assignments, and Assessment (essential component)

*Provide a short description of the learning activities and assessments that will be used in the course (see the table below).* *A common alternative to the table below is that you can also provide such details in your Assignment section, where you align your assignments’ instructions and expectations with assessment strategies.*

Example 1: This course will engage students with various activities and assignments. You will read textbooks and journal articles before class and engage in active learning activities in class to help deepen your understanding of the content. You will collaborate with a small group on four collaborative projects to develop the artifacts of several topics. You will also provide feedback to peers’ projects in Canvas.

Example 2: Collaborative Projects

There will be four collaborative projects such as the development of wikis, infographics, concept maps, and timelines. These activities can deepen your critical thinking and demonstrate your mastery of the topics.

* You will join different small groups to work with your peers to develop these projects.
* Using a rubric, you will provide feedback to peers’ projects in Canvas.
* You will do peer review for peers’ projects.
* Specific instructions of each project will be distributed in class.
* Each project lasts two weeks and weighs 100 points.

Example 3: Online Discussions in Canvas

* **Facilitating Discussions** - Students will have the opportunity to facilitate one of the discussions as facilitators. The instructor will model the first few weeks’ discussions and assign students to facilitate the remaining weeks. Afterwards, the assigned student facilitator is responsible for initiating the group’s discussion with two questions or ideas based on the readings, which is due in Canvas by Monday, noon. The student facilitator will work to guide and deepen the discussion through replies to other participants’ posts. This may be in the form of additional thoughts or questions.
* **Quantity of Postings** - Active participation in course discussions is a major aspect of this course. For each online discussion, you are expected to post at least one response by Wednesday, midnight after the facilitator posts his/her initial post. One post is to respond to the facilitator’s questions. Another post is your comments on another group members’ post. Afterwards, please respond to at least two (2) other participants’ posts by Sunday, midnight each week. You are encouraged to exceed this minimum expectation. The minimum requirements are to get a conversation started.
* **Quality of Postings** - Your posts should be comparable to the kinds of comments you would make in a face-to-face course. A three-page essay will not lend to a quality discussion. On the other hand, neither will only saying “I agree!” or “That is a great idea.” Please consider the quality of your participation when you post. The quality of the online discussion is contingent on the depth and richness of the posts of those in the discussion. See Appendix A for a rubric of quality discussion. Also see Appendix B Netiquette Guidelines for tips on appropriate discussion board behavior.

Example 4: In class discussions: A considerable portion of this class will be spent discussing the course readings and exploring different experiences, ideas, and perspectives. We expect you to complete the readings and be prepared to address the discussion questions in class. We also expect you to participate in the activities and discussions that take place in class throughout the semester and work together as a team to support each other’s learning. Therefore, we expect that everyone (students and instructors) will

1. Learn and use your classmates' names. Students may also share their pronouns. Their gender identities and gender expressions should be honored.

2. Be respectful of others and their views. We will not tolerate name-calling or derogatory remarks in this class. Keep your language professional and appropriate. If you cannot do this, you will be asked to leave.

3. Allow others to speak. It is good to participate in the discussion, but make sure everyone gets a chance to be heard. In class and group discussions, be respectful and do not talk while others are speaking.

4. Listen and reflect upon what others have to say. We expect you to learn from each other just as much as you learn from us. Actively engage in group discussions by listening, thinking, and then asking questions when you are unclear.

5. Speak up and participate. Actively engage in your group’s activity so you will be prepared to explain your work to other groups and/or the instructor.

Example 4: Weekly Assignments: All weekly assignments are listed at the [**Course Calendar**](http://onlinecourselady.pbworks.com/w/page/13815947/calendar). Each week, you will complete several different types of assignments:

* *Reading and blogging.* Choose your readings from the online [**Myth-Folklore UnTextbook**](http://mythfolklore.blogspot.com/), and keep notes in weekly blog posts.
* *Writing a story in which you retell a story from the reading.* For more information, see: [**Stories from Stories**](http://onlinecourselady.pbworks.com/w/page/119471952/firststory).
* *Working on your semester-long class project.* You will create EITHER a Portfolio of your best weekly stories OR a Storybook website. For more information, see: [**Portfolio and Storybook Projects**](http://onlinecourselady.pbworks.com/w/page/99190910/project).
* *Responding to other students' blogs.*
* *Responding to other students' projects.*

Workload. You will need to spend appx. 6 hours on this class every week. There are no scheduled class meetings or synchronous online events. Instead, you will set your own schedule. You can complete the coursework at any time of the day or night on any day(s) of the week that are convenient for your schedule.

*Reading Load****.*** The reading consists of 60-90 pages per week. Reading time required: 2-3 hours.

*Writing Load*. You will be writing appx. 1000-3000 words per week. Writing time required: 2-3 hours.

*Commenting****.*** You will be commenting on blogs and projects each week. Commenting time: 1-2 hours.

**Dead Week and Pre-finals Week Policies**
During pre-finals week, all normal class activities will continue; however, no assignment, test, or examination accounting for more than 5% of the course grade may be given.  No activity or field trip may be scheduled that conflicts with another class. More details:

<https://www.ou.edu/registrar/academic-calendars/final-exam-policies>
<https://www.ou.edu/registrar/academic-calendars/final-exam-policies>

## Assessments\* (each student must do each of the following)

Table 1: Assessments

|  |  | **Assessments\****(each student must do each of the following)* |
| --- | --- | --- |
| **Learning Outcomes** | **Learning Activities** | **Quiz (every 2 Weeks)** |  **Journal or Blogs** | **Online Discussions** | **Reaction Papers (Monthly)** | **Lab Reports** | **Research Paper** | **Final Exam** |
| **Written Project** | **Presentation** |
| 1 | Reading Journal Articles, Conducting experiments, Group Assignments | **✔** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 2 | Group Assignments | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3 | Textbook Chapters | ✔ | ✔ |   | ✔ |   | ✔ | ✔ | ✔ |
| 4 | Reading Journal Articles, Textbook chapters, Conducting experiments, Group Assignments | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 5 | Library Visit, Group Assignments | ✔ |   |   |   |   | ✔ | ✔ | ✔ |
| Maximum Points | **100** | **100** | **100** | **100** | **100** | **300** | **200** |

\* *The quality of all written assignments and presentation should be evaluated using a rubric.*

*It is important to provide information on the deadlines for any learning activities and assignments. Including a table with all of the due dates can help students plan out their semester. This can also be included in the calendar feature of the learning management system.*

## Assigning Grades (essential component)

*It is important to be specific about your grading system. Describe your policies in detail; use headings, numbers, charts/tables and bullets to chunk information.*

*Clarify whether your system is point based, weighted, percentage, letter based, and whether there will be any adjustment to the final grade, either linear or Gaussian distribution (curved). Be specific about the cutoff for each letter grade and whether these are predetermined or may be adjusted.*

Example 1- Point accumulation: I calculate grades differently than you may have experienced in other classes- here you start with zero points and work your way up to your final grade. The final grade you receive at the end of the course will be determined by the accumulated points you earn on individual assignments and your contribution to your team. The number of points you earn is based on the quality of the work you submit. In-class group activities are worth up to 100 points with points determined based on the quality of your group’s assignments; your two lowest in-class activity grades will be dropped, no questions asked. I will evaluate your participation and your team citizenship efforts based on your engagement and contributions within class discussions and group activities, as well as the team evaluation reports.

There will be 450 points total over the 15 weeks of the semester. To receive an A, you need to complete 410 points. For 360-409 points, you will receive a B. For 320-359 points, you will receive a C. For 301-319 points, you will receive a D.

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Example 2: Percentages: Grades will be assigned based on weighted percentages earned on different types of assignments. Your research paper (including drafts and peer reviews) will be worth 50% of your grade. Each exam (2) will each be with 20% of your grade. The remaining 10% will be determined based on your attendance and participation in class. Students with final percentages >90% will earn an A; 80-90% = B, 70-80% = C, 60-70% = D, and < 60% will receive an F.

*You might also consider offering contract grading, mastery grading, or specifications grading. According to Linda Nilson -*

*A specifications grading paradigm restructures assessments to streamline the grading process and greatly reduce grading time, empower students to choose the level of attainment they want to achieve, reduce antagonism between the evaluator and the evaluated, and increase student receptivity to meaningful feedback, thus facilitating the learning process - all while upholding rigor. In addition, specs grading increases students' motivation to do well by making expectations clear, lowering their stress and giving them agency in determining their course goals.*

*1. Upholds High Academic Standards*

*2. Reflects Student Attainment of Skills and Knowledge*

*3. Motivates Students to Learn and to Excel*

*4. Fosters Higher-Order Cognitive Development and Creativity*

*5. Discourages Cheating*

*6. Reduces Student Stress*

*7. Makes Students Feel Responsible for Their Grades*

*8. Minimizes Conflict Between Faculty and Students*

*9. Saves Faculty Time and Is Simple to Administer*

*10. Makes Expectations Clear and Simplifies Feedback for Improvement*

*11. Assesses Authentically*

*12. Achieves High Inter-Rater Agreement*

Read more about specifications grading: <http://rtalbert.org/specs-grading-iteration-winner/>

You may also be interested in trying “ungrading” assessments: <http://anatomy.lauragibbs.net/2015/03/grading-omnibus.html>

**Additional Support for Learning**

*As appropriate, list additional services that the students in your course might wish to use to support their learning (example: The Action Center, The Writing Center, and The Accessibility and Disability Resource Center).*

Example: Most universities have a writing center, a place for students, faculty, and staff to meet and talk about writing. The Writing Center here at OU is a resource I encourage you to use. As a writer you will want to seek feedback from many different readers. The writing consultants at the writing center are able to talk with you about your writing--at any stage in the process and for any course you are taking. You can make an appointment (online or by phone) and you can drop in whenever they are open. I urge you to visit the web site for more information: [www.write.ou.edu](http://www.ou.edu/writingcenter.html). The OU Writing Center welcomes all writers and does not discriminate on the basis of race, gender, religion, sexual orientation, gender identity, age, marital status, veteran status, or disability.  We consider difference to be a seed for learning, writing, and a just society.

Course Policies*In this section, spell out what are your expectations for late work, attendance, and other course specific policies.*

### Make-up Policy

*In this section, you should clearly state a make-up policy that is in agreement with the relevant statements in the Faculty Handbook.* [[See Faculty Handbook 4.7, 4.9, 4.10, and 4. 11]](https://apps.hr.ou.edu/FacultyHandbook/). *Make-up exams and acceptance of late assignments can offer students who are parents, working full time, or who have disabilities (but are not registered with the DRC), and others a chance to succeed despite impediments.*

### **Absences**

*In this section, you should clearly state an attendance policy that is in agreement with the relevant statements in the Faculty Handbook.* [[See Faculty Handbook 4.19]](https://apps.hr.ou.edu/FacultyHandbook/)

Example: You are expected to attend class and actively participate in the exercises and discussions. In cases of sickness, alert your instructors BEFORE the class period (phone, email) and we will discuss alternative arrangements.

Other Policies: e.g., Civility, Emergency Contact, Late Assignments

## Tentative Schedule (Subject to change)*(Research indicates that many students appreciate a schedule to follow week by week. In particular, it would be extremely helpful if due dates can stand out.)*

| **Week/Date** | **Topics, Readings, or Activities** | **Assignments and Exams Due** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## University Policies*In this section, include the mandatory and recommended University policies. (Examples are provided below.)* **Copyright Syllabus Statement for In-Person or Online Courses (optional)**

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit, written consent of the faculty member. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.

### Religious Observance (required)

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[[See Faculty Handbook 3.15.2]](https://apps.hr.ou.edu/FacultyHandbook/)

### Reasonable Accommodation Policy (required)The Accessibility and Disability Resource Center is committed to supporting students with disabilities to ensure that they are able to enjoy equal access to all components of their education.  This includes your academics, housing, and community events.  If you are experiencing a disability, a mental/medical health condition that has a significant impact on one or more life functions, you can receive accommodations to provide equal access.  Possible disabilities include, but are not limited to, learning disabilities, AD(H)D, mental health, and chronic health.  Additionally, we support students with temporary medical conditions (broken wrist, shoulder surgery, etc.) and pregnancy.  To discuss potential accommodations, please contact the ADRC at 730 College Avenue, (ph.) 405.325.3852, or adrc@ou.edu.

### Title IX Resources and Reporting Requirement (required)

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or smo@ou.edu. Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies can be directed to University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or smo@ou.edu . For more information, visit <http://www.ou.edu/eoo.html>.

### Adjustments for Pregnancy/Childbirth Related Issues (required)

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your professor or the Disability Resource Center at 405/325-3852 as soon as possible. Also, see http://www.ou.edu/eoo/faqs/pregnancy-faqs.html for answers to commonly asked questions.

### Final Exam Preparation Period (required)

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU’s Final Exam Preparation Period policy (<https://apps.hr.ou.edu/FacultyHandbook#4.10)>.

### Emergency Protocol (required)

During an emergency, there are official university [procedures](http://www.ou.edu/emergencypreparedness/procedures) that will maximize your safety.

**Severe Weather:** If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather *1.* *LOOK* for severe weather refuge location maps located inside most OU buildings near the entrances *2.* *SEEK* refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building. *3.* *GO* to the building’s severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows. *4.* GET IN, GET DOWN, COVER UP. 5. *WAIT* for official notice to resume normal activities.

[*Link to Severe Weather Refuge Areas*](http://www.ou.edu/emergencypreparedness/prepare/refuge-on-campus) *,* [*Severe Weather Preparedness - Video*](https://vimeo.com/237922159)

Armed Subject/Campus Intruder**:** (required)

If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

*1.* *GET OUT*: If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911. *2.* *HIDE OUT*: If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room. *3*. *TAKE OUT*: As a last resort fight to defend yourself.

*For more information, visit http://www.ou.edu/emergencypreparedness.html*

[*Shots Fired on Campus Procedure - Video*](https://www.youtube.com/watch?v=BsEOhGJIdI8&feature=youtu.be)

Fire Alarm/General Emergency**:** (required)

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates: *1. LEAVE* the building. Do not use the elevators. *2. KNOW* at least two building exits *3. ASSIST* those that may need help *4. PROCEED* to the emergency assembly area *5 ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues. 6. WAIT* for official notice before attempting to re-enter the building.

[*OU Fire Safety on Campus*](https://vimeo.com/125093634)

### Mental Health Support Services: (required)

 If you are experiencing any mental health issues that are impacting your academic performance,
 counseling is available at the University Counseling Center (UCC). The Center is located on the
 second floor of the Goddard Health Center, at 620 Elm Rm. 201, Norman, OK 73019.
 To schedule an appointment call (405) 325-2911.

 For more information please visit <http://www.ou.edu/ucc>.

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