*General Syllabus Template for Shepherd University Professors. This is a word document. Please copy and modify for your course content.*

*Remember that your syllabus is a contract between you and your students. Make sure to be as clear and complete as possible. Syllabi are to be provided for every course to the students on the very first day of the course via Brightspace, email, or hard copy. However, all courses must have the syllabus posted on the course Brightspace site.*

**Course Title:**

**Shepherd University Honor Code**

*“As a member of the Shepherd University community of scholars, I will uphold the fundamental values of Academic Integrity - Honesty, Trust, Respect, Fairness, and Responsibility.”*

**Course Prefix and Number: (example – EDUC 200)**

**Course CRN (Course Registration Number):**

**Course Section:**

**Semester [designate dates if partial semester]:**

**Year:**

**Class Location:**

**Class Meeting time(s):**

**Number of Credit Hours received for this course:**

**Course Format/Delivery Mode: [Online course? Seminar? Hybrid? See course modality codes list that is also posted to this page].**

**Instructor Name:**

**Instructor’s Office Building and Room Number:**

**Instructor’s Contact Information [E-mail Address and/or Phone Number]:**

**Instructor Office Hours [full-time faculty are required to list six hours per week]:**

**I. Course Description:**

**Use the course description in the Shepherd catalog:** [Shepherd Catalog](http://catalog.shepherd.edu)**.**

*It is helpful to our students if you also include additional information provided in the catalog about the course such as prerequisites and/or cross-listings.*

**II. LEAP Goals and Learning Outcomes:**

**1. LEAP Goals:**

*Shepherd University has adopted goals from the American Association of Universities and Colleges (AAC&U) Liberal Education and America’s Promise (LEAP) initiative (*[*http://www.aacu.org/leap/index.cfm*](http://www.aacu.org/leap/index.cfm)*) with minor modifications. Include the LEAP goal(s) that your course utilizes. There are four that our campus has adopted:*

*Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World*

*Goal No. 2: Intellectual and Practical Skills throughout the Curriculum*

*Goal No. 3: Personal and Social Responsibility*

*Goal No. 4: Integrative Learning*

**2. Learning Outcomes:**

*Shepherd University has adopted learning outcomes (often referred to as “Intended Student Outcomes” or “Competencies”) that pertain to each LEAP Goal listed above. Please list the learning outcomes associated with each LEAP goal that you intend for your students to achieve. Also list how you plan to assess these outcomes. Learning Outcomes associated with each LEAP goal are listed on page two of the Core Curriculum Framework:* [*Core Curriculum Framework*](https://www.shepherd.edu/app/uploads/2018/09/framework-documentCoreCurriculum.pdf)

*Example:*

*WRITTEN ENGLISH 101*

*This course is a part of the First Tier (Initial Inquiry) of the Core Curriculum.*

***LEAP Goal:***

* *This course addresses LEAP Goal No. 2: Intellectual and Practical Skills throughout the Curriculum.*

***Learning Outcomes:***

*This course addresses the following learning outcomes/competencies:*

* *Critical Thinking*
* *Life-Long Learning*
* *Creative Thinking*
* *Oral Communication*
* *Written Communication*

*(For definitions of the above competencies please link to the following:* [*Core Curriculum Framework*](https://www.shepherd.edu/app/uploads/2018/09/framework-documentCoreCurriculum.pdf)

*Students in this course will be assessed on their ability to:*

* *render close textual analysis;*
* *synthesize information from multiple texts and/or sources;*
* *render clear, cogent ideas;*
* *structure well-developed essays, reports, and other types of writing, with*
* *thesis/hypothesis, textual support, and analysis and correctly employ standard written English usage;*
* *utilize technology to improve critical writing and thinking skills;*
* *demonstrate competence with the writing, research, and documentation conventions in their fields of study.*

**III. Course Requirements:**

**1. Class Attendance:**

*You MUST attend your classes regularly and engage in the requirements for each class; otherwise, your financial aid may be revoked either partially or in full. This would result in an amount due by you to the University immediately. Please refer to* [*Shepherd*](http://www.shepherd.edu/financialaid) *Financial Aid for more details.*

*(Additional attendance suggestions and best practices are delineated below).*

**2. Course Readings:**

*(a) Required purchased text information including title, author, ISBN and publication year: (Please do not require students to buy materials you will not have them use for the course).*

*(b) Optional additional readings (please indicate clearly if these are not required and if these are available on reserve in the library, on Brightspace, or elsewhere).*

**IV. Grading Procedures:**

*Make sure you are clear and consistent! Once you establish the rules, do not change them. Yes, you can count attendance as a part of the grade but make sure to specify that you are doing so on your syllabus. Examples of grading rubrics are available on the Center for Teaching and Learning website:* [*Teaching*](http://www.shepherd.edu/ctl2/ctl-teaching-tools/) *Tools*

**V. Academic Integrity:**

*Each student in this course is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook:* [*Shepherd*](https://www.shepherd.edu/student-handbook) *Student Handbook*

**VI. Accessibility Support Services (required statement):**

Accessibility Services Syllabi Statement Shepherd University strives to make learning experiences accessible to all students and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability, please contact Accessibility Services, Gardiner Hall G13, 304-876-5122, or accessibility@shepherd.edu to initiate a conversation about your options. Students must register with the Office of Accessibility Services and provide their accommodation letter to each of their instructors. Please know that accommodations are not retroactive. For more information, please visit [Accessibility Services](https://www.shepherd.edu/accessibility)

*Note: the US Department of Health & Human Services unofficially recommends the following fonts for PDF files: Times New Roman, Verdana, Arial, Tahoma, Helvetica, and Calibri.*

*What do the above fonts all have in common? For one, they're all basic, simple, and unadorned, with no extra decorations or flourishes. What's more, they usually come automatically installed on computers. When all else is equal, designers should always choose a more popular font over a less popular alternative. This will increase the likelihood that the user's computer can display it.*

*Although serif fonts are usually preferred for printed items, such as books and newspapers, the opposite holds true for websites. Proportionally, the "ticks" and "tails" of serif fonts take up a larger amount of space on a screen than they do on a printed page. In general, sans serif fonts display better on computers and mobile devices. Above all, avoid decorative or overly stylized fonts, which are often difficult to read even for users without visual impairments or reading disabilities.*

**Tutoring:**  *Free Tutoring for any course. Let students know about the Academic Support Center in 103 Library:* [*Shepherd*](http://www.shepherd.edu/academic-support/) *Academic Support; 876-5221; 8:00 am–4:30 pm.*

**Tutoring for Graduate Students:***Graduate students who require special assistance with a particular subject should contact the course instructor and utilize “Tutor.com” if available for a particular course.  Graduate students may also contact their graduate program coordinator, who in conjunction with the Dean of Graduate and Professional Studies, can discuss other options that may be available during a given semester.*

**Emergency Information:**

*Students are encouraged to sign up for “RAVE alerts” (Shepherd* [*RAVE*](http://www.shepherd.edu/university/rave/)*) in order to be informed of campus closures. Also, students are encouraged to check the Shepherd website for additional information (*[*http://www.shepherd.edu/*](http://www.shepherd.edu/)*).*

**Brightspace Learning Management System** (URL: [brightspace.shepherd.edu](http://brightspace.shepherd.edu/))

*This class uses the Brightspace Learning Management System. You will be able to access the course modules, assignments, quizzes and tests, and your grades from this platform. To access Brightspace, go to*[*brightspace.shepherd.edu*](http://brightspace.shepherd.edu) *and login with your full Shepherd email address and password. To find this course, look for the nine-dot waffle course selector in the menu located at the top right of your screen and click on the name of our class to open. To learn more about Brightspace and how to use it, visit the*[*student Brightspace information page*](https://spark.adobe.com/page/a6hSzesDSff59/)*and check out the*[*Brightspace video tutorial playlist on YouTube.*](https://www.youtube.com/playlist?list=PLxHabmZzFY6mtggGZAitZ61kmpS-pMIaM)*Don't forget to download the Brightspace PULSE app from the app store of your choice. Note: Brightspace will be replacing Sakai in the Spring of 2022, so you may be using both platforms until this date to access your online courses or course materials.*

*Please take some time to show students how to use Brightspace. Tutorials and other helpful information for instructors may be found on the* [CTL Brightspace page](https://www.shepherd.edu/ctl/brightspaceinfo) *and* [CTL YouTube studio](https://www.youtube.com/channel/UC-7Mt0bKLk-TfdVW4or_EEA/videos).

**Example Language/Effective Ideas for your Course Policies/Procedures:**

**Attendance**: Grading for attendance is left to the individual instructor in the spirit of academic freedom.

*Best Practice: We strongly recommend that all instructors get to know the students in their classes. The Enrollment Management Office will often ask for a list of students who are not attending fairly soon in the semester. We suggest you take roll or give frequent quizzes and collected assignments so that you get to know who is in your class and who is attending regularly. Some instructors have students fill out note cards about themselves and this helps to learn names. Students appreciate it when the attempt is made to get to know them.*

**Exam Makeup**: This is left to the individual instructor in the spirit of academic freedom.

*Best Practice: We strongly recommend you only allow students to make-up an examination if an emergency prevents them from attending class that day. Written documentation verifying the emergency must be provided. The instructor reserves the right to deny the request. Makeup exams approved by the instructor may be given in the Academic Support Center in 102 Library. The staff there will proctor your exam so that you do not need to meet separately with the student. For more information on these services, please see:* [Academic](http://www.shepherd.edu/academic-support/) Support *or call 304-876-5221.*

**Late Work:** The actual policy is left to the individual instructor in the spirit of academic freedom. However, you should delineate how you will handle this situation should it arise.

*Recommended: Late work is not accepted unless the student can provide documentation of an emergency preventing them from submitting work on time. The instructor reserves the right to deny the request.*

*Course Timeline (with clear exam schedules, assignments and due dates):*

*Instructors are encouraged to include reminders for students such as withdraw dates, midterms, etc. Academic calendars may be found at:* [*Academic*](http://www.shepherd.edu/academic-calendar) *Calendar and final schedules exam may be found at:* [*Final Exam Schedule*](http://www.shepherd.edu/registrar/final-exam-schedule/)

**Course Timeline Example:**

(to show progression of learning and important assessment dates)

Music 310

Unit One Timeline

Fall Semester

*Week of: Topic and Assignments:*

# August 27 Welcome to Music 310

Music in Antiquity

Reading Assignment:

HWM, Chapter 1

Listening Assignment:

*Epitaph of Seikilos*; Euripedes, *Orestes*

In-class quiz on Friday, August 31.

September 4 The Christian Church in the First Millennium

Reading Assignment:

HWM, Chapter 2

Listening Assignment:

*Viderunt Omnes* (Gradual)

In-class quiz on Friday, September 7

September 10 Roman Liturgy and Chant

Reading Assignment:

HWM, Chapter 3

Listening Assignment:

*Mass for Christmas Day* (parts a, b, c and i); *Chants from Vespers for Christmas Day* (part a); Tropes on *Puer natus: Quem queritis in presepe and Melisma*; Hildegard, *Ordo Virtutum*.

In-class quiz on Friday, September 14.

September 17 Song and Dance in the Middle Ages

Reading Assignment:

HWM, Chapter 4:

Listening Assignment:

Bernart de Ventadorn: *Can vei la lauzeta mover*; Comtessa de Dia: *A Chantar*; Adam de la Halle: *Robins m’aime*; Cantiga 159: *Non sofre Santa Maria*; *La quarte estampie royal*.

September 24 The Thirteenth and Fourteenth Centuries

Reading Assignment:

HWM, Chapters 5 and 6

Listening Assignment:

NAWM 17; NAWM 19; NAWM 23; NAWM 24; NAWM 25; NAWM 27

*Important Dates for Unit One*:

October 1 Exam One Review

October 3 Listening Exam One

October 5 Paper Proposal/Bibliography Due