Course Title

University of Illinois School of Information Sciences

Last updated Thu, Jan 12, 2017 9:16:29 AM

Course Number and Section Code  
Semester and Year  
Meeting time and room  
Number of credit hours

Instructor: Instructor Name  
Email: netID@illinois.edu  
Office: Room NNN, LIS Building  
Office Hour: Instructor Office Hours  
Preferred Contact Method: Phone, email, face to face, etc.

Instructional Assistant: Assistant Name  
Email: netID@illinois.edu  
Office: Room NNN, LIS Building  
Office Hour: Assistant Office Hours  
Preferred Contact Method: Phone, email, face to face, etc.

# Course Description

*The course description paragraph from the course catalog goes here.*

## Course Overview

*This section provides more detailed information about the class including what subjects will be covered and perhaps the class’s philosophical underpinnings (broadly understood).*

## Pre- and Co-requisites

*Note any pre- and/or co-requisites by course name and title or state "none."*

# Course Overview

*This section of the syllabus includes goals and objectives.* [*This document*](https://provost.asu.edu/sites/default/files/page/1595/student-learning-outcomes.pdf) *from the Arizona State University Provost Office suggests some distinctions between learning goals, objectives, and outcomes.*

The central themes of the course are:

1. Theme number 1
2. Theme number 2
3. Theme number 3

## Learning Objectives

*Objectives state things the students and instructor will do.*

1. Objective A
2. Objective B
3. Objective C

## Learning Outcomes

*Learning outcomes are much more detailed descriptions of the competencies students will gain during the course.*

Outcome A

In situation X, you will be able to *identify* some specific property of a thing named in this sentence.

Outcome B

Faced with some common professional problem, you will be able to *explain* the difference between two possible diagnoses.

Outcome C

After reading this sentence, you will be able to *recommend* a different strong verb to cue with typographic emphasis.

# Course Materials

*The required textbook for this course is described here, along with other course materials students should know about. Give complete information for required and/or recommended texts including ISBN and edition number if applicable. Also indicate if readings will be posted online and/or on reserve.*

# About your instructor

*A few sentences about the instructor and his/her teaching philosophy is found here.*

# Library Resources

http://www.library.illinois.edu/lis/  
lislib@library.illinois.edu  
Phone: (217) 300-8439

# Writing and Bibliographic Style Resources

The campus-wide Writers Workshop provides free consultations. For more information see <http://www.cws.illinois.edu/workshop/> The iSchool has a Writing Resources Moodle site <https://courses.ischool.illinois.edu/course/view.php?id=1705> and iSchool writing coaches also offer free consultations.

# Academic Integrity

*Provide information regarding academic integrity. The following is an example.*

Please review and reflect on the academic integrity policy of the University of Illinois, <http://admin.illinois.edu/policy/code/article1_part4_1-401.html> to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments. If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgment must be given (using APA, Chicago, or MLA style). Not to do so is to commit plagiarism, a form of academic dishonesty. If you are not absolutely clear on what constitutes plagiarism and how to cite sources appropriately, now is the time to learn. Please ask me! Please be aware that the consequences for plagiarism or other forms of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.

# Statement of Inclusion

[Inclusive Illinois Committee Diversity Statement](http://www.inclusiveillinois.illinois.edu/supporting_docs/Inclusive%20Illinois%20Diversity%20Statement.pdf)

As the state's premier public university, the University of Illinois at Urbana-Champaign's core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

# Accessibility Statement

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the [Disability Resources and Educational Services](http://disability.illinois.edu/) (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call (217) 333-4603 (V/TTY), or e-mail a message to disability@illinois.edu.

# Assignments and Evaluation

*This section should detail the grading policy (what constitutes an A, B, C, etc.) and also delineate the differences among variable credit assignments. Brief descriptions of assignments can be included here. Instructors who employ a points system should explain how these translate into letter grades. Information regarding what should be included with assignments (name, page numbers, cover sheets, etc.) can also be included in this section.*

*Include information about incomplete grades. Students must request an incomplete grade from the instructor. The instructor and student will agree on a due date for completion of coursework and the student must file an Incomplete Form signed by the student, the instructor, and the student’s academic advisor with the School’s records representative. More information on incompletes is available here:* <http://webdocs.ischool.illinois.edu/registration/incomplete_grade_form.pdf>

*Include a policy on late assignments. Describe requirements for attendance, participation, and etiquette. Note any requirements regarding excused absences. Consider linking to the student code, which states that "Regular class attendance is expected of all students at the University"* <http://studentcode.illinois.edu/article1_part5_1-501.html>

## Sample Policy Text

All assignments are required for all students. Completing all assignments is not a guarantee of a passing grade. All work must be completed in order to pass this class. Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).

**Assignments, Exercises & Grade Distribution:**

* Assignment 1: First Assignment Title. Due Asgt. 1 Due Date (N%).
* Assignment 2: Second Assignment Title. Due Asgt. 2 Due Date (N%).
* Assignment 3: Third Assignment Title. Due Asgt. 3 Due Date (N%).
* Attendance and Class Participation (N%)

**Grading Scale:**

The following is a sample grading scale.

94-100 = A  
90-93 = A-  
87-89 = B+  
83-86 = B  
80-82 = B-  
77-79 = C+  
73-76 = C  
70-72 = C-  
67-69 = D+  
63-66 = D  
60-62 = D-  
59 and below = F

# Semester Calendar

*Details on the topics and reading assignments are found in this section.*

## Emergency response: Run, Hide, Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we’re faced with any kind of emergency – like fire, severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.

### Run

Leaving the area quickly is the best option if it is safe to do so.

* Take time now to learn the different ways to leave your building.
* Leave personal items behind.
* Assist those who need help, but consider whether doing so puts yourself at risk.
* Alert authorities of the emergency when it is safe to do so.

### Hide

When you can’t or don’t want to run, take shelter indoors.

* Take time now to learn different ways to seek shelter in your building.
* If severe weather is imminent, go to the nearest indoor storm refuge area.
* If someone is trying to hurt you and you can’t evacuate, get to a place where you can’t be seen, lock or barricade your area, silence your phone, don’t make any noise and don’t come out until you receive an Illini-Alert indicating it is safe to do so.

### Fight

As a last resort, you may need to fight to increase your chances of survival.

* Think about what kind of common items are in your area which you can use to defend yourself.
* Team up with others to fight if the situation allows.
* Mentally prepare yourself – you may be in a fight for your life.

Please be aware of persons with disabilities who may need additional assistance in emergency situations.

### Other resources

* [police.illinois.edu/safe](http://police.illinois.edu/safe) for more information on how to prepare for emergencies, including how to run, hide or fight and building floor plans that can show you safe areas.
* [emergency.illinois.edu](http://emergency.illinois.edu) to sign up for Illini-Alert text messages.
* Follow the University of Illinois Police Department on Twitter and Facebook to get regular updates about campus safety.

# Resources for syllabus design

O’Brien, Judith Grunert, Barbara J Millis, and Margaret W Cohen. 2008. *The Course Syllabus: A Learning-Centered Approach*. San Francisco, CA: John Wiley & Sons.

University of Illinois Center for Innovation in Teaching and Learning. 2015. “Course and Syllabus Design.” Published on the World Wide Web at. <http://cte.illinois.edu/resources/topics/course_plan.html>.

University of Illinois Graduate College. 2015. “Recommendations for Syllabi.” Published on the World Wide Web at. <http://www.grad.illinois.edu/courses-syllabi>.