**

Syllabus: Course ###

College - Term and Year

First Day of Class - Last Day of Class

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| --- |
| **NOTE TO FACULTY**  For an example of this template with language that is welcoming, supportive, student-centered, and inclusive, see the [eCampus Online Syllabus Demo document](https://docs.google.com/document/u/0/d/1FC05ryhuWHVEhwIeeyJi79nB-S72UVzp7QU05rlnN6M/edit). The contents and headings in the template are suggested, not required.  You can refer to the [Syllabus Best Practices and Exemplars article](https://talk.confluence.boisestate.edu/wiki/spaces/NAV/pages/2099315138/Syllabus+Best+Practices+and+Exemplars) to learn more about best practices for online course syllabi. The page includes information about this template, additional annotations on its sections, and an editing checklist.  If you would like a separate schedule document for your course, feel free to use the [Course Schedule Template](https://docs.google.com/document/d/1Wpo9jSeWh6IKz-rCrO_UxJDLZMz6pPoby7Ca7Xj-xSw/edit#heading=h.4wo5tuozikc).  Consider transferring all syllabus content onto the Syllabus tab in Canvas, eliminating the need to upload a new syllabus file each semester.  Refresh Table of Contents, delete level 3 headings to make it fit one page if preferred, or replace it with instructions to navigate the syllabus using the [document outline](https://support.google.com/docs/answer/6367684?hl=en&co=GENIE.Platform%3DDesktop).   Please delete this box (right-click > Delete table) before linking your syllabus in Canvas. |

# Instructor Welcome

[photo]

**Instructor Name:**

**You can call me:**

**Email:**

[Welcome students]

Find out more about me and my contact information on the Instructor Information page in Canvas.

# Part 1: About This Course

[Student-centered course description and prerequisite information]

## Why This Course is Important

[Add text here]

## What will you be able to do by the end of this course?

* [Course learning objectives]

## My Hopes for You

[Add text here]

# Part 2: Course Essentials

The information provided below will help you identify resources you need to succeed in this course and describe how the course operates in Canvas. If this is your first experience in a fully-online course, you might want to check out some [frequently asked questions](https://www.boisestate.edu/online/faq/) about online courses.

## Textbook

* [Cite and link text(s); consider discussing cheaper alternatives]
  + ISBN:

## Other Required Materials and Resources

* [Apps, publisher materials, and how to obtain access]

## Technology/Other Helpful Resources

* [Software and peripherals needed for assignments]
* Access to Microsoft Office Suite
  + You can [obtain a license through Boise State for free](https://www.boisestate.edu/oit/software/microsoft-office/microsoft-365-for-students/)

## Online Course Structure

This class is “asynchronous” -- there are no meeting times, but you will have due dates to meet throughout the week. There are [seven one-week modules] to be completed online. [Each module has a reading assignment, quiz, discussion, and usually a writing assignment.] It should take you approximately [16-19.5 hours] per week to do all of your work, which will be submitted using Canvas.

Due dates throughout the course land on [Tuesday, Thursday, or Sunday]; all your work needs to be submitted by 11:59 p.m. Mountain Time. Spacing due dates throughout the week is designed to break the work into manageable chunks, making it easier to interact with other students and stay on track in the course. I am here to help you each step of the way.

### Drop and Withdrawal Dates

If you feel you can no longer participate and complete the course, you may need to [drop](https://www.boisestate.edu/registrar/registration/dropping-classes/) or [withdraw](https://www.boisestate.edu/registrar/registration/withdraw/). If you drop the course (by the drop date) it will not show up on your transcript and you can get a refund (minus a fee). If you withdraw from the course (by the withdrawal date), it will show on your transcript and you will not get a refund, but the course will not be counted in your GPA. The last day to drop comes quickly! Review the [Boise State Academic Calendar](https://www.boisestate.edu/registrar/boise-state-academic-calendars/) to find the dates for each for this semester. Also, be sure to read about the [impact of enrollment on financial aid](https://www.boisestate.edu/financialaid/home/impacts-on-aid/enrollment-impacts/).

# Part 3: Coursework and Grading

Each assignment in the course (listed below) is designed to move you closer to the overall learning objectives, or goals for the course.

## Citation Requirements

Should you find inspiration in others' ideas or writing on this subject, be sure to cite them so I can understand which ideas and writing are your original work and what sources you used. I highly recommend that you take notes in your own words instead of copying and pasting from the original source with the intent of going back to edit later.

## Major Assignments and Exams

[Describe the types of assignments in the course]

You will find detailed instructions about these activities, associated rubrics, and a course schedule in Canvas.

Here’s an overview of each activity and how many points they’re worth:

| **Activity** | **Brief Description** | **Points** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
| **--** | **--** | **Total Points** |

**OR (if weighted grading is used)**

The assignments are weighted for your final grade. What this means is that final grades are NOT based on points, but on percentages assigned to each category. The point value of an assignment or test is different from the percent weight of an assignment or test. More important items or categories account for more of the grade, so their weights are higher.

Here’s an overview of each activity and how it’s weighed in your final course grade:

| **Activity** | **Brief Description** | **Weight** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
| **--** | **--** | **100%** |

## Grading Scale

Final letter grades will be based on the following scale:

| **Total Points** | **Percentage** | **Letter Grade** |
| --- | --- | --- |
|  |  | A+ |
|  |  | A |
|  |  | A- |
|  |  | B+ |
|  |  | B |
|  |  | B- |
|  |  | C+ |
|  |  | C |
|  |  | C- |
|  |  | D+ |
|  |  | D |
|  |  | D- |
|  |  | F |

## My Grading Practice

I do my best to provide clear expectations and grading criteria for your assignments. That means:

* Grading will be completed [within 72 hours/3 days of the due date]
* I encourage you to view grading rubrics before submitting assignments and confirm the assignment was transmitted
* You can view all of your scores and accompanying comments on graded work using the [View Grades](https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-my-grades-in-a-current-course/ta-p/493) button on the Dashboard page in Canvas

## Submission Policy

**All due dates are in Mountain Time**. Your work is late when it is submitted anytime after the published deadline. It’s always best to submit work on time, but I understand that sometimes things can happen that are out of our control. I don’t want this to compromise your ability to succeed in my class. Please contact me if you need to make arrangements to extend the deadline.

[Add late policy; When deciding on your policy, keep in mind your course’s situational factors, including how many students you have, the level of the course, if your assignments build on each other, and any standard policies used in your department. Be transparent. ]

# Part 4: How to Succeed in This Course

I recognize that students come to class with a broad range of experience and knowledge. Regardless of your background, there are steps you can take to enhance your success. Here are some tips that can help.

## Studying (Subject) Online

* [Highlight key subject/learning activity strategies, if appropriate; provide rationale, task details and suggestions in Canvas at point of use]

## Navigation in Canvas

* If you start to feel lost in the course, click Modules, select [this week’s Module Overview page], and review what to do, the recommended order, estimated time needed, and due dates
* Work through the modules chronologically
  + Start with the [the weekly Module Overview page] each week and then use the Next button to work through the material in the order suggested
* To ensure you receive important information quickly, [set up Canvas notifications](https://community.canvaslms.com/t5/Student-Guide/How-do-I-manage-my-Canvas-notification-settings-as-a-student/ta-p/434)
* Log in to the Canvas course site [at least once a day]
  + In just a few minutes, you can check for announcements, inbox messages, and new discussion posts

## Communication

* Check your Boise State email often as [I generally send out a message every week]
* At some points, my inbox may get quite full and I want to hear from you
  + [If you email me and don’t hear back from me within two business days, please send a follow up email; I appreciate the gentle reminder]
* Each week, be mindful that the discussions are designed to spark timely dialogue and be an exchange of ideas
  + While topics may be new to you, remember that you have a lot of information and experience to share with the class-- and we are excited to learn from you!
* Use [the Canvas Inbox feature] to send me email regarding personal matters and your grades
  + The **Course Questions discussion** is always available for questions about course-specific content
* Please include the course number in any emails you send to me
* *Be sure to let me know immediately if an essential resource, link, or assignment in the course is not available to you*

## Planning Ahead

* Here’s some suggestions you might use to [plan your work time in advance](https://www.boisestate.edu/online/admitted/time-management/)
  + The [Course Schedule] and [the weekly Module Overview pages] are provided to help with planning your personal schedule
* You may want to locate alternate internet connections available throughout the university and in your community if you have connectivity issues
  + There are computer labs and public computers available at Albertsons Library
  + Your public library will often provide access to computers, as well

## Our Learning Agreement

### What You Can Expect from Me

My number one priority is your success in this course. I wish to convey a welcoming environment and effective, equitable learning experience for all students. If you encounter barriers in this course, please bring them to my attention so that I may work to address them.

To do that, I will:

1. [Add the things students can expect of you: your availability, when to expect your response to their inquiries and feedback on their work, how you will support their learning, how you will participate in discussions, and such]

Is there anything else you would like to see added to this list? If so, send me a message.

### What I Expect from You

You will:

1. Actively and regularly participate in this course
2. Maintain an open line of communication with me so I understand how to support you
3. Contact me in advance if you have a concern about meeting a due date
4. Regularly contribute to collaborative activities to ensure other members of the community have ample opportunity to read/listen, reflect, and respond to your ideas
   * I encourage you to foster personal connections and a supportive climate
   * Cultivating positive bonds with your peers can have a lasting impact on your learning
5. Treat me and your peers with dignity and respect
6. Have patience with technology
   * There will be hiccups-- expect them; we will get through them together
   * [Contact the Help Desk](https://www.boisestate.edu/oit/assistance/) for technical questions
7. Give yourself grace-- expect to make mistakes
   * You are human and mistakes are part of learning and growing

Is there anything else you would like to see added to this list? If so, send me a message.

## This Class Welcomes Everyone

Students in this class represent a rich variety of backgrounds and perspectives. The (program/dept) is committed to providing an environment where similarities and differences are respected, supported, and valued. While working together to build this community, we ask all members to:

* share their unique experiences, values, and beliefs, if comfortable doing so.
* listen deeply to one another.
* honor the uniqueness of their peers.
* appreciate the opportunity we have to learn from each other in this community.
* use this opportunity together to discuss ways in which we can create a welcoming and respectful environment in this course and across the campus community.
* recognize opportunities to invite a community member to exhibit more respectful speech or behavior—and then also invite them into further conversation. We also expect community members to respond with gratitude and to take a moment of reflection when they receive such an invitation, rather than react immediately from defensiveness.
* keep confidential any discussions that the community has of a personal (or professional) nature, unless the speaker has given explicit permission to share what they have said.

As your instructor, my goal is to make sure that our learning environment is effective for everyone. This means, in part, that each student is encouraged to share perspectives relevant to the course material and that our class activities and discussions are conducted in a way that supports everyone’s learning.

## Questions About Coursework

### Assignment and Due Date Questions

I welcome clarifying questions on assignments and due dates, but ask that you first post them in the Course Questions Discussion in our course where I can respond and the entire class can benefit. You’re encouraged to help each other with answers to questions posted by other students if you know them, and [subscribe](https://community.canvaslms.com/t5/Student-Guide/How-do-I-subscribe-to-a-discussion-as-a-student/ta-p/352) to be notified of recent posts.

### Individual Questions and Late Work

Do you have a personal question or emergency? For the quickest response, [send me a message using the Canvas Inbox/email/text/other. I will respond to your message within 24 hours (except weekends and holidays).] For extension requests, first review all of the policies in this syllabus carefully to see if your question can be answered.

### Office Hours Overview

Office Hours are the times I set aside specifically for your questions and concerns.[I’d love to talk to you “face-to-face” over Zoom, or over the phone. You can even bring a friend, if you like!] More information about my specific office hours will also be shared in Canvas. Some examples of what we might talk about during office hours:

* If you’re confused about class material or the requirements for an assignment, you can ask me questions and we can go over it together
* Get study ideas that may work particularly well for this class
* Talk about a recent exam or paper and how to improve on your next exam or paper

### Specific Office Hours

* Use this [Zoom link] for both drop-in and scheduled appointments
* Drop-In Times:
  + Wednesday and Friday: 4:00 - 5:00 p.m. Mountain Time
  + Monday: 7:00 - 8:00 p.m. Mountain Time
* Scheduled Appointments:
  + I am happy to meet with you outside of the drop-in times; I welcome you to contact me with details of your availability
  + Please include the course number and the specific issue (if relevant) when scheduling individual appointments

# Part 5: Support Resources for You!

If there is something going on that is preventing you from being successful in the class, please let me know or contact one of the support services.

## Student Well-Being

If you are struggling for any reason (e.g., health, family, grief, safety, financial/basic needs, life’s stresses, caregiving responsibilities, etc.) and believe these struggles may impact your performance in the course, I encourage you to reach out to me if you are comfortable doing so, and I will refer you to an appropriate university resource. You may also reach out directly to the outreach team in the Office of the Dean of Students at (208) 426-1527 or email [studentoutreach@boisestate.edu for support](mailto:studentoutreach@boisestate.edu). In addition, the [Student Life Essentials website](https://www.boisestate.edu/student-life/) is a great place to find resources. If you notice a significant change in your mood, sleep, feelings of hopelessness or a lack of self worth, consider connecting immediately with Counseling Services (1529 Belmont Street, Norco Building) at (208) 426-1459 or email [healthservices@boisestate.edu](mailto:healthservices@boisestate.edu).

## Accommodations for Students with Disabilities

[Visit the Educational Access Center website to copy and include the most recent EAC [syllabus statement](https://www.boisestate.edu/eac/faculty-2/syllabus-statement/).]

Students with a disability or diagnosed condition (e.g., are neurodiverse, have a mental health condition, medical condition, etc.) who are needing accommodations should consider connecting with the [Boise State Educational Access Center (EAC)](https://boisestate.edu/eac). All accommodations must be approved by the EAC prior to being implemented. Students are encouraged to visit the EAC website and submit a request for accommodations at [boisestate.edu/eac](https://www.boisestate.edu/eac/).

I want you to achieve at your highest capacity in this class, and every effort has been made to make this course accessible. Please let me know if you encounter inequitable opportunities in my course related to:

* Accessing and understanding course materials
* Engaging with course materials and other students in the course
* Demonstrating your skills and knowledge on assignments and exams

## Accessing University Support Services

Boise State cares about you! You can find many kinds of help, including technical, academic, financial, life needs, learning accommodations, and much more. These resources have been gathered into one convenient document for you to keep on hand. Almost all of the student services on campus are also available to online students. Make sure to take a look at the [University Support and Policies document](https://docs.google.com/document/d/14ZMRsHAgo356h0nHtJuStDKGwvg6LY-XOA7PxacwECw/edit#heading=h.oohv0l26wvu1).

# Part 6: Accessibility and Privacy Information

This course was created following Boise State accessibility and privacy guidelines. To see accessibility and privacy information regarding the specific technologies used in this course, see the last pages of the [University Support and Policies document](https://docs.google.com/document/d/14ZMRsHAgo356h0nHtJuStDKGwvg6LY-XOA7PxacwECw/edit#heading=h.oohv0l26wvu1).

# Part 7: Other Policies

## Academic Integrity

[This language is provided by the Dean of Students Office regarding Academic Integrity. Check with your Department Chair/Program Lead to see if there are specific policies related to Academic Integrity or addressing academic misconduct within your department. ]

Academic Excellence is a [Shared Value](https://www.boisestate.edu/president/values/statement-of-shared-values/) at Boise State, and part of your responsibility in pursuing academic excellence includes avoiding cheating, plagiarism, and any other kind of academic misconduct. If I find a student responsible for academic misconduct in our class, the outcome of their choice to not fully engage in their learning might range from a 'revise & resubmit' up to an 'F (failure) for the course.' For more info, please read [The Student Code of Conduct (Policy 2020), Section 7: Academic Misconduct Complaints, Violations, Processes and Sanctions.](https://www.boisestate.edu/policy/student-affairs/code-of-conduct/#academic_misconduct)

### Plagiarism Prevention Software

Assignments submitted in this course may be subjected to ​screening using a plagiarism detection tool in Canvas.

[Add course-specific policies as needed; if not, remove this section]

### Use of Artificial Intelligence Tools

[Add course-specific policies as appropriate. Refer to the Boise State [AI for Teaching and Learning Task Force Syllabus Statements](https://www.boisestate.edu/ai-in-education/faculty-and-staff/). As you adapt any of these syllabus statements for your course, try as much as possible to preserve their warm language.]

Refer to the Boise State [Generative Artificial Intelligence (AI) – Guidance on Use and Applicable Policies](https://www.boisestate.edu/policy/generative-artificial-intelligence-ai-use-and-policies/)

### Virtual Proctoring and Exams

[Add descriptive text if the tool is used; if not, remove this section]

### Copyright Ownership, CourseHero, and Chegg

Did you know that you own copyright in your original papers and exam essays? If I am interested in posting your answers or papers on the course website, I will request your written permission before I do so.

Similarly, my lectures and course materials, including presentations, tests, outlines, and similar materials are protected by copyright. Here are some guidelines to use:

* I encourage you to take notes and make copies of course materials for your own educational use
* You may not reproduce or distribute lecture notes and course materials to anyone, including posting them to sites like CourseHero or Chegg without my written consent
  + Sharing, looking at, and using course content posted on these websites or given to you by others can be academic misconduct
  + Please avoid it to support your own learning

## 

## Note on Course Content and Idaho Law

[Visit [Boise State Syllabus Statement 5909D](https://docs.google.com/document/d/1YgLQbjighyHYXS4ltbTTYvjaDWZJedyfErmzPR7tpdE/edit?usp=sharing) to copy and include the most recent §5909D statement. Refer to FAQ for more information.]

Under Idaho law (Section § 67-5909D), some university courses with content related to diversity, equity, inclusion, or critical theory may be subject to certain restrictions. However, the law affirms and does not limit free discussion in the learning environment. Like all Boise State courses, this course supports open inquiry, intellectual honesty, and respectful engagement with a range of perspectives, all of which are consistent with student rights and responsibilities described in the [Student Code of Conduct (Policy 2020)](https://www.boisestate.edu/policy/student-affairs/code-of-conduct/).

Some courses may include content that touches on concepts related to diversity, equity, inclusion (DEI), or critical theory or concepts some may consider to be related to these concepts. If these topics are included, it is because they are relevant to the learning outcomes for this course and are explored to support critical thinking, deeper understanding, and respectful engagement with different perspectives. As part of any course, you may be asked to apply or explain ideas that come from a particular perspective. However, you are not required to adopt such perspectives as your own. The law does not “limit the free discussion of ideas in a classroom setting” and does not bar the discussion of DEI concepts in all courses.

Our learning environment is a space for open dialogue and thoughtful discussion, including complex or challenging topics. Everyone is expected to engage with curiosity, listen respectfully, and contribute in ways that support a productive and welcoming learning environment. Boise State and the Idaho State Board of Education affirm the importance of free expression and academic inquiry. As outlined in SBOE Policy III.B:

“Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.”

Disruptive behavior that interferes with the learning environment will not be tolerated and may result in removal from this course, in line with university policy (See [Policy 3240 Maintaining Effective Learning Environments](https://www.boisestate.edu/policy/academic-affairs-student/maintaining-effective-learning-environments/)).

In this course, I will foster critical discussion and analysis, and a respectful consideration of a wide range of ideas, in accordance with the [Faculty Code of Rights, Responsibilities, and Conduct (Policy 4000)](https://www.boisestate.edu/policy/academic-affairs-faculty-administration/faculty-code-of-rights-responsibilities-and-conduct/). You are encouraged to think critically, question ideas, and form your own conclusions. As always, you have the freedom to choose courses that align with your academic goals—if you have concerns about course content, please talk with your instructor or advisor. Refer to the academic calendar for important deadlines related to course withdrawal.

To learn more about the law and its impact at Boise State, visit this [link](https://www.boisestate.edu/academics/information-regarding-section-67-5909d-course-and-curriculum/).