

Note: The syllabus minimum requirements are indicated in black texts. Additional information are optional and can be added as Instructors deem fit. Explanation and examples are indicated in orange texts.

Course Name:

Course Number:

Course Credits:

Class Meeting Times:

State the course meeting times per week in lecture, recitation, laboratory, etc. The course credit numbers and class contact hours should match according to course credits policy.

Example:

Lecture: 2hrs/week or Monday & Wednesday 10:00-10:50 am

Laboratory: 3 hrs/week or Tuesday 8:00-11:00 am

Prerequisite and/or Corequisite

Indicate 'None' if there is no prerequisite or corequisite. For additional information, see the prerequisites and corequisites policy. An Experimental "X" course cannot be a prerequisite for other courses.

Example:

Prerequisite: None

Catalog Course Description

This should be 50-100 words. Sentences should start with action words like explores, examines, emphasizes, builds etc. Avoid phrases such as "This course is designed to...", "Students will learn...". Add "(Bacc Core Course)" at the end of the course description. See course description guideline for more information

Example:

Explores _____. Examines _____.Emphasizes_____ (Bacc Core Course)

Course Content

List weekly schedule including topics and assessment. If it is not possible to list the weekly schedule, include a concise outline of topics and activities covered in the course.

Example:

Week	Topic	Assessment
1	Introduction	Quiz 1
2		
3		
4		
5		
6		
7		
8		
9		
10		
Finals		

Course Specific Measurable Student Learning Outcomes

- *What will students be able to do after completing this course? Avoid using non-measurable action word such as 'Understand' or "Demonstrate an understanding of..". See [Revised Bloom's Taxonomy](#) for a list of verbs choices. For Slash 4XX/5XX courses, list additional learning outcome(s) for the graduate level course.*
- *How will students' learning be verified? Ensure the learning outcomes are aligned with the assessment outlined under 'Evaluation of Students Performance' in the syllabus. See [guidelines on students learning outcomes](#) for more information.*

Baccalaureate Core Category Learning Outcomes

This course fulfills the Baccalaureate Core requirement for the WIC category for students majoring in _____.

- *Include the 3 WIC category learning outcomes verbatim in an explicitly identified and labeled list which is located near the course fulfillment statement (see above).*
- *Make a direct, clearly stated connection between each listed WIC category learning outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.*
- *Include a clear description to students how the WIC category learning outcomes will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating "exam, quizzes, homework, class discussion" will not provide enough detail)*

Note: The Bacc Core Committee strongly suggests that the requirements associated with the second, third, and fourth bullets be placed together within a matrix table.

Example of WIC category learning outcome matrix table

<i>WIC Category Learning Outcomes</i>	<i>How this outcome will be demonstrated in the course</i>	<i>How this outcome will be assessed in the course</i>
<i>1a. Develop and articulate content knowledge in the discipline through frequent practice of informal and formal writing.</i>	<i>Informal writing:</i> <i>Formal writing:</i>	<i>Informal writing:</i> <i>Formal writing:</i>
<i>1b. Develop and articulate critical thinking in the discipline through frequent practice of informal and formal writing.</i>	<i>Informal writing:</i> <i>Formal writing:</i>	<i>Informal writing:</i> <i>Formal writing:</i>
<i>2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.</i>	<i>Informal writing:</i> <i>Formal writing:</i>	<i>Informal writing:</i> <i>Formal writing:</i>
<i>3. Demonstrate the ability to compose adocument of at least 2,000 words through multiple aspects of writing, including brainstorming, drafting using sources appropriately, and revising comprehensively after receiving feedback on a draft.</i>	<i>Formal writing:</i>	<i>Formal writing:</i>

Evaluation of Student Performance

Describe how the learning outcomes will be measured through assessment. List the breakdown of the assessment (in either points or percentage) and the grading scale (example: A+ = 95-100, A = 90-94, B+ = 85-90...)

In addition to the above, the assessment details must also make it clear that:

- Grades for writing making up at least 30% of the course grade
- Individual writing comprises at least 25% of the course grade
- Students individually write and revise (after feedback) at least 2,000 words in formal, graded writing - about 10 pages
- Revision of the 2,000-word formal writing is required, not optional
- The total word count for formal writing is at least 4,000 words (2,000 counted for the draft or drafts and 2,000 counted for the final copy)
- Informal, ungraded writing comprises at least 1,000 words (or enough to make the total word count at least 5,000)

Learning Resources

*List textbooks, reading materials, software, equipment, etc. For cost transparency to students, it is compulsory to indicate if the learning resources listed are **required or optional**.*

Course Policies

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

Student Conduct Expectations link: <https://beav.es/codeofconduct>

Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

[OPTIONAL to include in the syllabus]

Student Evaluation of Courses

During Fall, Winter, and Spring term, the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID email. They may also log into the system via Online Services. Course evaluation results are extremely

important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.