

Generic Syllabus Template: with suggested components

Course Title (30 characters or less; for transcript), with optional subtitle

Semester/Year: **Section:**

Satisfactory completion of this course also satisfies a General Education requirement.

Instructor: **Office Location:** **Hours:** **Office:** **Cell:** **E-mail:** **My Home Page:**
Graduate Teaching Assistant or Peer Mentor: (if applicable)

Textbooks:

Course BbLearn/URL: (e.g., to access: Course Syllabus, Units/Schedule, Specific Seminar Learning Activities, Grading Rubrics, Course Resources, Study Skill Resources, Blog, etc.)

Course Description: (clearly and completely establish content and methodological focus of the particular course.)

This course is part of the University of Idaho's General Education curriculum. The General Education curriculum emphasizes a multi-year, broad liberal education. It is a curriculum conceptually and pedagogically integrated, beginning with the ISEM 101 Integrated Seminars; then between their first and third years students bridge into the five skills and perspectives curricular components of Communication, Science, Math, Humanities and Social Science, and American Diversity and International; the integration is then reiterated with the ISEM 301 Great Issues seminars, and culminates with the Senior Experience. The Integrated Studies component of ISEM 101, ISEM 301 and Senior Experience is specially designed to be educational points of General Education integration. Infused throughout this curriculum are the shared Learning Outcomes of the University of Idaho, which are reflective of the unique mission of the University of Idaho, and consistent with the Essential Learning Outcomes of LEAP (Liberal Education and America's Promise; see <http://www.aacu.org/leap/>). It is a General Education curriculum which complements and is cohesive with a student's major field of study, and not a standalone, 'check-off-the-box' educational experience."

Learning Outcomes: Several critical Learning Outcomes are sought in this course. These Learning Outcomes include both the University of Idaho Learning Outcomes and a listing of specific Learning Outcomes of the college, unit and/or the course. Upon completing this seminar, you should have greater competency in following skills, understandings and appreciations. (Please modify this template and its content relative to your course needs; it may also include the Program/Departmental Learning Outcomes.) The course U of I Learning Outcomes and the specific course extensions are:

1. **Learn and integrate** - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
 - a. (College, Unit and/or Course Specific Learning Outcomes)
 2. **Think and create** - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
 - a. (College, Unit and/or Course Specific Learning Outcomes)
 3. **Communicate** - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
 - a. (College, Unit and/or Course Specific Learning Outcomes)
 4. **Clarify purpose and perspective** - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives
 - a. (College, Unit and/or Course Specific Learning Outcomes)
 5. **Practice citizenship** - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
 - a. (College, Unit and/or Course Specific Learning Outcomes)
-

Learning Activities (assignments): (providing a range of student learning activities and evaluative methods appropriate for the content and pedagogy of your course, such as quizzes, essay exams, take-home exams, reflective writes, oral recitations, short and/or long individual/group research papers, posters, individual and group work, etc., each of which would be embedded with aspects of the Learning Outcomes. Have one learning activity as the course's "assessment artifact," i.e., a learning activity that best reflects and measures student achieved competencies relative to the learning outcomes. Clearly articulate expectations, due dates, format, etc., of each learning activity.)

Center for Disability Access and Resources (CDAR) (required component)

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306. Please meet with the staff of the DSS office at the beginning of each semester to set up accommodations for the semester so that you may notify your instructor(s) early in the semester regarding accommodation(s) needed for the course.

- **885-6307**
- dss@uidaho.edu
- <https://www.uidaho.edu/current-students/cdar>

Study Skills and Resources (suggested components; to be modified per course)

Remember, you should spend, on average, at least 3 hours of study time (textbook reading, reviewing class notes, etc.) for each hour you spend in class. There is additional time devoted to researching and writing papers, and to developing projects. Plan accordingly. If you need help with note-taking, strategies for studying, writing, time-management, or tutoring assistance, please do not hesitate calling on your professor.

Writing Your Research Paper:

- Consider the resources at: <http://www.uidaho.edu/class/english/WritingCenter>. The Writing Center is a collaborative learning program dedicated to providing one-on-one assistance to student writers. The Writing Center also provides a library of handbooks and style manuals, three student computers, a collection of handouts about writing, and a comfortable place to sit, read, and write.

Library Resources:

Become very familiar with our library, as it will become a second home. The UI Library has people and resources to help you succeed in research for this course. The library website www.lib.uidaho.edu has many databases that will help you find relevant and reliable books, articles, images, and more, many available online. For a general overview of library resources, see “Getting started on research in the UI Library,” a research guide at <https://libguides.uidaho.edu/gettingstarted>. Don’t hesitate to contact a librarian for research assistance, either in person at the library reference desk or by phone, email, or chat <https://www.lib.uidaho.edu/help/>. UI librarians specialize in helping you find high quality sources for class papers and projects. Take the Information Literacy Tutorial at: http://www.webpages.uidaho.edu/info_literacy/.

Questions about Technology:

- Visit the ITS Help Desk at their office in the Administration Building room 133, contact them by e-mail helpdesk@uidaho.edu, or call at 208-885-HELP (4357) with any technology questions they may have. The web site is at <http://support.uidaho.edu/>.

Honesty:

- Adhere to the highest academic standards of honesty and integrity.
- No cheating, no plagiarism. Plagiarism is the passing off someone else’s work as your own, without citing the source. This includes direct copying, rephrasing, and summarizing, as well as taking someone else’s idea and putting it in different words.
- See the Academic Honesty Student Policy:

<https://www.uidaho.edu/student-affairs/dean-of-students/student-conduct/academic-integrity>

Best Effort:

- Showing up and attending the pilgrimage in the first place - attending class sessions and doing all the assignments. To successfully engage the tasks of this course, attendance at all class-related sessions is critical. If you cannot attend a session, please notify the instructor before your absence if at all possible. Repeated absences will lower your grade.
 - During class, you need to focus on the materials presented. And avoid distractions. **No cell phone use, no text messaging. No use of headsets, I-pods, MP3 players. No use of laptop computers.** A "lit face" during class will be taken as an absence.
 - And taking responsibility for your actions and efforts, take responsibility for your education.
 - No whining, no frivolous excuses, and no scapegoating - "it was my computer!"
-

Respect your fellow students

- Respecting the rights of others to express their views, regardless of what you may think of them.
 - Respecting the rights of others by voicing your own observations in a clear, concise and precise manner, and by not dominating the conversation.
 - And adhering to common courtesies and civilities, such as coming to class on-time, turning off cell phones, listening and not talking while others "have the podium," etc., in short, "do unto others as you would have them do to you."
-

University Classroom Learning Civility Clause:

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285)

Policy on Absences for University-related Activities.

The absence policy is enforced by the Vice Provost for Student Affairs and Office of the Dean of Students, and no other written or verbal agreements preempt this policy.

1. Students are not to be excused from class sessions for any living group-related activities (including, but not limited to, residence hall meetings, fraternity or sorority house meetings, or other living group functions). This includes any function deemed “mandatory” by the living group officers that may carry with it fines or other penalties for non attendance.
2. Only students with a written request signed by a university official will be granted an excused absence for university-sponsored activities, including, but not limited to, travel to sporting events in which the student is an official participant (not spectator) and participation in scheduled, university-sponsored class field trips.
3. Students who seek excused absences from class sessions because of other university-related activities must notify you, the instructor, in advance of their absence to request an excused absence.
4. Students who are granted an excused absence are responsible for completing all work assigned during their absence in the timeframe you, the instructor, establish.

This policy is designed to help you, the students achieve academic success and to remain a full and productive member of your classroom community. If you have questions, please contact the Office of the Dean of Students, 885-6757, TLC 232.

1 June 2018