## **Course Number/Course Title:**

## **Term Dates: Instructor Name:** *(pronouns optional)*

Office Location:

Office Hours:

## **Instructor Contact Information:**

Preferred phone number:

Email Address:

*Please include your preferred times for contact and the turnaround time for responses.*

## **Course Information**

## **Course Format:**

*Here you will provide your students with information about the type of course they are taking (i.e. online asynchronous, in person, hybrid, etc…).*

## **Welcome to \_\_\_\_\_\_\_\_!**

*Here you will welcome your students into the course and give a brief explanation of what it is you will be teaching them. This will include the catalogue description of your course, overview of what they can expect to learn, and the student learning outcomes broken down.*

Student Learning Outcomes

1. SLO 1
2. SLO 2
3. SLO 3
4. SLO 4
5. SLO 5

## **Preparing for class**

*Here you will include tips on preparing for notetaking, studying for tests, and handling assignments along with the course materials needed and a breakdown of the assessments and grading scale.*

Example for Tips:

Tips for success in this course:

* **Read the textbook carefully**. As you read, stop periodically to really *think* about what you’ve read. If you have questions, ask! There’s a Course Q & A discussion board, or you can call or email me. But if you get to the end of a chapter and have zero questions, then you may not have been thinking about the material carefully enough.
* **Engage in review testing!** Research shows that review testing is one of the most effective and efficient methods for improving understanding and retention.That’s because if your “studying” just consists of re-reading the book and/or notes, then you’re likely to become overconfident. The material is familiar, and therefore you assume that you understand it. So, review tests can be a good reality check to see if you really understood the material as well as you thought you did. There are a lot of ways to do this on your own; for suggestions, see [this short blog post about retrieval practice](http://www.learningscientists.org/blog/2016/6/23-1).
* **Make sure you plan your time.** You’ll need as many as 6-8 hours per week to read and complete assignments to maximize your chances of being successful in the course. These should be times when you are awake, alert, and free of distractions.
* **Consider “retrieve-taking” instead of notetaking as you read material.** Read a section of the textbook or watch a section of a video. Close the book or pause the video then write down a few things you remember or everything you remember about the material you read, saw, or heard. How accurate was your retrieval? If you retrieved a lot of information, GREAT! Continue retrieve-taking. Research suggests that this may be one of the most effective ways to study if retrieval is your goal. If you didn’t retrieve a lot, that’s fine, too. Go back and review what you missed and go on to read the next section. Try the retrieval exercise again until it becomes more comfortable. (If you need help with this, please stop by office hours or email me so we can talk about it.)

## **Course materials**

Texts that are required:

Digital Resources (required and/or optional):

*Here, you should be clear which books and materials students will need to successfully complete the course. If no materials are needed because you will provide them, indicate this here.*

## **Course assessments**

*Here, you will give students information about the types of assignments they will be expected to complete. (Discussion boards, term papers, group assignments, written assignments, presentations, quizzes, finals/midterms, etc…) You may also choose to include information about page length/word requirements, method of submission, etc.*

Example:

***Preliminary assignments* (10% of your total course grade)**

* Explanation

***Discussions* (30% of your total course grade)**

* Explanation

***Writing Assignments* (25% of your total course grade)**

* Explanation

***Quizzes* (25% of your total course grade)**

* Explanation

***Midterm Exam* (10% of your total course grade)**

* Explanation

***Extra credit***

* Explanation

## **Grading Scale**

*Here, you should detail your grading policy, including how grades are calculated and how students can access them. Below is an example of an accessible table you may choose to use.*

| **COURSE GRADE BREAKDOWN** |
| --- |
| **Area of Assessment** | **Percentage of Final Grade** |
| Assessment Group 1 | X% |
| Assessment Group 2 | X% |
| Assessment Group 3 | X% |
| Assessment Group 4 | X% |

At the end of the semester, you will receive one of the following grades for *(insert class here)*:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

## **Tentative Class Schedule (subject to change)**

| **Part of Semester** | **Topics Covered** | **Assignments Due** |
| --- | --- | --- |
| Week 1 |  |  |
| Week 2 |  |  |
| Week 3 |  |  |
| Week 4 |  |  |
| Week 5 |  |  |
| Week 6 |  |  |
| Week 7 |  |  |
| Week 8 |  |  |
| Week 9 |  |  |
| Week 10 |  |  |
| Week 11 |  |  |
| Week 12 |  |  |
| Week 13 |  |  |
| Week 14 |  |  |
| Week 15 |  |  |

## **Class Policies**

### Late Work

*Here, you should explain the policies and procedures behind submitting assignments after the due date. Be sure to include what qualifies as an exception to work being late, how grading will be affected, and how late assignments can be submitted if allowed.*

### Participation & Attendance

*Here, you should detail your participation and attendance policies – how many absences students can have before incurring a negative impact on their grade, what constitutes an absence in your course/course mode, how/whether excused absences are granted, what participation expectations are, how students should handle missing a class, etc.*

### Behavior Codes

*Here, you should explain your expectations for classroom comportment, policies for respecting others/communicating respectfully, cellphone/device policies, and provide the community/classroom agreement or contract that everyone signs and agrees to.*

### Technology Used in This Course

*Here, you may choose to explain your policies on the importance of checking CCP email regularly, as well as specifying any required use of technology, e.g. webcams, etc.*

### Use of AI

*Here you will explain the acceptable use of AI generated content for each assignment. If AI is not acceptable for use on any assignments, please state that as well.*

## **General Information**

*Here, you may choose to indicate any additional information you feel has not been covered to this point in the syllabus, including an indication your course schedule may change due to various needs and circumstances, e.g. unexpected college closures.*

### Withdrawing from the Course

The last date to withdraw from your courses is *[insert relevant date here].* Though you won’t earn an F if you withdraw, before you decide to withdraw from this course or any other course, think about the following information:

* The W will be reflected on your transcript permanently.
* Ws on transcripts may have a negative impact on acceptance into select programs.
* Transfer institutions may view Ws negatively, and it may go against your application.
* Your financial aid may be impacted.
* Please discuss your options with your instructor or an advisor/counselor before you decide to withdraw from a course.

### Student Privacy

*[Here, you should include a statement about the students right to privacy as determined by FERPA. This includes grades, contact information, personal information, course schedule, class location, etc… and any FERPA waivers.]*

### Chosen Name Policy

*[Here, you can explain the process behind students updating their given names in the event it does not match the name they would prefer to be addressed as by the college. You can include links to any forms needed.]*

## **Academic integrity**

*[Here, you should include a statement about plagiarism, cheating, and AI use – what is allowed, not allowed, what forms it may take, and what the consequences for violations.]*

**Example:**

The faculty and staff of Community College of Philadelphia are dedicated to helping students learn about academic integrity and to develop their abilities to engage in academic study fairly and honestly. These abilities include respecting others’ work through correct citations, learning to quote, paraphrase, and summarize accurately and appropriately, and taking responsibility for doing your own work rather than cheating on a test or assignment or deceiving a professor to get more time on an assignment. For academic support, students are encouraged to use the [Learning Lab](https://myccp.online/how-access-virtual-student-support-services/learning-lab-academic-support-services-tutoring)and  [Library Services](https://myccp.online/how-access-virtual-student-support-services/library-services)to their advantage. These services are free and very helpful resources. Please visit the [Virtual Student Resource Center](https://myccp.online/how-access-virtual-student-support-services)website for more information.

Violations of academic integrity can include, but are not limited to, cheating and plagiarism. Cheating is an intentional effort to deceive or gain an unfair advantage in completing academic work. Plagiarism is the act of using the work of another person and passing it off as your own. Any violation may lead to disciplinary action. Here are common examples of academic integrity violations, including but not limited to:

1. copying original ideas, images, words or design elements and using them without proper citation or permission of the author.
2. unauthorized collaboration on an assignment.
3. deceiving the instructor to get more time for an assignment or examination.
4. using unauthorized electronic devices or software during an examination.
5. allowing other students to copy exam responses or homework assignment answers so that they can pass it off as their own work.
6. stealing an exam and selling it to fellow students.
7. substantial and deliberate plagiarism on a project or paper.
8. having a substitute take an exam.
9. [self-plagiarism](https://apastyle.apa.org/style-grammar-guidelines/citations/plagiarism)(the presentation of your own previously published work as original; like plagiarism, self-plagiarism is unethical; learn more [here](https://www.scribbr.com/plagiarism-checker/self-plagiarism-checker)).

When academic dishonesty is alleged, the student involved will have an opportunity to admit or deny the allegation. In a timely manner, the instructor will confer with the student, explaining the reasons why he or she believes that the student has committed the act of academic dishonesty and what academic penalty could be imposed by the instructor. These penalties may vary based on the number or severity of the violation(s). Examples of these penalties include, but are not limited to, receiving no credit for an assignment or failing the class.

Ignorance is not an excuse for plagiarism—**even if it’s unintentional, plagiarism can have extremely serious consequences, including failing the course.**

## **Addressing grievances**

*[Here you can include the process a student would need to adhere to in the event they would like to file a* [*grievance*](https://www.ccp.edu/college-catalog/college-policies-and-procedures/student-rights-and-responsibilities) *about the class, a policy, a grade, etc. ]*

## **Student Resources**

### Starfish Connect

Starfish Connect is a communication tool for students and faculty. Through Starfish instructors can provide feedback to you about your progress in their courses. Throughout the term, you may receive progress emails regarding your academic performance. The emails are designed to be helpful and increase your success in courses. Be sure to check your MyCCP email account regularly and open any emails you receive and follow the recommendations. Instructors may also recommend that you contact a specific campus resource, such as the Learning Lab or Counseling Center.  If an instructor makes a referral, you may also be contacted directly by this campus service as a follow-up. To access Starfish Connect, simply log into MyCCP and click on *Starfish Connect*on your Launchpad. You can even set up a student profile.  If you need assistance with Starfish Connect, you can email questions to starfishconnect@ccp.edu

### Students with Disabilities

Students who believe they may need an accommodation based on the impact of a disability should contact their instructors privately to discuss their accommodation letter and specific needs as soon as possible (preferably within the first week of class). If you need to request accommodations, but do not have an accommodation letter, please contact the Center on Disability, room BG-39, phone number 215-751-8050.

### Tutoring

*Here, you may choose to make students aware of tutoring services they have available, how they can access these services, and any other advice you may have about the use of tutoring.*

### Title IX

Community College of Philadelphia is committed to maintaining an academic environment free of unlawful sexual harassment and discrimination. The College’s Title IX policies and Anti-Discrimination policy prohibit this conduct. If you believe you have been subjected to sexual harassment or discrimination, you may contact the Title IX Coordinator at titleix@ccp.edu or 215-751-8036.

## **CLASS RECORDING**

Please be advised that classes may be audio recorded as authorized by the College. Such recordings will be used solely for the personal and educational benefit of those participating in the class and will not be shared, copied or redistributed without the permission of the College. Unauthorized recording of classes is prohibited and may result in discipline.