# **The Teaching Syllabus**

# **Required and Recommended Components**

# Required Components:

## Instructor Information

For standard courses, whether delivery is regular face-to-face, online, or mixed, a course syllabus is required to clearly state the instructor’s office location, office phone, email, and office hours.

## **Course Policies**

The syllabus must list the instructor’s policy on the textbook(s) and other required course materials, student learning outcomes, assignments and tests, and late work.

## Evaluation System

Instructors assign grades on the basis of their evaluation of the academic performance of each student enrolled in their courses. Course grades are based on the quality of the student’s performance as evaluated by the performance criteria stated in the course syllabus.

## Grades and Grading Scale

At the first scheduled class meeting, the instructor must state the basic requirements and assignments of the course and indicate his or her method of evaluation.

Undergraduate Courses – Plus/Minus Grade points for an undergraduate course are computed by multiplying the number of semester-hour credits by the numerical values assigned to the letter grade received.

Graduate Courses – Grades consist of:

 A (Excellent), B (Good), C (Passed), F (Failure)

## Tests and Examinations

Performance on tests, quizzes, and examinations is one important indicator of student learning. Instructors should clearly describe the procedures and schedule for tests and quizzes on the course syllabus.

## Final Exam

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students.

If a final examination is not given during the final examination period, the scheduled time for the exam must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes.

## Accommodations for a Student with a Disability

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016).

This statement must be included on each syllabus.

## Academic Integrity Statement

Faculty are strongly encouraged to include a statement regarding this policy in their syllabi because it puts students on notice of the faculty member’s policy and it alerts students to the importance of academic integrity to the ECU community.

Note that if specific penalties are indicated in the course syllabus, it is expected that students who have violated the academic integrity policy will be held to those penalties.

Statement for Writing Intensive (WI) Courses
 \_\_\_\_\_\_\_\_\_\_\_ [insert course prefix, number, and section] is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. This course will focus on the development of writing skills. Upon completion of the course students will:

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.

2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (Including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.

3. Demonstrate that they understand writing as a process that can be made more effective though drafting revision.

4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.

5. Assess and explain the major choices that they make in their writing.

This course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at the following site: <http://www.ecu.edu/cs-acad/fsonline/wc/wc.cfm>.

Departmental Requirements

Some departments at ECU prescribe a standardized and consistent format for syllabus development, and others allow faculty to have a good bit of flexibility in relation to syllabus formatting and content. It is important to check with your department to ensure you are following guidelines appropriate to your specific unit.

# Best Practice Recommendations:

## Course Description and Goals

Include a description of the course and course goals. Indicate why these goals are important for teaching and learning. Include a rationale for instructional methods. Instructional methods should capitalize on students’ experiences, learning, and cognitive styles.

## Course Calendar and Schedule

Includes a daily or weekly schedule of class activities such as readings, assignments, and due dates, lecture topics, quizzes, and exams. Assessment strategies should provide students with a variety of ways for mastering course content.

## Attendance and Participation Expectations

A student’s participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor’s policy does not conflict with university policy.

The instructor’s attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student’s final grade in the course if the instructor provides a written statement to this effect in the course syllabus.

## Available Support Services and Resources

Include a statement for students who may require support services from offices such as disability services, an academic learning center, or tutoring center.

## Disruptive Academic Behavior Statement

East Carolina University is committed to providing each student with a rich, distinctive education experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of “drop” according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

## Continuity of Instruction

The University has developed a contingency plan for face-to-face and DE courses. Faculty need to be prepared to continue instruction should the university be closed for face-to-face instruction and/or internet access be lost.

To view the University Continuity of Instruction Plan, go to <http://www.ecu.edu/cs-acad/eai/upload/Continuity-of-Instruction2012.pdf> . To view the DE Contingency Plan, go to <http://www.ecu.edu/cs-acad/eai/upload/DE-Contingency-Plan2011-2012-2.pdf/>.

## Weather and Other Emergency Statement

University emergency information can be found on the ECU homepage or go to <http://www.ecu.edu/alert> (Emergency hotline: 252-328-0062)

## Caveat for Change

Include a statement that you reserve the right to adjust the syllabus if necessary.