

UTK SIS BSIS Syllabus Template: Guidelines for Implementation

This table provides required and optional elements for inclusion in all BSIS syllabi. Instructors must submit their syllabus at the start of the semester by uploading it at: https://utk.co1.qualtrics.com/jfe/form/SV_e3PVbP2AlcwI1u

When uploading, instructors must be prepared to indicate one or more assignments that reflect one or more BSIS program outcomes. For the outcomes, see: <https://sis.utk.edu/bsis-program-outcomes>. Instructors should not include this mapping in their syllabus. It is being done for program assessment only.

- Every BSIS course must have at least one assignment that addresses at least one BSIS program outcome.
- You may identify outcomes for as many of your assignments as you would like.
- You may identify multiple outcomes for an individual assignment.
- We do not expect that most course assignments will address all outcomes.

| Heading | Sub-heading | * Must (Required for all courses) | Notes/Examples |
|--------------------|------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | ~ Must (Required for specific courses) | |
| | | + Should (Recommended) | |
| | | # May (Optional) | |
| Course Information | Course number, title, term, year, credit hours | * | |
| | University of Tennessee | * | |
| | Course Mode | * | Select from: On-campus, in-person; OR Online, synchronous; OR Online, asynchronous; OR Online, synchronous/asynchronous. |
| | Class Meetings | ~ | Only needed for on-campus, in-person OR online, synchronous OR Online, synchronous/asynchronous courses. Indicate day(s) class meets, class start and end time, and, if online course, time zone. Example: Monday and Wednesday, 11:15am to 12:10 pm, EDT/EST |
| | Zoom Course ID/Link | ~ | Only needed for online courses. |

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| | | # May (Optional) | |
| Faculty Contact Information | Instructor Name | * | |
| | Pronouns | + | Provide preferred pronouns; e.g., she/her/hers; he/him/his; they/them/theirs. |
| | Email | * | |
| | Office Location | ~ | Only required for instructors with on-campus office locations. |
| | Phone Number | * | |
| | Instructor Web Page | # | |
| | Office Hours | + | Having set office hours is not required. If you do have office hours, indicate mode (e.g., On-campus, office location; via Zoom; via phone; via Canvas chat), and day(s)/time, including time zone for online courses. If offering online office hours via Zoom, include a link to your Zoom room. If you do not plan to have set office hours but are available to meet with students, you should indicate “by appointment” and available mode(s); e.g., On-campus, office location; via Zoom; via phone; via Canvas chat. |
| | Instructor Photo | # | If you include your photo, please add an “ALT” tag (available under the ‘format picture’ menu). |
| SIS Office Information | N/A | * | See the syllabus template for location and contact information, and use the text provided there. Note that this is the SIS Main Office, so include even if you do not have an office on campus. |

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| Welcome Statement | N/A | # | Provide a statement welcoming students and setting the tone for the class. For example, this may include course highlights or exciting projects or assignments. |
| Course Information | Catalog Description | * | Copy description from the UTK UG Catalog: https://catalog.utk.edu/content.php?catoid=29&navoid=3798 . If applicable, include any co-requisites/prerequisites. |
| | Additional Information | # | Provide your interpretation of the course content and focus. Example from INSC 552: <i>Though this is not strictly a history class, we will refer to the historical development of higher education and academic libraries to provide a context for our discussion of the 21st century academic library's theory and practice. There are no facts to memorize and no skills to demonstrate, and you will not learn how to manage any specific function of academic librarianship. The purpose of the course is to help you establish an informed perspective and theoretical framework in preparation for professional work in an academic library.</i> |
| | Student Learning Outcomes | * | Measurable outcomes reflect what students will be expected to do by the end of the course. Well-written SLOs should be measurable and align with course evaluation and grading methods. SLOs may include cognitive, behavioral, affective and metacognitive outcomes. It is highly recommended that instructors review the SLOs on course syllabi from the semester the course was last offered, and to apply these consistently from one semester to the next. |

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| | Course Design | + | Provide your vision of what will take place in the course. You may offer information about the methods of instruction (e.g., active learning); activities and assignments; and/or the tools to be used in support of learning. Example: <i>This course adopts an active learning approach. It is delivered synchronously via ZOOM. Course content will incorporate lectures, activities, and discussion. You will complete small and larger group and individual assignments. Course content and activities will be managed via Canvas. You will use Canvas to submit your assignments and your grades will also be returned using this system.</i> |
| | Required Text(s) | * | If one or more textbooks are required, provide specific information, including title, author, publisher, and ISBN. If no text required , indicate this (e.g., <i>There is no required textbook for this course</i>). |
| | Recommended Text(s) | ~ | Only include if one or more textbooks recommended; if so, provide specific information, including title, author, publisher, and ISBN. If you have a required or preferred style handbook(s) for students to use in completing written work, such as the APA Style Guide or Chicago Manual of Style, you may include it here. |
| Communication | Email | * | See the syllabus template for recommended text as pertains to University email policy requirements. You may change the text, but be sure to convey the message(s) conveyed in the statement(s) provided as an example in the syllabus template. |

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| | Instructor Availability | + | List specific days and times when you are available to meet with students online or talk over the phone. This is in addition to your office hours, as described on the first page of the syllabus under "Faculty Contact Information." You may also include an estimated turn-around time for responding to emails. Example: <i>Please don't hesitate to email me with updates, questions, or concerns. I will typically respond within 24 hours during the week and 48 hours on the weekend. I will notify you if I will be out of town and if connection issues may delay a response.</i> |
| Computing Requirements and Resources | Requirements | # | If your course requires students to use specific software, describe it here. This includes applications that you expect them to download to their own computers. |
| | Course Resources | + | Provide information about the course Canvas site, and any type of research/reference materials or technology the student will need for the course. You might include links to Getting Started with Zoom, Online@UT Canvas , the UT Library , or other resource used in class. |
| | Technical Support | + | Provide a pointer to where students can get technical support. At a minimum, point to OIT. Example: The Office of Information Technology (OIT) provides support and training in using various technologies for students at no charge (see: https://oit.utk.edu/). |
| Course Attendance and Participation Policies | Learner Expectations | + | Outline expectations for student behavior. Example: <ul style="list-style-type: none"> • <i>Be prepared for all classes.</i> • <i>Be respectful of others.</i> • <i>Actively contribute to the learning activities in class.</i> • <i>Abide by the UT Honor Code.</i> |

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| | Instructor Expectations | + | <p>Outline what students might expect of you.</p> <p>Example:</p> <ul style="list-style-type: none"> • <i>Be prepared for all classes.</i> • <i>Evaluate all work fairly and equitably.</i> • <i>Be respectful of all students.</i> • <i>Create and facilitate meaningful learning activities.</i> • <i>Behave according to University codes of conduct.</i> |
| | Attendance and Participation | ~/+ | <p>If policies regarding attendance and/or participation will affect students' grades, this section is required. Even if class attendance or participation will not impact grades, it is still useful to include this section to make clear expectations for attendance and participation, including acceptable absences.</p> <p>Example:</p> <p><i>It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing classes or failing to participate will lower your grade; frequent participation will raise the grade.</i></p> <p><i>Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:</i></p> <ul style="list-style-type: none"> • <i>Inform me in advance or as soon as possible after class.</i> • <i>Submit any work due from the missed class period.</i> • <i>Listen to class recording, if available.</i> • <i>Obtain notes, handouts, etc. from Canvas.</i> • <i>Check with classmates for notes, announcements, etc.</i> |

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| | | | <p>Acceptable reasons for absence from class include:</p> <ul style="list-style-type: none"> • <i>Illness</i> • <i>Serious family emergencies</i> • <i>Special curricular or job requirements (e.g., field trips, professional conferences)</i> • <i>Military obligation</i> • <i>Severe weather conditions</i> • <i>Religious holidays</i> • <i>Participation in official university activities (e.g., music performances, athletic competition or debate)</i> • <i>Court imposed legal obligations (e.g., jury duty, subpoena)</i> <p><i>Missing more than one class meeting for reasons other than those listed above may have a negative impact on your course participation grade.</i></p> |
| | Inclement Weather | * | See the syllabus template for information on class cancellation due to inclement weather, and use the text provided there. |
| Additional Policies and Points of Information | Disability Services | * | See the syllabus template , and use the text provided there. |
| | University Civility Statement | * | See the syllabus template , and use the text provided there. |
| | CCI Diversity Statement | * | See the syllabus template , and use the text provided there. |
| | Instructor Status as a Title IX Mandatory Reporter | * | See the syllabus template , and use the text provided there. |

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| Assignments, Assessments, and Evaluations | Academic Integrity | * | See the syllabus template , and use the text provided there. |
| | Plagiarism | * | See the syllabus template for recommended text. You may change wording, but be sure to convey the message(s) conveyed in the statement(s) provided as an example in the syllabus template. |
| | Assignments | * | See the syllabus template for suggested text and formatting. All assignments that count toward students' final grades for the semester <u>must be listed</u> . It is recommended that assignments be presented in table format, indicating, at minimum, assignment name, point value possible and due date. You may also choose to provide a brief description of each assignment; this content is optional rather than required. |
| | Preparing Assignments | */+ | Make clear expectations and requirements for preparing graded assignments. This section is required if failure to comply will affect students' grades. Example: <i>Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade.</i> <ul style="list-style-type: none"> • I prefer that you use either APA or CMS citation styles. • All sources must be cited; quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism. • Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., |

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| | | | <p><i>an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).</i></p> <ul style="list-style-type: none"> • <i>All assignments must be word-processed, double-spaced, with 1-inch margins and include your name, date, and course number.</i> |
| | Submitting Assignments | */+ | <p>Make clear expectations and requirements for submitting graded assignments, including policies on late submissions. This section is required if failure to comply will affect students' grades.</p> <p>Example: <i>Assignments should be submitted to the "assignments" area of Canvas and are due on/by 11:59 p.m. EST/EDT on the due date listed on the syllabus, unless otherwise noted on the syllabus (such as for your final exam). I will download the submissions from Canvas early the next morning. I will ONLY download assignments from Canvas ONCE. Therefore, if your assignment is not submitted by the deadline...</i></p> <ul style="list-style-type: none"> • <i>You must send me an email informing me that your assignment will be late. Not doing so will result in a one-point deduction for each day I don't hear from you.</i> • <i>When it's ready, you must submit it to me via email, as an attachment</i> • <i>One point will be deducted for each 24-hour hour period the assignment is not turned in.</i> |
| | Assigning Grades | # | <p>It may be helpful to provide some information about your process for grading assignment.</p> <p>Example: <i>Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score. If you'd like to compute a letter grade based on the score provided, divide</i></p> |

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| | | | <i>your score by the total points possible for the assignment. For example, if you earned 23 out of 25 points on an assignment, your percentage grade would be 92. Your final semester grade will be based on total points earned/total possible points over the course of the semester.</i> |
| | Grading Scale | * | See the syllabus template , and use the scale provided there in table format. |
| | Incompletes | * | See the syllabus template for recommended text. You may change the text, but be sure to convey the message(s) conveyed in the statement(s) provided as an example in the syllabus template. |
| Course Evaluation | N/A | * | See syllabus template for recommended text. You may change the text, but be sure to convey the message(s) conveyed in the statement(s) provided as an example in the syllabus template. |
| Disclaimer | N/A | + | It's in the instructor's best interest to include a statement addressing the possibility that the syllabus will need to be adjusted over the course of the semester. Example: <i>Be aware revisions may be made to this syllabus over the course of the semester. As such, the content contained within may be subject to change.</i> |
| Course Outline | N/A | + | It is highly recommended that instructors provide a weekly course outline. Consider inserting a page break and starting the outline on a new page. Each entry may include topic(s) to be covered and student activities, including assigned readings or viewings, in-class activities, or assignment due dates. An example is provided in the syllabus template , with the Course Outline beginning on a new page. Be aware there are many forms an outline may take; this is provided as only one example. Use the format that works best for you. |