



BSIS LECTURER
HANDBOOK
2023-24



SCHOOL OF INFORMATION SCIENCES

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*The University of Tennessee is an
EEO/AA/Title VI/Title IX/
Section 5DA/ADEA institution.*

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A GUIDE FOR BSIS LECTURERS

Introduction

Thank you for the joining or rejoining the School of Information Sciences as a part-time lecturer! We value your contribution as an instructor to our program as you provide your knowledge and expertise of the information field to our students.

This BSIS Lecturer Handbook provides useful information to assist you before, during, and after the semester. If you have further questions, please consult with the SIS Director or the Assistant Director of Academic Programs.

Course Syllabus

The School provides a template for all Information Sciences course syllabi. Elements of syllabus template consist of required items (must be included), recommended items (advisable but not required), and suggested items. When questions arise, encourage your students to look at the syllabus first! For more details, see [Appendix A](#) for the template and [Appendix B](#) for the syllabus guide.

Required	Recommended
Course number and title Semester and year School and College information Class meeting days and times, location Instructor's <ul style="list-style-type: none">• First and last name• Office hours• Email address• Best way to contact instructor SIS Office address, phone, and fax numbers Course Description: Catalog Student Outcomes Required Texts Communication Methods Computing Requirements Technical Support	Additional Information about course in addition to catalog description and course outcomes Course Design Instructor availability Course resources Learner and Instructor expectations Assigning grades Disclaimer regarding possible alterations to syllabus NOTE: information about required reading assignments should be made available at least two weeks prior to due date.

Suggested
Instructor photo (with alt tag)
Welcome statement
Recommended texts (style guides?)

Required Readings

Please have students access articles through subscriptions whenever possible. Posting PDFs on Canvas is not recommended when a reading is available elsewhere. The UTK Libraries provides resources for subscriptions to articles, conference papers, and book chapters. If you have questions, contact our library liaison, [Callantha Tillotson](#).

Adopting a textbook? See <https://www.utvolshop.com/textbook-adoptions> for instructions.

Submitting Your Syllabus

For School record, please send a copy of your syllabus at some point during the first week of class. Simply email it to Mariah Cozart, Student Services Specialist, mcozart2@utk.edu.

Canvas and Zoom

Canvas is the asynchronous learning management system used for all courses. Zoom is the cloud-based conference tool used for online courses.

All course sections, whether offered on campus or online, are assigned a Canvas site. For instructors teaching a combined class of two sections, the sites can be merged into **one prior to publishing the class**. The Office of Innovative Technology provides “Get Started” guides for Canvas and Zoom.

Canvas: <https://oit.utk.edu/teachingtools/online/>

Zoom: <https://oit.utk.edu/teachingtools/liveonline/zoom-getting-started/>

Instructions for Merging Two Sections in Canvas:

<https://utk.teamdynamix.com/TDClient/2277/OIT-Portal/KB/ArticleDet?ID=118409>

Useful Features in Canvas

To enhance your course, Canvas offers features such as the following:

- “Inbox” for emailing the students individually or as a group
- Announcements which can be scheduled for posting throughout the semester

- Assignment Submission and Speedgrader
- Discussion Boards
- “Student View” (where you can see your course from a student’s perspective)

Tips and Tricks for Zoom

For online, synchronous courses, classes are held in Zoom. When setting up your classes, be sure to have the most up-to-date version on your computer to access all the features. Check your storage space (cloud or machine) to make sure you have enough to hold recordings of each session during the semester. In class, share only your PowerPoint (or other presentation software) window. Video is helpful, but for recordings, it can increase the size of the mp4 files significantly.

Connecting Zoom to Canvas

Set up your class sessions and recordings by connecting Zoom to your Canvas site. First, make sure that the @tennessee.edu form of your UTK email address is the primary email in Canvas. (This only has to be done once at <https://utk.instructure.com/courses/55015/pages/zoom-instructions>.)

From your home page in Canvas, select **Settings** in the menu. Select the **Navigation** tab near the top of the screen and scroll down to the 2nd block to find “Zoom”. Drag and drop “Zoom” into the first block on the top of the screen to make it visible. Be sure to **SAVE** at the bottom of the screen!

Once Zoom is visible in your menu, select it to set up a recurring class meeting. Select the **Schedule a Meeting** button near the top and add the class schedule information.

Schedule a Meeting

Topic

Description (Optional)

When

Duration hr min

Time Zone

Recurring meeting **Every week on Tue, until Apr 21, 2020, 15 occurrence(s)**

Recurrence

Repeat every week

Occurs on Sun Mon Tue Wed Thu Fri Sat

End date By After occurrences

Meeting Password Require meeting password


Video Host on off

Participant on off

Audio Telephone Computer Audio Both

Dial from United States of America [Edit](#)

Meeting Options

- Enable join before host
- Mute participants upon entry 
- Enable waiting room
- Only authenticated users can join
- Breakout Room pre-assign
- Record the meeting automatically On the local computer In the cloud

Alternative Hosts

Example: mary@company.com, peter@school.edu

Add the Zoom link to the Announcements section of the Canvas to provide easy access for your students. If you set Zoom to automatically record the class, a link to each session will automatically appear on the Zoom page.

Zoom Security and Helpful Settings

While Zoom is a great class tool, it is subject to unauthorized intrusion and disruption if left open. The following helpful options in your Zoom Settings can be used to avoid these incidents.

- **Join Before Host** – turn this off to prevent anyone from accessing the class before you have logged in
- **Authentication** – only allows UTK-affiliated persons to join the meeting
- **Require a Password** – use a password provided to students enrolled in the course
- **Mute on Entry**

For additional helpful links for Canvas, Zoom, and class recordings, see the [Resources](#) page.

Organizing Your Class

Undergraduate classes are offered in various modes including, face-to-face (on campus), online-synchronous (via Zoom), or online-asynchronous. Class meeting times are scheduled according to the university's valid class times table (<https://registrar.utk.edu/valid-class-times/>). Fall and spring semesters are 15 weeks, while summer terms are 8 weeks. Here are class recommendations that may be helpful.

In Class

Begin your class with an “agenda” to set up the class for the session. Include any housekeeping (questions and announcements). For class meetings that longer than two hours, plan at least one break after the first hour of class. If teaching in Zoom, pause the recording and/or use the “away” icon.

Assignments, Grading, and Grades

Assignments in required courses should be standard, but assignments for elective courses will vary based on course content and goals. Try to grade/return an assignment within two weeks. Have a graded assignment planned within the first 6 weeks of class so students have an idea for where they are in the course.

Handling Student Issues and Concerns

On occasions, issues arise during the semester regarding student performance in the course. This can include problems such as excessive absences, late/missing assignments, disagreement with grading, and plagiarism.

Regular Attendance for Class Meetings

Have an attendance policy (and any penalties) clearly stated in your syllabus. While roll calls in classes are not required, you can use various ways to keep up with students in the class, including calling on names from the roster or if teaching an online course, using the polling function in Zoom. If a student has not attended class or multiple classes per the course policy, try contacting them directly.

Grades

When providing feedback on assignments, substantive comments can help students better understand scoring and improve on future assignments. However, there are times when students want to discuss or contest an issued grade. Recommend that students wait at least 24 hours before contacting about a grade and to make an appointment to speak with you instead of discussing via email. (For additional information on grade appeals, see the [UTK catalog](#).)

Incompletes

A grade of Incomplete can be assigned to a student under extraordinary circumstances that affect a student’s performance in the course. It is the responsibility of the student to request a grade of Incomplete prior to the last day of classes. If approved, notify the School of the arrangement and the deadline for completion of the remaining coursework. A grade of “I” can then be added in the grading system when it opens.

Resources

Information regarding grade appeals and plagiarism can be found in the [Resources](#) section of this handbook. In any of the above cases, try to communicate with the student directly. If the issue remains unresolved even after communication or if there is no response at all, please reach out to the Director or the Assistant Director of Academic Programs for assistance.

Administering Your Class

As an instructor, you will have a MyUTK account where you can see your class roster(s), complete the required attendance tracking, and enter your final course grades.

Attendance Tracking

The university requires that all instructors verify that students who are receiving any form of financial aid are attending class. The attendance tracking system opens on the first day of classes. While you are not required to take daily attendance, instructors must verify that students have attended at least once. For more information and instructions, please see the Registrar's website at <https://registrar.utk.edu/banner-general-information-for-faculty/banner-attendance-tracking-instruction-guide/>.

Class Roster

Your class roster is available in both Canvas and MyUTK. The list in MyUTK is more accurate as it is updated automatically when there any changes (e.g., if a student drops your class). Class rosters are listed by section in MyUTK.

Final Grade Entry

Final grades are entered via MyUTK. Near the end of the semester, the Registrar's Office sends a reminder when the grading period opens. (You can also find the dates and deadlines in the Key Dates calendar at <https://registrar.utk.edu/calendar/>.)

In your MyUTK account, your grade entry screen may look like the one below. This is also used to enter a grade after the semester has ended when changing a grade from Incomplete to a letter grade.

THE UNIVERSITY OF TENNESSEE KNOWVILLE

Dr Rachel Anne Fleming-May

Faculty Grade Entry - Final Grades

Faculty Grade Entry

Midterm Grades Final Grades

My Courses

Grading Status Rolled Subject Course Section Title

Not Started	Not Started	INSC - Information Sciences	502	002	Registration/Use of Facilities
Completed	Completed	INSC - Information Sciences	502	001	Registration/Use of Facilities

Records Found: 97

Select a section to begin entry. The system will require you to acknowledge and accept FERPA policies before entering the grade entry system. (This page is also where you will find instructions on how to enter grades.)

In your section, you will see a list of students and grading status for each.

Faculty Grade Entry

Midterm Grades Final Grades

My Courses

Grading Status Rolled Subject Course Section Title Term CRN

Completed	Completed	INSC - Information Sciences	599	001	Practicum	201820 - Spring Sem 2018	20119
Completed	Completed	INSC - Information Sciences	599	002	Practicum	201820 - Spring Sem 2018	20120
Not Started	Not Started	INSC - Information Sciences	599	001	Practicum	201840 - Fall Sem 2018	44772
Not Started	Not Started	INSC - Information Sciences	599	002	Practicum	201840 - Fall Sem 2018	44773
Completed	Completed	INSC - Information Sciences	599	001	Practicum	201740 - Fall Sem 2017	44929
Completed	Completed	INSC - Information	599	002	Practicum	201740 - Fall	44930

The “Grading Status” column shows the grading status of each course section. The “Rolled” column is controlled by the Registrar, so there is no action needed for this. Upon selection of a course section, a window will open to list the students enrolled in the section. Here is where you will enter a grade for each student.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

Joyce Diane Kelly

Faculty Grade Entry » Final Grades

Midterm Grades Final Grades

My Courses

Completed	Completed	COURSE	CRN	SECTION	MODE	SEMESTER	SECTION ID
Completed	Completed	INSC - Information Sciences	599	001	Practicum	201820 - Spring Sem 2018	20119
Completed	Completed	INSC - Information Sciences	599	002	Practicum	201820 - Spring Sem 2018	20120
Not Started	Not Started	INSC - Information Sciences	599	001	Practicum	201840 - Fall Sem 2018	44772
Not Started	Not Started	INSC - Information Sciences	599	002	Practicum	201840 - Fall Sem 2018	44773

Records Found: 11

Enter Grades

Full Name	ID	Midterm Grade	Final Grade	Rolled	Last Attend Date	Hours Attended
Christopher Chris Edwin Barrett	000474632		<input type="text" value="S"/>		<input type="text"/>	<input type="text"/>
Amy Carlson	000281459		<input type="text" value="SI"/>		<input type="text"/>	<input type="text"/>
Caitlin Darlene Carroll	000275397		<input type="text"/>		<input type="text"/>	<input type="text"/>
Gamaliel Anthony Gamaliel Chapman	000460525		<input type="text"/>		<input type="text"/>	<input type="text"/>

Course Evaluations

The university system TNVoice is the course evaluation system for students to provide feedback near the end of the semester. You will receive an email notification when the system has opened, and instructors should encourage their students to complete the course evaluation at that time.

Evaluation Questions

- Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.
 - The instructor contributed to your understanding of course content.
 - The instructor created an atmosphere that invited you to seek additional help.
 - The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours).
 - The instructor created a respectful and positive learning environment.
 - The instructor provided useful feedback on course assignments.
 - The course challenged you to learn something new.
 - The class sessions were well organized.
 - The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course.
- Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)?
- Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)?
- Is there any feedback you would like to provide about the instructor's transition of this specific course to remote/online learning?

Resources

Required Training

- [UTK Title IX Mandatory Reporter Site](#)
- [Family Educational Rights and Privacy Act of 1974 \(FERPA\) Training](#)

Teaching Resources

Administering Your Class

- [Textbook Adoption](#)
- [Academic Calendar](#)
- [Attendance Tracking Instructions](#)
- [Grade Entry Instructions](#)
- [Instructor Resources and Responsibilities](#)
- [Grade Appeal Process for Students](#)
- [Plagiarism](#)

Canvas, Zoom, and Class Recordings

- [Canvas Access Calendar](#)
- [Using Canvas](#) – be sure to check out the Frequently Asked Questions near the bottom of the linked page
- [Combining/Merging Course Sites into One Site](#)
- [Reusing Course Content from Previous Semesters](#)
- [Adding Users to a Course](#)
- [Using Zoom](#)
- [Using Zoom Cloud Recordings](#) (easiest way to record a class)
- [Adding Zoom Integration to Canvas](#) (when used in combination with Zoom cloud)
- [Uploading Zoom or other videos with Canvas Studio](#)

Syllabi

- [Undergraduate Studies Syllabus Template](#)
- [Undergraduate Course Syllabus Upload Folder](#)
- [Campus Syllabus](#)

Diversity & Inclusion Instructional Resources

- [Inclusive Teaching Resources](#) from [Teaching and Learning Innovation](#)
- [Allyship and Antiracism Reading List](#) from the [Office of Multicultural Student Life](#)
- [Cooke, N. A. \(2020, May 30\). Anti-Racism Resources for all ages.](#) [A project of the Augusta Baker Endowed Chair at the University of South Carolina].

Important Contacts

- Abebe Rorissa (Director of SIS) arorissa@utk.edu
- Tanya Arnold (Assistant Director of Academic Programs) tnarnold@utk.edu
- Mariah Cozart (Student Services Specialist) mcozart2@utk.edu
- Dan Greene (IT Administrator) dgreene@utk.edu

Communications

- SIS Lecturer Email List: SIS-LECTURERS@LISTSERV.UTK.EDU
- SIS General Email List: UTKSIS-L@LISTSERV.UTK.EDU
- BSIS Student Email List: mailto: SIS-BSIS@LISTSERV.UTK.EDU

Other Resources

- [Are You New – Faculty and Staff](#) – Office of Innovative Technology
- [UTK Teaching and Learning Innovation](#)

Revised: August 2023

Appendix A: Undergraduate Studies Syllabus Template

COURSE INFORMATION

INSC Course Number and Title, Term, Year, Credit Hours

University of Tennessee, Knoxville

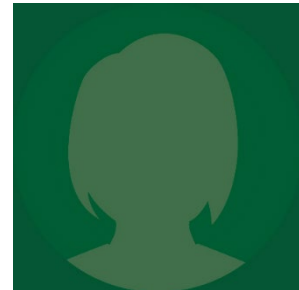
Course Mode: {On-campus, in-person; Online, synchronous; Online, asynchronous; Online, sync/async}

Class Meetings: Weekday(s), time, time zone

ZOOM Course ID/Link: (for online courses)

Faculty Contact Information

- [Instructor Name]
- [Pronouns]
- [Email]
- [Office Location]
- [Phone Number]
- [Instructor Web Page: URL]
- [Office Hours]



SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

Welcome Statement

x

COURSE INFORMATION

Catalog Description

x

Additional Information

x

Student Learning Outcomes

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of...

- x
- y
- z

Course Design

x

Required Text(s)

x

Recommended Text(s)

x

COMMUNICATION

Email

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK email to your preferred address if you do not wish to check both accounts.

Instructor Availability

x

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

x

Course Resources

x

Technical Support

x

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

x

Instructor Expectations

x

Attendance and Participation

x

Inclement Weather

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at <http://utk.edu>.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disability Services

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in Dunford Hall at 865-974-6087, or by video relay at 865-622-6566, to coordinate reasonable academic accommodations.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the [UT Principles of Civility and Community](#).

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar with the [Hilltopics Student Handbook](#), and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: “*An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. ‘As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.’*” For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*” For additional information, see the [Student Code of Conduct](#).

Plagiarism

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
4. Collaborating on a graded assignment without the instructor’s approval.
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a [Citing Sources guide](#).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments

This table provides a brief summary of assignment by name, due date, point value and percentage of final grade. A brief description of each assignment follows the table.

Assignment	Point Value	Percentage of Final Grade	Due Date
x	x	x%	dd/mo/yy
y	x	x%	dd/mo/yy
z	x	x%	dd/mo/yy

Assignment	Point Value	Percentage of Final Grade	Due Date
TOTAL	100	100%	

Assignment x: Provide brief description

Assignment y: Provide brief description

Assignment z: Provide brief description

Preparing Assignments

x

Submitting Assignments

x

Assigning Grades

x

Grading Scale

Semester grades will be assigned according to the following scale:

A	93-100	Superior performance (4 quality points)
A-	90-92.99	Intermediate superior performance (3.7 quality points)
B+	88-89.99	Very good performance (3.3 quality points)
B	83-87.99	Good performance (3.0 quality points)
B-	80-82.99	Intermediate good performance (2.7 quality points)
C+	78-79.99	Fair performance (2.3 quality points)
C	73-77.99	Satisfactory performance (2.0 quality points)
C -	70-72.99	Unsatisfactory performance (1.7 quality points)
D+	68-69.99	Unsatisfactory performance (1.3 quality points)
D	63-67.99	Unsatisfactory performance (1.0 quality points)
D -	60-62.99	Unsatisfactory performance (0.7 quality points)
F	0-59.99	Failure performance (0.0 quality points)
S		Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value.
NC		No Credit; indicates failure to complete a course satisfactorily, and is only assigned for C- or worse work when a course is taken on a S/NC grading basis. Carries no point value.
I		Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control. An I carries no quality points. If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.
W		Indicates student has officially withdrawn from the course or the university. Carries no point value.

Incompletes

Based on adopted University of Tennessee-Knoxville policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

COURSE EVALUATION

You will be invited by email to evaluate the course at the end of the term via TNVoice. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

DISCLAIMER

x

COURSE OUTLINE

Week	Date	Topic	Class Activities/Assignment Due Dates, if applicable
1	01/10	Introduction	No required readings for this session
2	01/17	Terminology & Technologies	See Canvas Session 2 Module for assigned readings
3	01/24	Adoption & Use	See Canvas Session 3 Module for assigned readings
4	01/31	Research Questions & Research Ethics	See Canvas Session 4 Module for assigned readings
--	02/07	No Class	Problem Statement Due First Class Participation Feedback Due
5	02/14	Information Policies & Data Analysis	Discussion Leader Session Tour Adam Brown Social Media Command Center See Canvas Session 5 Module for assigned readings
6	02/21	Quantitative Methods	Discussion Leader Session See Canvas Session 6 Module for assigned readings
7	02/28	Social Media Week (No Class)	Attend at least two panels/presentations (runs 02/26-02/28)
8	03/07	Qualitative Research Methods	Reaction Paper Due Discussion Leader Session See Canvas Session 8 Module for assigned readings
9	03/14	Mixed Methods	Discussion Leader Session Second Class Participation Feedback Due See Canvas Session 9 Module for assigned readings
--	03/21	Spring Break	--
10	03/28	Personal Behavior Theories	Discussion Leader Session See Canvas Session 10 Module for assigned readings
--	04/04	No Class	--
11	04/11	Social Behavior Theories	Discussion Leader Session See Canvas Session 11 Module for assigned readings
12	04/18	Mass Communication Theories	Discussion Leader Session See Canvas Session 12 Module for assigned readings
13	04/25	Class Presentations	Research Proposal OR Literature Review Due Third Class Participation Feedback Due No required readings for this session

Appendix B: Undergraduate Studies 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_e3PVbP2AlcwI1uJ

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

Heading	Sub-heading	* Must (Required for all courses)	Notes/Examples
		~ Must (Required for specific courses)	
		+ Should (Recommended)	
		# May (Optional)	
	Zoom Course ID/Link	~	Only needed for online courses.
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	+	<p>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.</p> <p>If offering online office hours via Zoom, include a link to your Zoom room.</p> <p>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.</p>
	Instructor Photo	#	If you include your photo, please add an “ALT” tag (available under the ‘format picture’ menu).

Heading	Sub-heading	* Must (Required for all courses)	Notes/Examples
		~ Must (Required for specific courses)	
		+ Should (Recommended)	
		# May (Optional)	
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.
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.

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			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.
	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>

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			<ul style="list-style-type: none"> • <i>Actively contribute to the learning activities in class.</i> • <i>Abide by the UT Honor Code.</i>
	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>

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			<ul style="list-style-type: none"> • <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> <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	Disability Services	*	See the syllabus template , and use the text provided there.

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Points of Information	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.
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:

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			<p><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></p> <ul style="list-style-type: none"> <i>I prefer that you use either APA or CMS citation styles.</i> <i>All sources must be cited; quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.</i> <i>Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).</i> <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> 	

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			<ul style="list-style-type: none"> • <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 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></p>
	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.

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Disclaimer	N/A	+	<p>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.</p> <p>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></p>
Course Outline	N/A	+	<p>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.</p>