# Course Syllabus – [PHY 101 01]

Course Title
[Season Year]

[Some notes may be added in bracketed red boxes like this one to help guide you while you complete this syllabus. Please **delete or amend** any of these red comments before posting this syllabus for your students.]

[See a [completed example of this syllabus](https://isidore.udayton.edu/access/content/public/01%20Flexible%20Teaching/Flexible%20Teaching%20Syllabus%20-%20Completed%20Example.pdf).]

## Class Information

**Class Day/Time:** [Example: MWF 9:05-9:55 AM]

**Modality:** [Example: Asynchronous]

**Class Location:** [Example: On Zoom]

**Time Zone:** All times for this course are in EDT time zone.

**Credit Hours**:

**Course Format:** [Example: Lecture & discussion; Lecture & lab; Seminar; etc.]

## Instructor Information

**Instructor:**
**Email:**
**Phone:
Office Hours:** [You may want to add some additional explanation of how you plan to conduct office hours. Will your office hours be in-person or on Zoom? Will you have designated hours, or will they be by appointment?]
**Campus Office:**

## Course Description

[Briefly describe the course in a welcoming way, clearly explaining why you find the course important and engaging. What is this course about? What questions does it attempt to answer? How does the course fit into the overall curriculum?]

## Course Learning Objectives

[Now could be a good time to revisit your Learning Objectives. Learning objectives should be specific and measurable. You may want to refer to [Bloom’s Taxonomy](https://isidore.udayton.edu/flexteaching/coursedesign/topic1.html) for assistance in writing or evaluating your learning objectives.]

Upon completion of this course, students will be able to:

* Learning Objective 1
* Learning Objective 2
* Learning Objective 3

## Course Website

All course materials such as the syllabus, assignments, grades, etc. can be found on our course site in UD’s Learning Management System, Isidore. Log in at [isidore.udayton.edu](https://isidore.udayton.edu) with your UD username and password. Check the site regularly for updates to the course.

## Required Text and Supplementary Materials

[List the required texts or resources that students will need to acquire, including textbooks, software, lab manuals. List the sources where the materials should be obtained, and **costs** (if any).  For texts, provide the full bibliographic entry for each text and URLs if applicable.]

[Note that due to challenges with shipping, purchasing and/or importing physical materials, we encourage faculty whenever possible to work with the Bookstore as soon as possible to ensure your materials are available. You may also want to work with the Library staff to purchase or license electronic copies of movies, books, etc. to help reduce cost for students.]

### Textbook: Other Materials:

## Technology Requirements

This course requires the use of a computer that [complies with the hardware specifications](https://udayton.edu/udit/start/student-computer-requirement.php) that were communicated to you by your college. This course will require your use of the latest version of the Microsoft Office software, which is available for you to download at no additional cost at [UD's Software page](https://udayton.teamdynamix.com/TDClient/1868/Portal/KB/ArticleDet?ID=48002). It is your responsibility to ensure you have a working computer with the required software installed and functional for this course.

* All email messages will be sent to you via your UD Gmail, so you should be in the habit of checking that account every day.
* You may be required to attend some virtual class meetings via the web conferencing platform, Zoom. To be an active participant in those meetings, it is highly recommended that you have a functional camera and microphone. All laptops that meet UD’s requirements should have a built-in webcam and mic. However, you may also use your smart phones to connect to these sessions. If you do not have a webcam or mic, please let me know as soon as possible so we can find a workaround.
* A secure and reliable internet connection is important. Please let me know as soon as possible if you foresee any trouble connecting to the internet.
* Please contact the UDit Service Center at (937) 229-3888 or itservicecenter@udayton.edu if you have any technical problems with Zoom, Porches, Isidore, Gmail, Microsoft Office, or your computer.
* [One the most common problems students encounter are technical issues. You might want to include something like this (or a variation thereof) in your syllabus to let them know what to do if they do have tech problems: Do not panic if you run into technical problems. I know that technology can be finicky and challenging - including for me! Just do your best, and let me know **as soon as possible** if you run into problems. Screenshots, recordings, and specific details are **very** helpful if you do run into problems so that I can forward them on to tech help. I will do whatever I can to help you out.]

## How This Course Will Work

[This part may need to be adapted throughout the semester depending on what happens. Describe what will happen in the online environment vs. in the face-to-face environment. There are several headings under this one that can be deleted depending on how you running your class.]

This course will run under a flexible format so that all students may participate in the class equally, no matter their physical location. To that end, there will be an online component as well as an in-person component (either virtual through Zoom or in the classroom).

### Asynchronous Online Component[Our class has several asynchronous components, or in other words, items you need to complete on your own time by the due dates listed on the Isidore site. These tasks include posting to discussion forums, watching pre-recorded lecture videos, taking quizzes, and completing homework assignments. Each week will have at most two due dates – Thursdays at 11:55 PM and Sundays at 11:55 PM. Some weeks may only have the Sunday due date. This is made clear in each weekly lesson on Isidore.]

### In-Person Component[To meet the requirements of social distancing, our class will be randomly divided into two groups of students. I will communicate your group assignment to you prior to the first day of class. These groups will alternate in how they attend class sessions – either online or in-person. If you are not planning on coming to campus, please let me know as soon as possible. You will participate fully online.Our live meetings, whether on Zoom or face-to-face, will be used for group discussion, questions and answer time, and problem-solving.]

* 1. **In Person Classroom Meetings**[Each week, one group of students will come to the physical classroom on Mondays. Then, the second group will come to the physical classroom on Wednesdays. Our Friday session will be completely online via Zoom.]
	2. **Online via Zoom**[Each week, one group of students will attend class via Zoom on Mondays, Then, the second group will attend class via Zoom on Wednesdays. Our Friday session will be completely online.

	To join the Zoom class, go to our Isidore course site and click on the “Zoom Meetings” tool. Click on the “Join” button at the time of our class.]

### Activity Descriptions

#### Participation[Use this discussion to describe the general expectations and purpose of participating in class. There is a section further down in the syllabus that is for the actual attendance and participation policy. It will be important to be flexible in your approach to participation for this semester. Some students may not be able to participate in synchronous sessions due to time zone differences, illness, or a variety of other reasons. We recommend trying to record synchronous sessions or offering alternative ways for students who are absent to demonstrate their participation (e.g. recording a quick video reflection; writing a reflection; participating more heavily in the discussion forums, etc.).]

#### Discussion Forums[Explain the purpose and expectations for any discussion forums. Feel free to modify and use [this sample discussion forum rubric and guidelines](https://isidore.udayton.edu/access/content/public/01%20Flexible%20Teaching/Example%20Discussion%20Forum%20Rubric%20and%20Guidelines.docx) if you like.]

#### Homework[In this section, you should describe the general format and purpose of homework assignments students will complete throughout the semester. We recommend collecting all homework through Isidore to help keep yourself organized. If you are collecting paper copies from students in class, you may want to ask that they also submit their paper on Isidore.]

#### Quizzes[Describe the format and purpose of any quizzes you will be delivering throughout the semester. Make sure you have a plan for any students who are remote to be able to take the quiz.]

#### Project[Explain the details and purpose of any projects you are assigning. Students benefit greatly from beginning work on big projects EARLY, so try to break down this larger project into smaller pieces that the students will complete throughout the semester.]

#### Exams[Describe the format of your final exam - to the best of your knowledge. This section may need to be changed mid-way through the semester as plans and accommodations for finals are still being arranged.][See the university’s Final Exam Policy](http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/finalexampolicy/)

## Course Policies

### Attendance & Participation Policy

### [You may need to be flexible in your approach to attendance. Some students may not be able to attend in-person activities. Some students may not be able to attend synchronous online activities. Explain your expectations for participation and what students should do if they cannot participate or attend class. You may also want to explain that masks will be required if students are in the physical classroom (unless they have an underlying health condition that prevents this), and that social distancing rules apply. You may want to explain that you are asking for webcams to be ON during synchronous Zoom sessions - but they should not be required. This is also a good spot to explain your rules for interactions online and in the classroom. You might say something like, “You are permitted to have your computers or phones out during class. However, I expect you to be using them for class work only. If I think you are distracting others with your technology use, I will ask you to stop using your phone or laptop.]

### Communication Expectations & Procedures

[Provide some guidance for students for asking questions about the course. Explain your own commitment to communicating. See the [completed example syllabus](https://isidore.udayton.edu/access/content/public/01%20Flexible%20Teaching/Flexible%20Teaching%20Syllabus%20-%20Completed%20Example.pdf) for reference.]

### Feedback & Turnaround Time

[Provide some commitment to standard turnaround times on graded assignments. What kinds of feedback should the student expect? When should they expect feedback? What should they do if they have questions about feedback? Again, see the [completed example syllabus](https://isidore.udayton.edu/access/content/public/01%20Flexible%20Teaching/Flexible%20Teaching%20Syllabus%20-%20Completed%20Example.pdf) for reference.]

### Makeup / Late Work Policy[Explain your makeup / late work policy. Example: Students are expected to complete course activities by the assigned due dates. If for any reason you cannot complete work on-time, please notify me as soon as possible. I am willing to make exceptions due to the challenging nature of class this semester. If you do not contact me at least 24 hours prior to any due date to let me know that you need an extension, I will deduct 2% from your grade on the assignment. For any assignment extension, I will grant an extra 3 days (longer if necessary due to extenuating circumstances. If you do not complete the assignment within that time, I will deduct an additional 5% off your grade.]Grading Policy[List the graded assessments and how they will add up to the total course grade. Example below.]

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Number of Items | Points | Weight |
| Homework | 10 | 10 points each | 25% |
| Project | 7 | Varies for each component | 15% |
| Quizzes | 10 | 10 points each; your lowest score will be dropped | 30% |
| Midterm | 1 | 100 points | 15% |
| Final Exam | 1 | 100 points | 15% |

Final course letter grades will be assigned as follows:

|  |  |
| --- | --- |
| Letter Grade | Percentage Range |
| A | 93 – 100% |
| A- | 90 – 92.99% |
| B+ | 87 – 89.99% |
| B | 83 – 86.99% |
| B- | 80 – 82.99% |
| C+ | 77 – 79.99% |
| C | 73 – 76.99% |
| C- | 70 – 72.99% |
| D | 60 – 69.99% |
| F | 0 – 59.99% |

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## University Policies

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### Civility, Respect, and Privacy

### The University of Dayton adopted a “Statement of Dignity which states the following: “A primary assertion of both our religious and civil traditions is the inviolable dignity of each person. Recognition of and respect for the person are central to our life as a Christian and education community and are what allow us to pursue our common mission while being many diverse persons. Thus discrimination, harassment, and any other conduct that diminishes the worth of a person are incompatible with our fundamental commitment as a Catholic university conducted in the Marianist tradition.”

[You might want to add on to this with specifics about engaging respectfully with each other in an online environment. For example, “I also expect everyone to engage civilly and with respect towards one another. I know this is a heightened time of anxiety, but let’s do our best to be good to each other. I know some may have differing opinions on wearing a mask, but I insist that you wear one in our face-to-face sessions for the health of the others around you. I do not and will not tolerate any form of discrimination or disrespectful behavior - no matter if it’s face-to-face, in the online discussion boards, or in our Zoom sessions. If you feel you have been disrespected in our class, please let me know *immediately*. I take these concerns very seriously, and I will involve administrators to mediate the situation.”]

### Intellectual Property StatementThe materials shared with you during this course are authored and owned by the instructor, the department, the school and/or the book publisher. Copyright laws must be respected in using these materials. For example, unless authorized to do so, do not share course materials with anyone outside the course.

### Academic HonestyI encourage you to talk with each other about the readings and ideas brought up in class. But in all assignments to be graded as individual work you are expected to do your own written work. In the case of group work, all members of a group will be held responsible for the content of work turned in to satisfy group assignments. The instructor will keep a healthy eye out for possible plagiarism when reading your work. Here is some advice to help you avoid plagiarizing:It is best to express the ideas you use in your own words. In the case of both individual and group work, words or ideas that come from someplace or someone else must be cited: “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).For specific university policies concerning academic honesty, see the [University’s Academic Honor Code](http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/theacademichonorcode/) in the Academic Catalog.

### Contract CheatingContract cheating occurs when a student pays someone (such as a person or company found online) to write essays or complete assignments for a class. This defeats the purpose of the course and I encourage students to follow the academic honor code and seek to develop a personal sense of academic integrity which lays the foundation for an ethical life. Contract cheating is especially dangerous because of the risk of bribery and extortion (potentially for an entire life after college!). Students are often lured into contract cheating by signing up for online tutoring services. Remember that UD provides many learning support mechanisms (see: <https://www.udayton.edu/ltc/learningresources/index.php>).

### Dropping the CourseYou are responsible for understanding the university’s policies and procedures regarding withdrawing from courses. You should also be aware of the current deadlines and penalties for dropping classes. Information on [withdrawal from courses](http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/gradesandscholarship/) is available in the Academic Catalog under Grades and Scholarship. You may also want to speak with your academic advisor or the Deans Office from your college or school.

### Student Evaluation of TeachingThe university will ask for your anonymous feedback regarding instruction in this course through the online Student Evaluation of Teaching (SET) as your candid, respectful opinions and constructive suggestions have an impact on the quality of teaching at UD. Instructions for how to complete SET will be sent to your UD email account toward the end of the semester, and I may give you additional instructions (for example, whether you will complete SET in the classroom). If you encounter technical problems accessing SET, contact the UDit Service Center at 937-229-3888 or itservicecenter@udayton.edu. To learn more about SET, visit [http://go.udayton.edu/set.](http://go.udayton.edu/set)

## University Services

It is the University’s goal that learning experiences be as accessible as possible. Your learning in this course is important to me, and I want you to be aware of existing supports on campus which are available to all university students.

### Support for Your Learning in This CourseThe Ryan C. Harris Learning Teaching Center's Office of Learning Resources (OLR) is a learning resource for students, parents, faculty, and staff at the University of Dayton. OLR offers a wide variety of information and services to help everyone become a successful learner. Peruse the web site, attend one of our offerings, or contact our office and meet with a staff member – however you look at it, OLR is Your Partner in Learning!Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing individuals) or visit the office on the ground floor of Roesch Library (LTC 023) if you would like to talk about how you could become a more effective learner. You can also check out the website: [http://go.udayton.edu/learning.](http://go.udayton.edu/learning)

### Students with DisabilitiesIf you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the LTC's Office of Learning Resources (OLR) to discuss reasonable accommodations. Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing), by email at disabilityservices@udayton.edu or stop by OLR in the LTC, room 023 Roesch Library. If you have an Accommodation Letter provided by OLR, please contact me to discuss.If you need assistance accessing print material including textbooks and electronic material such as PDF documents, please review the [OLR website information](https://www.udayton.edu/ltc/learningresources/onlineforms/index.php) about alternative formats under Disability Resources. Go to <https://www.udayton.edu/ltc/learningresources/onlineforms/index.php> and click on Alternative Formats.

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### Student Success NetworkThe University of Dayton makes student success a priority. For this reason, I will be using the Student Success Network (SSN) in this course as an early identification and intervention system designed to enable students’ academic success and graduation. If I notice that you are struggling with issues such as attendance, class participation, or assignment/test performance, I may choose to send notification through SSN in order to put you in touch with appropriate campus resources. These referrals are designed to maximize your chances for success at the University, not as punishment, so please respond to any communications you may receive from me, your Academic Advisor, your Dean’s Office, or other campus offices regarding your academic progress in this course.

### [Please see the Student Success Network website](https://udayton.edu/success/ssn.php.) for more information.

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### Information PointThe Write Place and Roesch Library's reference services offer free research and writing assistance on any assignment, at any stage of the writing process. Additionally, UDit’s TechExpress offers free technical support for printing, password troubleshooting and laptops. These services are offered at Roesch Library’s first-floor Information Point. Hours are listed online at [libcal.udayton.edu/hours](http://libcal.udayton.edu/hours). No appointment is necessary, although they are available; to make an appointment with the Write Place, email writeplace@udayton.edu; to make an appointment with a librarian, see [libcal.udayton.edu/appointments](https://libcal.udayton.edu/appointments). For more information, visit the first floor of Roesch Library or see the Get Help page on the web: <https://www.udayton.edu/libraries/help.php>.

### Religious AccommodationsThe University of Dayton strives for an inclusive climate and welcomes students from all backgrounds, faiths and experiences. If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please make the professor aware of this immediately to determine if a reasonable accommodation is possible. [Find out more about how to request a religious accommodation](https://udayton.edu/ministry/about/relig_accomm.php).

### Technical SupportFor general computer, software, and username and password issues, please contact the [IT Service Center](http://udayton.edu/udit/).