­­­

[Course Title] Syllabus

[Semester, Year]

# Instructor Information

Name:
Title:
Email:
Phone:
Office Location (if applicable):

**Note to Instructors:** You may [download a copy of CETL’s syllabus template here](https://olemiss.edu/departments/university-programs/excellence-teaching-learning/assets/cetl_syllabus_template.docx). We included many components from their template and added online-specific ones.

# Course Overview

[Include a brief overview of the course and what students can expect. Frame your overview by answering questions from potential students such as: What is this course about? Why should I take this course? Here is an example.]

*OUTR 101 is a fully online course in which you will learn about online course design & development, the pedagogy of online teaching, and tools and techniques to assist you in developing your online course. You will experience the course as an online student, taking part in online discussions, quizzes, readings, lectures, and have an individual meeting with your designated Instructional Designer.*

PrerequisitesList any prerequisites or state “None”

Department Policy for Majors
[If this course counts towards a major, be sure to include your department’s requirements for the course to count. Many departments require a C or higher grade for courses to count toward a major.]

# Course Description

[Copy & paste from UM Course Catalog. You may include more specific description of the course in your own words.]

**External Resources from CETL:** To get started, you might consider answering the questions in this [course description resource from Carnegie Mellon’s Eberly Center for Teaching Excellence and Educational Innovation.](https://www.cmu.edu/teaching/designteach/syllabus/checklist/coursedescription.html)

# Course Learning Objectives

Example:After completing this course, the participant will be able to:

1. Compose a persuasive essay using the 5-paragraph method.
2. List 40 common medications on patients ‘charts and how their chemical composition may interact negatively with each other.
3. Give a ten-minute presentation using an online presentation tool on 3 marketing benefits of a particular social media platform.

# Methods of Instruction

[Include a statement about what types of instruction students should expect in your class. Here is an example statement:]

*Instructional methods used in this course include lectures, class discussions, guest facilitators, reading and writing assignments, hands-on assignments, online communications, and a final written exam proctored through the Distance Education Testing Lab on the Oxford Campus.*

# Course Expectations

[Include a statement about how students should proceed through the modules – sequentially, in the order they are posted in Blackboard (or whatever platform you are using to conduct the class), or in the order that students choose.]

## Time management

[You don’t have to include a statement on time-management, but in an online class, it is not a bad idea to give students suggestions for how much time they should spend on the class each week.]

## Ground Rules for Interaction/Engagement

[Include a statement about how you expect students to participate and engage in an interaction/exchange with one another.]

## Assignment Submissions

[Include information about how and in which formats you expect students to submit their work on Blackboard or elsewhere.]

Exams
[Add information about exams here. If you plan on using the free proctored testing service offered by the Testing Center, you need to include the current exam registration and testing policies. Check with the Testing Center for information on current policies.]

Additional Expectations
[Add any applicable expectations not included in this template.]

# Course Requirements

## Required Materials

**TEXT**

[List your textbooks and other required readings and materials, including access to textbook publisher’s materials if applicable.]

**TECHNOLOGY**

[Adapt this section according to your course.]

**INTERNET ACCESS**You must have access to the Internet, preferably high-speed Internet, for the duration of this course.

**SOFTWARE**You must have access to a computer with the following software installed:

* **Microsoft Office** - You must have consistent access to a professional word processor and a presentation program. Alternatives to MS Office are Google Docs, [FreeOffice](http://www.freeoffice.com/en/) and [LibreOffice](https://www.libreoffice.org/).
* **Browsers, Plug-Ins, Players and Viewers**
In order to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:
* A [Blackboard-supported browser version](https://help.blackboard.com/Learn/Instructor/Ultra/Getting_Started/Browser_Support)
* [Acrobat Reader](http://get.adobe.com/reader/)

Run [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support/Browser_Checker) to verify browser and installed technologies on your computer.

**HARDWARE**You will need computer speakers, headsets or earbuds.

# Tech support

The [**IT Helpdesk**](http://www.olemiss.edu/helpdesk), centrally located in Weir Hall, is open Monday through Friday, 8 a.m. to 5 p.m. The helpdesk offers assistance to Ole Miss students and employees with technology-related issues involving software, hardware and networking. It provides support for email, Wi-Fi, Microsoft Office and other campus-wide applications. Come by Weir Hall or call 662-915-5222. Email helpdesk@olemiss.edu or visit their website for more information.

# Course Outline

[Please note that the university has adopted [a statement about the Wednesday through Friday of the week before Finals Week.](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10647552) According to this statement, faculty are not to give major exams (constituting more than 10% of the final grade) in undergraduate courses during these three days. This prohibition does not apply to lab courses and writing intensive courses, where term papers or major project reports are due at the end of the semester. Instead, the policy is intended to apply to cases where the last exam would be similar in nature to the final exam.]

[The course outline serves as a snapshot of activities in the course. We recommend creating a separate course schedule that includes the details of all topics, activities, assignments and assessments and list due date and time for each one.]

| **Week**  | **Module/LessonTopics** | **Activities & Assignments** | **Due Dates** |
| --- | --- | --- | --- |
| Week # Week of [date]  | Module/lesson name and topics | List major activities and assessments | List due date and time  |
|  |  |   |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Course Policies

## Communication Policy

[Include a statement about how you will communicate with students and what your timeline is for responding to texts, phone calls, and emails.]

## Attendance Policy

[Include a statement about how often you expect students to login to the course and what level of participation you expect students to contribute throughout the semester.]

[Include a statement how you will verify student attendance in this course at the beginning of the semester.]

Discussion Board Participation
[Use this space to explain your expectations for discussion posts – how often, how many posts versus replies, deadlines, word counts, based on prompts or readings, etc.]

[You should also include a netiquette statement outlining acceptable and unacceptable ways of communicating online. You can use or adapt the example statement below:]

*Discussion board postings are an integral part of the course. Your discussion board posts should be substantive and should reference reading assignments, web references, lecture notes or outside resources. Always make an original post early in the week (no later than Wed night) so your colleagues have time to read and respond to them.*

*Every post must follow English grammar rules. Be respectful of others’ ideas. Do not make insulting or inflammatory statements to any class members. Rude, obscene, or disrespectful posts will not be tolerated.*

*Part of the nature of this class is for participants to help each other troubleshoot problems and develop critical-thinking skills. Working through questions on the discussion forum is an excellent method to develop proficiency in these areas.*

## Grading and Assignments

[Include a statement about your timeline for getting graded work back to students.]

[Include a statement about how the assignments will contribute to the students’ final grade.]

### Grading Scale

[List categories of graded assignments and assessments, number of assignments, and their percentages or points.]

| **Categories** | **Percentage** |
| --- | --- |
| Discussions (8) | 20% |
| Reading Quizzes (4) | 10% |
| Presentations (2) | 30% |
| Individual Project (1) | 30% |
| Reflection (1) | 10% |
| **Total** | 100% |

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = Below 59%

### Major Assignments

[List and briefly describe major assignments or assignment categories.]

## Late Work Policy

[State your late work policy.]

## Use of Artificial Intelligence

[Every instructor may determine for their own class what uses of artificial intelligence are permissible and what uses constitute academic dishonesty as outlined in the [Academic Conduct and Discipline Policy](https://policies.olemiss.edu/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696&accessPara=null). Instructors should be as clear as possible in their syllabi, and in speaking with their classes, about how students may or may not use generative AI in their work. Please be aware that there are currently no university-supported AI detection tools.]

[Please see suggested language below from UM CETL for permitting or not permitting AI usage in the course.]

**Use of Generative AI Permitted (with or without limitations)**

*Generative AI refers to artificial intelligence technologies, like ChatGPT or other tools, that can draw on a large corpus of training data to create new written, visual, or audio content. AI can support your learning in this course by [e.g., helping you brainstorm assignment topics or approaches, helping you consider alternate points of view, generating images for use in presentations, polishing your spelling and grammar, etc.]. It can hinder your learning by [e.g., generating ideas for you before you have had a chance to think of your own ideas; inhibiting the development of your writing skills; generating factually inaccurate statements or fictional reference sources; etc.].*

*You may [or may not] use the following tools: [e.g., OpenAI’s ChatGPT, Google’s Gemini, Microsoft’s Copilot, Anthropic’s Claude, SciSpace, ExplainPaper, Unriddle, Synthesia, HeyGen, Adobe Firefly, Midjourney, Fermat, Wordtune, Elicit, Grammarly, etc.]*

*You may [or may not] use AI tools in the following ways: [e.g., for brainstorming or idea generation; for developing research questions; for planning work on assignments; for locating possible sources; for generating outlines; for generating sentences; for generating paragraphs; for generating counterarguments; for getting feedback on your work; for editing and proofreading; for summarizing readings; for clarifying passages from readings; for transcribing lectures; for taking notes on class discussions; for writing computer code; for generating images for presentations; for visualizing data sets; for producing videos; for generating voiceovers for videos; for checking your work on problem sets; etc.]*

*You may [or may not] use AI tools on the following assignments: [...]*

*If you use an AI tool to complete an assignment, please disclose your use of it by [e.g.,* [citing the tool](https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074)*; identifying which elements of the assignment were created using generative AI; noting how you used the tool; writing a brief reflection on how AI affected your process; etc.]*

*Please know that you are responsible for the work you submit for this course, whether or not you use AI tools in the creation of that work. This means, among other things, that you should check the accuracy of what you submit and be aware of potential biases in your work.*

*If you’re unsure about whether or not a specific tool makes use of AI or is permitted for use on assignments in this course, please contact me. Given how fast these tools are changing, it’s perfectly okay to ask what use is acceptable and what use isn’t. While you may use AI tools to enhance your learning in this course, please bear in mind that instructors for other courses will have different policies.*

**Use of Generative AI Not Permitted**

*Generative AI refers to artificial intelligence technologies, like ChatGPT or other tools, that can draw on a large corpus of training data to create new written, visual, or audio content. In this course, we’ll be developing skills that are important to practice on your own. Because use of generative AI may inhibit the development of those skills, I ask that you refrain from employing AI tools in this course. Using such tools for any purposes, or attempting to pass off AI-generated work as your own, will violate our academic integrity policy. I treat potential academic integrity violations by [...]*

*If you’re unsure about whether or not a specific tool makes use of AI or is permitted for use on assignments in this course, please contact me. Given how fast these tools are changing, it’s perfectly okay to ask what use is acceptable and what use isn’t.*

**External Resources from DETL:** For information about the latest developments in generative AI and how those developments may affect teaching and learning, we recommend the [“Beyond ChatGPT” Substack series by UM’s own Marc Watkins](https://marcwatkins.substack.com/p/next-steps-for-the-beyond-chatgpt). You may also wish to explore the website of the [MLA-CCCC Joint Task Force on AI and Writing](https://aiandwriting.hcommons.org/), Harvard’s [AI Pedagogy Project](https://aipedagogy.org/assignments/), WAC’s [TextGenEd: Teaching Experiments Using Text Generating Technologies](https://wac.colostate.edu/repository/collections/textgened/), and [UVA’s Generative AI in Teaching and Learning](https://teaching.virginia.edu/galleries/generative-ai).

## Diversity, Equity, and Inclusion

[Suggested language from CETL.]

*The University of Mississippi embraces its public flagship mission of inspiring and educating our diverse and vibrant community where all individuals are able to intellectually, socially, and culturally thrive through transformative experiences on our campus and beyond. In line with the* [Pathways to Equity Strategic Plan](https://chancellor.olemiss.edu/pathways-to-equity/)*, I make the following commitments to diversity, equity, and inclusion in our classroom:*

* *Diversity is an affirmation of the intersecting individual, social, and organizational identities that make our community vibrant and transformational. I commit to embracing the full spectrum of diversity in this class, recognizing it as a resource, strength, and benefit to our shared learning experience.*
* *Equity is directly addressing the social, institutional, organizational and systemic barriers that prevent members of marginalized groups from thriving in our community. I commit to be both proactive and responsive in mitigating barriers to learning so that all members of our classroom community can reach their full potential.*
* *Inclusion is actively and intentionally creating a welcoming campus where all individuals feel they have a supportive and affirming space to learn, grow and engage. I commit to fostering a classroom environment that fully supports, values, and engages the intersectional identities of every student.*

 *As your instructor, I enact these commitments by […].*

*Your success in this class is important to me. If there are aspects of this course that inhibit your belonging, and therefore your learning, I encourage you to contact me so we can develop strategies that support you as you work toward the course requirements. I also encourage you to explore campus resources related to diversity, equity, and inclusion.*

*[You may wish to list resources like* [SDS](https://sds.olemiss.edu/)*, the office of* [Diversity and Community Engagement](https://dce.olemiss.edu/)*, the* [Center for Inclusion and Cross Cultural Engagement](https://inclusion.olemiss.edu/)*, the* [Sarah Isom Center](https://sarahisomcenter.org/)*,* [LGBTQIA+ Programming and Initiatives](https://lgbtq.olemiss.edu/)*, the* [Bias Education and Response Team](https://dce.olemiss.edu/bert/)*, and* [UMatter](https://umatter.olemiss.edu/) *here or in the “Student Resources” section.]*

##

**External Resource:** To further develop your DEI statement, you might consult the questions and sample statements in this [Diversity and Inclusion Syllabus Statement resource from Brown University’s Sheridan Center for Teaching and Learning](https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements) or this [resource on Personalizing Syllabus DEI Statements from the University of Iowa’s Office of Teaching, Learning, and Technology](https://teach.uiowa.edu/sites/teach.uiowa.edu/files/dei_statement_resource_final.pdf).

## Student Wellbeing

[Suggested language from CETL.]

*Many college students struggle with physical and mental health issues as they navigate busy schedules, academic pressures, and difficult life transitions. Your wellbeing is important to me, and I encourage you to prioritize it. If a health issue or life circumstance of any kind is impacting your ability to succeed in this class, please don’t hesitate to contact me so we can make a plan to support your learning. I also encourage you to take advantage of campus and community resources that can help.*

*[You may wish to list student wellbeing resources like the* [University Counseling Center](https://counseling.olemiss.edu/)*,* [UMatter](https://umatter.olemiss.edu/)*,* [UMSafe](https://umsafe.olemiss.edu/)*, and* [VIP: Survivor Support](https://violenceprevention.olemiss.edu/) *here or in the “Student Resources” section.]*

##

For more information and sample language, see this [student wellness resource from Carnegie Mellon’s Eberly Center.](https://www.cmu.edu/teaching/designteach/syllabus/checklist/studentwellness.html)

# University of Mississippi Policies

## Testing Policy

If you will be using the proctored testing service offered by the Distance Education Testing Lab, include the University of Mississippi’s [Proctored Assessments in Online Education](http://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=11873537) here.

## Disability Access and Inclusion

[Syllabus statement from Student Disability Services]

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at [**https://sds.olemiss.edu/rebel-access-portal**](https://sds.olemiss.edu/rebel-access-portal) to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at [**https://sds.olemiss.edu/apply-for-services**](https://sds.olemiss.edu/apply-for-services). SDS will:

1. Complete a comprehensive review to determine your eligibility for accommodations,
2. If approved, disseminate to your instructors a Faculty Notification Letter,
3. Facilitate the removal of barriers, and
4. Ensure you have equal access to the same opportunities for success that are available to all students.

If you have questions, contact SDS at 662-915-7128 or **sds@olemiss.edu**.

## Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

## IT Appropriate Use Policy

This policy sets forth the privileges of and restrictions on students, faculty, staff, and other users with respect to the computing and telecommunications systems offered by the University of Mississippi (UM). This policy is designed to protect the University community from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use exposes the University to risks, including virus attacks, compromise of network systems and services, and legal issues. This policy directly addresses copyright issues related to illegal downloads and peer-to-peer file sharing. For Appropriate Use Policy questions, send an email to aup@olemiss.edu.

## Academic integrity

The University of Mississippi is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. Each student has a duty to become familiar with University values and standards reflected in University policies, and each student has a duty to honor University values and standards reflected in University policies. These policies are outlined in the [M Book](http://conflictresolution.olemiss.edu/m-book/). For a complete listing of policies, please visit the University Policy Directory.

## Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of online students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. (However, simply logging into Blackboard will not count as an academically related activity.) [Attendance Policy for Online Education](http://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=11873539)

## Student Identity Policy

Federal regulations, our accrediting agency (SACS) and university policies require that safeguards are used to ensure that the student who receives the academic course credit is actually the person doing the work. You will need to present your student ID before taking proctored exams and your instructor may verify your identity through live or virtual meetings, or by using an identity verification program.

## Student Privacy Policy

The University of Mississippi protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. [Student Privacy Policy](https://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=11873531)

# Appendix

[Attach grading rubrics for specific assignments if applicable.]