## [Course Title]

## Course Syllabus, [Semester Year]

**[Catalog Code and Section Number]**

Classes begin **[course start date]** and end on **[course end date]**

[**Academic Calendar Link:**](http://www.qcc.edu/calendar) <http://www.qcc.edu/calendar>

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certifications, or transfer of credit.

In the event of disruption of normal classroom or clinical activities due to inclement weather, health issues or other unexpected occurrences, the format for this course may be modified to enable completion of the course. In that event, you will be given an addendum to this syllabus that will supersede this version.

# Instructor Information

Instructor: Emily Carroll

Email: ecarroll@qcc.mass.edu

Phone:

Office Location:[Delete line if not applicable, or type your office room number or mailbox office location]

Office Hours: Virtual Office Hours Upon Request

## Communication:

Throughout the semester, I will communicate with you via either **Blackboard Announcements** or your **Qmail account**. Please review the following link for [assistance on using your email](http://www.qcc.edu/help/email) account:

<http://www.qcc.edu/help/email>

[Add any other information regarding student communication]

# General Course Description

## Course Description:

[Description according to college catalog]

Prerequisites:[List any course prerequisites or type None]

## Purpose of the Course:

[Tip: Describe why the course exists and how it fits into the larger curriculum. Use this section to discuss “course alignment” – how the course meshes with QCC’s overall mission and its relevance to student success on campus and future career goals]

# Materials

## Required Texts:

[Type all required texts and paperbacks, including publisher, edition and ISBN numbers. For online and blended courses, also include software, and software capacity]

If you are unable to afford your textbook for this course, please contact Financial Aid to discuss getting a book voucher for use in the QCC Bookstore.

## Additional Readings:

[List any other readings and/or use the statement below]

A variety of printed and digital content may be provided during the course. Digital content will be found within the course **Blackboard Learn site**. There may be additional reading assignments as student interests dictate.

## Technology Requirements:

This course may require that you access online resources in the college’s Blackboard Learn site. Please review the following link for [assistance on using your **Blackboard Learn**](http://www.qcc.edu/help/blackboard) **account**:

<http://www.qcc.edu/help/blackboard>

## Additional Technical Requirements:

Review QCC’s [Computer Technical Recommendations](http://www.qcc.edu/help/computer-technical-recommendations) at:

[http://www.qcc.edu/help/tech-specs](http://www.qcc.edu/help/tech-specs" \o "QCC Computer Recommendations)

[Tip: List any other technology applied and technical requirements including software, such as MS Word, and hardware, such as flash drives or graphing calculators with any purchase specifications]

# Student Learning Outcomes/Instructional Objectives

By fully participating in this course, you should be able to:

1. [Tip: List course outcomes/objectives with appropriate, descriptive verbs that lend themselves to measurement and progressively seek higher levels of learning. Please contact your department dean if you need more information to complete this section]
2. [Continue list of numbered outcomes/objectives as needed]

# Teaching Procedures

[Tip: Explain how class time will be used with various teaching methods and modes you plan to apply. The underlying rationale and benefits should be evident]

## Teaching Philosophy:

[Tip: Use this section to describe your beliefs and assumptions about teaching and learning that guide the course. Include values and/or experiences that guide your teaching practice]

## Instructor Responsibilities:

* [List any expectations students should have of you, such as turnaround time for responding to emails]

# Course Completion Requirements

Your success in this course depends on the following:

* [Tip: List your expectations for student success, such as participation, working in groups, forum postings, etc.]

## Discussion Forum Post Requirements:

[Use this section to describe your expectations, if you plan to use Blackboard Learn discussion posts as part of your instruction. A discussion board rubric to guide students’ posts is included in the Assessment Rubrics section at the end of this template]

## Required Assignments:

In addition to attendance and participation, you are required to complete the following assignments:

* [List any assessments with a short description that will affect the student’s grade, such as projects, reports, papers, etc. Use the table below to demonstrate alignment with course outcomes/objectives]

| Assignment/Deliverable | Due Date | Points | Grade % | Relevant Course Outcome/Objective |
| --- | --- | --- | --- | --- |
| Assignment Name | ##/##/## | ## | ## | [Type the # of the outcome/objective] |
| Assignment Name | ##/##/## | ## | ## | [Type the # of the |
| Assignment Name | ##/##/## | ## | ## | [Type the # of the outcome/objective] |

# Grading

[State any information related to your grading policy]

## Final Course Grade:

| **Activity** | **Points or**  **Grade** |
| --- | --- |
| Activity Name | ## |
| Activity Name | ## |

Please see to the Quinsigamond Community [College Catalog](http://www.qcc.edu/academics) for detailed information on the college’s grading policy:

<http://www.qcc.edu/academics>

# Academic Policies and Procedures

## Attendance Policy:

[State your attendance policy and any impact on grade level or use the statement provided below]

You are responsible for material covered in any class that you do not attend. If you miss a class, you must contact a classmate or me for the missed information.

## Electronics Policy:

[State your policy for use of electronics during class time and during exams]

## Electronic Submissions:

[State your policy for electronic submissions, such as via email or Blackboard Learn]

## Late Work:

[State your policy for submitting work late]

## Coursework Difficulties:

Please discuss any issues that you are having in completing the coursework on time with me. I am available to talk this over with you by appointment.

## Incomplete Policy:

If you are unable to complete the coursework during the semester due to some catastrophic issue, you must contact me immediately to discuss your alternatives.

## Academic Honesty and Plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and don’t know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student’s learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services. For information on using sources in writing, see the Academic Honesty section of the [English Department](http://www.qcc.edu/english) web site: <http://www.qcc.edu/english>

# Student Code of Conduct

Students are required to adhere to the [Student Code of Conduct](http://www.qcc.edu/student-handbook-2016-2017/student-code-conduct) delineated in the Quinsigamond Community College website and [Student Handbook](http://www.qcc.edu/handbook).

<http://www.qcc.edu/handbook>

# Accommodations

**Accessibility Statement**

If you have a disability which may require an accommodation, please notify me as soon as possible. You are responsible for forwarding your Accommodation Letter to me and discussing arrangements for this course. Your accommodations for this course begin upon my receipt of your Accommodation Letter; accommodations are not retroactive. You may request accommodations at any time during the semester, but instructors must be provided with reasonable notice prior to exams or deadlines. Student Accessibility Services works to promote access to ensure an accessible college experience for students. If you have further questions, contact Student Accessibility Services.  All discussions are confidential.

## Contact Information for Student Accessibility Services:

Call: 508-854-4471

Sorenson Video Phone: 508-502-7647

email:  [disabilityservices@qcc.mass.edu](https://mail.qcc.mass.edu/owa/redir.aspx?C=06MTv1_Ac0Q-vOuv_TOB_xaYx_TNoFAA-P0zzzpDZbxutWrkgPfXCA..&URL=mailto%3adisabilityservices%40qcc.mass.edu)

# Student Support Services

QCC offers a range of student support services including Academic Advising, Student Success Center, General Academic Areas Tutoring Center, Math Center, Health & Wellness, Library, and Writing Center. Visit the [QCC website](http://www.qcc.edu/services) for more information:

<http://www.qcc.edu/services>

QCC is proud to support veterans. If you are a veteran of the armed forces, please visit the Veteran Affairs Office located in 125A (Administration Building) or contact them at [veteranaffairs@qcc.mass.edu](mailto:veteranaffairs@qcc.mass.edu) or call 508-854-4290.

# Classroom and campus safety

Classroom and campus safety are of paramount importance at Quinsigamond Community College, and are the shared responsibility of the entire campus population. QCC urges students to follow the***“See something, Say something*”** protocol for all types of emergencies and the[**“*Run, Hide, Fight*”**](https://oem.wsu.edu/emergency-procedures/active-shooter/) response for an active shooter incident.

Remain***ALERT***(through direct observation or emergency notification),***ASSESS***your specific situation,and***ACT*** in the most appropriate way to assure your own safety (and the safety of others if you are able).

**Prepare for an emergency by using these tips which are located at:**[***http://www.qcc.edu/campus-police.***](http://www.qcc.edu/campus-police)

* Enter both QCC Police numbers into your mobile device. Quinsigamond Police recommend naming the contacts:
  + QCC Police – Emergency: 508-854-4444
  + QCC Police – Non-Emergency: 508-854-4221
* Sign up for Rave emergency alerts on your account at The Q.
* Download the QCC Mobile App and QCC Tip App on your mobile device and register for Alerts.
* Review the [***Emergency***](http://safetyplan.wsu.edu/) ***Guide*** for your location.
* Review the Classroom Emergency Evacuation Maps and Procedures.
* Review how to use the classroom phone for an Emergency.
  + Press the “Right Arrow” key, select “Police,” and press the “OK” key to auto-connect   
    to QCC Police.
* View the [***Homeland Security’s Run, Hide, Fight video***](https://oem.wsu.edu/emergency-procedures/active-shooter/)***.***
* Follow proper Parking Procedures and Policies to ensure safe evacuation routes and allow Emergency Vehicles/First Responders immediate access.
* Review Disability Emergency Evacuation Procedures.

# Topics Schedule

[Tip: For Summer courses, “Week” can be replaced with “Class” and the schedule can be shortened to reflect the number of classes]

|  |  |
| --- | --- |
| **Week 1:** | |
| Core Topic(s) | * Getting Started |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| **Week 2:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 3:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 4:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 5:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 6:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 7:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 8:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 9:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 10:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 11:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 12:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 13:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 14:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |
| **Week 15:** | |
| Core Topic(s) |  |
| Learning Objectives | At the end of this week you will be able to: |
| Reading Assignment |  |
| Class Topics |  |
| Assignments Due |  |

# Assessment Rubrics

[Insert any assessment rubric tables related to major assignments here. For example, discussion forum posts, final project or presentation rubrics.]

## Discussion Rubric

Guideline for Grading Discussions

**LEVELS OF ACHIEVEMENT**

| CRITERIA | Novice  0 to 1 point | Competent  2 to 3 points | Proficient  4 to 5 points |
| --- | --- | --- | --- |
| Organization | * There is no logical flow to posts and replies * Little or no support for ideas | * Posts and replies include a logical flow, but no clear introduction, body or conclusion * Some support ideas | * Posts and replies include a logical flow, with introduction, body, and conclusion. * Ideas are supported |
| Style-Grammar, Spelling and Formatting | * Obvious grammatical or stylistic errors interfere with understanding | * Few grammatical, formatting or stylistic errors | * No apparent grammatical, formatting or stylistic errors |
| Content & Completeness | * Overall, the postings contribute no new ideas or applications | * Overall, the postings are generally competent, but the actual information they deliver seems thin and commonplace | * Overall, the postings reflect the course materials and deliver information that is full of thought, insight, and analysis |
| Timeliness | * Postings are not made in time for others to read and respond * They do not continue throughout the discussion | * Postings are made early (in time for others to read and respond) * They continue throughout the discussion | * Postings are made early, within 48 hours (in time for others to read and respond) * They continue throughout the discussion |

# References

[Tip: List all resources applied in the creation of this course in either APA or MLA format]