**Blended Course Syllabus Template**

**Center for Teaching Excellence**

**University of South Carolina**

**Notes**:

* This document is formatted for ADA accessibility.
* This document includes sample statements for:
	+ **Required s**yllabus components mandated by USC policy [ACAF 2.03](https://www.sc.edu/policies/ppm/acaf203.pdf) (https://www.sc.edu/policies/ppm/acaf203.pdf).
	+ **Optional** syllabus components **highly recommended** by the USC Center for Teaching Excellence (CTE).
* Instructors preparing a syllabus for a new course proposal should follow the [Committee on Curricula & Courses' curriculum changes guidelines](https://sc.edu/about/offices_and_divisions/faculty_senate/committees/curricula-course/index.php) (https://sc.edu/about/offices\_and\_divisions/faculty\_senate/committees/curricula-course/index.php).
* We recommend keeping the heading structure of this document intact while customizing the text to fit your individual course.

# Course Designator and Number (e.g., ENGL 101)

Course Title (e.g., Critical Reading and Composition)

Carolina Core Designation (If applicable) (e.g., Carolina Core: CMW)

Number of Credit Hours

Semester and Year of Offering

Class Meeting Days and Times

Class Meeting Location

Instructor Name and Preferred Title:

Affiliated Department/Program/Organization:

Degree(s) held (if any):

Relevant contact information (e.g., e-mail, phone, preferred contact information):

Office Location:

Office Hours (Come by during these times for help with the course):

TA Contact Information:

## Academic Bulletin Course Description

Enter the course description **exactly** how it appears in the [Undergraduate Academic Bulletin](https://academicbulletins.sc.edu/undergraduate/) (https://academicbulletins.sc.edu/undergraduate/) or the [Graduate Academic Bulletin](https://academicbulletins.sc.edu/graduate/) (https://academicbulletins.sc.edu/graduate/).

### Sample Language

Instruction in strategies for critically reading and analyzing literature and non-literary texts; structured, sustained practice in composing expository and analytical essays.

## Full Course Description (optional)

Enter an extended description of the course content. This description may include additional details about course enrollment requirements, whether the course is a requirement or an elective for a major, and so on.

### Sample Language

English 101 equips students with the skills needed for future academic success by providing structured and sustained practice in critical reading, textual analysis, and expository writing. Students will develop the ability to analyze texts both critically and creatively, engaging with topics of global significance while reflecting on the connection between writing and literacy. Through close readings of a variety of media and genres – such as fiction, non-fiction, poetry, photography, and film – students will strengthen their skills in inquiry, interpretation, and academic writing. Writing assignments and peer reviews will encourage students to engage ethically and respectfully with diverse perspectives. Through active participation and thoughtful inquiry, students will enhance their ability to comprehend texts and communicate ideas effectively.

## Prerequisite(s)

Enter any prerequisites for the course.

* If you are unsure of the prerequisites, please find them in the [Undergraduate Academic Bulletin](https://academicbulletins.sc.edu/undergraduate/) (https://academicbulletins.sc.edu/undergraduate/) or [Graduate Academic Bulletin](https://academicbulletins.sc.edu/graduate/) (https://academicbulletins.sc.edu/graduate/).
* If there are no prerequisites, include a statement that says, “There are no prerequisites for this course.”

### Sample Language

There are no prerequisites for this course.

## Course Learning Outcomes

Enter all learning outcomes for the course. Specific learning outcomes are often mandated by the department and/or accrediting body. Include a statement in this section verifying that “The learning outcomes are equivalent to those of a face-to-face (F2F) version of the course.”

**Recommended for 500-600 level courses only:** Include at least one additional learning outcome for graduate credit, clearly linked to an additional work product.

Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate because of completing a course. They are student-centered in that they describe what the students will do, not what the instructor will teach. All learning outcomes should be measurable and use action verbs (see [Action Words for Bloom’s Taxonomy](https://www.citadel.edu/ceitl/wp-content/uploads/sites/54/Blooms-Taxonomy-for-Creating-Outcomes.pdf)) (https://www.citadel.edu/ceitl/wp-content/uploads/sites/54/Blooms-Taxonomy-for-Creating-Outcomes.pdf). For more information on Learning Outcomes and program-specific examples, visit [CTE Learning Outcomes](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/course_design_development_delivery/course_design_development/learning_outcomes/index.php) (https://sc.edu/about/offices\_and\_divisions/cte/teaching\_resources/course\_design\_development\_delivery/course\_design\_development/learning\_outcomes/index.php).

### Sample Language

After successful completion of this course, you will be able to:

Analyze diverse texts across genres and media.

Apply strategies for close reading and critical analysis.

Create comprehensive writing processes - including invention, planning, drafting, revision, and editing.

Develop effective college-level expository and analytical essays.

Evaluate the reliability and credibility of sources in academic writing.

Analyze course texts and papers in progress.

Develop a writing style appropriate for academic audiences that is clear, effective, and free of major errors.

The learning outcomes are equivalent to those of a face-to-face (F2F) version of the course.

## Instructional Methods

Provide an overview of how the course will be conducted. Describe what students can expect from your instructional methods, including details about your lecture format, group work, presentations, and use of the Blackboard Learning Management system and other instructional technologies. The description may include expectations of a blended course versus a face-to-face course, the structure of weekly modules, and an overview of expected learning activities.

### Sample Language

This course is offered as a blended format, with a significant portion of the work taking place online via Blackboard. Online and in-class activities are designed to complement each other. Active participation in both online and in-class activities and completion of all coursework is required. In Blackboard, you will engage with course content, interact with your classmates, and collaborate with me through various online activities. I recommend setting aside specific days and times to complete the online components of the course.

The typical structure in Blackboard will include learning modules featuring:

* Short Video/PowerPoint Lectures
* Podcasts
* Readings
* Online Discussions
* Quizzes
* Field Exercises
* Written Assignments

The course will meet face-to-face once a week on Thursdays. In the classroom, we will engage with guest speakers, participate in question-and-answer sessions, discuss key concepts, practice challenging topics, and complete exams.

## Course Communication and Feedback

Describe the method and turnaround time of course communications and feedback.

### Sample Language

I will communicate with you regarding grades and assignments. If you need to reach me, email is the best method. I generally respond to emails within 24 hours and provide feedback on assignments within 72 hours. You may also post course-related questions on the Blackboard Discussion Board, where I will respond within 24 hours. If you're having trouble with the course or its material, please email me to discuss the issues.

Announcements will be posted to the course as needed. If there's additional important information, I will send it to the email address listed on Blackboard. Please make sure your email account is functioning properly to ensure you receive all important communications.

To check your email address in Blackboard, follow these steps:

1. Access [Blackboard](https://blackboard.sc.edu/) (https://blackboard.sc.edu/)
2. Click your name on the main navigation panel on the left
3. Review your email address. By default, Blackboard uses your university-issued email address.

Your email address in Blackboard should match your preferred university email. If you are unsure of your preferred email, [check your account](https://myaccount.sc.edu/) (https://myaccount.sc.edu/). For more information on changing your primary university email, please refer to the Knowledge Base article - [How To Change Your Primary University Email Address](https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) (https://scprod.service-now.com/sp?id=kb\_article\_view&sysparm\_article=KB0011464).

## Required Textbooks or Materials

List and cite any required texts and course materials. Include links when applicable.

* For all books, include the ISBN number and edition.
* Differentiate between required and optional textbooks.
* Organize materials in ways best suited for the course.
* Include the following copyright/fair use policy statement: “All course readings/materials comply with copyright/fair use policies.”
* If possible, identify ways to make the course readings/materials more affordable for students.

### Sample Language

### Required

Lunsford, Andrea A. (2017). *The Everyday Writer*. 6th edition. Bedford/St. Martin’s, ISBN-10: 1319083439

### Recommended

McKenzie, J.F. & Pinger, R.R. (2017). *An Introduction to Community & Public Health* (9th Edition). Burlington, MA: Jones & Bartlett Publishers. ISBN: 1284108414

All course readings/materials comply with copyright/fair use policies.

**If you purchase textbooks through the**[USC Campus Store](https://sc.bncollege.com/) (https://sc.bncollege.com/)**, please note that** all orders must be placed **online** and can be shipped to you or picked up at the **Byrnes Campus Store (901 Sumter St.).** **In-store shopping is no longer available** due to renovations at the Russell House.

Alternatively, you can purchase the hardcover or e-book version of this textbook directly from the publisher.  The e-book version is cheaper than the hardcover text. You can also purchase used versions of this textbook online.

Additionally, I have placed three copies of the course textbook on reserve at the Thomas Cooper Library (TLC). These textbooks are available for checkout on a first-come, first-served basis at the Check-Out Desk on the Main Level. A valid CarolinaCard is required. For more information, please refer to the TLC [Check Out Policy](https://sc.edu/about/offices_and_divisions/university_libraries/find_services/borrow/textbooks/index.php) (https://sc.edu/about/offices\_and\_divisions/university\_libraries/find\_services/borrow/textbooks/index.php).

## Technology Requirements

Provide any necessary information about technology requirements for your distributed learning course.

### Sample Language

Online lectures will be available through Panopto on Blackboard, with additional content from YouTube and Vimeo also accessible within Blackboard. To view and hear the lectures, you must have internet access. Your computer should have an up-to-date operating system with the latest updates installed, along with speakers or headphones to listen to the lecture presentations (transcripts will be provided). No special software is required.

The PowerPoint lecture presentations, assignments, quizzes, rubrics, and links to articles are all available on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need daily access, preferably from home, to:

* An internet connection and a computer that can be used at any time, configured for assignments, access to resources, and communication
* A USC email account
* A current web browser compatible with Blackboard (Google Chrome is recommended for Blackboard). Supported browsers include:
	+ **macOS™**: Apple Safari, Google Chrome, Mozilla Firefox
	+ **Windows™**: Google Chrome, Microsoft Edge, Mozilla Firefox
* Blackboard Learning Management System
* Microsoft Word as your word processing program
* Adobe Acrobat Reader 11 or DC
* Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

Microsoft Office 365 is available free to all students. It includes access to the latest versions of Word, Excel, PowerPoint, OneNote, and much more. You can install Office 365 on up to five compatible devices, including tablets. All work can be saved online in OneDrive so it can be accessed no matter which device is being used. You can use this Office 365 subscription for as long as you are enrolled at the University of South Carolina. [Download Office 365](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/information_for_students/index.php) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/information\_for\_students/index.php).

All computers connected to the university network must have up-to-date **antivirus software**. Microsoft Windows includes antivirus software, but Macs do not. If your computer does not have antivirus software, please request assistance from the [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/carolina\_tech\_zone/).

For further questions or assistance with software, please contact the [Division of Information Technology’s Service Desk](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php) (https://www.sc.edu/about/offices\_and\_divisions/university\_technology\_services/support/servicedesk.php).

## Minimal Student Technical Requirements/Skills

Provide any necessary information about the minimum technical skills required for your course.

### Sample Language

This course requires a basic level of technical skills. All assignments and work must be completed and submitted online through Blackboard, so you must have consistent and reliable access to a computer and the internet. The minimum technical skills required include the ability to:

* Organize and save electronic files,
* Use USC email and manage attached files,
* Check email and Blackboard daily,
* Download and upload documents,
* Locate information with a web browser, and
* Use Blackboard effectively.

## Technical Support

Provide any necessary information about technology support from USC or 3rd party vendors.

### Sample Language

If you have questions or problems related to your computer, software, or need technical support (including Blackboard support), please:

* Contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800,
* Submit an online request through the [Self-Service Portal](https://scprod.service-now.com/sp) (https://scprod.service-now.com/sp), or
* Visit the [Carolina Tech Zone](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/end\_user\_services/available\_technology\_resources/carolina\_tech\_zone/).

If you experience computer issues, there are computer labs available at the Thomas Cooper Library and in certain campus classroom buildings. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

## Assignments and Assessments

List and briefly describe all course assignments, projects, quizzes, and exams. This should include:

Detail about each assignment and its type

The number of major assignments and course activities aligned with the course learning outcomes and grading policy

Statement or information about assignment rubrics (if applicable)

Statement of how online tests and quizzes are secured (if applicable)

**Required for 500-600 level courses only**: At least one additional, distinct assignment must be required of graduate students.

### Sample Language

### General Assignment Information

* All coursework (e.g., assignments, projects) and rubrics are available on Blackboard.
* All assignments are due, and all exams will be administered, on the dates and times indicated in the course schedule.
* All online quizzes will be administered and secured on Blackboard.
* All exams will be administered in class.

### Formatting

All written assignments must be submitted using Microsoft Word.Documents should be carefully proofread to avoid spelling and grammatical errors. Written assignments will be graded based on **quality**, not just quantity. All written assignments should follow these guidelines:

* **Spacing**: 1.5 lines
* **Font**: Tahoma or Arial, 12-point size
* **Title**: Centered on first page, followed by your name on the next line
* **Citations**: All references and quotations must use APA style
* **Spelling and grammar**: Ensure accuracy

### Quizzes

Five online quizzes will be assigned, each based on the book chapters and consisting of True/False and Multiple-Choice questions. Quizzes will be automatically graded, with questions and answers randomly displayed and drawn from extensive test banks. You will have three attempts to complete each quiz to achieve a higher score. The highest score will be recorded. All quizzes are administered and secured within Blackboard.

### Discussion Boards

Special topics will be posted on Blackboard each week. You will be required to read the posted materials and participate in the discussion boards. Your contributions should incorporate insights from the readings and information gathered from various online sources. Discussions will be guided by respect and critical thinking.

Discussion board posts are a key component of this course. Students must post responses to instructor-posted questions by 5:00 p.m. each Thursday and comment on at least two peers' posts by 5:00 p.m. the following Tuesday. A full discussion board rubric is available in Blackboard.

### Projects

Two hands-on projects will be assigned, each based on multiple book chapters. Each hands-on project may be completed only once. Full rubrics will be provided in Blackboard.

### Response Paper

A key goal in Humanities education is developing independent, analytical, and interpretive thought. Your Response Paper will help you build these skills as you engage with the narrative artistry in one of our selected readings. Submit a brief paper (2-3 pages) in Blackboard that responds to a novel, story, history, or autobiography that we have studied. Focus on an aspect of the work that stands out as memorable, striking, or exceptionally well-written. Analyze the literal and symbolic language of the passage and explore the individual elements of the scene –such as the setting, plot, character descriptions, dialogue, imagery, and narrative stance – that evoke your response.

### Graduate Student Assignment

Graduate students will complete an additional assignment – a 3- to 5-page literature review on a topic provided by the instructor. The literature review must be typed in 12-point Arial font and formatted according to APA style guidelines. Further instructions and the complete grading rubric will be available on Blackboard.

### Final Exam

The final exam will consist of True/False, Multiple-Choice and Short Answer questions. It is a comprehensive exam based on substantial test banks. The final exam will be administered in class. The date and time of the final exam are listed in the course schedule.

### Important Final Exam Notes to Instructors

For online blended courses with an in-class final exam, faculty should contact the [Registrar’s Office](https://sc.edu/about/offices_and_divisions/registrar/index.php) (https://sc.edu/about/offices\_and\_divisions/registrar/index.php) for a designated exam day and time.

In any course or laboratory that meets:

* **Weekly** - No quiz, test, or examination shall be given during the last class session before the regular examination period.
* **Two or three times a week** - No quiz, test, or examination shall be given during the last two class sessions before the regular examination period.
* **More than three times a week -** No quiz, test, or examination shall be given during the last three sessions before the regular examination period.

## Grading Policy

Provide a grading policy that clearly states and includes:

Weights/values of each graded assignment

Explanation of how the final score in the course is calculated

A grading scale explaining how the final course score translates to a letter grade (A-F).

**Required for 500-600 level courses only**: Include separate grading schemes for undergraduate and graduate credit and one or more assignments for graduate credit that are clearly differentiated from undergraduate assignments. Please provide a separate evaluation and grading scale for graduate students in 500/600-level courses.

Note that, in some cases, students may select the Pass-Fail grading option for a course. If students select this option, performance in the course does not affect their grade point average. If Pass-Fail is an option for your course, your syllabus must indicate the minimum grade (points, percentage) required for a “pass”.

### Sample Language 1

All grades will be posted on Blackboard. You are strongly encouraged to check your scores on Blackboard regularly. A final letter grade will be assigned based on percentages.

| Assignment Weights | Percent |
| --- | --- |
| Discussion Board | 25% |
| Quizzes  | 20% |
| Response Paper | 20% |
| Project | 15% |
| Final Exam | 20% |
| **Total** | **100%** |

### Grading Scale

89.5% - 100% = A

84.5% - 89.4% = B+

79.5% - 84.4% = B

74.5% - 79.4% = C+

69.5% - 74.4% = C

64.5% - 69.4% = D+

59.5% - 64.4% = D

0% - 59.4% = F

### Sample Language 2

Discussion Board (10 @ 10 points each) - 100 points

Quizzes (5 @ 20 points each) - 100 points

Response Paper (1 @ 150 points) - 150 points

Hands-on Project (1 @ 400 points) - 400 points

Final Exam (1 @ 250 points) - 250 points

**Total Points - 1000 points**

### Grading Scale

89.5% - 100% = 895 – 1000 points = A

84.5% - 89.4% = 845 – 894 points = B+

79.5% - 84.4% = 795 – 844 points = B

74.5% - 79.4% = 745 – 794 points = C+

69.5% - 74.4% = 695 – 744 points = C

64.5% - 69.4% = 645 – 694 points = D+

59.5% - 64.4% = 595 – 644 points = D

0% - 59.4% = 0 – 594 points = F

### Sample Language 3

### Evaluation Information for Undergraduate Students:

Discussion Board: 20%

Quizzes: 15%

Response Paper: 10%

Hand-on Projects: 30%

Final Exam: 25%

89.5% - 100% = A

84.5% - 89.4% = B+

79.5% - 84.4% = B

74.5% - 79.4% = C+

69.5% - 74.4% = C

64.5% - 69.4% = D+

59.5% - 64.4% = D

0% - 59.4% = F

### Evaluation Information for Graduate Students:

Graduate level students will complete an additional research project (described previously with other major assignments) resulting in a comprehensive presentation based on a well-developed literature review. The grading scale for graduate level students differs from the undergraduate grading scale and is as follows:

Discussion Board: 20%

Quizzes: 10%

Hands-on Project: 30%

Research Project: 20%

Final Exam: 20%

89.5% - 100% = A

84.5% - 89.4% = B+

79.5% - 84.4% = B

74.5% - 79.4% = C+

69.5% - 74.4% = C

64.5% - 69.4% = D+

59.5% - 64.4% = D

0% - 59.4% = F

## Attendance and Participation Policy

Religious holy days, observances, and recommended accommodations for students, staff, and faculty are highlighted in the [Interfaith Calendar](https://www.sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/student_life/spiritual_religious_life/interfaith_calendar/index.php) (https://www.sc.edu/about/offices\_and\_divisions/student\_affairs/our\_experts/our\_offices/student\_life/spiritual\_religious\_life/interfaith\_calendar/index.php).

If an instructor intends to assign a grade penalty for unexcused absences or a grade for participation the instructor must:

* Inform students in writing how attendance and participation will be measured, especially if the measurement goes beyond merely recording students’ presence in the classroom for all or part of a class session
* Maintain current, verifiable records
* Ensure attendance and participation policies are applied consistently and fairly to all students
* Recognize that failure to comply may result in grounds for a grade appeal.

Any instructor assessing a grade penalty for absence must specify in the course syllabus the number of allowable unexcused absences and the penalty to a student’s grade for each unexcused absence more than that number.

### Sample Language

Attendance and active participation are vital to the success of this course, as they enhance the learning experience for both you and your classmates. This course is delivered in a blended format, with some components conducted online and others in face-to-face sessions. To ensure fair and consistent grading, the following attendance and participation policies will be applied:

1. **Attendance Expectations**

Students are expected to attend all face-to-face class sessions. Online participation in weekly activities is required, and students must log in to Blackboard to complete required tasks (e.g., discussion boards, quizzes, or assignments).

If you have an [excused absence](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text), you will be permitted to make up coursework or complete an equivalent assignment agreed upon with the instructor.

### *Anticipated Excused Absences*

To arrange excuses for absences that can be anticipated at the start of the term and are considered an excused absence under the [USC undergraduate attendance policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (e.g. authorized University activities, religious observances), you should:

* Submit a written request (email is acceptable) to the instructor by the end of the second week of the course, specifying the dates of the anticipated absence.
* Provide an explanation for the absence, including any relevant supporting documentation.
* If applicable, request make-up work, including an updated timeframe and due date.
* For additional information, consult the [USC undergraduate attendance policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text).

Any anticipated absences related to **medical concerns** must be submitted to the [Office of Student Advocacy](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_affairs/our\_initiatives/academic\_success/ombuds\_services/index.php) instead of the instructor.

### *Unanticipated Excused Absences*

To arrange excuses for absences that cannot be anticipated at the start of the course and are considered excused (e.g., illness or injury, legal proceedings, or immediate family deaths) under the [undergraduate attendance policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) you should, at the first opportunity, submit an excused absence request through the [Office of Student Advocacy](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_affairs/our\_initiatives/academic\_success/ombuds\_services/index.php).

* Fill out the online [Student Advocacy Report Form](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/academic_success/ombuds_services/our_services/class_absences/index.php) (https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout\_id=77).
* If the absence meets the requirements for an excused absence, the Office of Student Advocacy will certify the absence and provide notification to your instructors.
* You must reach out to instructors to request make-up work; all make-up work may need to be completed within one week of returning to class.
1. **Measurement of Attendance and Participation**

**Face-to-Face Sessions**: Attendance will be recorded at the beginning of each in-person class session. Partial attendance (e.g., arriving late or leaving early) may result in a reduced participation grade.

**Online Participation**: Participation will be tracked through active engagement in the online course components. This includes completing weekly assignments, contributing to discussion boards, and engaging in collaborative activities.

Participation in both face-to-face and online components will be factored into your final grade. Participation is not limited to mere presence but includes active engagement, such as contributing to discussions, asking questions, and completing assigned tasks on time.

1. **Grade Penalty for Unexcused Absences**

Any absence not supported by appropriate documentation (as noted in “Attendance Expectations” above) will be considered **unexcused**. You are allowed one unexcused absence without any deduction from your participation grade. If you do not use the unexcused absence, you will receive 10 extra credit points added to your participation grade.

1. **Consistency and Fairness**

Attendance and participation will be measured and applied consistently for all students. Any exceptions or accommodations will be handled on a case-by-case basis and in accordance with university policies.

I will maintain verifiable records of your attendance and participation. These records will be made available to you upon request and will be used to ensure fair application of the policy.

1. **Appeals**

If you believe that the attendance and participation policy has been applied inconsistently or unfairly, you have the right to appeal the decision. Appeals should be made in writing to me within 7 days of receiving the grade penalty or participation evaluation.

## Late Work/Make-Up Policy (optional)

Instructors have full discretion to set their own policy regarding the late acceptance of coursework missed due to an **unexcused absence**; this policy should be specified in the course syllabus.

### Sample Language

Makeup assignments and exams will be given without penalty if you have an [excused absence](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations).

Unexcused absences for assignments and quizzes will incur the following penalties: 10% will be deducted from your grade for the first 24 hours late, with an additional 5% deducted for each subsequent 24-hour period.

Unexcused absences from an exam will result in a grade of zero for the exam, with no opportunity to make up the missed exam.

Students who are absent from any final exam and meet the criteria for an excused absence under the [undergraduate attendance policy](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) (https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text) will be provided with the opportunity to make-up the exam; options for make-up exams include:

* The student may take the exam during an alternative final exam meeting time within the same examination period for the semester, if agreed upon by the instructor.
* The instructor may assign a grade of ‘I’ (Incomplete) and the student may complete the course under the conditions specified by the instructor in the "Assignment of Incomplete Grade" form.
* A student with an excused absence from a final examination in one semester may take the deferred examination at the next regular examination period provided the examination is taken at an agreed-upon time by the instructor and student. The examination must be taken within one calendar year from the time the absence was incurred. Deferred examinations will be granted only in case of absence certified as unavoidable because of documented illness or other cause, rendering attendance at the final exam impossible.

## Academic Integrity Statement

Please tailor this statement to the specific objectives of your course/college and the goals of your profession. The [Office of Student Conduct and Academic Integrity](https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/) (OSCAI) (https://sc.edu/about/offices\_and\_divisions/student\_conduct\_and\_academic\_integrity/) encourages you to customize this statement to spark intellectual curiosity and promote critical thinking in your course.

### Sample Language

As a partner in your learning, it is important to both of us that any assignment submission is a pure reflection of your work and understanding. Suspicions of alleged violations of Cheating –

defined as “unauthorized assistance in connection with any academic work” and/or Falsification, which includes “Misrepresenting or misleading others with respect to academic work or misrepresenting facts for an academic advantage” – will be referred to the Office of Academic Integrity.

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum academic penalty of your failing the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about university policies:

* [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_affairs/our\_initiatives/involvement\_and\_leadership/carolinian\_creed/index.php)
* [Academic Responsibility](https://www.sc.edu/policies/ppm/staf625.pdf) (http://www.sc.edu/policies/staf625.pdf)
* [Office of Student Conduct and Academic Integrity](https://www.sa.sc.edu/academicintegrity/) (https://www.sa.sc.edu/academicintegrity/)
* [Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/index.php) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/security/policy/index.php)

### Plagiarism

Using the words or ideas of another as if they were your own is a serious form of academic dishonesty. If another person’s complete sentence, syntax, key words, or specific or unique ideas and information are used, you must give that person credit through proper citation.

## Generative Artificial Intelligence (GenAI) Policy

This resource is an adaptation of [ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements](https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements) (https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements) by UT Austin’s [Center for Teaching and Learning](https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements) (https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements) and is used under a [CC BY-NC-SA 4.0 license](https://creativecommons.org/licenses/by-nc-sa/4.0/) (https://creativecommons.org/licenses/by-nc-sa/4.0/). Changes include rewriting some of the passages and adding original material.

Regarding the potential use of generative AI tools, no changes in university policy are required. It is already a violation of policy for students to represent work they did not do as their own, and work generated by an AI system that is not credited to that system falls under that policy.

USC instructors must determine whether these tools align with their pedagogical goals and must clearly outline their course policies in a dedicated section of the syllabus. If adopted, students should be encouraged to use AI text generators (e.g., ChatGPT) and other AI tools in ways that enhance, rather than hinder, their development as writers, coders, creators, and thinkers. It is essential to ensure equitable access to these tools, along with fair grading policies that apply equally to those who use AI tools and those who do not.

Below provides sample language for different approaches to the use of generative AI in your course. You’ll find examples for creating policies around no use, contextual use, and encouraged use of AI tools. These sample statements can help guide you in determining the level of AI integration that aligns with your course objectives, while also addressing academic integrity and ethical considerations. To that end, these statements are intended to spur your own thinking (as an instructor), and so you are welcome to adapt any of these examples to suit the needs of your syllabus and teaching style.

## Sample Language for “No Use” Policy

### No use of generative AI tools permitted

[4 different sample statements]

1. This course assumes that work submitted by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).
2. In this course, every element of class assignments must be fully prepared by the student.  The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.
3. All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.
4. This course assumes that work submitted for a grade by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

## Sample Language for “Contextual Use” Policy

### Generative AI is permitted in specific contexts and with acknowledgment

[6 different sample statements]

1. The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools, and I will be happy to discuss what is acceptable.
2. In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer’s block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.
3. It is a violation of university policy to misrepresent work that you submit or exchange with your instructor by characterizing it as your own, such as submitting responses to assignments that do not acknowledge the use of generative AI tools. Please feel free to reach out to me with any questions you may have about the use of generative AI tools before submitting any content that has been substantially informed by these tools.
4. In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes plagiarism and will be treated as such.
5. Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course.
6. To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

### Sample Language for “Encouraged Use” Policy

### Students are encouraged to use generative AI tools in coursework

[3 different sample statements]

1. The use of generative AI is encouraged with certain tasks and with attribution: You can choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. When you submit your assignment, I expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation).
2. Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the criteria below. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains what AI content- generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate.
3. Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission.

### ****Note to Instructors on Citation of AI Tools****

When thinking about your options, we encourage instructors to explore these tools and thoughtfully reflect on how to cite content generated by them, as well as the role of citation in student work (e.g., brainstorming ideas, developing arguments from sources, aligning AI tool output with authorship, etc.). It is important to remind students that these tools should not be used to generate content that is private (e.g., research materials) or considered their intellectual property. The following commonly used style guides can help you craft clear language for your syllabi and assignments:

* [How to cite generative AI output (MLA)](https://style.mla.org/citing-generative-ai/) (https://style.mla.org/citing-generative-ai/)
* [How to cite generative AI output (APA)](https://apastyle.apa.org/blog/how-to-cite-chatgpt) (https://apastyle.apa.org/blog/how-to-cite-chatgpt)
* [How to cite generative AI output (Chicago)](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html) (https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)

## Expectations for Classroom Behavior (optional)

### Sample Language

Professionalism is always expected, including your interactions online. Because the university classroom is a space designed for the free exchange of ideas, we must show respect for one another in all interactions. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness are the norm for those who participate in my class.

## Netiquette Statement

Include a statement of the proper or acceptable way of communicating on the internet.

### Sample Language

Our discussion board provides a space for you to share your ideas and learning with your peers in this class. As fellow learners, we engage here in a respectful and supportive environment. Please follow these netiquette guidelines:

* **Respect one another**: It’s essential to avoid personal attacks, even if you disagree with someone's opinion. We encourage healthy, constructive discussions.
* **Avoid using all CAPS**: Writing in all capital letters can come across as "shouting" and is generally seen as impolite or aggressive.
* **Use proper salutations**: Always begin emails or posts with a polite greeting (e.g., Dr. Name, Ms. Name, Hello Professor Name, Good afternoon Mr. Name). Informal greetings like "Hey" are not appropriate.
* **Include a clear subject line**: Be specific in your subject line, and always include the course number (e.g., ENGL 101) in your email. Sign off with your full name.
* **Ensure correct grammar and spelling**: Use proper grammar, punctuation, and capitalization. Text message shorthand and informal language are not acceptable.
* **Communicate tastefully**: Avoid profanity or offensive language in any communication.
* **Review before posting**: Always reread and carefully edit your message before you send, submit, or post it.

Please remember to keep your posts respectful and focused on course-related discussions and assignments. Your thoughtful contributions enrich our collective learning experience.

## Incomplete Grades (optional)

### Sample Language

You may be assigned an 'I' (Incomplete) grade if you are unable to complete a significant portion of the assigned course work because of an unanticipated illness, accident, work-related responsibility, family hardship, or verified learning disability. An Incomplete grade gives you additional time to complete course assignments **only if** there is indication that the specified circumstances prevented you from completing course assignments on time.

## Supportive Learning Environment (optional)

Highlight your commitment to fostering positive, respectful interactions and encouraging meaningful, constructive discussions in your classroom.

### Sample Language

The university is committed to a campus environment that is supportive, safe, and respectful for all persons, and one that fully embraces the [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (https://sc.edu/about/offices\_and\_divisions/student\_affairs/our\_initiatives/involvement\_and\_leadership/carolinian\_creed/index.php). To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are always expected to apply the highest academic standards to this course and to treat others with dignity and respect.

I believe we are all lifelong learners, constantly absorbing lessons from the world around us. Attentive, reflective individuals are always open to learning from others. Good discussions are energetic and passionate, yet always respectful and constructive. Vibrant, rigorous inquiry emerges from conversations that:

* Challenge, defend, and apply a range of ideas, theories, perspectives, and skills
* Extend knowledge into new areas and applications
* Create a synergy that motivates us to seek resolution and deeper understanding.

## Expectations of the Instructor (optional)

### Sample Language

I am expected to facilitate a supportive and productive learning environment, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments, maintain adequate office hours, and treat you as I would like to be treated.

## Interpersonal Violence Statement (optional)

### Sample Language

Interpersonal violence - including sexual harassment, relationship violence, sexual assault, and stalking - is prohibited at USC. Faculty, staff, and administrators encourage anyone experiencing interpersonal violence to speak with someone, so they can get the necessary support and USC can respond appropriately. If you or someone you know has been or is currently impacted by interpersonal violence, you can find the appropriate resources at the [Sexual Assault and Violence Intervention & Prevention](http://www.sc.edu/stopsexualassault) (SAVIP) (https://sc.edu/safety/interpersonal-violence/index.php) website.

As faculty, I must report all incidents of interpersonal violence and sexual misconduct and thus cannot guarantee confidentiality. Please know that you can seek [confidential resources](https://sc.edu/about/initiatives/safety/stop_sexual_assault/contacts/index.php) (https://sc.edu/safety/interpersonal-violence/index.php). If you want to make a formal report, you can [report interpersonal violence and sexual misconduct](https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout_id=25) (https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout\_id=25) or contact the institution’s Title IX Coordinator, or one of the Deputy Title IX Coordinators listed on the SAVIP website. You can also file a police report by contacting USC Police at 803-777-4215.

## Academic Success Statement (optional)

### Sample Language

Academic success is built on a foundation of proactive habits and skills. Tips for success in a blended c*ourse* include:

* Recognizing that meaningful learning can occur in an online environment
* Avoiding procrastination
* Participating thoughtfully in both online and in-person discussions
* Communicating effectively, both in writing and verbally
* Becoming self-motivated, disciplined, and committed to learning
* Developing strong critical thinking and decision-making skills
* Managing time effectively to stay on track
* Developing good help-seeking behaviors to overcome challenges

This campus offers a wide range of academic support services to help students achieve their full potential. Most students take advantage of these resources at some point during their academic journey. Below is a list of the academic support offices available at USC.

## Disability Services

Provide a statement for Disability Services that includes the necessary information on how students can register for accommodations and your process for arranging those accommodations once registration is complete.

### Sample Language

The [Student Disability Resource Center](http://www.sa.sc.edu/sds/) (SDRC) (http://www.sa.sc.edu/sds/) empowers students to manage challenges and limitations imposed by disabilities. To receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to arrange appropriate accommodation. Once registered, students with disabilities are encouraged to contact me (within the first week of the semester) to discuss the logistics of any accommodation needed to fulfill course requirements.

## Mental Health and Well-Being

### Sample Language

If stress is affecting your ability to complete schoolwork, maintain relationships, eat, sleep, or enjoy life, please reach out to any of USC’s mental health resources. Most of these services are offered at no cost, as they are covered by the Student Health Services tuition fee.  For a complete list of available mental health resources, refer to the quick reference list below and visit [Student Health and Well-Being](https://sc.edu/about/offices_and_divisions/student-health-well-being/index.php) (https://sc.edu/about/offices\_and\_divisions/student-health-well-being/index.php).

* **Wellness Coaching** can help you improve in areas related to emotional and physical well-being (e.g., sleep, resiliency, balanced eating, and more). Schedule an appointment at (803) 777-6518 or through [MyHealthSpace](https://myhealthspace.ushs.sc.edu/) (https://myhealthspace.ushs.sc.edu/)
* [[**Therapy Assistance Online (TAO)**](https://us.taoconnect.org/register)](https://us.taoconnect.org/login) (https://us.taoconnect.org/login) offers virtual self-help modules. See [[TAO registration instructions](https://sc.edu/about/offices_and_divisions/student-health-well-being/mental-health/24_hour_online_support/index.php)](https://us.taoconnect.org/login) (https://us.taoconnect.org/register).
* **Counseling & Psychiatry** offers individual and group counseling, as well as psychiatric services. Schedule an appointment at (803) 777-5223 or through [MyHealthSpace](https://myhealthspace.ushs.sc.edu/) (https://myhealthspace.ushs.sc.edu/).
* **24-Hour Mental Health Support Line**: Call (833) 664-2854 for immediate support.
* **Anonymous Mental Health Screening**: Take an anonymous [mental health screening](https://www.uscscreening.org/welcome.cfm?access=website) (https://www.uscscreening.org/welcome.cfm?access=website).

## Student Success Center (optional)

### Sample Language

### Undergraduate Student Support

In partnership with USC faculty, the [Student Success Center](https://sc.edu/about/offices_and_divisions/student_success_center/index.php) (SSC) (https://sc.edu/about/offices\_and\_divisions/student\_success\_center/index.php) offers several programs designed to help you better understand your course material and to support your academic success. SSC programs are led by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:

* **Peer Tutoring:** Schedule a one-on-one appointment with a [Peer Tutor](http://www.sc.edu/success) (http://www.sc.edu/success). Drop-in and Online Tutoring may also be available for this course. Visit the website for a full schedule of times, locations, and courses.
* **Supplemental Instruction (SI):** SI Leaders are assigned to specific course sections and hold three weekly study sessions focused on the most challenging course content. The SI session schedule is posted on the SSC website each week and will also be communicated in class by the SI Leader.
* **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Through the website you can schedule an appointment and view the full schedule of available drop-in hours and locations.
* **Success Consultations:** SSC staff offer personalized consultations to help you develop study skills, set academic goals, and connect with campus resources. Throughout the semester, I may communicate with the SSC about your progress to ensure your success in this course. If the SSC contacts you, please schedule a Success Consultation promptly. Referrals are not punitive, and any information shared is confidential under FERPA privacy laws. Student Success Center services are available to all USC undergraduates at no additional cost. To check the schedule and make appointments, please call 803-777-1000, visit <http://www.sc.edu/success>, or stop by the Student Success Center in the Thomas Cooper Library (Mezzanine Level).

This course may participate in the university’s Progress Report/Alert Initiative. At key points throughout the semester, the instructor may notify the Student Success Center and/or University Advising Center about students who may not be meeting established criteria for attendance, grades, or assignment performance. Students who receive an alert may get an email, phone call or text message from their Academic Advisor and/or the Student Success Center, encouraging them to connect with additional academic support resources.

### Graduate Student Support

The [Student Success Center](https://sc.edu/about/offices_and_divisions/student_success_center/population-specific-support/graduate-student-support/index.php) (SSC) (https://sc.edu/about/offices\_and\_divisions/student\_success\_center/population-specific-support/graduate-student-support/index.php) offers all graduate students time management, study skills and money management support through one-on-one consultations, workshops and accountability groups. In-person and virtual options are available. Visit the graduate student support website for more information and to make an appointment.

## Writing Center (optional)

### Sample Language

This course has many writing assignments. The University [Writing Center](http://artsandsciences.sc.edu/write/university-writing-center) (http://artsandsciences.sc.edu/write/university-writing-center) is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

## Library Resources (optional)

### Sample Language

[University Libraries Resources](https://sc.edu/about/offices_and_divisions/university_libraries/index.php) (https://sc.edu/about/offices\_and\_divisions/university\_libraries/index.php) has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, assistance is available at [Ask a Librarian!](http://sc.edu/libraries/ask) (http://sc.edu/libraries/ask).

Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

## Course Schedule

Provide a detailed course schedule that outlines the course structure, required tasks, and due dates. A typical semester-long course (fall or spring) consists of 14 weekly modules. Clearly indicate when activities will take place online or in-person. This organized approach not only helps students stay on track and manage their time effectively, but it also makes it easier to adapt the course to different formats or timeframes.

Additionally, the module outline should demonstrate that students will be expected to dedicate approximately the same amount of total time and effort per credit hour in this blended version of the course as they would in a traditional face-to-face format.

| **Modules** | **Topic** | **Assignment/Activity****(Online)** | **Assignment/Activity** **(Face-to-Face[F2F])** | **Due Date** |
| --- | --- | --- | --- | --- |
| **Start Here/****Course Introduction Module:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Course Introduction | * Review “Start Here” section of Blackboard
* Read the syllabus
* Complete the syllabus quiz
* Read Industry News (review Society for Human Resource Management & National Retail Federation websites)
* Complete the course introduction discussion board
 | * Participate in question-and-answer session
 | [Insert Due Date(s)] |
| **Module 1:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Overview of Organizational Development | * Read Chapter 1
* View lecture videos
* Listen to podcast
* Complete reflection paper
* Complete quiz
 | * Participate in guest lecture session
 | [Insert Due Date(s)] |
| **Module 2:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Communicating Effectively | * View lecture videos
* Read chapter 2
* Read case study
* Complete blog
 | * Participate in question-and-answer session
* Practice elevator speech
 | [Insert Due Date(s)] |
| **Module 3:** [Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Depicting Data Visually | * Read chapter 3
* View lecture videos
* Complete simulation activity
* Complete grader activity
 | * Complete group assignment
* Participate in question-and-answer session
 | [Insert Due Date(s)] |
| **Module 4:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] | Second Wave of Feminist Movement | * Read chapter 4
* View lecture videos
* Read “The Story of Margaret Welch”
* Watch online video “Race: The Power of Illusion”
 | * Participate in exam review session
* Complete Exam #1
 | [Insert Due Date(s)] |
| **Module 5:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 6:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 7:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 8:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 9:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 10:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 11:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 12:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 13:** [Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Module 14:**[Insert Dates for the week]F2F Meeting on [Insert Class Meeting Date] |  |  |  | [Insert Due Date(s)] |
| **Final Exam:**[Insert Date] |  |  |  | [Insert Due Date(s)] |