

Note: The [syllabus minimum requirements](http://apa.oregonstate.edu/syllabus-minimum-requirements) are indicated in black text. Additional information is optional and can be added as Instructors deem fit. Explanations and examples are indicated in orange text.

Course Name

Course Number

Course Credits

**Class Meeting Times**

*State the course meeting times per week in lecture, recitation, laboratory, etc. The course credit numbers and class contact hours should match according to the* [*course credits*](https://apa.oregonstate.edu/academic-programs/academic-policies-and-procedures?title=credits) *policy.*

*Example:*

*Lecture: 2hrs/week or Monday & Wednesday 10:00-10:50 am*

*Laboratory: 3 hrs/week or Tuesday 8:00-11:00 am*

**Prerequisite and/or Corequisite**

*Indicate ‘None’ if there is no prerequisite or corequisite. For additional information, see the* [*prerequisites and corequisites*](http://registrar.oregonstate.edu/prerequisite-enforcement) *policy. An Experimental “X” course cannot be a prerequisite for other courses.*

*Example:*

*Prerequisite: None*

# Catalog Course Description

*Ideally 50-80 words. Sentences should start with action words like explores, examines, emphasizes, builds, etc.  Avoid phrases such as "This course is designed to...," "Students will learn...". See the* [*course description*](https://apa.oregonstate.edu/course-descriptions) *guideline for more information*

*Example:*

*Explores \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Examines\_\_\_\_\_\_\_\_\_\_\_\_\_.Emphasizes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

# Course Content

*List weekly schedule. If it is not possible to list the weekly schedule, include a concise outline of topics and activities covered in the course.*

*Example:*

| ***Week*** | ***Topic*** | ***Assessment (optional)*** |
| --- | --- | --- |
| *1* | *Introduction* | *No assessment* |
| *2* | *XYZ topic* | *Quiz 1* |
| *3* |  |  |
| *4* |  |  |
| *5* |  |  |
| *6* |  |  |
| *7* |  |  |
| *8* |  |  |
| *9* |  |  |
| *10* |  |  |
| *Finals* |  |  |

# Course Specific Measurable Student Learning Outcomes

* *What will students be able to do after completing this course? Avoid using non-measurable action word such as ‘Understand’ or “Demonstrate an understanding of..”. See the* [*Revised Bloom's Taxonomy*](https://apa.oregonstate.edu/sites/apa.oregonstate.edu/files/student_learning_outcomes_chart_2023.pdf) *for a list of verb choices. For Slash 4XX/5XX courses, list additional learning outcome(s) for the graduate level course.*
* *How will students’ learning be verified? Ensure the learning outcomes are aligned with the assessment outlined under ‘Evaluation of Students Performance’ in the syllabus. See the guidelines on* [*student learning outcomes*](https://apa.oregonstate.edu/outcomes-student-learning-outcomes-for-courses-and-degree-programs) *for more information.*

# Core Education Category Learning Outcomes

**This is a Core Education course that fulfills the requirements for the [category name] category.**

* + *Include the 3 relevant category learning outcomes verbatim in an explicitly identified and labeled list which is located near the course fulfillment statement (see above).*
	+ *Make a direct, clearly stated connection between each listed Core Education category learning outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.*
	+ *Include a clear description to students of how the Core Education category learning outcomes will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating “exam, quizzes, homework, class discussion” will not provide enough detail)*

*Note: The Bacc Core Committee strongly suggests placing all the requirements above within a matrix table.*

*Example:*

**This is a Core Education course that fulfills the requirements for the Communication, Media, and Society category.**

***Communications, Media, and Society Learning Outcomes***

|  |  |  |
| --- | --- | --- |
| *Outcome* | *How this outcome will be addressed in the course* | *How this outcome will be assessed in the course* |
| *1. Identify communication and media processes as they relate to social phenomena.* |  |  |
| *2. Describe different forms of communication and media and the degree to which they meet the needs of diverse audiences and contexts* |  |  |
| *3. Apply communication theory to the development and delivery of speech communication products\** |  |  |

# Evaluation of Student Performance

*Describe how the learning outcomes will be measured through assessment. List the breakdown of the assessment (in either points or percentage) and the grading scale.*

*Example:*

* *Discussions – 100 points*
* *Quizzes – 200 points*
* *Class Project – 100 points*
* *Labs – 100 points*
* *Homework – 100 points*
* *Midterm Exam – 200 points*
* *Final Exam – 200 points*
* *Total – 1000 points*

## *Grading Scale*

| *Grade* | *Percent Range* |
| --- | --- |
| *A* | *95-100* |
| *A-* | *90-94* |
| *B+* | *87-89* |
| *B* |  |
| *B-* |  |
| *C+* |  |
| *C* |  |
| *C-* |  |
| *D+* |  |
| *D* |  |
| *D-* |  |
| *F* |  |

# Learning Resources

*List textbooks, reading materials, software, equipment, etc. For cost transparency to students, it is compulsory to indicate if the learning resources listed are required or optional.*

**Course Statements**

**Academic Calendar**

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>

**Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu/). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

**Student Conduct** **Expectations link**: <https://beav.es/codeofconduct>

**Student Bill of Rights**

OSU has twelve established student rights. They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus: [https://asosu.oregonstate.edu/advocacy/rights](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fasosu.oregonstate.edu%2Fadvocacy%2Frights&data=04%7C01%7Cmeilianty.gunawan%40oregonstate.edu%7C7dcbe43a7f474303984108d9d13aec20%7Cce6d05e13c5e4d6287a84c4a2713c113%7C0%7C0%7C637770873255816508%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=Ws9zCHbxEKCPT4I4s9A8nivAehvFWhTRz7I6dpQEA9w%3D&reserved=0)

**Reach Out for Success**

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](https://counseling.oregonstate.edu/reach-out-success). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

# [OPTIONAL to include in the syllabus]

**Student Learning Experience Survey**

During Fall, Winter, and Spring term the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID email. They may also log into the system via MyOregonState or directly at [beaves.es/Student-Learning-Survey](https://beav.es/Student-Learning-Survey). Survey results are extremely important and are used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity of written comments) and are not available to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.