**RCO COURSE SYLLABUS TEMPLATE**

Syllabi in this format are appropriate for distribution to students. The instructor may choose to add additional items. Red text indicates directions and should be deleted. Highlighted items must appear verbatim in the syllabus.

*Please Note:* For General Education courses, be sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and General Education Curriculum category and marker student learning outcomes.

**RCO xxx: Course Title**

(List GEC Designations/Markers, 3 credit hours, Lecture/Web/Hybrid Web & Lecture)

Semester Year: Days/Times of Course

**INSTRUCTOR INFORMATION:**

Name:

Office Location:

Phone:

Email:

Office Hours:

**BULLETIN DESCRIPTION:** The bulletin description should be the verbatim text from the bulletin for the RCO course shell through which this course is being offered.

**COURSE DESCRIPTION:** The course description should be more detailed and specific than the bulletin description describing the RCO course shell., communicating to students the basic content of the course.

**PREREQUISITES / CO-REQUISITES:** List specific course prerequisites or co-requisites or state “None”.

**FOR WHOM PLANNED:** This course is designed for first- and second-year undergraduate students of any major in [the Residential Colleges or Ashby/Grogan/Strong Residential College] and carries the [list GEC designations/markers] [designation(s)/marker(s)] in the University’s General Education Program.

**CORE WELCOME:** If the course is part of the Core for a specific Residential College (Ashby, Grogan, or Strong RC), include a description of the RC’s Core, an explanation of how the Core fits into the larger RC curriculum, and a description of the methodology in which students will participate throughout the RC’s Core. Text for this section should be obtained (and included verbatim) from each RC Program Chair: Dr. Sara Littlejohn ([sjlittle@uncg.edu](mailto:sjlittle@uncg.edu)) for Ashby and Strong RC; and Mr. John Sopper ([jrsopper@uncg.edu](mailto:jrsopper@uncg.edu)) for Grogan RC.

**Welcome to your [Ashby/Grogan/Strong] Core class!**

Add RC-specific text obtained from the appropriate RC Program Chair here.

**How does Core fit into the larger [Ashby/Grogan/Strong] Curriculum?**

Add RC-specific text obtained from the appropriate RC Program Chair here.

**What does this mean for you as a [Ashby/Grogan/Strong] student?**

Add RC-specific text obtained from the appropriate RC Program Chair here.

**STUDENT LEARNING OUTCOMES (SLOs):** These must be stated as specific *measurable* skills, knowledge, or understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining “understanding” is not itself a student learning outcome; it is the demonstration of understanding that counts.) Verbs from different levels of learning must be used to illustrate a progression of student learning in the proposed course. Each learning outcome should be developed with one verb indicating the highest level of expected performance. The recommended language for stating learning outcomes is: “Upon successful completion of this course students will be able to …”

Refer to Bloom’s Taxonomy for developing student learning outcomes.

This link ([http://www.nwlink.com/~donclark/hrd/bloom.html)](http://www.nwlink.com/~donclark/hrd/bloom.html) describes different learning levels for all three domains (cognitive--knowledge, affective—attitude, psychomotor—skills) in Bloom’s Taxonomy.

Each course proposal should reflect the domain(s) of learning that is (are) most relevant to the course. Bloom's Taxonomy is a useful tool for developing measureable learning objectives and has been updated since its inception in 1956. A recent version revises Bloom's with applications for learning in a new technological era (see Bloom's Digital Taxonomy by Andrew Churches for objectives related to collaboration and current online technologies). A helpful overview of the differences between Bloom's Taxonomy (1956) and Anderson and

Krahwohl's Revised Taxonomy (2000) may be found at: <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/> For a quick reference, see the examples of verbs useful for articulating student learning outcomes based on Bloom’s Taxonomy at the end of this Standard Syllabus.

[GEC Designation/Marker] SLOs: The following SLOs should be taken verbatim from the SLOs for the specific GEC designation/marker in the University’s General Education Program. If this course carries more than one GEC designation/maker, copy this format for each designation/marker.

At the completion of this course, the students will be able to:

1. List verbatim from the GEC SLOs located at <http://utlc.uncg.edu/genedu/slos>. Do NOT include the Learning Goals in parentheses following the stated SLO.
2. List verbatim from the GEC SLOs located at <http://utlc.uncg.edu/genedu/slos>. Do NOT include the Learning Goals in parentheses following the stated SLO.

RC SLOs: The following RC SLOs should be included verbatim or removed if not addressed in the course. At least one of the following RC SLOs must be included for the course to be offered as an RCO course.

At the completion of this course, students will make progress toward:

1. Synthesizing information from multiple fields of study, practices, literacies, and perspectives.
2. Communicating complex ideas.
3. Applying ethical, proactive, and socially responsible decision-making to address challenges.
4. Engaging in culturally responsive interactions with diverse communities.

COURSE-SPECIFIC SLOs: The following SLOs should be specific to the content, activities, and assessments of this course offered through the designated RCO course shell. If this course is part of a specific RC’s Core, Core SLOs (as obtained by the appropriate RC Program Chair) may be included here as well.

At the completion of this course, the students will be able to:

1. Add course-specific SLOs that either relate to the previously stated SLOs or address outcomes not covered by the previously stated SLOs.
2. Add course-specific SLOs that either relate to the previously stated SLOs or address outcomes not covered by the previously stated SLOs.

**TEACHING METHODS:** Identify specific instructional methods and types of activities and assignments to be used by the teacher to facilitate student achievement of the stated learning outcomes - e.g., lectures; demonstrations; study of written, audio/visual, or other materials; in-class discussions; one-on-one conferences; group work; student presentations; electronic chat activities. Explicitly tying specific instructional methods and/or assignments to specific student learning outcomes will help students to know what skills, knowledge, or understanding they are expected to work on gaining in and through each of the activities of the course. It will also help them to understand what evidence of their achievement you will be examining in evaluating their work.

**ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:**

Provide a description of key assignments and general expectations for these assignments. These assignments should relate directly and explicitly to the stated learning outcomes.

**EVALUATION AND GRADING:**

Explain the standards on the basis of which students’ in-class work and assignments will be evaluated, and show the relationship between each individually graded assignment and the calculation of the midterm and final grade for the course. Since all work undertaken by students in a course should provide an opportunity for them to demonstrate their achievement of one or more of the stated learning outcomes, both in-class and out-of-class assignment prompts and grading standards should be explicitly linked to and conceptually consistent with the learning outcomes.

Include the grading scale for the course here.

The following table should be completed with the previously-described key assignments and assessments along with the SLOs addressed by each assignment/assessment and the percentage of the final grade met by each assignment/assessment (if applicable).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type | Title | GEC SLOs | RC SLOs | Course SLOs | Percentage of Grade |
| Activity/  Assignment/  Assessment | Include title or few-word description of activity/  assignment/  assessment. | Insert GEC SLOs addressed through activity/  assignment/  assessment. | Insert RC SLOs addressed through activity/  assignment/  assessment. | Insert course-specific SLOs addressed through activity/  assignment/  assessment. | Specify the percentage of the final grade met by the activity/  assignment/  assessment. If not applicable, state “n/a”. |
| e.g.,  Assessment | e.g.,  Mid-Term Exam | e.g.,  GLT SLO 1, 2  WI SLO 1 | e.g.,  RC SLO 1, 2, 3 | e.g.,  Course SLO 1, 2, 4 | e.g.,  20% |
| e.g.,  Activity | e.g.,  In-Class Discussions | e.g.,  GFA SLO 2  GN SLO 2 | e.g.,  RC SLO 2 | e.g.,  Course SLO 2, 3 | e.g.,  3 x 5% = 15% (participation) |
| e.g.,  Assignment | e.g.,  Podcast | e.g.,  GHP SLO 1 | e.g.,  RCO SLO 1, 2 | e.g.,  Course SLO 1, 2, 3, 4 | e.g.,  25% |

**REQUIRED TEXTS/READINGS/REFERENCES**: Use full citations. Bibliographies should be current. Briefly justify the use of items published more than five years ago. This section may also include recommended (but not required) texts/readings/references.

**ACADEMIC INTEGRITY POLICY**: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

**ACCOMMODATIONS:** UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, [oars.uncg.edu](http://ods.uncg.edu/).

**ATTENDANCE POLICY**: Faculty expectations for course attendance should be documented in the syllabus.

**FINAL EXAMINATION**: Final examinations may be required at the discretion of faculty and must be scheduled in the course syllabus. Please state whether or not a final exam is required.

**ADDITIONAL REQUIREMENTS**: A few examples of these requirements are: preparation for class, technical skill prerequisites, required hardware/software, and late work penalty.

**TOPICAL OUTLINE/CALENDAR**: The course outline should contain sufficient daily/weekly detail to permit assessment of agreement between actual content and stated objectives and catalog description. The semester has 14 weeks of instruction and an additional week for final exams.