*All* ***italic text*** *provides instructions or important information for completing the syllabus.* ***Highlighted text*** *indicates areas where you need change or delete information.* ***Remove all italic text and yellow highlighting*** *before distribution.*





**SYLLABUS**

|  |
| --- |
| **COURSE PREFIX AND NUMBER: TITLE** **This is a Core IMPACTS course that is part of the Writing area.**Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students’ broad academic and career goals. This course should direct students toward a broad Orienting Question:* How do I write effectively in different contexts?

Completion of this course should enable students to meet the following Learning Outcomes: * Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
* Students will appropriately acknowledge the use of materials from original sources.
* Students will adapt their written communications to purpose and audience.
* Students will analyze and draw informed inferences from written texts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:* Critical Thinking
* Information Literacy
* Persuasion
 |

# Course Information

****

Class meeting time: *Day(s) and Time*

Modality and Location: *Face to Face course; Building and Room Number*
*Syllabus is posted in D2L*

# Instructor Information

****

Name: xxx

Email: xxx
Office Location: xxx

Office phone: xxx

Office Hours: xxx
Preferred method of communication: xxx

# Course Description

****

*Include any prerequisites, corequisites, or concurrent prerequisites. Include the number of credit hours. Use the Course description from the catalog.*

# Course Materials

****

Required Texts: xxx

Recommended Texts: xxx

Technology requirements: xxx

# Course Learning Outcomes

****

* Outcome 1:
* Outcome 2:
* Outcome xx:

**Course Requirements and Assignments**

****

*List each assignment in as much detail as possible. Include course requirements such as participation and/or attendance.*

# Evaluation and Grading Policies

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*List any grading policies. You must include a statement on feedback expectations and feedback turn-around time. Explain how grades are to be earned; if extra credit is offered, it should be included (and available to all students). Be sure to include an evaluation scale. The one below is just one example.*

GRADING SCALE:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

0% - 59% F

*I will round up grades if they are > or = .5 or above, for example, an 89.6 is an A, but 79.2 is a C.*

*Optional Text – Faculty are strongly encouraged to participate in one of the following processes to communicate a student's progress in a course. Choose the statements below that best fit your course.*

***Early Alerts/Progress Reports:*** *This class is participating in Early Alerts, which faculty will submit during the first few weeks of class. These reports notify advisors and student success coaches to a range of things like missing class, missing assignments, if you might need to visit tutoring, or could benefit from help with time management or study skills. These are not recorded as grades and are meant to provide you with some additional resources to ensure you can be successful in your class. If you receive notification of an early alert, please take advantage of these resources.*

***Midterm Grades:*** *A midterm grade may be assigned by the midterm grade due date identified on the academic calendar. This midterm grade is for assessing mid-semester performance at least one week prior to the last day to withdraw without academic penalty. You may view your midterm grade in Owl Express. Note that only your final grade will be officially recorded on your academic transcript.*

# Course Policies

****

*Must include course attendance policy. May include policies for late work, missed exams, extensions, excused absences, instructor expectations, etc.*

*In addition, faculty are encouraged to articulate an artificial intelligence use policy for each of their class sections within the syllabus. To help instructors, DLAC drafted some suggested class policy language; however, faculty should tailor the statements to appropriately fit their class context, field of study, and specific assignments.*

*Sample AI Statements – Choose one to tailor to your course:*

*AI Use Prohibited:*

*You are expected to generate your own work in this class. When you submit any kind of work, you are asserting that you have created it completely on your own unless you indicate otherwise using quotation marks and proper citation for the source(s) you used to help you. Submitting content that has been generated by someone other than you, or that was created or assisted by an AI generative tool is cheating and constitutes a violation of the KSU Code of Academic Integrity.*

*AI Use Allowed, but Not Required:*

*In this class, you are welcome to use AI for any purpose. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KSU Code of Academic Integrity.*

*If allowing AI, faculty are encouraged to train students on best practices for the proper use of AI generative tools.*

*AI Use Required:*

*You will be expected to use AI generative tools in this class, following the instructor’s permissions and directions, and only using it on assignments where AI tools are allowed. However, you should note that all AI generative tools still tend to make up incorrect facts and fake citations, code generation models tend to produce inaccurate outputs, and image/art generation tools can produce copied work or offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI tool. If you use an AI tool, its contribution must be credited in your submission. The use of an AI tool without acknowledgement is cheating and constitutes a violation of the KSU Code of Academic Integrity.*

*If requiring AI, faculty are strongly encouraged to train students on best practices for the proper use of AI generative tools.*

# Department or College Policies

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*If applicable. Optional section.*

# Institutional Syllabus Policies, Procedures, and Resources

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[Federal, BOR, & KSU Required Syllabus Policies and Student Resources](https://www.kennesaw.edu/curriculum-instruction-assessment/academic-program-planning-development/resources/student-syllabus-resources.php)Course Schedule

****

*Can be week by week for day by day. Should highlight content covered, assignments, and exams.*

|  |  |  |  |
| --- | --- | --- | --- |
| Week  | Content Covered  | Assignments  | Exams |
| Week 1: Dates |  |  |  |
| Week 2: Dates |  |  |  |
| Week 3: Dates |  |  |  |
| Week 4: Dates |  |  |  |
| Week 5: Dates |  |  |  |
| Week 6: Dates |  |  |  |
| Week 7: Dates |  |  |  |
| Week 8: Dates |  |  |  |
| Week 9: Dates |  |  |  |
| Week 10: Dates |  |  |  |
| Week 11: Dates |  |  |  |
| Week 12: Dates |  |  |  |
| Week 13: Dates |  |  |  |
| Week 14: Dates |  |  |  |
| Week 15: Dates |  |  |  |
| Final Exam Week: Dates |  |  |  |