

USC Upstate Syllabus Essentials Template

Note to Faculty:

This document is formatted for ADA accessibility and includes syllabus best practices. It is recommended that you maintain the heading structure and just modify the text of CUSTOM sections for your individual course.

All items in ARIAL font represent institutional statements. Notes to faculty appear in

Times New Roman using the "Intense Quote" style in Microsoft Word.

Please be sure to delete those sections as you complete your own syllabus.

Supporting Your Work in Syllabus Design:

In order to support our goals of providing rigorous, career-relevant, accessible education, our syllabi should apply principles of inclusive pedagogy and promote equity and consistency:

- Use Warm Language ([Creating the Foundation for a Warm Classroom Climate](#))
- Use [Inclusive Language](#)
- Be [Student/Learner-Centered](#) ([Research](#) shows it matters)
- Apply Universal Design for Learning ([UDL/Accessibility](#))

Be sure to [read](#) and [review](#) your syllabus with your students. Consider use of [interactive syllabi](#) or [group activities](#) for engaging students with the syllabus. Consider the impact of [images \(with alt text descriptions\)](#) to reinforce key points and foster a welcoming classroom environment.

Required Elements:

- Course designation and course number
- Course title
- Academic term and Year
- Course Meetings Time and Place
- Instructor Contact Information
- Instructor Name and Preferred Title
- Office Location and/or Process for Online Office Hours
- Office Hours
- Phone
- Email
- Course description
- Course Learning Outcomes
- Course Materials
- Teaching Philosophy and Class Structure (CUSTOMIZE FOR COURSE)
- Course Communication
- Attendance Expectations (SET PROGRAM POLICY)
- Strategies for Academic Success
- Participation/Professional Behavior, links
- Spartan Creed and Conduct Codes, links

- Academic Integrity, links
- Assignment Descriptions (CUSTOMIZE FOR COURSE)
- Late Work/Missed Exam Policy (INCLUDE INSTITUTIONAL STATEMENT AND CUSTOMIZE FOR COURSE)
- Grade breakdown (CUSTOMIZE FOR COURSE)
- Designation of Grades (CUSTOMIZE FOR COURSE)
- Incompletes
- Accessibility and Accommodations
- Student Success Center and Other Academic Support Services
- Technical Support—link
- Important Due Dates for Major Assignments
- Course Requirements Modification
- Course Schedule of Topics, Assignments, and Due Dates

Recommended Sections, as relevant to course needs:

- Rationale and Purpose of the Course (SOME PROGRAMS MAY USE THIS FOR ACCREDITATION)
- Department Information (SOME PROGRAMS MAY USE THIS FOR ACCREDITATION)
- Avoiding Plagiarism, link to libguide
- Major Assignment Rubrics (CUSTOMIZE FOR COURSE)
- Field experiences, lab experiences, service learning, experiential learning (CUSTOMIZE FOR COURSE)
- Final Exam (CUSTOMIZE FOR COURSE, following USC Upstate policies on no exams in the last week of the course)
- Library Resources—instructor level (CUSTOMIZE FOR COURSE)
- Technology Requirements (CUSTOMIZE FOR COURSE)
- Minimum Technical Skills Needed (CUSTOMIZE FOR COURSE)



Course designation and course number (UNIV U101)
Course title (The Student in the University)
Academic term and Year (Fall 2021, Second-Half of Term)
Course Meetings Time and Place (TTH 9:25-10:40, LIBR 246)

I. Fall 2021 COVID-19 Information

Students who show symptoms of COVID (fever, cough, shortness of breath) or who test positive for COVID-19 must inform USC Upstate Health Services (864-503-5191). Students with academic concerns while in quarantine or isolation should contact Susannah Waldrop, Executive Director of the Student Success Center (smw22@uscupstate.edu, 864-503-5414).

II. Instructor Contact Information

Instructor Name and Preferred Title:
Office Location and/or Process for Online Office Hours:
Office Hours:

(list regular hours, plus invitation to make appointments using Starfish, via email or other preferred method)

Phone:
Email:

III. Table of Contents

- a. Course Information
- b. Learning and Classroom Environment
- c. Course Requirements, Assignments, and Grading
- d. Student Support and Resources
- e. Technology Support and Requirements
- f. Course Schedule of Topics, Homework, and Assignment Dates

IV. Course Information: What Is This Course About?

Course description

verbatim statement from current Catalog, including course credit and pre-/co-requisites

Rationale and Purpose of the Course

If used by your program

Department Information

If used by your program

Course Learning Outcomes

CUSTOMIZE: Identify relevant program, general education, NACE, or high impact practices outcomes, plus specific outcomes for your course based on its place in your program's curriculum map

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

1. Analyze...
2. Identify...
3. Apply....
4. Create....

Course Materials

CUSTOMIZE: Include any required texts and course materials. Include links or images when applicable. For all books, include the ISBN number and edition. Differentiate between required and optional textbooks. When possible include prices from the bookstore, and include information for accessing online courseware, if applicable. It is also helpful to note the week when materials will first be needed for students who need to budget their book-buying. If copies of course materials are on reserve in the library, note this as well.

If you are using open educational resources or open textbooks, indicate how your students should expect to access that material—through links in your Blackboard course site or other means.

V. Learning and Classroom Environment

Teaching Philosophy and Class Structure

CUSTOMIZE: Include a few brief descriptions of what students should expect in regards to your teaching philosophy and approach to instruction. This may include your lecture format, group work, presentation, active learning, project-based learning, etc. the use of instructional technology and the use of the Blackboard Learning Management system.

Be human. Tell them what to expect in the class and also why you do what you do.

As a professor, I believe that learning happens when we work collaboratively to discover new knowledge and apply our knowledge to solve problems and create original analysis and conclusions. The course will be taught using multiple instructional methods. These methods will include lecture, group projects and oral presentations with an

associated critical discussion. Typically, course topics will be introduced via an interactive lecture format using active learning strategies for finding information and making connections together. Directly following the lecture presentation, you will receive an article from the primary literature that either illustrates current research into the topic or explore a related or relevant additional concept. Literature discussions will utilize small group discussions followed by classroom presentation and discussion.

OR

As a professor, I believe that learning happens when we work collaboratively to discover new knowledge and apply our knowledge to solve problems and create original analysis and conclusions. This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times of day than your colleagues, but we will have shared deadlines to enable our class to interact regularly as a community, both with each other and with me, your instructor.

Spartan Safe Return

This course is designed with health and safety in mind. To protect the health of our classroom community, I will be wearing a mask. Students are likewise expected to wear face coverings, and I will set up a seating arrangement to facilitate social distancing and assist Health Services in contact tracing in case anyone in our class is exposed. Please rest assured that I will do my part in upholding these safety measures, and I invite students to communicate with me if the conditions of the classroom feel unsafe. Students who have a health condition that prevents them from wearing a mask should contact Disability Services at 864-503-5199 to discuss accommodations, including alternative face coverings or a transition to online learning to protect their health from potential virus transmission in the classroom.

If pandemic conditions worsen, it may be necessary to move the course online. If this occurs, you will receive further communication from me on the format for all remaining elements of the course including lecture, discussion, lab work, discussion, and assessment **(insert or subtract whichever elements apply to your course)**. To the extent possible, you should prepare for this possibility by thinking about your computer and internet access, as well as anything else that may help you succeed in the event that this course is delivered entirely online. If you anticipate difficulty, talk to me about it so we can come up with a plan for you to successfully complete and pass the course.

Course Communication

CUSTOMIZE: Be sure to address formatting for assignments and correspondence, including what you want to be called. This lowers their anxiety and the stress of unprofessional/inappropriate emails. Also include your response time to help clarify expectations.

I will often communicate with you outside of class regarding grades, feedback, and assignment instructions and deadlines. Grades and feedback will be posted in Grades in Blackboard as I grade them. Emails will be sent your USC Upstate email address. In addition, announcements and messages will be posted in Blackboard. Set your "Global Notification Settings" under your Profile (click your name) in Blackboard to select which messages you want emailed or texted to you and which you want to see in your "Activity Stream" link in Blackboard.

If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on short assignments within 48 hours. Long papers typically take me a week to grade.

If you have any questions or concerns about this course or its material, please come and talk to me to discuss the issues.

Attendance Expectations

CUSTOMIZE: Research in the scholarship of teaching and learning finds that intense penalties for absences do not improve attendance rates and detrimentally affect passing rates for the course (Harrington, 2015; Moore, 2005). Severe penalties can divorce grades from measuring student achievement and performance on course learning outcomes. While regular attendance does improve performance on course tasks, we also do not want students driving on ice, attending while contagious, leaving a parent or child in the hospital, or making disproportionate sacrifices or risks to attend class. In most cases, the absences themselves negatively affect students' performance and ultimately grades because they miss valuable content and practice in class, and in most cases the consequences of that performance decrease are the most fair and accurate grading penalty for absences.

Explaining to students how attendance correlates with success has been shown to motivate students to achieve higher attendance rates. Folding active attendance and preparation into a class participation grade worth roughly 10% overall can offer further incentive and reward. Please also note that our current, vague attendance policy and the slightly more narrow policy used by USC Columbia are not legally "helpful" according to the [report of the Ad Hoc Committee on Attendance of the USC Columbia Faculty Senate](#). Please do be sure to avoid adding course-related practices that are not legally defensible in cases of policy challenges.

Our class meetings are a time for practice, inquiry, and discovery where we work together to learn and test important concepts and skills. You are expected to be an active participant in class discussions and other learning opportunities. To do this, you must be prepared, present, and engaged. The class activities have been carefully designed to help you achieve the learning outcomes for the course. Missing class or not actively participating will negatively affect your ability to learn the content and to achieve success.

Based on performance in past classes, students who are absent for more than a week of class tend to perform more than one grade lower on the mid-term and final, and those who miss two weeks or more are unlikely to successfully pass the course. I will record attendance in Blackboard/Starfish and will alert you and your advisors to any attendance concerns.

If you are experiencing issues that prevent you from attending class, please do not hesitate to reach out to me, to your advisor, or to any of the range of student support services available (see below) to help you make the most of your education.

Camera Use and Participation Expectations for Virtual Class Meetings (use as applicable)

Please log in on time for class meetings and mute your mic when not speaking to avoid an echo. Using headphones can also help reduce echoes. Consider keeping your camera on if you can. Class meetings are much more interactive when we have our cameras on, and it gives us an opportunity to build community.

Strategies for Academic Success

As Sandra McGuire states in *Teach Students How to Learn*, shifting your focus from studying to learning can help you achieve success and make the best use of your time and effort to do so. Engaging in powerful learning strategies will help you to really understand the content, so you can use this material now and in the future.

Please ask me for more information about applying these learning strategies:

- Build background information before reading
- Read actively using the Survey, Question, Read, Restate, Review method
- Look for connections by mapping concepts, visualizing relationships, and applying content
- Test yourself often
- Study together and find opportunities for "teaching" your peers
- Seek help from me, tutors, advisors, and peers

Online Option

Successful online learners:

1. Set a regular schedule to work on the course two or three times per week, and stick to that schedule just as you would in a face-to-face course;
2. Are open to sharing professional experiences online;
3. Enhance online discussions by responding to and expanding upon the ideas of classmates;
4. Have good written communication and reading comprehension skills;
5. Use proactive communication and seek help when a question first arises;
6. Are self-motivated and self-disciplined;
7. Have a commitment to learning;
8. Have critical thinking and decision-making skills;
9. Believe quality learning can take place in an online environment; and
10. Have good time management skills.

Participation/Professional Behavior

Professionalism will be expected at all times. Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting patience and courtesy in our exchanges and following the [Netiquette Guide](#). Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in this class.

USC Upstate Code of Student Conduct

USC Upstate students adhere to the [USC Upstate Code of Student Conduct](#) available through the office of the Dean of Students. Learn more about [online communication guidelines](#) for creating a positive class environment.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity, meaning at the most basic level that you have created, and produced all work that you submit as your own. Academic integrity issues may arise by improperly citing sources, using another student's work or work for hire, looking up or paying for answers on Web services, re-using work from one course in another course, and any other form of academic misrepresentation. Acting unethically may result in failure of the assignment or course and could result in additional disciplinary measures as explained in the [USC Upstate Code of Academic Integrity](#).

The USC Upstate [Code of Academic Integrity](#) prohibits bribery, cheating, lying, and plagiarism. All elements of the USC Upstate Code of Academic Integrity apply to students regardless of course modality (online, hybrid, or in-person). Students should complete the [Plagiarism Prevention Module](#) provided by the USC Upstate Library. Note that the Code of Academic Integrity prohibits the unauthorized use of any electronic or mechanical device. In this course the unauthorized use of an electronic device includes accessing the Web for any resource used to complete an assessment unless that resource is specifically authorized by the instructor.

Please ask early and often if you have any questions about what is permitted and what is not.

Communication is one of the keys to maintaining academic integrity. Please know that I consider you to be honest. I want you to succeed and for your grade to be a result of your own hard work. Nevertheless, stress can get the better of us all, and I believe these controls are necessary to protect the value of the degree that you are working to earn.

Use of Technology to Ensure Academic Integrity [for courses that use SafeAssign, Respondus Lockdown Browser, and/or Respondus Monitor]

This course uses a variety of tools to maintain academic integrity in course evaluation. All uploaded writing assignments will be scanned using Safe Assign software through Blackboard. Safe Assign helps the instructor detect plagiarism, which is prohibited under the [Code of Academic Integrity](#). Other means to detect plagiarism in student work may also be used.

During testing, students will use the [Respondus Lockdown Browser](#) to prevent unauthorized use of the web while taking an exam. This software can be downloaded for free from the [Respondus Installation](#) help page and is required when taking an online exam. Finally, all students taking an online exam from a remote location will be required to use the Respondus Monitor system for online proctoring. Before you take an exam, you will need to download the Respondus Lockdown Browser and activate your webcam. After opening your exam in Respondus

Lockdown Browser, you will perform a webcam test and show your identification to the camera. While you take the exam with the webcam on, the software will record you, and this recording is subject to review by your instructor.

It is a great idea to install the Lockdown Browser early and test your webcam. If any of these circumstances applies to you, please let me know.

Avoiding Plagiarism

OPTIONAL, AS RELEVANT

Using the words or ideas of another as if they were one's 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, one must give that person credit through proper citation. Taking careful notes and putting the words of others in quotations as you use them can help you avoid plagiarism as you elevate your writing style and more closely approximate formal academic prose.

The [USC Upstate Library Plagiarism Prevention Guide](#) can help you remember and implement strategies for using sources effectively and avoiding plagiarism, as discussed in English U101/U102, University U101, Public Speaking U201, and other core communication classes.

VI. Course Requirements, Assignments, and Grading

Assignment Descriptions

CUSTOMIZE: Detailed Description of assignments by type, note the relationship between different assignments or assignment types and student learning outcomes.

Major Assignment Rubrics

OPTIONAL AND CUSTOMIZE: Explain what assignments look like and the expectations for them. Use of Rubrics is highly recommended to help streamline your feedback and to support students in developing a growth mindset. Rubrics provide clear, specific, task-oriented assessment of performance, and they help students recognize which skills they know and which they need to improve. Include a copy of major assignment rubrics (like the paper rubric), or indicate that students can find all rubrics in Blackboard under the assignment titles in My Grades (then enter your Rubrics in Blackboard, of course). Pointing students to the rubrics can save helps to clarify your expectations and ensure that students know the rules that they must play by.

I have developed rubrics for most of your assignments, and I use them in determining grades for your work. In Blackboard, under My Grades, you will see the "View Rubric" option under the assignment title even before you turn in your work. After your work is graded, you can click the rubric button to see how you perform on the different elements of the assigned work. If you have questions, please talk to me about how to improve those specific skills.

Field experiences, lab experiences, service learning, experiential learning

OPTIONAL AND CUSTOMIZE

Final Exam

OPTIONAL AND CUSTOMIZE: Faculty members shall give final examinations, including laboratory examinations, in accordance with the published schedule and shall not deviate from it without prior approval from their dean. All deviations shall be reported to the registrar by the dean.

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. In any course or laboratory that meets 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. In any course or laboratory that meets more than three times a week, no quiz, test, or examination shall be given during the last three sessions before the regular examination period.

The final exam will consist of True/False, Multiple Choice and Short Answer questions. The final exam is comprehensive. Exam questions/answers are randomly displayed and drawn from substantial test banks.

Deadline Extension/Missed Exam Policy

*ADD CUSTOM DETAILS TO STANDARD STATEMENT: We've all seen the commercial for an online university where the adult student races from work to an evening course only to have the door locked in her face because she is 30 seconds late. Ken Bain in *What the Best College Teachers Do* notes that the most effective professors do not deduct points to ensure timeliness. Such deductions do not encourage timeliness and can have catastrophic effects on GPA and/or time-to-degree, even cascading into retention issues and loss of thousands of dollars over what may be the difference between minutes or hours.*

Communicate to your students the value of timeliness, but respect the complexity of the demands on their time. Consider flexible due dates or use of banked time. Time banks (two extra days on one assignment or one extra day on two assignments) or contract deadlines or grading weights give students more control over and investment in deadlines.

Except in the case of scheduled tests, like the final exam, avoid hiding assignments in Blackboard after 11:59 pm, and consider that an assignment turned in at 12:03 or 1:45 am may be even better than the one completed at 11:59. Unless you begin grading at midnight, respecting the spirit of the deadline may give you better student learning outcomes. Furthermore, if you keep your assignments visible after the deadlines, students can go back to them to review details and to scaffold the skills and instructions from one assignment to build skills for future work.

It is important you stay on track with your assignments. Not only will this help you feel less stressed, but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks are important career and life skills. Thus, you will need to complete all quizzes, exams, and assignments according to the schedule. Most assignments can be submitted prior to class in Blackboard if you need to be absent.

At the same time, I recognize that personal circumstances may at times make it difficult or impossible to complete a learning task on schedule. If you have a personal situation that prevents you from completing a task on time, you will need to discuss this with me prior to the due date if possible, or as soon as it becomes possible afterwards, so that we can come up with a plan. If an extension or make-up exam is provided, it is important to know that the format of the exam or the assignment may be modified.

Airborne pathogens can create conditions that may cause absences, including extended absences, for a variety of reasons. Students who are required to quarantine or seek medical treatment due to a diagnosis of

COVID-19 or other incapacitating illness should contact the instructor as soon as possible so a suitable equivalent makeup arrangement can be provided. Students should also provide documentation to the Dean of Students Office when possible. The Dean’s Office will notify me of the general circumstances of your absence without compromising your privacy with respect to the specific issue. Students directly exposed to someone who has tested positive for an airborne pathogen may also need to quarantine themselves. Anyone within [6 feet for >15 minutes](#) is considered exposed. In this event, students should contact me as soon as possible to discuss makeup arrangements. Absences due to care obligations arising from airborne pathogens should be discussed with me as soon as possible to determine the appropriate course of action. Prompt communication with me is critical and expected in each of these situations.

Grade breakdown

CUSTOMIZE: Students need to know how they will be assessed. If you are using weightings, you may want to consider explaining how they are calculated. It is important to note that students who are learning successfully will demonstrate progress—meaning early work may be less successful than later work in the course. Determining your grade distribution to allow for low-stakes formative assessments that build skills and scaffold important concepts as well as increasingly higher-stakes summative assessments helps to ensure that your grades are measuring student learning, not the students’ preparation based on K-12 and at-home educational experiences.

*Use of the BB gradebook is required to make full use of the Starfish-based retention and intrusive advising efforts. Be sure to use the Grade Center options to set either Total or “Weighted Total” (or Overall Grade if you change the title) as your “**External Grade**” in Blackboard to report out to Starfish accurately based on your preferred grading method.*

Assignment Weights	Percent
Class Participation	20%
Quizzes	20%
Critical Essay	20%
Response Papers	10%
Midterm Exam	10%
Final Exam	20%
Total	100%

OR

Discussion Board (10 @ 10 points each) - 100 points
 Quizzes (5 @ 20 points each) - 100 points
 Analysis Paper (1 @ 100 points) -150 points
 Hands-on Project (1 @ 400 points) - 400 points
 Final Exam (1 @ 250 points) - 250 points
Total Points - 1000 points

90-100% = 900 – 1000 points = A
 80-89% = 800 – 899 points = B
 70-79% = 700 – 799 points = C
 60-69% = 600 – 699 points = D
 Below 60% = 0 – 599 points = F

Designation of Grades

CUSTOMIZE

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

Incompletes

Students faced with a significant disruption in your ability to complete some portion of the assigned work in a course may be assigned an incomplete, at the discretion of the instructor.

XII. Student Support Services, Policies, and Resources

Student Services

As a USC Upstate student, you have access to a range of support services and resources to support your academic progress, physical and mental health, basic needs, food security, career management, and much more. Links to the full range of student services are available on the [Virtual Student Services page](#) or [Current Students Web site](#).

Accessibility and Accommodations

In keeping with University policy, any student with a disability who requests academic accommodations should contact Disability Services at 864.503.5195 to arrange a confidential appointment with the Disability Services Coordinator. Students are encouraged to seek an appointment as early in the semester as possible, as accommodations are not provided retroactively. Letters of accommodation must be signed and printed on letterhead from the [Disability Services](#) office. It is the student's responsibility to provide these letters to professors in a timely manner so that accommodations may be put in place.

Student Success Center and Other Academic Support Services

In partnership with USC faculty, the [Student Success Center](#) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. A detailed list of resources is available at <https://www.uscupstate.edu/current-students/student-success-center/>.

- **Peer Tutoring:** You can make an online appointment with a peer tutor. To sign up for the first time, call 864.503.5070 for assistance.
- **Supplemental Instruction (SI):** Student SI Leaders are assigned to specific sections of courses and hold weekly study sessions. Sessions focus on the most difficult content being covered in class.
- **Writing Center:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Find out more at www.uscupstate.edu/writing.
- **Career Management:** Connect your learning and degree to the career goals that motivate you.

Library Resources

OPTIONAL. CUSTOMIZE FOR YOUR COURSE

The university library has great resources for finding out materials for your course assignments and research projects. The 24-hour Ask-a-Librarian service connects you to reference services via chat or phone, day or night. Check out <http://www.uscupstate.edu/library> for access to e-books, online library guides (libguides) for courses or programs, research and citation tutorials, media checkout, course reserves, and a range of other services.

XIII. Technology Needs and Resources

Technology Requirements

OPTIONAL. CUSTOMIZE FOR YOUR COURSE

A range of course materials and tools are located on the Blackboard site for the course. To participate in learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts provided);
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log in to Self-Service Carolina (<http://my.sc.edu>) and scroll down to Software. If you have further questions or need help with the software, please contact the Help Desk.

Minimum Technical Skills Needed

OPTIONAL. CUSTOMIZE FOR YOUR COURSE. Include any necessary information about minimal technical skills required for your course. Digital Natives are a myth. They build skills through experience, and experiences vary widely. Let students know what skills they need to be successful in the class so they can arrange for assistance.

Minimal technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet.

Necessary technical skills include the ability to

- Organize and save electronic files;
- Use USC Upstate email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology Help Desk at (864) 503-5257 or email helpdesk@uscupstate.edu. The Help Desk in the lower level of the John D. Stockwell Administration Building is open Monday-Thursday from 8:00 AM-10:00 PM, 8-5 on Fridays, and 5-10 on Sundays. The USC Upstate Library also has a 24-hour computer lab just inside the main entrance.

Please see our online collection of [Privacy and Accessibility Statements](#) for applications commonly used in USC Upstate courses.

XIV. Course Calendar

While all students will benefit from a schedule as it sets clear expectations, first gen students find a calendar particularly useful. Be sure to let students know any alterations will be limited to slight changes. All changes must be communicated electronically and verbally as far in advance as possible. Make a sincere effort to stay on the predetermined schedule a many students schedule their whole semester, based on your syllabus, during the first week of class. Stating that this schedule is “tentative,” however, sends a message that you may make decisions capriciously.

Important Due Dates for Major Assignments

CUSTOMIZE: Quick bullet point list of the dates for major assignments that require research or lengthy preparation to complete. Also remember that if you use the “Due Dates” function in Assignments and Discussion Boards in Blackboard, Blackboard will send your students notifications and generate a due date calendar for them.

Course Requirements Modification

Changes may be made to this syllabus due to weather or other unforeseen circumstances as the class situation dictates. Students will be given adequate notice of any changes through Blackboard announcements and email, and no changes will negatively impact the grade breakdown or your workload.

Course Schedule of Topics, Assignments, and Due Dates

FORMATTING NOTE: This schedule uses a table format to illustrate the elements of a course schedule when no content is provided. For optimal ease of accessibility, consider formatting your schedule as a list instead. For example, you could use this format:

8/19 Course Welcome

- Read Syllabus*
 - Read/View “Why Study XXX?” PowerPoint Presentation*
 - Write Course Introductions*
-

Day	Date	Topic	Assignment	Due Today
1				
2				
3	*NOTE: Last day to change/drop a course without a grade of “W” being recorded			

Day	Date	Topic	Assignment	Due Today
4				
5				
6	*NOTE: Graduation Application Deadline			
7				
8				
9				
10				
11				
12				
13				
14	*Note: Last day to drop or withdraw without a grade of "WF" being recorded			
15				
16				
17				
18				
19				
20				
21				
22				
23				
36				
37				
38				
39				
40				
41				
42		Last day of Class Final Exams		