## Course Title

**Department, Course Number, and Section**

**Semester and Number of credits**

**Class Meeting Time(s) and Location(s)**

Instructor(s) name(s)

Email address

Office location; phone

Office hours

<Include names and contact information for associated faculty/teaching assistants and, either here or elsewhere in your document, guidelines about how best to reach you>

## Course Description

 <Include the official calendar description for your course. Include course prerequisites here or in a prominent place near the beginning of your syllabus>

## Course Overview

<Include here a more detailed description for your course that goes beyond the official calendar description. Consider describing your teaching philosophy and the instructional approaches you use so that students have a clear sense of your approach and expectations.>

## Required Textbooks, Resources, and Materials

<Be sure to indicate here whether texts, resources, and materials listed are required or recommended. As the overall cost of these items plays a significant role in students’ ability and willingness to purchase them, make sure to take cost into consideration when designing your course and ensure that you use any required texts widely over the duration of your course. Try to include information here as well about the availability of used texts and earlier editions that would still be acceptable to you. When selecting texts, check if there are viable Open Educational Resources that could replace expensive textbooks for your course.>

## Course Learning Objectives/Outcomes

<Include the learning objectives/outcomes for your course and, if applicable, for your program. If there are no preset learning outcomes for your course, consider creating three to five course learning outcomes. Learning outcomes can help guide student learning and also can help you to design a course where all content, learning activities, and assessment opportunities align.>

## Assignments

<Include here a list of all assignments and exams. Include the dates/deadlines for each, and the percentage of the student’s overall course grade that will be determined by that assignment. If you have policies regarding deadlines, late or missed assignments, you may wish to include them here and/or in the policies section of your syllabus. While some syllabi include full descriptions of each assignment and even the corresponding rubrics used for evaluation, this can lead to an extremely long syllabus document. Consider including the full details about each assignment on your course’s D2L site instead of in the syllabus itself.>

## Important Dates

<Use this section to highlight key dates and deadlines your students should know, including university holidays, add/drop deadlines, or days when you know that you will be away from campus. You may wish to use a separate section to highlight these dates or simply to include them in a more detailed, week-by-week class schedule. Always include the Final Exam date in this section along with an advisement to students not to schedule any travel until they have confirmed the date of their final exams.>

## Grading and Assessment

<Explain here how students will be assessed on their work. Make sure to include the grading scale for your school/faculty>

## Course Policies

<Include your own policies about the course along with any pertinent university, college/school, or department policies. Include references and links to full versions of university policies. For instance, if it difficult to include the entire academic integrity policy in your syllabus, it is highly recommended that you link to where it can be found on the academic bulletin portion of the Marquette website (<https://bulletin.marquette.edu/undergrad/academicregulations>).

**Policies** connected to teaching that should be linked or **included on all syllabi** include **academic integrity, academic misconduct, attendance, grading appeals, grading system,** and **withdrawals.**

Instructors may also wish to include here course policies connected to technology use, assignment deadlines, class cancellations, assignment formatting or submission, improper collaboration, and classroom conduct.>

**Recommended language for expected attendance can be found here** - <https://libguides.marquette.edu/ld.php?content_id=70123564>

## Resources for Students

<This section of your syllabus serves to inform students of resources available to support their learning and development while at Marquette. Aside from pointing to key resources internal to the university, you can also include references to other resources that might be helpful to students in your particular discipline.

## Recommended Resources for Inclusion on Your Syllabus

Accommodation Statement: The Office of Disability Services provides a variety of resources for faculty in helping to ensure that you offer necessary accommodations for students (<https://www.marquette.edu/disability-services/instructor-resources.php>). Their suggested syllabus statement is as follows:

“If you have a disability and require accommodations, please contact me early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Office of Disability Services. If you are unsure of what you need to qualify for services, visit the Office of Disability Service's website at www.marquette.edu/disability-services or contact the Office of Disability Services at 414-288-1645.”

Faculty may wish to supplement this statement with further descriptions of how they support students who require accommodations to better support their learning.

### Research Support

Marquette’s Raynor Memorial Libraries and Ray and Kay Eckstein Law Library support the university’s teaching, research and service mission by providing access to vast collections of recorded knowledge as well as a variety of research services, friendly expertise, technology tools and collaborative spaces. For more information, visit <https://www.marquette.edu/library/>.

### Writing Support

The Ott Memorial Writing Center offers free one-on-one consultations for all writers, working on any project, at any stage of the writing process. Marquette's writing center is a place for all writers who care about their writing, because every writer can benefit from conversation with an interested, knowledgeable peer. Writing center tutors can help you brainstorm ideas, revise a rough draft, or fine-tune a final draft. You can schedule a 30- or 60-minute appointment in advance (288-5542 or www.marquette.edu/writing-center), but walk-ins (in 240 Raynor or our other satellite locations) are also welcome. The Ott Memorial Writing Center also offers free workshops and hosts writing retreats.

### Tutoring

The Office of Student Educational Services offers tutoring free of charge for Marquette students (1000-2000 level courses only) for a wide variety of undergraduate courses including many science, mathematics and foreign language courses.

The tutoring program offers small group tutoring only. Small groups meet for one hour each week and are divided by subject/instructor. Three requests for the same subject and instructor are necessary to form a group. In addition, groups are formed based on availability of tutors and student schedules.

To sign up, go to the Coughlin Hall, Room 145, and complete a Tutor Request Form.>

## Class Schedule

<Use this section to provide a breakdown of your course by class period or week. Indicate for each class period, whenever possible, what students will need to prepare, what topics will be covered, and whether there are any assignments due or scheduled assessments.

You might also note here that this is a tentative schedule that is subject to change. This helps to account for any unscheduled events like class cancellations, but also gives you the opportunity to adjust the schedule somewhat to accommodate the learning needs of your students. If you do this, be certain to clearly state how you will communicate any adjustments to the schedule.>