# Course Syllabus – [PHY 101 01]

[Course Title]  
[Term Year]

[Notes in bracketed red boxes like this one are here to help guide you while you complete this syllabus. Please **delete or amend** any of these red comments before posting this syllabus for your students.]

[Last updated August 2023]

[See a [completed example of this syllabus](https://udayton.edu/0/onlinelearning/Accessible%20Syllabus%20Template%20-%20Completed%20Example.pdf).]

## Class Information

**Class Day/Time:** [Example: MWF 9:05-9:55 AM]

**Modality:** [Example: Face-to-face; Online; Blended]

**Class Location:**

**Time Zone:** All times for this course are in Eastern time zone.

**Credit Hours**:

**Pre-Requisites:** [Delete this row if there are no pre-requisites]

**Course Format:** [Example: Lecture & discussion; Lecture & lab; Seminar; etc.]

## Instructor Information

**Instructor:** *[consider including your pronouns after your name in parentheses - e.g. “Dr. Rudy Flyer (he/him/his) – learn more about what pronouns are and why including them is a best practice for faculty* [*here*](https://www.nea.org/advocating-for-change/new-from-nea/why-pronouns-matter#:~:text=Pronouns%20affirm%20gender%20identities%20and,common%20questions%20about%20gender%20identity.)*]*

**Email:**

**Phone:**

**Office Hours:** [Example: MWF, 9:00 – 11:00 AM; By Appointment]

**Campus Office Location:**

**Office Hours Purpose**: [Students are sometimes intimidated by one-on-one meetings with their instructors. Use this space as an opportunity to welcome them to your office and explain how office hours work. Example: My office hours are for you to see me with any questions, concerns, or ideas about the course. I have set aside this time to meet with your so I can best support your progress throughout the semester. If I’m already meeting with a student when you arrive, please feel free to wait nearby or schedule a time with me.]

## Course Description

[Briefly describe the course in a welcoming way, clearly explaining why you find the course important and engaging. What is this course about? What questions does it attempt to answer? How does the course fit into the overall curriculum? Consider your voice/tone as you write to students. Are you writing in third person (“Students will be expected to…”)? A warm, first-person voice may be more inviting to students. Consider language that conveys you believe students can be successful with work and support, which you can provide.]

## Course Learning Objectives

When you’ve completed this course, you will be able to:

* [Learning Objective 1
* Learning Objective 2
* Learning Objective 3]

## Course Website

[Use this space to describe how students could access your course materials online.

Example: You can find all of the course materials you need, such as the syllabus, assignments, grades, etc., on our course site in UD’s Learning Management System, Isidore. You can log in at [isidore.udayton.edu](https://isidore.udayton.edu) with your UD username and password. I urge you to check the site regularly for updates to the course.]

## Required Text and Supplementary Materials

[List the required texts or resources that students will need to acquire including textbooks, software, lab manuals, and anything else. List the sources where the materials can be obtained, and costs (if any).  For texts, provide the full bibliographic entry for each text and URLs if applicable.]

[Note that due to challenges with shipping, purchasing, and/or importing physical materials, we encourage faculty whenever possible to work with the Bookstore as soon as possible to ensure your materials are available. You may also want to work with the Library staff to purchase or license electronic copies of movies, books, etc. to help reduce cost for students.]

Textbook:

Other Materials:

## Technology Requirements

This course requires the use of a computer that [complies with the hardware specifications](https://udayton.edu/udit/start/student-computer-requirement.php) that were communicated to you by your college. This course will require your use of the latest version of the Microsoft Office software, which is available for you to download at no additional cost at [UD's Software page](https://udayton.teamdynamix.com/TDClient/1868/Portal/KB/ArticleDet?ID=48002). It is your responsibility to ensure you have a working computer with the required software installed and functional for this course.

* All email messages will be sent to you via your UD Gmail account, so you should be in the habit of checking that account every day.
* A secure and reliable internet connection is important. Please let me know as soon as possible if you foresee any trouble connecting to the internet.
* Please contact the UDit Service Center at (937) 229-3888 or [itservicecenter@udayton.edu](mailto:itservicecenter@udayton.edu) if you have any technical problems with Zoom, Porches, Isidore, Gmail, Microsoft Office, or your computer.

## How This Course Will Work

[Use this section to describe the general format of the course. What activities will be conducted during class time? What kinds of assignments will students be expected to complete outside of class? If you have a consistent pacing for your course, explain it here.]

[Example: Our class will run in a face-to-face format that is supplemented by online activities and materials that you will complete on your own time as homework.

Our class is broken down into 16 weekly modules that open on Mondays at 8 AM and close on Sundays at 11:55 PM. Each week will have at most two due dates: Thursdays at 11:55 PM and Sundays at 11:55 PM.

Our in-person class time will be used for lecture, discussion, and individual and group problem solving activities. Please come to class prepared to be an engaged listener and an active participant.]

### Activity Descriptions

[Provide details about the activities the students will be completing throughout your course. The information here doesn’t need to be comprehensive, but it should let students know the overall types of assignments they will be completing.]

#### Participation

[Use this area to describe the general participation activities students will be completing in class. Will there be large group discussions? Will there be small group work? There is a section further down in the syllabus that is for the actual attendance and participation policy.]

#### Homework

[In this section, you should describe the general format and purpose of homework assignments students will complete throughout the semester.]

#### Quizzes

[Describe the format and purpose of any quizzes you will be delivering throughout the semester.]

#### Project

[Explain the details and purpose of any projects you are assigning. Students benefit greatly from beginning work on big projects **early**, so try to break down this larger project into smaller pieces that the students will complete throughout the semester.]

#### Exams

[Describe the format of your final exam.]  
  
[See the University’s Final Exam Policy](http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/finalexampolicy/)

## Course Policies

### Attendance & Participation Policy

[Use this space to tell your students how many classes they are allowed to miss and how they should participate in class. How many classes are students allowed to miss before it affects their grades? How will their grades be affected? What counts as good participation in your class?]

### Classroom Technology Policy

[Tell students your expectations for technology usage in the classroom. Are they allowed or required to use their laptops, tablets, or phones for class work? If so, explain that their technology should only be used for classwork and should not distract other students in the classroom.]

### Communication Expectations & Procedures

[Provide some guidance for students for asking questions about the course. Explain your own commitment to communicating. See the [completed example syllabus](https://udayton.edu/0/onlinelearning/Accessible%20Syllabus%20Template%20-%20Completed%20Example.pdf) for reference.]

### Feedback & Turnaround Time

[Provide some commitment to standard turnaround times on graded assignments. What kinds of feedback should the student expect? When should they expect feedback? What should they do if they have questions about feedback? Again, see the [completed example syllabus](https://udayton.edu/0/onlinelearning/Accessible%20Syllabus%20Template%20-%20Completed%20Example.pdf) for reference.]

### Makeup / Late Work Policy

[Explain your makeup / late work policy. Will you accept late work? If so, will you deduct from their grade? If so, how much will you deduct?]

### Grading Policy

[List the graded assessments and how they will add up to the total course grade. Example below.]

|  |  |  |  |
| --- | --- | --- | --- |
| Category | Number of Items | Points | Weight |
| Homework | 10 | 10 points each | 25% |
| Project | 7 | Varies for each component | 15% |
| Quizzes | 10 | 10 points each; your lowest score will be dropped | 30% |
| Midterm | 1 | 100 points | 15% |
| Final Exam | 1 | 100 points | 15% |

Final course letter grades will be assigned as follows:

|  |  |
| --- | --- |
| Letter Grade | Percentage Range |
| A | 93 – 100% |
| A- | 90 – 92.99% |
| B+ | 87 – 89.99% |
| B | 83 – 86.99% |
| B- | 80 – 82.99% |
| C+ | 77 – 79.99% |
| C | 73 – 76.99% |
| C- | 70 – 72.99% |
| D | 60 – 69.99% |
| F | 0 – 59.99% |

## University Policies

### Civility, Respect, and Privacy

The University of Dayton adopted a “Statement of Dignity which states the following: “A primary assertion of both our religious and civil traditions is the inviolable dignity of each person. Recognition of and respect for the person are central to our life as a Christian and education community and are what allow us to pursue our common mission while being many diverse persons. Thus discrimination, harassment, and any other conduct that diminishes the worth of a person are incompatible with our fundamental commitment as a Catholic university conducted in the Marianist tradition.”

### Classroom Climate and Bias Experiences and Process

As part of a University for the Common Good that aims to be an anti-racist university, I want all students to feel safe, respected, and valued in all of their classes. Should you have an experience in this class, or in any class in this department, where you feel devalued because of an incident in class, we would like to learn about it.

You are free to discuss the issue with me if you feel comfortable. If you are wary of discussing the issue with me, then please contact the Chair of the department. You can find department chairs or office locations by searching the [UD website](https://udayton.edu/academics/index.php).

You are, of course, welcome to share your experience with the Equity Compliance Office at [equitycompliance@udayton.edu](mailto:equitycompliance@udayton.edu) or by [submitting an incident report](https://udayton-gme-advocate.symplicity.com/public_report/index.php/pid697526?). You can also reach the Equity Compliance Office by phone at 937-229-3622.

### Intellectual Property Statement

The materials shared with you during this course are authored and owned by the instructor, the department, the school and/or the book publisher. Copyright laws must be respected in using these materials. For example, unless authorized to do so, do not share course materials with anyone outside the course.

### Academic Honesty

I encourage you to talk with each other about the readings and ideas brought up in class. But in all assignments to be graded as individual work you are expected to do your own written work. In the case of group work, all members of a group will be held responsible for the content of work turned in to satisfy group assignments. The instructor will keep a healthy eye out for possible plagiarism when reading your work.   
  
Here is some advice to help you avoid plagiarizing:

It is best to express the ideas you use in your own words. In the case of both individual and group work, words or ideas that come from someplace or someone else must be cited: “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).

For specific University policies concerning academic honesty, see the [University’s Academic Honor Code](http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/theacademichonorcode/) in the Academic Catalog.

### Contract Cheating

Contract cheating occurs when a student pays someone (such as a person or company found online) to write essays or complete assignments for a class. This defeats the purpose of the course, and I encourage you to follow the academic honor code and seek to develop a personal sense of academic integrity which lays the foundation for an ethical life. Contract cheating is especially dangerous because of the risk of bribery and extortion (potentially for an entire life after college!). Students are often lured into contract cheating by signing up for online tutoring services. Remember that UD provides many learning support resources through the [Office of Learning Resources](https://www.udayton.edu/ltc/learningresources/index.php).

### Dropping the Course

You are responsible for understanding the University’s policies and procedures regarding withdrawing from courses. You should also be aware of the current deadlines and penalties for dropping classes. Information on [withdrawal from courses](http://catalog.udayton.edu/undergraduate/generalinformation/academicinformation/gradesandscholarship/) is available in the Academic Catalog under Grades and Scholarship. You may also want to speak with your academic advisor or the Dean's Office from your college or school.

### Student Evaluation of Teaching

The University will ask for your anonymous feedback regarding instruction in this course through the online Student Evaluation of Teaching (SET) as your candid, respectful opinions and constructive suggestions have an impact on the quality of teaching at UD. Instructions for how to complete SET will be sent to your UD email account toward the end of the semester, and I may give you additional instructions (for example, whether you will complete SET in the classroom). If you encounter technical problems accessing SET, contact the UDit Service Center at 937-229-3888 or [itservicecenter@udayton.edu](mailto:itservicecenter@udayton.edu). To learn more about SET, visit [http://go.udayton.edu/set.](http://go.udayton.edu/set)

## University Services

It is the University’s goal that learning experiences be as accessible as possible. Your learning in this course is important to me, and I want you to be aware of existing resources on campus which are available to all university students.

### Support for Your Learning in This Course

The Ryan C. Harris Learning Teaching Center's Office of Learning Resources (OLR) is a learning resource for students, parents, faculty, and staff at the University of Dayton.   
  
Please contact OLR via email at [OLR@udayton.edu](mailto:OLR@udayton.edu) or by calling [937-229-2066](about:blank) (TTY: Ohio Relay 711 for deaf/hard of hearing individuals) or visit the office on the ground floor of Roesch Library (LTC 023) if you would like to talk about how you could become a more effective learner. You can also check out the website: go.udayton.edu/learning.

### Students with Disabilities

If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, please connect with the Office of Learning Resources (OLR). OLR provides accommodations and services for students with a variety of disabilities, including physical, medical, and psychiatric disabilities. You can contact OLR the following ways:

* Email: [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu)
* Phone: 937-229-2066 (TTY: Ohio Relay 711 for deaf/hard of hearing)
* Office Location: Roesch Library Room 023 in the Learning Teaching Center

If you need assistance with alternate formats of electronic materials in this course (such as converting a PDF into an accessible format) please visit OLR’s website to use the self-help tool [Sensus Access](https://udayton.edu/ltc/learningresources/disability/sensus-access.php) for document conversion.

**Wellbeing and Success**

At UD, we know health and wellbeing are important to your success. That’s why we help students of all backgrounds build a foundation for sustainable, lifelong, physical, mental, and social wellbeing. We provide the services, resources, and support you need to be successful on campus and in life. Health and Wellbeing resources include the following:

* Dean of Students Office: Student Care and Advocacy: 937-229-1212
* Counseling Center: 937-229-3141
* Student Health Center: 937-229-3131
* Center for Alcohol and Other Drugs Resources and Education: [go.udayton.edu/cadre](https://udayton.edu/studev/health_wellness/center-alcohol_drugs/index.php)
* Brook Center: [go.udayton.edu/brook](https://udayton.edu/studev/health_wellness/brook/)
  + Food4Flyers Pantry: <https://udayton.edu/studev/health_wellness/brook/food4flyers-food-pantry.php>
  + LGBTQ+ Student Services: [go.udayton.edu/lgbt](http://go.udayton.edu/lgbt)
* Multi-Ethnic Education and Engagement Center: <https://udayton.edu/studev/dean/mec/index.php>
* Campus Recreation: [activeflyers.udayton.edu](https://activeflyers.udayton.edu/)
* YOU@Dayton: [wellbeing.udayton.edu](https://wellbeing.udayton.edu/)
* Engage and stay up to date by following [@ud\_healthandwellbeing](https://www.instagram.com/ud_healthandwellbeing/) on Instagram

### Student Success Network

The University of Dayton makes student success a priority. For this reason, I will be using the Student Success Network (SSN) in this course as an early identification and intervention system designed to enable students’ academic success and graduation. If I notice that you are struggling with issues such as attendance, class participation, or assignment/test performance, I may choose to send notification through SSN in order to put you in touch with appropriate campus resources. These referrals are designed to maximize your chances for success at the University, not as punishment, so please respond to any communications you may receive from me, your Academic Advisor, your Dean’s Office, or other campus offices regarding your academic progress in this course.

[Please see the Student Success Network website](https://udayton.edu/success/ssn.php.) for more information.

### Write Place

The Write Place offers free writing assistance on any assignment at any stage of the writing process. To make an appointment with the Write Place, email [writeplace@udayton.edu](mailto:writeplace@udayton.edu).

### Library Research Support

Roesch Library offers free expert research assistance on any assignment at any stage of the research process. Visit the first floor Information Desk to meet in-person, or connect remotely with a librarian via the [Libraries’ Get Help page](https://udayton.edu/libraries/help.php). Research consultation [hours are listed online](https://libcal.udayton.edu/hours). No appointment is necessary, although they are encouraged. To make an appointment with a librarian, see the Library Resources tab in Isidore or [make an appointment online](https://libcal.udayton.edu/appointments).

### Religious Accommodations

The University of Dayton strives for an inclusive climate and welcomes students from all backgrounds, faiths and experiences. If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please make the professor aware of this immediately to determine if a reasonable accommodation is possible. [Find out more about how to request a religious accommodation](https://udayton.edu/ministry/about/relig_accomm.php).

### Technical Support

For general computer, software, and username and password issues, please contact the [IT Service Center](http://udayton.edu/udit/).

## Course Schedule

[Add a tentative schedule for your class to the table below. You may want to note that the schedule is subject to change. Explain how those changes, if any, will be communicated with your class. Remove columns or amend column titles as needed. Delete any extra rows that are unneeded.]

|  |  |  |  |
| --- | --- | --- | --- |
| Week Number | Week Dates | Topics, Readings, Activities | Assignments Due |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |
| 15 |  |  |  |
| 16 |  |  |  |
| Exams |  |  |  |