



## SYLLABUS

**Title of Course** (if Co-Listed (C/L), list both course names if different for each level)

**Course Number** (If Co-Listed, both numbers)

**Credit Hours** (If Co-Listed, both 4000 level and 6000 level credit hours must be specified)

**Semester/Year**

**Room Location:**

**Course Time:** (Note: list additional contact hour outside of class if 4000 level of C/L course has different credit hours from the 6000 level)

**RPILMS** course site or Website URL (if existent)

**Lab / Discussion Session Location**

**Prerequisites or Other Requirements e.g.,** does the course fill an academic requirement such as *Communication Intensive* or *Culminating Experience*? **For Co-Listed courses please add the following statement:** "Students may not receive credit for both the 4000 level and 6000 level versions of this course."

## ***INSTRUCTOR (REQUIRED)***

**Instructor Name:**

**Tel. No.:**

**Office Hours:**

**Office Location:**

**Email Address:**

## ***TEACHING ASSISTANT(S) (REQUIRED if you have an assigned TA)***

**TA(s) Name(s):**

**TA(s) Office Hours:**

**TA(s) Office Location(s):**

**TA(s) Email Address(es):**

*To answer questions, discuss concerns, arrange for make ups, etc., the above format will ensure accessibility and availability for all faculty and students. Faculty should be responsive to phone inquiries and all other electronic messaging.*

## **COURSE DESCRIPTION:**

In general the Course Description is the course description found in the Rensselaer Catalog, or a similar synopsis composed by the instructor. It should specify whether the course is undergraduate- or graduate-level (or Co-Listed) and describe course content,

topics to be covered, and activities that will take place in the course. Course descriptions for the catalog are limited to 75 words, but there is no such limit for the syllabus

## **REQUIRED TEXT(S): (REQUIRED)**

[List textbook(s), weblinks and other readings and supplemental materials].

## **COURSE GOALS/OBJECTIVES (OPTIONAL)**

[Course objectives are statements that describe or list what the instructor **intends** to teach: the content or skills the **students will be taught** in the course.]

## **STUDENT LEARNING OUTCOMES (REQUIRED)**

Student Learning Outcomes describe student abilities, skills, and knowledge application that can be observed *and measured* with the assessments that were designed for the course. This section should be 4–8 sentences with “student” as the subject of each, and with verbs describing outcomes: what exactly the students should be able to do upon successful completion of the course. Please refer to Bloom’s Taxonomy of Learning to develop your learning outcomes, choosing verbs at the higher level of the taxonomy, such as evaluate, analyze, and create. The [Degree Qualification Profile \(the DQP\)](#) is also a very useful tool for helping to differentiate outcomes between undergraduate and graduate level student learning. For further assistance or a personal consultation, please contact the Learning Assessment Specialist in the Office of Institutional Research and Assessment (Amy Svirsky, [svirsa2@rpi.edu](mailto:svirsa2@rpi.edu)). For a worksheet and details on writing learning outcomes, see <http://provost.rpi.edu/learning-assessment/learning-outcomes/plan-learning-outcomes>.

Co/Cross-listed courses need to differentiate learning outcomes between the 6000 level and 4000 level students.

Notes specific to the 6000 level version of Co-Listed Courses:

- Learning outcomes and assessments must be listed for both levels individually.
- One or more outcomes must be listed that are specific for the 6000 level. Learning outcomes for the 6000 level course should indicate increased depth, breadth and independence in their mastery of the material. It is assumed that 6000 level students will also successfully achieve the 4000 level outcomes.

The following are examples of different outcomes for specialized knowledge based on student status (taken from the DQP Grid):

4000 Level	6000 Level
Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.	Elucidates the major theories, research methods and approaches to inquiry and schools of practice in the field of study, articulates their sources and illustrates both their applications and their relationships to allied fields of study.
Investigates a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.	Assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances
Frames, clarifies and evaluates a complex challenge that bridges the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating that challenge.	Articulates significant challenges involved in practicing the field of study, elucidates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.
Constructs a summative project, paper, performance or application that draws on current research, scholarship and techniques in the field of study.	

- Students taking a 6000 level course, regardless of student status (i.e., Undergraduate or Graduate) must satisfy the learning outcomes at the 6000 level if they expect to receive credit for the **6000** level course.

## **COURSE ASSESSMENT MEASURES (REQUIRED)**

[This section is a list of course assessments: exams, papers, recitations, performances, homework, labs, projects, etc., that allows students to demonstrate and you to measure the Student's mastery of the Learning Outcomes. Its purpose is to inform students of the measures used for assessing learning outcomes. Students must have a clear understanding of how they will be assessed and how they need to perform to be successful in the course.

Include due dates and point values for each assessment.

Separate from the syllabus, assessment measures could have a larger and more detailed description. Where appropriate, the assessment should have a separate grading rubric which could be provided to students when the assessment is presented in class.

Assessments might also be embedded in the course calendar or in the Grading Criteria, but this section is required in any case.]

**Syllabi for Co/cross-listed courses should specify how students registered in the 6000 level and 4000 level courses will be differentially assessed.**

- For each level of the course, syllabi should include sufficient and appropriate assessments aligned to the learning outcomes. There should be at least one separate assessment for the learning outcomes at the 6000 level. This should be indicated on the syllabus and have a corresponding grade for the 6000 level.
- The assessment(s) at the 6000 level should require the student to demonstrate appropriate depth and breadth of knowledge, as well as increased independence of thought than at the 4000 level. From the table above, appropriate and aligned assessments are suggested within the language of the outcome itself. See the following examples:
  1. A student taking the course for 4000 level credit would be expected to produce work that defines, explains, investigates, frames, clarifies and evaluates and/or constructs a summative project.
  2. A student taking the course for 6000 level credit would be expected to elucidate/clarify theories, assess contributions, describe methods and practices and illustrate them (projects, papers, exhibits, performances), engage in a project that lies outside conventional boundaries articulating challenges in the field.
- When calculating the grades, the point distribution for the various assignments and assessments should reflect the differences in expectations between 4000 level and 6000 level student performance. Students taking the 6000 level course must show mastery (demonstrate) of the 6000 level outcomes in order to pass the course. That is, meeting the 4000 level outcomes is necessary for a 6000 level student, but not sufficient to receive credit at the 6000 level, and the point distribution must reflect this.

**Example/Suggestion of a Grade Scoring between 4000 and 6000**

<b>Course Assessment Measures: Grading Criteria</b>		
	<b>4000 Level</b>	<b>6000 Level</b>
<b>Class Contribution</b>	<b>15%</b>	<b>10%</b>
<b>Assignment 1</b>	<b>15%</b>	<b>15%</b>
<b>Assignments/Quizzes</b>	<b>15%</b>	<b>10%</b>
<b>Assignment 2</b>	<b>25%</b>	<b>10%</b>
<b>Assignment 3 (eg. Larger project, paper)</b>	<b>30%</b>	<b>20%</b>
<b>Situational Analysis Paper (for 6000 students only)</b>	<b>----</b>	<b>35%</b>

## GRADING CRITERIA (*REQUIRED*)

[Grading criteria should include the following information:

- The fraction of the total grade determined by each part of the course assessment sequence (e.g., exams 40%, papers 20%, recitation performance 10%, homework 10%, labs 20%, etc.).
- Differences in assignments or their weighting for 6000 level and 4000 level should be noted for cross-listed courses. Note: courses for credit at the 6000 level cannot receive “D/D+/D-” grades and this should be indicated on the syllabus. For 6000 level students, the points needed to pass the course must be based on the 6000 level outcomes.
- Whether a single poor performance will be dropped or weighted lower, or if some form of “resurrection” will be built into the grading system;
- The means by which students may appeal grades;
- Each course syllabus should identify the mechanisms that are used to provide students with assessment of their progress, not necessarily a letter grade, during the semester. By mid-semester students should receive some form of assessment that indicates their standing in the class.]

## ATTENDANCE POLICY (*OPTIONAL*)

[If attendance is required, the instructor should include the penalties for non-attendance.]

## OTHER COURSE POLICIES (*OPTIONAL*)

[Several topics could be included here:

Attendance and lateness;

Class participation: how participation will be measured and how it will be graded;

Missed exams or assignments—the syllabus should inform the student if assignments and exams can be made up;

Extra credit policies, if existent, should be stated.

Lab safety/health;

Incomplete grades;

Withdrawal from course]

**ACADEMIC INTEGRITY (*REQUIRED-- Please use the following statement for both 4000 & 6000 level courses, even if not Co-Listed*): Note: this is standard in AEFIS.**



## Academic Integrity

Student-teacher relationships are built on trust. For example, students must trust that teachers have made appropriate decisions about the structure and content of the courses they teach, and teachers must trust that the assignments that students turn in are their own. Acts that violate this trust undermine the educational process. The Rensselaer Handbook of Student Rights and Responsibilities and The Graduate Student Supplement define various forms of Academic Dishonesty and you should make yourself familiar with these. In this class, all assignments that are turned in for a grade must represent the student's own work. In cases where help was received, or teamwork was allowed, a notation on the assignment should indicate your collaboration.

Violations of academic integrity may also be reported to the appropriate Dean (Dean of Students for undergraduate students or the Dean of Graduate Education for graduate students, respectively).

If you have any question concerning this policy before submitting an assignment, please ask for clarification. In addition, you can visit the following site for more information on our Academic Integrity Policy: [Students Rights, Responsibilities, and Judicial Affairs](#).

## Academic Accommodations:

Rensselaer Polytechnic Institute is committed to providing equal access to our educational programs and services for students with disabilities. If you anticipate or experience academic barriers due to a disability, please contact the Office of Disability Services for Students (DSS) ([dss@rpi.edu](mailto:dss@rpi.edu); 518-276-8197) to establish reasonable accommodations. Once you have been approved for accommodations, please provide your Faculty Memorandum (a letter provided to students by DSS) to all faculty members for this course. Please provide this at the very beginning of the semester.

## COURSE CALENDAR

[The Course Calendar is a week-by-week list of topics to be covered, as well as due dates for major assignments, special events, and exam dates. If the instructor would like a certain flexibility to the schedule the following text, or something similar, could be inserted at the top of the schedule: "*This is a tentative schedule and subject to change depending upon the progress of the class*".]