

The mission of Jackson State University, an HBCU and comprehensive urban research university, is to provide quality teaching, research, and service at the baccalaureate, masters, specialist, and doctoral levels to diverse populations of students and communities using various modalities to ensure that they are technologically-advanced, ethical, global leaders who think critically and can address societal problems and compete effectively.



# *Note to Instructor:* Keep the logos and mission statement above. Enter the information below. For Course Type, please indicate the course type. The course types are General Education Core, General Education Pathway, University Required (i.e., UNIV 100 or UNIV 200).

# Course Subject, Number, & Title:

# Semester and Year:

# Credit Hours:

# General Education Course Type:

## SECTION 1: Course Information

## INSTRUCTOR INFORMATION

# *Note to Instructor:* Enter the information below. Please keep the Canvas response statement.

|  |  |
| --- | --- |
| Instructor Name: |  |
| Instructor Role: |  |
| Office Location: |  |
| Office Hours/Conference Hours: |  |
| Phone: |  |
| Fax: |  |
| Email: | Canvas Inbox e-mail tool (Email responses will be provided within 24-48 hours during weekdays.) |

**COURSE DESCRIPTION**

***Note to Instructor****:* Enter the course description from the University catalog.

**PREREQUISITES**

***Note to Instructor:*** Prerequisites must be official, approved through the curriculum committee, and listed in the University catalog. (If this section is not used, delete it from the syllabus.)

**JSU V.I.B.E.** Keep the JSU V.I.B.E. information below.

All undergraduate students are automatically enrolled in the JSU V.I.B.E. program. For students who are participating in the V.I.B.E. program, digital textbooks and/or course materials will be automatically loaded into Canvas by the first day of class. If digital versions are not available, hard copies can be picked up at the JSU Campus Store.

If you do not want to participate in JSU V.I.B.E, you will need to opt out at the beginning of the semester. Participation in the JSU V.I.B.E program is all-in or all-out so students cannot opt out and opt-in for individual courses. Students are encouraged to visit the Campus Bookstore website to determine if the JSU V.I.B.E. will be the most beneficial and economic choice. In some cases, JSU V.I.B.E. will not be the lowest-cost option for a student, particularly if the student is enrolled in courses that have no adopted textbooks.

Any questions related to the V.I.B.E. program or textbooks can be directed to the JSU Campus Store (jsu@bkstr.com or 601-979-5801). For more information about JSU V.I.B.E, please visit <https://www.jsums.edu/auxiliary/jsuvibe/>.

**REQUIRED TEXT(S)**

***Note to Instructor:*** ALL sections of a general education course must have the same textbook(s). For all textbooks, include the authors, title, publishers, ISBN number, and edition if applicable. Delete unused tables.

|  |  |
| --- | --- |
| Textbook Title: |  |
| Author(s)/Editor(s): |  |
| Publisher: |  |
| Edition: |  |
| ISBN: |  |

|  |  |
| --- | --- |
| Textbook Title: |  |
| Author(s)/Editor(s): |  |
| Publisher: |  |
| Edition: |  |
| ISBN: |  |

**RECOMMENDED TEXT(S) (not included in JSU V.I.B.E.)** (If this section is not used, delete it from the syllabus.)

|  |  |
| --- | --- |
| Textbook Title: |  |
| Author(s)/Editor(s): |  |
| Publisher: |  |
| Edition: |  |
| ISBN: |  |

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| --- | --- |
| Textbook Title: |  |
| Author(s)/Editor(s): |  |
| Publisher: |  |
| Edition: |  |
| ISBN: |  |

**OTHER MATERIAL** ***Note to Instructor:*** (If this section is not used, delete it from syllabus.)

***Note to Instructor:*** In Other Requirements, delete the 1st bullet for non-distance learning (hybrid or online) courses. For the 2nd bullet, be sure to provide instructions for submitting the Syllabus Verification Form.

**OTHER REQUIREMENTS**

* Complete the registration for the [Canvas Online Student Orientation](http://www.jsums.edu/jsuonline/getting-started-information/), if this is your first distance learning course at JSU.
* Complete the Verification Syllabus Receipt Form.

***Note to Instructor:*** Keep Technology Requirement and Technical Support sections for all syllabi.

**TECHNOLOGY REQUIREMENT**

* JSU provides the following software to all students and faculty for free download: Microsoft Office 365 (Word, Excel, and PowerPoint), SAS, and Mathematica (<https://www.jsums.edu/informationtechnology/>).
* View [technical requirements](https://drive.google.com/file/d/14DNaj7SHl6BZ5Do0ybC3-p9Is3rHwBOY/view?usp=sharing) for (online, hybrid, or supplemental) courses that use the Canvas Instructure platform.

## TECHNICAL SUPPORT

For 24/7 assistance, contact the Canvas Helpdesk at 1-844-358-8765 or click the Help icon inside Canvas. For assistance Monday-Friday from 8:00 to 5:00 contact the JSU Helpdesk at [canvas@jsums.edu](mailto:canvas@jsums.edu) or 601-979-0245.

**SECTION 2: WHAT YOU WILL LEARN IN THIS COURSE**

***Note to Instructor: You can add a statement here about your commitment to student success, how students should partner with you to be successful, and/or how students can be successful in your course.***

1.

2.

3.

4.

5.

The learning outcome for this course aligns with the following General Education student learning outcome:

***Note to Instructor:*** Keep the statement above. Select at least one of the General Education Student Learning Outcomes for your course and have it complete the sentence (in blue) above. Keep the last paragraph about technology.

1. Communication: the ability to communicate effectively through both oral and written expression
2. Mathematics and Analytical Reasoning: the ability to analyze, synthesize, and evaluate ideas and data using logic and quantitative reasoning
3. Critical Thinking: the ability to think critically and responsibly about moral, social, economic, health, cultural, technological, and political issues and to contribute to the improvement of society

Technology is integrated throughout the general education curriculum so that each of these General Education Outcomes are targeted using technology including computers, a Learning Management System (i.e., Canvas), digital content, and other digital tools.

**SECTION 3: COURSE FORMAT & SCHEDULE**

**ORGANIZATION AND FORMAT OF THE COURSE**

***Note to Instructor:*** Use the description below that reflects your course. You are asked to use the description provided, only making necessary modifications. Erase the descriptions that you do not use.

**[Use and Adapt for Asynchronous Online Courses; erase other descriptions]** This course is an asynchronous online course and it is organized into **16** learning modules. Students will work at different times (asynchronous) from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time. Each module may include multimedia lectures, readings, videos, discussions, assignments, and/or assessments. The modules are presented on a once-a-week basis. The module pages in Canvas include information about all of the materials and assignments for each module.

**[Use and Adapt for Synchronous Online Courses; erase other descriptions]** This course is a synchronous online course and it is organized into **16** learning modules. Students virtually attend the course on the designated day(s) at the designated time (synchronous) from different locations. Each module may include multimedia lectures, readings, videos, discussions, assignments, and/or assessments. The module pages in Canvas include information about all of the materials and assignments for each module.

**[Use and Adapt for Hybrid Courses; erase other descriptions]** This course is a hybrid course and it is organized into **16** learning modules. For some course sessions, students virtually attend the course on the designated day(s) at the designated time from different locations and for other courses, students attend the courses in-person at the designated time and location. Course module may include in-person lectures, multimedia lectures, readings, videos, discussions, assignments, and/or assessments. The module pages in Canvas include information about all of the materials and assignments for each module. The course schedule on the syllabus indicates which course sessions will be virtual and which course sessions will be in-person.

**[Use and Adapt for Face-to-Face Courses; erase other descriptions]** This course is a face-to-face and it is organized into **16** learning modules. Students attend all course sessions in-person at the designated time and location. Course modules include in-person lectures, multimedia lectures, readings, videos, discussions, assignments, and/or assessments. Canvas is used to support in-person instruction and the submission of assignments and assessments.

**COURSE SCHEDULE**

***Note to Instructor:*** Include a detailed course schedule that explains to students how the course is organized. The length of a full semester fall or spring course can include 8 or 16 weekly modules. Be sure to select the Course Schedule (online or hybrid for JSUOnline OR hybrid or face-to-face for traditional courses). Be sure to list the objectives, module topics, assignments, and due dates. The modules and assignments should align with the objectives of the course. In The Grading Rubric column, type “yes” to indicate that a grading rubric will be used and type “no” to indicate that a grading rubric will not be used. Consider using rubrics for the evaluation of written assignments, case studies, discussions, group work, projects, etc. Please refer to the [JSU Academic Calendar](https://www.jsums.edu/academicaffairs/academic-calendar/) for other important due dates and include the relevant ones on your schedule. Add additional rows to the chart as needed.

**ONLINE COURSE SCHEDULE**

***Note to Instructor:*** Choose the Online Course Schedule, the Hybrid Course Schedule, or the Face-to-Face Course Schedule; delete the others.

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| --- | --- | --- | --- | --- | --- |
| **WEEK** | **OBJECTIVES** | **MODULE/ TOPIC** | **ASSIGNMENTS** | **GRADING RUBRIC** | **DUE DATE and TIME (CT)** |
| 1 |  | Module 0: Orientation | * Read Syllabus * Review Student Resources * Complete Canvas Orientation (new online students) * Discussion: Post to and Read Student Introductions * Complete and submit Verification of Enrollment |  |  |
|  |  |  |  |  |  |
| 2 |  | Module 1: Society, Culture, and Cultural Change | * Read Chapter 4: Society, Culture, and Cultural Change * View Module 1 Lecture * Discussion Question 1 * Watch Video 1 * Watch Video 2 * Assignment 1-Cultural Groups in the US * Assignment 2 -Social Change Blog * Assignment 3 -Ethnocentrism Inventory |  |  |
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| Note: All times reflect Central Time |  |  |  |  |  |
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Note: All times reflect Central Time.

**HYBRID COURSE SCHEDULE**

***Note to Instructor:*** Choose the Online Course Schedule, the Hybrid Course Schedule, or the Face-to-Face Course Schedule; delete the others.

Include online and hybrid dates as well, activities, assignments, lectures, etc. on the dates. For courses that are hybrid, all course sessions must be labeled as face-to-face or online.

* 1. Ideally in hybrid, 75% of course sessions should be face-to-face; a minimum of 51% must be face-to-face.

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| **MODULES** | **OBJECTIVES** | **TOPIC** | **ASSIGNMENT/ACTIVITY**  **(ONLINE)** | **ASSIGNMENT/**  **ACTIVITY**  **(FACE-TO-FACE)** | **GRADING RUBRIC** | **DUE DATES and TIME (CT)** |
| **Module 0:**  [Insert Dates for the Week]  F2F Meeting on  [Insert Class Meeting Date] |  | Course Introduction | * Review “Start Here” section of course in Canvas * Read the syllabus * Complete the syllabus quiz * Complete the student introduction discussion | * Participate in question/answer discussion. |  | [Insert Due Date(s)] |
|  |  |  |  |  |  |  |
| **Module 1:**  [Insert Dates for the week]  F2F Meeting on  [Insert Class Meeting Date] |  | Society, Culture, and Cultural Change | * Read Chapter 4 * Discussion Question 1 * Watch Video 1 * Watch Video 2 * Assignment 1-Cultural Groups in the US * Assignment 2 -Social Change Blog * Assignment 3 -Ethnocentrism Inventory | * Participate in guest lecture session. |  | [Insert Due Date(s)] |
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Note: All times reflect Central Time.

**FACE-TO-FACE COURSE SCHEDULE**

***Note to Instructor:*** Choose the Online Course Schedule, the Hybrid Course Schedule, or the Face-to-Face Course Schedule; delete the others.

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| --- | --- | --- | --- | --- | --- | --- |
| **DAY** | **OBJECTIVES** | **MEETING**  **DATES** | **TOPIC** | **ASSIGNMENT** | **GRADING RUBRIC** | **DUE DATES** |
|  | **First Day of Class, August 22, 2022** | | | | | |
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|  | **Graduation Clearance Begins, August 29, 2022** | | | | | |
|  | **Last Day to Drop a Class with No Grade (100% Refund), September 2, 2022** | | | | | |
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Note: All times reflect Central Time

**SECTION 4: INSTRUCTIONAL STRATEGIES AND COURSE REQUIREMENTS**

**INSTRUCTIONAL STRATEGIES**

***Note to Instructor:*** List instructional strategies. Examples are below. Delete those that do not apply.

* Reflective Discussion
* Lecture
* Response Journals
* Independent Research

**COURSE ASSIGNMENTS AND SUBMISSIONS**

***Note to Instructor:*** Provide a detailed description for each gradable assignment type as it relates to your course. Assignment types can include Discussion, Quizzes, Exams, Research Papers, Projects, Journal Reflections, etc.

* For fully online courses, be mindful of time zone differences for students.
* Clearly identify how assignments should be submitted (e.g., Canvas; in-person for hybrid)
* Indicate if examinations will be proctored through SmarterProctoring in Canvas (for additional help on SmarterProctoring, contact JSUOnline: jsuonline@jsums.edu)
* Consider utilizing grading rubrics for writing assignments, tests/quizzes, and discussions as it will be used in evaluating your discussion board postings.

***Note to Instructor:*** Examples of course assignments are below. Please compose descriptions of your assignments. After you compose your descriptions, please delete the examples below.

### **Writing Assignments**

Students will analyze the current literature and develop a 3-5 page literature review on a topic provided by the instructor. This literature review must be word processed in 12-point Arial font and have appropriate APA style formatting. Additional instructions and a complete rubric are provided in Canvas.

**Threaded Discussions**

Special topics will be posted on Canvas weekly. You will read posted materials and engage in the discussion boards set up in Canvas. You will utilize readings and information that you collect from various online sources to inform your discussion. Respect and critical thinking will guide these discussions.

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions each Thursday by 5:00 p.m. and post comments to two peers by the following Tuesday by 5:00 p.m. A full discussion board rubric is provided in Canvas.

Discussion board postings should be of quality rather than quantity. For example, a response that basically says “I agree” with no additional information or documentation will earn 0 points; responses that possess a higher standard of quality will be graded accordingly.

### **Projects**

Two hands-on projects will be assigned. Hands-on projects will be based on multiple book chapters & Project Alert software will be utilized to complete the projects. You may only complete each hands-on project one time. Complete rubrics are provided in Canvas.

**Quizzes**

Seven (7) quizzes will be assigned in Canvas. Each quiz will come from textbook chapters and will include a combination of multiple choice, true/false, and essay response type questions. The quizzes will be timed for 60 minutes each. You will have one attempt to complete each exam. Most quizzes will be automatically graded with the exception of essay response questions that require manual grading. **Note:** Students that require special accommodations for coursework should inform Disability Services and the instructor.

**CLINICAL, FIELD, and SERVICE LEARNING EXPERIENCES**

List the activities in which students will engage. (If this section is not used, delete it from the syllabus.)

**SECTION 5: GRADING POLICY AND LETTER GRADE ASSIGNMENT**

**LATE ASSIGNMENTS OR PROJECTS.**

***Note to Instructor:*** Explain make-up and late work policies and penalties.

**GRADING POLICY**

***Note to Instructor:*** All general education courses are required to have grading policies that reflect equitable grading practices. While instructors are encouraged to have policies that promote students’ full engagement in the course, overly-punitive grading policies for late work are discouraged. Recommendations for improving equity in grading systems are attached. Two examples are below.

*Grading Policy Example #1*: Course assignments are due on the posted due date. There will be an automatic 10% deduction of points for the first day that assignments are late. There will be a 5% deduction of points for each day thereafter up to 7 calendar days. Late assignments will not be accepted after the seven days past the original due date.

*Grading Policy Example #2*: At the end of the semester, the three homework assignments with the lowest grades will be dropped.

***Note to Instructor:*** Grading policies that are not equity-based and do not acknowledge that “life happens” are strongly discouraged in the General Education program. Examples of discouraged policies are below:

*Grading Policy Example #1*: Late work will not be accepted and no make-up exams will be given under any circumstances.

*Grading Policy Example #*2: Late assignments will not be accepted without a medical, military, legal, or JSU extracurricular activity written excuse.

***Note to Instructor:*** Provide a statement and a chart showing how final grades will be determined and the minimum requirements for successfully completing the course. Two examples are provided for you: one that uses weighted assignments and one that considers the points earned.

***Note to Instructor:*** Example of grading policy statement using weighted assignments

Final grades will be calculated using weighted assignment groups that equal 100 percent. All grades will be posted in Canvas. Frequently check your progress by selecting Grades from the course menu.

**METHOD OF STUDENT EVALUATION**

|  |  |
| --- | --- |
| **Assignment Weights** | **Percent** |
| 1) Discussions/ Participation | 30% |
| 2) Assignments | 40% |
| 3) Quizzes | 20% |
| 4) Comprehensive Final | 10% |
| **TOTAL** | **100%** |

***Note to Instructor:*** Example of grading policy statement using points earned

The final grade for this course will be determined based on points achieved in the following areas. All grades will be posted in Canvas. Frequently check your progress by selecting Grades from the course menu.

|  |  |
| --- | --- |
| **Assignment** | **Total Points Possible** |
| 1) Discussions/ Participation – 5 points each | 50 |
| 2) Assignments – 10 points each | 50 |
| 3) Quizzes – 15 points each | 45 |
| 4) Comprehensive Final | 100 |
| **TOTAL** | **245** |

**Grading Scale**

***Note to Instructor:*** Utilize the grading scale below on all course syllabi.

|  |
| --- |
| 90-100 % = A |
| 80-89 % = B |
| 70-79 % = C |
| 60-69 % = D |
| 0-59 % = F |

**SECTION 6: COURSE POLICIES**

**ATTENDANCE POLICY**

***Note to Instructor:*** *Keep the Start of the Semester Attendance section below. Instructors should add their course-specific attendance policies below under the heading,* Course Attendance Policy. If the instructor does not have course-specific policies, please delete the Course Attendance Policy header.

**Start of the Semester Attendance**

To remain on the course roster beyond the attendance purge date (see the University’s academic calendar which can be found at: https://www.jsums.edu/academicaffairs/academic-calendar/), each student has to demonstrate that they are participating and academically engaged in their courses.

Academic engagement, as defined by the U.S. Department of Education, is active participation by a student in an instructional activity related to the student's course of study that includes, but is not limited to:

* + Attending (physically or online) asynchronous class, lecture, recitation, or field/laboratory activity where there is an opportunity for interaction between the instructor and students
  + Submitting an academic assignment
  + Taking an assessment or exam
  + Participating in a tutorial, webinar, or other computer-assisted instruction that is interactive.
  + Participating in a study group, group project, or online discussion assigned by the institution
  + Interacting with an instructor about academic matters

Academic engagement is not:

* Logging on to an online class or tutorial without further participation.
* Emailing the instructor with a promise to participate and nothing more.

Students who do not show academic engagement within the first 10 days of the semester will be reported as Not Attending to the Office of Registrar and Records and will be subsequently dropped from the course roster with no guarantee for reinstatement.

**Course Attendance Policy**

**COURSE COMMUNICATION**

***Note to Instructor:*** Use 1 and 2 below for all JSUOnline courses

1. **Class Communication.** Common procedural or curricular questions that arise each semester are answered on the syllabus.  For correspondence to the professor, students are required to use only the *Inbox* tool, which is located in the Global Navigation Menu in Canvas, upon logging into the course. The discussion board has several threads available for communicating. Each student is required to participate in the *Introduction* forum to introduce oneself to the course.  A thread is also available for *Frequently Asked Questions*. Please use this thread to ask questions regarding the syllabus, assignments, exams, etc. The questions and answers can be shared with the entire class. If you have personal concerns, please use the *Inbox* tool. View the Help link in the Global Navigation Menu for assistance using the e-mail or discussion board tools.
2. **Course E-Mail**. Unless otherwise noted, you should only contact your instructor using the *Inbox* feature in Canvas. Common procedural or curricular questions that arise each semester are answered on the syllabus. If you cannot find the answers you need, you may contact the instructor via the [*Inbox*](https://community.canvaslms.com/t5/Student-Guide/How-do-I-use-the-Inbox-as-a-student/ta-p/532)or *Help* tool. If needed, view the *Canvas Guides via the Help menu item* for assistance using the course *email* tool. Be sure to follow the course netiquette rules mentioned above when composing emails.

***Note to Instructor:*** Use statement below for non-distance learning (face-to-face) courses; delete 1 and 2 above.

Common procedural or curricular questions that arise each semester are answered on the syllabus.  For correspondence to the professor, students are encouraged to use the *Inbox* tool, which is located in the Global Navigation Menu in Canvas, upon logging into the course. Students can also contact the instructor using JSU email accounts.

**SECTION 7: ACADEMIC SUPPORT SERVICES**

**Library Services**

All students, those on campus and at a distance, have access to the resources available at the JSU Libraries. Please visit the [JSU Libraries](http://sampson.jsums.edu/screens/OPAC.html) or the [JSU Library Services for Distance Learners](http://sampson.jsums.edu/screens/distance_learners.htm) websites for more information.

**Writing Center**

The [Richard Wright Writing Center](https://www.jsums.edu/wrightcenter/) is a free resource for undergraduate and graduate students at JSU. Trained tutors offer feedback on papers, speeches, presentations, and research projects at any stage of the creative process.

**SECTION 8: UNIVERSITY POLICIES**

Visit[https://www.jsums.edu/theepathway/syllabus\_policies/](https://www.jsums.edu/theepathway/?page_id=293&preview=true) for details about these important University policies: 

* Grade Correction Policy
* JSU Email Policy
* Sexual Misconduct, Required Reporting, and Title IX
* Academic Honesty
* AI Policy
* Compliance with the Americans with Disabilities Act of 1990

**SECTION 9: FINAL EVALUATION OF COURSE**

***Note to Instructor:*** Keep the Method of Course Evaluation section below.

**METHOD OF COURSE EVALUATION**

All students are asked to complete the Jackson State University Student Instructional Rating System (SIRS) – P.A.W.S.

**SECTION 10: GENERAL EDUCATION STUDENT LEARNING OUTCOMES ASSESSMENT**

***Note to Instructor:*** List the Student Learning Outcome Assessment in the final sentence below.

One assessment in the course will be used as part of the University’s General Education assessment. In short, members of the University’s General Education assessment team will randomly select assessments from this course to assess students’ learning in this course. This assessment will be:

**APPENDIX**

## *Note to Instructor:* Use the appendix as appropriate. Delete the appendix if you do not use it.