

**College of Engineering**

Department of Materials Science and Engineering

**Instructor information**

|  |  |
| --- | --- |
| **Name** | [Include your title and what you prefer to be called] |
| **Contact Info** | [Include information for your preferred method of contact here] |
| **Office location** |  |
| **Office hours** |  |

**TA Information [If applicable]**

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| --- | --- |
| **TA name** |  |
| **TA Contact Info** | [Include information for TA’s preferred method of contact here] |
| **Office location** | [Will the TA be located somewhere other than your office] |
| **Office hours** |  |

# **Course Description**

* What will students learn (i.e., knowledge or skills as opposed to topics) in your course? How will this information help them develop as scholars, learners, or future professionals? What will students experience in the course (e.g., instructional methods, assessments, etc.)?
* Are there any prerequisites for your course?

# **Learning Objectives**

* What, specifically, will students be able to do or demonstrate once they’ve completed the course? Identify 3-8 course-level learning objectives for the course syllabus.

# **Learning Resources**

* What materials are required for your course (e.g., textbooks, software, lab equipment, etc.)?

# **Assessments**

The final course grade will be calculated using the following categories:

|  |  |
| --- | --- |
| **Assessment** | **Percentage of Final Grade** |
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* [Brief description of assessment 1]: What are students expected to do in this assignment (e.g., problem sets, short answer responses, multiple-choice questions, etc.)? How does this assignment connect to the learning objectives of the course? How will students submit this assignment (e.g., online or during class)? Will students complete the assignment individually or in-groups?
* [Brief description of assessment 2]
* [Brief description of assessment 3]

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | | **Percentage Interval** | |
| A | | 93-100% or XX-XX points | |
| A- | |  | |
| B+ | |  | |
| B | |  | |
| B- | |  | |
| C+ | |  | |
| C | |  | |
| C- | |  | |
| D+ | |  | |
| D | |  | |
| E | |  | |

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# **Grading Policies**

* **Late-work policy**: Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation (e.g., doctor’s note)?
* **Make-up work policy**: Will you allow students to make-up assignments and/or assessments? If so, how should they request to make-up the work (e.g., in writing, at least 24-hours prior to the due date, etc.)? Will you require any sort of documentation (e.g., doctor’s note)?
* **Re-grade policy**: If students ask you to re-grade their work, will you? If so, how should they request a re-grade (e.g., in writing, in office hours, within one week of receiving the graded assignment)?
* **Attendance and/or participation policy**: Is attendance and/or participation a graded component of your course? If so, how will you measure student performance (e.g., a sign-in sheet, a tally sheet, etc.)?

**Course Policies**Examples of statements can be found here: <https://ugeducation.osu.edu/faculty-and-staff-resources>

* **Attendance & Participation** (if applicable): Is attendance and/or participation a graded component of your course? If so, how will you measure student performance
* **Academic Integrity & Collaboration**: How is the policy motivated by the positive dimensions of academic integrity? What is and is not permitted with respect to collaboration and/or outside assistance for each type of graded work in your course?
* **Late-work/Make-up work policy**: Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation
* **Accommodations for students with disabilities**: Sample Text *“The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu.”*
* **Statement on student wellness**: Sample Text *“As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614­292­5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614­292­5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1­800-273­TALK or at suicidepreventionlifeline.org.”*
* **Mobile Devices**: Are there times when having a mobile device would benefit student learning? If you have a zero tolerance policy for mobile devices, how will you enforce it?

# **Course Schedule**

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| **Date** | **Theme/Topic** | **Learning Outcomes Addressed** | **Assignments Due** |
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