# Course Name Syllabus

CRN: XXX, Semester Year

Classroom: AB 212

Meeting times

## Professor

**Your name**

Office Hours:

Office location:

Phone:

Email:

## Course Description

*[Enter course description here.]*

Credits:

Pre-requisites:

## Student Learning Outcomes

The following outcomes will be connected directly to the assignments on a weekly basis.

1. Course outcomes listed …

## Materials

**Required Textbook(s)**

* *Citation of any required textbooks – note if it is available on reserve in the library.*

**Other Required Materials**

* *List any other required materials (flash drive, journal, 3-ring binder, etc.)*

**Website**

* *Is your course on Brightspace? Explain here if there are required readings or discussion boards online.*

**Slide Presentations**

* *Do you provide accessible copies of slideshow presentations? Are they online?*

**Related Websites**

Students find the following websites helpful as supplemental learning tools.

[*List here any additional educational online resources that will help students understand the subject matter. Consider Khan Academy, TED Talks, or educational YouTube videos. Encourage students to share resources that have helped them. Ask your library liaison for related library resources such as databases or research guides.]*

## Class policies

*[Enter your class-specific policies here. The following headings are an example of topics you may want to cover.]*

* **Attendance & Participation**
* **Cell Phones**
* **Food and Beverages**
* **Late Work**
* **Classroom Behavior**
* **Children in class –** see <https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples> for some family-friendly syllabi language
* **Instructor responsibilities** *(You have obligations to your students. Put in writing your commitment to them. An example of what you may want to say is below.)*
* I will provide access and timely feedback on your work to enhance the learning experience.
* I will be on-time and prepared to teach for every class session.
* I will be available for student conferences during regular office hours (*days and times*), or by appointment in [*building, room*]*.*
* I am obligated to report scholastic dishonesty to [*your appropriate dean*].
* I will maintain a respectful, productive, inclusive, and thought-provoking learning environment.

## Major Assignments

|  |  |
| --- | --- |
| **Assignment** | **Due Date** |
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*[Consider giving an overview of each major assignment to give the student a broad picture of what the assignment will entail. Things to include: how the assignment ties in with course outcomes, why it is relevant, method of submission, length of paper or presentation, portion of their final grade, a timeframe that a full description and grading guidelines of the assignment will be provided, and anything else a student should know about upcoming assignments at the beginning of the semester.]*

## Plagiarism/Academic Integrity

Academic honesty and integrity is expected in all work done for this class.  Submitting the same work in more than one course without the permission of the involved instructors, copying the work of other students, using published work (Internet material is considered published work) without proper citation or otherwise attempting to receive academic credit for work that is not your own are all serious offenses. Academic dishonesty may result in penalties including, but not limited to, lower grades, expulsion from the class or expulsion from the college.

The intent of this course is for students to think and to implement lifelong learning and not to cut and paste the work of others. Any form of cheating will not be tolerated. Your work will be analyzed for content originality and must represent your own words or ideas. Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.

\***Plagiarism is** the act of stating or implying *that another person's work is your own.* You commit plagiarism if you:

1. Submit a paper to be graded or reviewed that you have not written on your own.
2. Copy answers or text from another classmate and submit it as your own.
3. Quote or paraphrase from another paper without crediting the original author.
4. Cite data without crediting the original source.
5. Propose another author's idea as if it were your own.
6. Fabricate references or using incorrect references.
7. Submit someone else's presentation, spreadsheet, or other file with only minor alterations.

**This is not a definitive list**--any action in which you misleadingly imply that someone else's work is your own can constitute plagiarism.

## Grade Distribution

Your grade for the course will be calculated as follows:

Example:

Essays – 40% Oral Presentation – 10%

Research Paper- 15% Participation & In-Class Assignments – 15%

Journal – 10% Reaction Papers – 10%

**Grade Average**

A 92-100

B+ 87-91

B 82-86

C+ 77-81

C 70-76

D+ 65-69

D 60-64

F Below 60

## Instruction Format

*Will your course be a combination of lecture, dialog, collaborative writing projects, or group critique? Give students an idea how they will be instructed. This is a place you can stress the importance of participation and attendance.*

## My Teaching Philosophy

*Consider writing a statement about your teaching philosophy. How do you prefer to teach? What can students expect from you? Encourage students to come to you with problems with the course.*

## MVCC Statements

* **Office of Accessibility Resources**

I would appreciate hearing from anyone in the class who has any type of disability (e.g., physical, learning, mental health, ADHD, autism, vision, hearing, or any temporary situation such as a broken wrist, etc.) which may require some accommodation. Please email me or contact me during my office hours so that we can discuss your needs. Before services can begin, you must also contact the [Office of Accessibility Resources](https://www.mvcc.edu/accessibility-resources/index.php), through this [link](https://www.mvcc.edu/accessibility-resources/requesting-accommodations.php) on the MVCC website; email them at [oar@mvcc.edu](mailto:oar@mvcc.edu) or call them at 315-792-5644 and leave a message. Office of Accessibility Resources (OAR) Staff members will review your documentation, determine your eligibility for accommodations, and decide what those accommodations will be. In this COVID situation, if you are diagnosed with COVID and need accommodations during the course, this office can support you as well.

* **Sustainability**

Mohawk Valley Community College is committed to development and implementation of a comprehensive sustainability plan. To that end, we are beginning by asking students, faculty, and staff to actively participate in energy conservation measures and proper recycling on campus. The Green Bins in every classroom are intended for all recyclables. They can take Paper, Plastic, Metal and Glass. Containers should be clean\* and empty. Any materials that cannot be recycled should be place in garbage cans. It is also important to turn off lights and computers when leaving a room. Together we can make an impact on conserving our resources. Remember to reduce, reuse and recycle! \*Clean means free of food residue, so pudding and yogurt containers should be rinsed. Drink bottles need to be empty but do not need to be rinsed.

* **Classroom & Civility**

Mohawk Valley Community College is committed to civility in and out of the classroom. MVCC believes everyone has the right to an environment that creates the safe opportunity for educational, professional, and social development. MVCC recognizes its responsibility to model and encourage a culture of civil behavior.

* **Title IX**

Title IX states that no person in the United States shall be subject to sex discrimination, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Sex discrimination includes sex-based harassment in the form of quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, stalking, and discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

*[Below is an example of a weekly calendar for a course that meets twice a week. It is very important that you give students a clear idea of what is due when and what topics will be discussed each day. For each class day, explain what pages of a textbook or article they should read before class and what they should be ready to turn in that day under the Assignments Due section. The more detailed a calendar you provide, the less questions you will receive from students about what is due when, and what they missed during an absence.]*

## Weekly Calendar

Example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1** | **T** | Jan 19 | Introductions & Syllabus |
| **R** | Jan 21 | Classifying Data & Sampling Techniques *Sections 1.1 & 1.2* |
| **Week 2** | **T** | Jan 26 | Types of Studies *Section 1.3* |
| **R** | Jan 28 | Identifying Bias; Measures of Center *Sections 1.4 & 3.1* |
| **Week 3** | **T** | Feb 2 | Measures of Center & Spread *Section 3.1 & 3.2* |
| **R** | Feb 4 | Measures of Spread & Position *Section 3.2 & 3.3* |
| **Week 4** | **T** | Feb 9 | Measures of Position & Boxplots *Section 3.3* |
| **R** | Feb 11 | **\* \* \* Test 1 \* \* \*** |
| **Week 5** | **T** | Feb 16 | Bar Graphs, Dotplots, & Stem-and-Leaf Plots *Section 2.1 & 2.2* |
| **R** | Feb 18 | Frequency Distributions & Histograms *Section 2.2 & 2.3* |
| **Week 6** | **T** | Feb 23 | Frequency Distributions & Histograms (con.) *Section 2.2 & 2.3* |
| **R** | Feb 25 | Misleading Graphs *Section 2.4* |
| **Week 7** | **T** | Mar 1 | The Normal Curve (Empirical Rule) *Section 7.1* |
| **R** | Mar 3 | Introduction to Probability *Section 5.1* |
| **Week 8** | **T** | Mar 8 | **\* \* \* Test 2 \* \* \*** |
| **R** | Mar 10 | Probability (continued) *Section 5.2 & 5.3* |
|  | Mar 14–18 | | ☺ ☺ ☺ SPRING BREAK ☺ ☺ ☺ |
| **Week 9** | **T** | Mar 22 | Probability (continued) *Section 5.2 & 5.3* |
| **R** | Mar 24 | The Standard Normal Curve *Section 7.1 & 7.2* |
| **Week 10** | **T** | Mar 29 | The Standard Normal Curve (continued) *Section 7.1 & 7.2* |
| **R** | Mar 31 | The Central Limit Theorem *Section 7.3* |
| **Week 11** | **T** | Apr 5 | **\* \* \* Test 3 \* \* \*** |
| **R** | Apr 7 | Confidence Intervals *Section 8.1* |
| **Week 12** | **T** | Apr 12 | Confidence Intervals *Section 8.2* |
| **R** | Apr 14 | Hypothesis Testing *Section 9.1 & 9.2* |
| **Week 13** | **T** | Apr 19 | Hypothesis Testing *Section 9.1 & 9.2* |
| **R** | Apr 21 | Introduction to Correlation *Section 4.1* |
| **Week 14** | **T** | Apr 26 | **\* \* \* Test 4 \* \* \*** |
| **R** | Apr 28 | The Least-Squares Regression Line *Section 4.2* |
|  | **?** | TBA | Final Exam *To be held during final exam week (May 8-10)* |

\*Disclaimer: The above schedule is subject to change, in the event of extenuating circumstances, or at the discretion of the instructor. The instructor reserves the right to alter any element of this syllabus including course content and policies that govern how the classroom operates.