

PREFIX 1010  
**COURSE TITLE**  
# Credit Hours

## Course Information

### Course Description:

A brief statement describing the nature of the course, what the student can expect to learn, and an overview of course activities such as teamwork, group projects, student web pages, etc.

### Course Objectives:

The course objectives should be stated clearly so that they can be related to the expected learning outcomes in each section or module of the course and to the goals of the overall assessment process.

### Prerequisites and Corequisites:

A list of all course prerequisites with a statement of why the prerequisites are deemed necessary.

### Course Topics:

A suggested sequence of course topics, perhaps noting that students should complete certain core modules prior to moving to elective or more advanced modules.

### Specific Course Requirements:

A description of any special course requirements, such as knowledge of specific software, and why it is necessary for successful completion of the course.

## Textbooks, Supplementary Materials, Hardware and Software Requirements

### Required Textbooks:

Textbooks are available from the University Store at 901-678-2011, and online at:  
[www.uofmemphis.bkstr.com](http://www.uofmemphis.bkstr.com)

### Supplementary Materials:

A list of other published material the student is required to purchase for the course including lab manuals, lab kits, etc.

### Hardware and Software Requirements:

The minimum requirements can be found at <http://www.memphis.edu/ecampus/technical.php>.

## Instructor Information

Please see the separate page inside the course to find instructor contact information as well as a statement of virtual office hours and other communication information.

## Assessment and Grading

### Testing Procedures:

A statement describing the process students will need to have in place for proctors, online testing, etc.

### Grading Procedure:

A detailed statement of how grades are related to or reflective of the expected learning outcomes.  
A statement of what constitutes high achievement in the course.

### Grading Scale:

##-##--A  
##-##--B  
##-##--C  
##-##--D

The grading scale should emphasize assignments, projects, and student participation in the learning community as well as timed quizzes and periodic examinations.

## Assignments and Participation

### Assignments and Projects:

A sequenced list of all graded assignments, projects and assessments arranged by course section or module with due dates if applicable. Each graded item in the course should be listed individually with the number of points assigned. If the gradebook is a weighted grade calculation, the appropriate percentage weight should also be included.

#### (Example list of Assignments):

Module 1 Discussion	25 points
Module 1 Study Questions	25 points
Module 1 Quiz	50 points
Module 2 Discussion	25 points
Module 2 Study Questions	25 points
Module 2 Quiz	50 points

Mid Term Exam	100 points
<b>Total:</b>	<b>300 Points</b>

### **Class Participation:**

A statement that students must participate in all interactive aspects of the course if interaction is part of the course design. For example, students must communicate with other students in the chat room, students are expected to communicate with the instructor as a learning resource, students must check the course bulletin board frequently for announcements, and students must actively participate in threaded discussion events.

### **Punctuality:**

A statement of course milestones to keep the students on track in an asynchronous environment.

## **Course Ground Rules**

A reiteration and emphasis of certain rules and course expectations. For example: participation is required; students are expected to communicate with other students in team projects, learn how to navigate in D2L, and keep abreast of course announcements; students must use the assigned university e-mail address rather than a personal e-mail address; students should address technical problems immediately; students must observe course netiquette at all times.

## **Guidelines for Communications**

### **Email:**

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

### **Discussion Groups:**

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

**Chat:**

- Introduce yourself to the other learners in the chat session.
- Be polite. Choose your words carefully. Do not use derogatory statements.
- Be concise in responding to others in the chat session.
- Be prepared to open the chat session at the scheduled time.
- Be constructive in your comments and suggestion

**Web Resources:**

- [Columbia Guide to Online Style](#) by Janice R. Walker and Todd Taylor
- Citation Styles Online <http://www.bedfordstmartins.com/online/cite6.html>

**Library and Other Resources**

Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses. The myMemphis Portal system, eCampus Student tab provides access to University library and tutorial services. Other support services are available through the Educational Resources site at: <http://www.memphis.edu/students.htm>

**Students With Disabilities**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

**Technical Support**

**Call Here Helpdesk: 901-678-8888**

**Online: Helpdesk: <https://umhelpdesk.memphis.edu/>**

