Syllabus

| **COURSE LOGISTICS** |
| --- |
| **Course Title** | MCL xxx-xxx, Title (Example: FR 101-001: Elementary French; must match title in course catalog unless you are changing it or proposing a new course. Include subtitle if proposing a subtitle required course) |
| **Credit Hours** | 3 |
| **Semester** | TBD |
| **Meeting Times** | TBD |
| **Location** | TBD |
| **Meeting Pattern** | In-person or online (varies depending on modality that semester)  |
| **Instructor** |  |
| **Office** |  |
| **UK Email** | @uky.edu (preferred communication method) |
| **How to Set Appointments** | Contact via UK email or Canvas Inbox. |
| **Timeframe** | Allow 48 hours Monday-Friday for a response. |
| **Office Hours** | Note about office hours: You should have two office hours/week minimum. In-person (optional): Via Zoom: To get course approved for distance learning, include virtual office hours. & by appointment |

**If you are not proposing a UK Core course, delete this note:** This course will satisfy UK Core [specify the area].

# Course Description (Catalog)

If this course is already listed [in the catalog](https://catalogs.uky.edu/content.php?catoid=14&navoid=780) and you don’t want to change the description, use the one from the catalog; if a new course or changing description, use new description. Please keep this short.

# Course Description (Detailed)

If you want to provide a more detailed description, especially if this is a subtitled course, elaborate here or delete this section.

# Course Prerequisites

List prereqs here. Please note that UK Core committee likely will not approve UK Core courses with prereqs. If none, list:

None.

# Student Learning Outcomes

After completing this course, the student should be able to:

* List student learning outcomes here, and double-check to be sure they follow [Bloom’s Taxonomy Guidelines](https://mcl.as.uky.edu/sites/default/files/Bloom%27sTaxonomyofLearningOutcomes.docx).
* **If you are not proposing a UK Core course, delete this bullet point.** If you are proposing a course for UK Core approval, those learning outcomes must be on your syllabus. You can [access them here](https://drive.google.com/drive/folders/1sjhkrS1HR_8Cg5vZfawNycLEUkbh4dsj). Remember that we can only propose one UK Core area per course. The dean’s office requires writing your own course learning outcomes around the UK Core outcomes.
	+ Example: these are two of the UK Core outcomes in the Humanities:
		- Demonstrate the ability to present and critically evaluate competing interpretations through analysis and argumentation in writing and orally.
		- Demonstrate the ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools and periods according to the varying approaches and viewpoints characterized therein.
	+ You should edit these to reflect your own course material while still communicating the outcomes described by UK Core. This might look something like this example from an HJS course we recently submitted:
		- demonstrate the ability to present and critically evaluate readings on Jewish languages through written and oral analysis and argumentation;
		- demonstrate the ability to distinguish different linguistic varieties of Jewish languages, and their different development due to historical causes;

# UK Core Course Assignment Map

**If you are not proposing a UK Core course, delete this section.** Create a table that shows how course assignments contribute to meeting the relevant UK Core SLOs.

Transfer your Student Learning Outcomes (based closely on Core area SLOs [here](https://drive.google.com/drive/folders/1sjhkrS1HR_8Cg5vZfawNycLEUkbh4dsj)) into the first column, one SLO per box. Then **choose one assignment** that can be used to allow students to demonstrate fulfillment of all learning outcomes and explain how it fulfills each outcome. This will likely be a final paper or project; think about how to design this assignment so that students can show what they have learned during the semester.

| **Core area SLOs** | **Assignment and how it fulfills Core area SLO** |
| --- | --- |
| demonstrate the ability to present and critically evaluate readings on Jewish languages through written and oral analysis and argumentation; | Please fill out this column with at least 2-3 sentences per SLO and how the assignment fulfills it. |
| demonstrate the ability to distinguish different linguistic varieties of Jewish languages, and their different development due to historical causes; |  |
| Etc. (Include all Core area SLOs in chart) |  |

# Required Materials

List texts and other materials to purchase here. If no purchase required, list:

All course readings and audio/visual materials will be made available via Canvas at no cost to student.

# Associated Expenses

[If applicable, list expenses for items other than “Required Materials,” such as costs for field trips, proctoring fees, or polling software devices.] If none, list:

None.

# Activities Outside of Regular Class Meetings

[If applicable, describe activities outside of regularly scheduled class-required interactions, such as required special/departmental events and field trips.] Please consider including alumni/career events! If none, list:

None.

# Skill and Technology Requirements

For this course, you will need access to a device (ideally a laptop computer) with the following:

* Working UK email address
* Headset with microphone
* Webcam
* The latest version of Adobe Acrobat Reader ([available here](http://get.adobe.com/reader/)) ([accessibility statement](https://www.adobe.com/accessibility/products/reader.html))
* Microsoft Office ([available free to students here](http://download.uky.edu/)) ([accessibility statement](https://www.microsoft.com/en-us/accessibility))
* Canvas access ([login with linkblue](https://uk.instructure.com)) ([accessibility statement](https://www.instructure.com/canvas/accessibility))
* Zoom ([login with linkblue](https://uky.zoom.us/)) ([accessibility statement](https://zoom.us/accessibility))
* Respondus Lockdown Browser (available as part of Canvas) ([accessibility statement](https://web.respondus.com/accessibility-lockdown/))
* Scanner or other device (like smart phone or digital camera) that will allow you to submit scans or photographs of written work
* Recording device (like smart phone) or app to submit audio files for speaking activities
* 1-5 Mbps broadband connection

# For Help with Technical Issues

* For help with your account (trouble logging into Account Manager, MyUK, Canvas, Office365), contact UK’s Information Technology Services (ITS) Service Desk, [online](https://uky.service-now.com/techhelp?id=kb_article&sysparm_article=KB0011425&sys_kb_id=4aa37afa1b8fb1506e7e86e0604bcb2d) or by phone: (859) 218-HELP (4357). You can also submit a [Customer Services Assistance Request Form](https://uky.service-now.com/techhelp?id=kb_article&sysparm_article=KB0013267&sys_kb_id=21ab84d41b8eb150ab28a681604bcbf0) or [chat with ITS](https://uky.service-now.com/techhelp?id=kb_article&sysparm_article=KB0012778&sys_kb_id=3c74c2d81bc03d90ab28a681604bcb62).
* For assistance with [Canvas](https://uk.instructure.com/), you can click the help button (it has a question mark on it and is available 24/7) on the lower left side of the screen after you’ve logged in, or consult the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701) which features info on how to submit assignments, including uploading audio and other types of files.
* For help with Zoom, consult [Zoom Video Communications Technical Support](https://support.zoom.us/hc/en-us/articles/201362003-Zoom-Video-Communications-Technical-Support) (use Education plan subscriber’s information).
* For help with Respondus Lockdown Browser, see the [Quick Start Guide](https://web.respondus.com/wp-content/uploads/2019/08/RLDB-QuickStartGuide-Instructure-Student.pdf).

# Course Grading

## Grading Scale

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

(If the course is at the 400G- or 500-level, it must have a grading scale for both undergraduate and graduate students. There must also be differentiated expectations for undergraduate and graduate students. The differential expectations involve either the graduate students completing additional or distinct assignments that are consistent with graduate-level scholarship, or the graduate students being subject to different grading criteria that reflects the higher (graduate) standard. The “D” grade is not applicable to graduate students.

Sample grading scale for graduate students:

**Graduate Grading Scale**

90-100=A 80-89=B 70-79=C Below 70=E

## Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](https://registrar.uky.edu/academic-calendars/university).

## Grade Breakdown

(See sample below; adjust to match your course’s grade breakdown)

| **Assignment Type** | **Percentage** |
| --- | --- |
| Participation | 20% |
| Homework | 20% |
| Tests | 20% |
| Midterm Exam | 20% |
| Final Exam | 20% |
| **FINAL COURSE GRADE** | **100%** |

# Assignments

[Below, provide a descriptive/linear list of activities and exams. The syllabus must include language that describes to students how their grades will be calculated. As applicable, include the following: a list of activities with enough description for students to understand the course requirements and the factors used in determining grades (e.g., absences, required interactions, or late assignments). The greater the percentage of the grade, the more detailed the description should be. If participation/interactions are graded, clarify the meaning of "participation/interaction." If applicable, describe how individual students are assessed in group work.]

## Participation

Change heading to your assessment name and describe below.

## Homework

Change heading to your assessment name and describe below.

## Tests

Change heading to your assessment name and describe below.

## Midterm Exam

Change heading to your assessment name and describe below.

## Final Exam

Change heading to your assessment name and describe below.

# Assignment Submission and Return

## Submission of Assignments

* Students missing any graded work due to an excused absence are responsible for informing the instructor via official UK email or Canvas Inbox about their excused absence within one week following the period of the excused absence (except where prior notification is required) and for making up the missed work shortly thereafter. **If you do not initiate this discussion by providing your excuse within one week of your absence, you will not be permitted to make up missed work.**
* No late work will be accepted without an excused absence on due date. Or other late work policy, like a certain deduction per day late.
* Due dates are available at the end of the syllabus and on Canvas.
* All work must be submitted via Canvas (not via email, in person, etc.) unless your instructor tells you otherwise.

## Returning Assignments to Students

[If stated in the syllabus, an instructor may have a policy to not return exams (and other graded material) to students, if students have reasonable access to their exams (and other graded material) during at least one regularly scheduled class meeting.] If this is not applicable to your course, please list:

Assignments will be returned to students in class or on Canvas in a timely manner.

# Attendance Policy

* Attendance is required to create a productive, successful, and positive learning experience. Please make every effort to be present and participate actively.If more punitive policy is desired, describe here, but please keep in mind that you cannot combine excused and unexcused absences to arrive at some number of absences after which a student loses points or fails. You cannot penalize for excused absences if they fall within UK’s description of excused absences. See academic standards link below for UK’s attendance policy.
* If you will be absent due to a reason listed in the [Academic Standards](https://provost.uky.edu/proposals/guidance-course-proposals/standard-academic-policy-statements) as excused, and you submit this excuse via email or Canvas Inbox within one week of your absence, we will accept late work with no penalty according to a plan agreed upon by instructor and student within one week of absence (unless prior notification is required). See Submission of Assignments section for more details.
* Falsification of excuses is a violation of UK’s [Code of Student Conduct](http://www.uky.edu/studentconduct/code-student-conduct) and [will be reported](https://cm.maxient.com/reportingform.php?UnivofKentucky&layout_id=0) to the Dean of Students. You will earn a zero on all work missed on a day for which you present a falsified excuse, among other consequences as determined by the Dean of Students.

# Important Links

* [Academic Policy Statements](https://provost.uky.edu/proposals/guidance-course-proposals/standard-academic-policy-statements)
	+ These include excused absences (including religious holidays) and acceptable documentation for excused absences, unexcused absences, prep week and permissible assignments, accommodations due to disability, non-discrimination statement, and Title IX information.
* [Code of Student Conduct](https://studentsuccess.uky.edu/student-conduct)
* [Classroom Emergency Preparedness and Response](https://police.uky.edu/emergency-response-guide)
* [Resources Available to Students](https://studentsuccess.uky.edu/center-support-and-intervention/resources/student-resources)
	+ [Academic Support](https://studentsuccess.uky.edu/academicresources)
		- [A&S Scholarship Funds](https://www.as.uky.edu/diversity/scholarships)
		- [Academic Ombud](https://ombud.uky.edu/students)
		- Distance Learning Services, distancelearning@uky.edu, (859) 257-3377
		- [Distance Learning Library Services](https://libraries.uky.edu/DLLS), (859) 218-1240
		- [Interlibrary Loan](https://libraries.uky.edu/ILL)
		- [Tutoring and Coaching Resources](https://studentsuccess.uky.edu/academicresources)
	+ [Basic Needs and Services](https://studentsuccess.uky.edu/tracs/basic-needs)
		- [Big Blue Pantry](https://studentsuccess.uky.edu/tracs/services/big-blue-pantry) (Frazee [Hall](https://uky.service-now.com/techhelp) 016); anyone with a UK ID can obtain nonperishable food items
		- [United Way](http://www.uwbg211.org/) (dial 211); housing, food, and a basic needs resource finder
		- [Greenhouse 17](http://www.greenhouse17.org/) (800) 544-2022; domestic violence shelter with a 24-hour crisis hotline
		- [University Health Services](https://ukhealthcare.uky.edu/university-health-service/student-health)
		- [Mental Health Resources](https://studentsuccess.uky.edu/get-help)
			* Suicide Hotline: 988 (call or text)
			* [Crisis Services](https://studentsuccess.uky.edu/counseling-center/crisis-services)
			* [TRACS](https://studentsuccess.uky.edu/tracs)
			* [Counseling Center](https://studentsuccess.uky.edu/counseling-center)
	+ [Disability Resource Center](https://studentsuccess.uky.edu/disability-resource-center)
	+ [Information Technology Services](https://uky.service-now.com/techhelp?id=kb_article&sysparm_article=KB0011425)
		- Urgent matters: (859) 218-4357
		- Non-urgent matters:
			* [Customer Services Assistance Request Form](https://uky.service-now.com/techhelp?id=kb_article&sysparm_article=KB0013267)
			* [Connect through chat](https://uky.service-now.com/techhelp)
	+ [Student Success](https://studentsuccess.uky.edu/get-help)

# Academic Integrity

Please access rules regarding academic offenses at these links:

* [Academic Offenses](https://provost.uky.edu/proposals/guidance-course-proposals/academic-offenses)
	+ [Plagiarism](https://ombud.uky.edu/students/what-plagiarism)
	+ [Cheating](https://ombud.uky.edu/students/what-cheating)

## Generative Artificial Intelligence

(Edit to reflect your policies)

Because a major focus of this course is on developing your language/writing skills, you must complete assignments for this course entirely on your own. You may not copy from any online sites (e.g. Course Hero or Chegg) or utilize composition technologies (e.g. ChatGPT, DeepSeek, or other GenAI software). Work submitted by students—all process work, drafts, low stakes writing, final versions, and all other submissions—will be generated by the students themselves. For the purpose of this course, any use of these sites or tools will be considered academic misconduct and consequences will follow University policies. If you have any questions or concerns about this policy, contact your instructor before submitting any assignments.

## Language-Course Specific Policies

(Delete if not applicable)

In language courses, our goal is for students to improve their proficiency in the language they are learning. The best way to ensure that this happens is to **do your own work**. When instructors see mistakes that students make, this allows us to address these mistakes in class, so everyone can learn from them. If students turn in work that is not their own, their learning suffers, and their proficiency does not increase. There are two types of plagiarism/cheating particular to language courses that we ask you to avoid:

* One of the most common ways in which students plagiarize in language courses is by using **online translators** in place of their own original writing/speaking. Students often do not realize that this is plagiarism, and the line between using an online dictionary and an online translator is fine. A basic rule to keep in mind is that if you have used the internet to create anything beyond a phrase—if you have a complete sentence that is not your own work—this is considered plagiaristic. **Please do not use online translators in this course, because they inhibit your own acquisition of the language you are trying to learn.** WordReference is an acceptable online dictionary and is fine to use (check especially the forum where native speakers help with vocabulary). But **online translators** often produce language that is easily recognizable as computer-generated and **will result in a zero on the assignment** and may be reported to university authorities.
* The second most common way students plagiarize/cheat in language classes is **getting help on assignments from tutors or other experienced speakers of the language**.
	+ Things that are fine (great, even!)
		- Asking a tutor or other experienced speaker of the language for a word or phrase (not an entire sentence)
		- Asking that person to explain a grammar concept
		- Speaking the language outside of class with that person (this one is excellent! The more you speak, the better.)
	+ Things that are cheating, and that will result in at least a zero on the assignment, and penalties for tutors/experienced speakers/classmates, if they are students at UK:
		- Asking someone to do your work for you
		- Asking someone to proofread, correct, or otherwise “look over” work you have done
		- Asking for translations of entire sentences
		- Asking someone what is covered on a test or other assessment you have not yet taken
* Finally, to limit the temptation and distraction during all in-class assessments, you must put away your cell phone before beginning the assessment. **If you have your phone on your desk, in your lap, or anywhere visible to the instructor, you will automatically earn a zero on the assessment**.

# My Commitment to All of You

Optional; delete or edit as you prefer

As your instructor, I am committed to ensuring our classroom embodies the values of inclusion, mutual respect and human dignity, and a sense of community. In this class, we acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, political affiliation, sexual orientation, national origin, age, ability, and socioeconomic status. I am committed to providing a learning community in which every member is engaged, heard, respected, and valued. If a student violates the Code of Student Conduct, they will be reported to the Dean of Students.

# ­Class Conduct

Optional; delete or edit as you prefer

* Your instructor seeks to create an environment of mutual respect and expects everyone to treat everyone else courteously. Disagreements may happen, and in fact spirited debate and discussion can lead to some of the best interactions and learning opportunities of a course. Please be sure your participation in discussions does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, gender, religion, sexual orientation, age, national/regional origin or other aspects of personal identity. Any student who violates these guidelines will be instructed to leave the virtual or physical space and will receive a zero for any work that day.
* When working with your peers, please remember to be empathetic and that this space is a safe place for making mistakes. That said, also keep in mind that everyone in this course is juggling multiple tasks (e.g., jobs, family, other classes). It is important to meet deadlines, especially those which affect your classmates.
* Think about your audience and the relevance of your message before hitting the “submit” button on work submitted online. Take time to make sure your message is correct in its form and content; always use standard capitalization and language. Do not submit any work in “texting” language (including emojis); everything you do in this class should be professional. Be concise and descriptive, and limit sarcasm, which can be hard to interpret in a web-based environment.

# Class Recording Policy

Optional; delete if you prefer

* In the interest of preserving student privacy, we do not require you to turn on your camera during Zoom class sessions (assessments are the exception to this rule). You are welcome and encouraged to do so because it helps build community in the virtual classroom, but if you prefer to use audio only, this is fine and will result in no grade penalty. For in-class assessments, we will ask you to use your camera.
* The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.
* Meetings of this course may be recorded. All video and audio recordings of lectures and class meetings, provided by the instructor, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.
* As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.
* If the instructor or a University of Kentucky office plans any other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.
* Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

# Course Copyright

Optional; delete if you prefer

* All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructor and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.
* All other uses of original instructor-provided content require written permission from the instructor(s) in advance.

# Tentative Course Schedule

The schedule is subject to change based on class progress and feedback.  Revisions will be announced on Canvas. Access UK’s [Academic Calendar here](https://registrar.uky.edu/calendars).

During Prep Week (final week of class including Reading Days), no project, lab practical, paper, presentation deadline or oral/listening examination can be scheduled, unless 1) the course has no final examination (or any exam/assignment that acts as a final examination) and 2) the Prep Week assignment/exam/activity is clearly specified in the syllabus. A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a final examination during finals week. During the Reading Days period between the last day of class and the final exam, instructors cannot have any required interactions, e.g. meetings, activities, assignments.

(Exception for weekend-scheduled courses.)

See sample schedules below for either MWF or TR. Edit as necessary or replace with your own schedule.

## MWF

| **Date** | **Topic** | **Homework** |
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| **Week 1** |  |  |
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| **Week 15** |  |  |
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## TR

| **Date** | **Topic** | **Homework** |
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| **Week 15** |  |  |
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## Final Exam Information

Include information (date, time, location) about the final exam here. If no final exam, list:

There is no final exam for this course.