**Course Number**

[for new courses, prefix and level only]

**Course Title**

[must match the course title on the Course Information form]

**Delivery Method**

[for any non-traditional delivery]

**Instructor:** [leave blank]

**Office:** [leave blank]

**Office Hours:** [leave blank]

**Email:** [leave blank]

**Phone:** [leave blank]

**PREREQUISITES/CO-REQUISITES**

[This section is not required if there are no pre/co requisites or miscellaneous requirements for the course. If there are any prerequisites or co-requisites for the course, they must be listed here.]

* For existing courses, consult the FSU undergraduate or graduate bulletin for official prerequisites and co-requisites.
* For new courses, consult the chair and/or curriculum chair of your department before submitting your curricular request.]

**COURSE DESCRIPTION**

[Describe the course, its content, primary concepts, and principles of the discipline, types of knowledge, skills, and abilities the course will emphasize, etc. The description should include how the course will address the Digital Literacy competency (as well as any other Liberal Studies competencies that will be included in the course). See [Liberal Studies | Faculty Resources (fsu.edu)](http://liberalstudies.fsu.edu/faculty/index.html) for more information on each Liberal Studies designation.]

**COURSE OBJECTIVES**

* Course-specific objectives reflecting the course content and general goals should be included here.
* Course objectives should be observable behaviors that students will demonstrate in course assessments. Describe what students will do once they can understand course concepts.
* Liberal Studies competency-specific learning objectives may be pasted verbatim or (preferably) adapted specifically to the course content. Be sure to include the learning objectives for each Liberal Studies competency being requested.
* Avoid “understand,” “contemplate,” “know,” or “articulate” which are discouraged by the University Curriculum Committee.
	+ Learning objectives should reflect various levels of Bloom’s Taxonomy.
* For University Curriculum Committee guidelines on course objectives, click [here](https://facsenate.fsu.edu/sites/g/files/imported/storage/original/application/e32a543ec79832ecda898b5b6eddd8dc.pdf).

**LIBERAL STUDIES STATEMENT**

**The following language is required to be in the course syllabus:**

Digital Literacy courses prepare students to critically understand and use digital resources and technologies in personal, professional, and societal contexts.

This course has been approved as meeting the requirements for Digital Literacy. As such, a substantial component of the course is dedicated to the instruction, acquisition, and assessment of digital literacy.

The Digital Literacy learning outcomes for this course are as follows:

(List the outcomes selected by the unit for the proposed course. A minimum of 3 of the below outcomes is required, but more may be included.)

* Evaluate and interpret the accuracy, credibility, and relevance of digital information
* Evaluate and interpret digital data and their implications
* Discuss the ways in which society and/or culture interact with digital technology
* Discuss digital technology trends and their professional implications
* Demonstrate the ability to use digital technology effectively
* Demonstrate the knowledge to use digital technology safely and ethically

In order to meet the Digital Literacy requirement, students must earn a grade of at least a "C-" in the course and also earn at least a "C-" average on the digital literacy component(s) of the course.

If the student does not earn a “C–” average or better on the digital literacy component(s), the student will not earn an overall grade of “C–” or better in the course, no matter how well the student performs in the remaining portion of the course.

**REQUIRED COURSE MATERIALS**

* List any required course materials here.
* Books, journal articles, videos, etc. may all be listed here.
* This list will help reviewers understand the content covered in the course and how it aligns with the learning objectives and requested Liberal Studies designations.

**EVALUATION CRITERIA**

[State the evaluation criteria for the course here. Assignments/activities/student responsibilities are outlined with brief but clear descriptions of each type of assignment and the student’s responsibility.]

[The weight of each assignment should be clearly indicated, either in the form of points or percentages. See below for two examples.]

Examples:

Exam 1: 25%

Exam 2: 25%

Quizzes: 10%

Essay Rough Draft: 20%

Essay Final Draft: 20%

TOTAL: 100%

Exam 1: 250 pts

Exam 2: 250 pts

Quizzes: 100 pts

Essay Rough Draft: 200 pts

Essay Final Draft: 200 pts

TOTAL: 1000 pts

**GRADING SCALE**

[This section indicates how final letter grades are calculated for the course. Florida State University does not have a universal grading scale, although some departments have their own grading scales. Below is a commonly used scale. If the course will not use a +/- grading scale, this should be explicitly stated in the interest of transparency.]

Example:

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

0-59 = F

**COURSE OUTLINE**

[Include a general topical outline or generic week-by-week schedule for the course. Avoid using semester-specific dates per University Curriculum Committee guidelines. Below is an example of a generic week-by-week course schedule.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Due Dates** |
| Week One | Topic A | Reading A |  |
| Week Two | Topic B | Reading B |  |
| Week Three | Topic C | Reading C |  |
| Week Four | Topic D | Reading D | Exam One |
| Week Five | Topic E | Reading E |  |
| Week Six | Topic F | Reading F |  |
| Week Seven | Topic G | Reading G |  |
| Week Eight | Topic H | Reading H | Exam Two |
| Week Nine | Topic I | Reading I |  |
| Week Ten | Topic J | Reading J |  |
| Week Eleven | Topic K | Reading K |  |
| Week Twelve | Topic L | Reading L | Essay Rough Draft |
| Week Thirteen | Topic M | Reading M |  |
| Week Fourteen | Topic N | Reading N |  |
| Week Fifteen | Topic O | Reading O | Essay Final Draft |

**UNIVERSITY ATTENDANCE POLICY**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**ACADEMIC HONOR POLICY**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

**AMERICANS WITH DISABILITIES ACT**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. This syllabus and other class materials are available in an alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

oas@fsu.edu

<https://dsst.fsu.edu/oas>

**ACADEMIC SUCCESS**

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

**CONFIDENTIAL CAMPUS RESOURCES**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100

(850) 644-7161

Available 24/7/365

Office Hours: M-F 8-5

<https://dsst.fsu.edu/vap>

**Counseling and Psychological Services (CAPS)**

Florida State University’s Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students’ academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy

2. Group therapy

3. Crisis Intervention

4. Psychoeducational and outreach programming

5. After hours crisis-hotline

6. Access to community providers for specialized treatment

Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services

250 Askew Student Life Center

942 Learning Way

(850) 644-TALK (8255)

Walk-in and Appointment Hours:

M-F 8 am – 4 pm

<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services

Health and Wellness Center

960 Learning Way

Tallahassee, FL 32306

Hours: M-F, 8 am – 4 pm

(850) 644-6230

<https://uhs.fsu.edu/>

**OBJECTIVE-ASSESSMENT TABLE**

[This appendix to the syllabusshould link each Liberal Studies learning objective to a course assessment. Identify specific course assessments (assignments, tests, quizzes, etc.) and associated evaluation/grading criteria that provide evidence of students having achieved the student learning objectives associated with each applicable Liberal Studies area.]

[*The table below includes all six potential objectives for the Digital Literacy area. Remember, only three of six objectives are needed to meet the Digital Literacy requirement. If your curricular request carries any other Liberal Studies areas, be sure to also include the objectives for those areas in this table*.]

|  |  |  |
| --- | --- | --- |
| **Learning Objective** | **Assessment** | **Evaluation Criteria** |
| Evaluate and interpret the accuracy, credibility, and relevance of digital information | Assessment 1 | Evaluation Criteria 1[Grading rubric or set of criteria] |
| Evaluate and interpret digital data and their implications | Assessment 2 | Evaluation Criteria 2[Grading rubric or set of criteria] |
| Discuss the ways in which society and/or culture interact with digital technology | Assessment 3 | Evaluation Criteria 3[Grading rubric or set of criteria] |
| Discuss digital technology trends and their professional implications | Assessment 4 | Evaluation Criteria 4[Grading rubric or set of criteria] |
| Demonstrate the ability to use digital technology effectively | Assessment 5 | Evaluation Criteria 5[Grading rubric or set of criteria] |
| Demonstrate the knowledge to use digital technology safely and ethically | Assessment 6 | Evaluation Criteria 6[Grading rubric or set of criteria] |

**OPTIONAL ITEMS**

**[The information below can be included in the syllabus but is not required for approval.]**

**FREE TUTORING FROM FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**SYLLABUS CHANGE POLICY**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

**OTHER APPENDIX ITEMS**

[An appendix is generally recommended for any Liberal Studies course, regardless of designation(s). Including an appendix provides valuable information about the course’s design that helps reviewers assess the course’s substantive fit for the requested Liberal Studies designation(s). Examples of appendix items include rubrics and sample assignments.]

[If desired, appendices may be removed before distributing the syllabus to students. This includes the objective-assessment table.]