



[Insert Academic Unit Name]

[Insert name, number, and section information for course]

[Insert Semester & Year, Days/Times the Course Meets]

[Insert modality of course – in-person, hybrid, or online]

INSTRUCTOR INFORMATION

Name: [Insert Name]

Email: [Insert Email]

Phone: [Insert Phone]

Office: [Insert Office Location]

Communication Policy:

[Insert how long it will take you to respond to emails M-F and weekends, and what your preferred method of contact is. Include how you will interact with students during the semester, i.e. feedback.]

Example: While I will not be available 24 hours a day, 7 days a week, I will make every effort to respond to your questions in a timely manner. I will respond to e-mails within 48 hours. It is my intention to return graded assignments to you within [expected time] of the stated assignment due date. I will let you know ahead of time if this is not possible. Please do not hesitate to contact me if you have a question related to the course.

Office Hours:

Benefits of attending office hours: During office hours, it is the opportunity for use to meet one-on-one and is more likely an opportunity to get the exact help you need. Through office hours you can obtain individualized instruction to target your needs and you can develop a stronger connection with the university and future individuals to support your learning as well as provide advice and recommendations for graduate school, jobs, and scholarships.

[Insert days/times available and whether available by appointment]

Example: I am available for consultation during these hours or by appointment. If you would like to set up a time to talk by phone or video chat, please email me [at email address or using the Inbox] so we can get that set up.

COURSE INFORMATION

Course Description:

[Insert course description from the Catalog]

Course Prerequisites:

[Insert any pre-requisites for the course]

General Education:

[Insert information whether this course satisfies a General Education requirement. If so, which one. If not, you can delete this section.]

Course Modality:

This course is a **[Pick one: traditional course with in-person meetings; online course with no required virtual meetings; online course with synchronous remote virtual meetings; a hybrid course with in-person class meetings and online virtual instruction].**

[Describe more about the structure of the course modality]

Course Learning Outcomes:

By the end of this course, you will be able to: [Insert measurable learning outcomes for this course.]

1. **Describe** the objective
2. **Perform** the objective
3. **Create** the objective
4. **Etc.**

Course Materials/Textbook:

[Insert any required texts, or if none, state whether materials are open-access or open educational resources (OERs)]

Technology Requirements:

For this course, you are expected to have access to the following:

- A computer (PC or Mac) running a compatible web browser
- A connection to high-speed Internet
- Web-cam and microphone for Zoom sessions (when needed) and possibly recording speeches
- Speakers or headphones to hear audio from a computer

[Include any other technical or software requirements that might be expected.]

Professional Standards:

[Insert any professional or degree standards students are expected to meet.]

Example:

TESOL/NCATE STANDARDS¹ (For students seeking certification in ESOL) --

<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#TESOL>

(click on TESOL standards in 2009 and refer to Domain 4 – pp. 56-67)

Domain 4: Assessment

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Standard 4.a. Issues of Assessment for ESL. Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment. Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

UNIVERSITY POLICIES

Salisbury University expects that all students have read and understood all of the [Course-Related University Policies and Resources](#) and thereby agree to honor these standards.

Important course-related policies and resources include, but are not limited to:

- Course registration add/drop/withdraw period
- Academic Misconduct Policy
- University Writing Across the Curriculum requirement
- University resources such as the SU Cares, SU Libraries, Disability Resource Center, Center for Student Achievement, and University Writing Center

These policies and procedures constitute a commitment by the faculty member to students and must be followed throughout the semester.

COURSE POLICIES

Attendance:

Attending class sessions is vital for fostering a sense of community and for enhancing your learning experience. [Insert your policy about absences from class and how that will impact the student's grades.]

Course Activities:

[Insert a list of the assignments or types of assignments that will be due this semester, as well as their point value and/or weight. i.e. Quizzes 20%, Exams 45%, Discussions 15%, Research Paper 20%.]

Grading Policy:

[Insert how students will be graded on assignments in this course, include the specific grading criteria or rubrics, and how that connects to the grading policy for the course.]

Assignment Weights	Percent/Points
Class Participation	20%
Quizzes	20%
Critical Essay	20%
Response Paper	10%
Midterm Exam	10%
Final	20%
Total	100%

Final Grade Calculation:

[Select the appropriate final grade calculation method and delete anything not needed.]

Final grades will be assigned based on the following undergraduate scale:

Letter Grade	Percentages
A	90 – 100%
B	80 – 89.9%
C	70 – 79.9%
D	60 – 69.9%
F	<60%

More information about the SU grading policies can be found on the [Registrar's Grades website](#). The [undergraduate grading policy](#) is further explained in the SU Registration and Student Records section of the catalog.

Final grades will be assigned based on the following graduate scale:

Letter Grade	Percentages
A	90 – 100%
B+	87 – 89.9%
B	80 – 86.9%
C+	77 – 79.9%
C	70 – 76.9%
D	60 – 69.9%
F	<60

More information about the SU grading policies can be found on the [Registrar's Grades website](#). The [graduate grading policy](#) is further explained in the Graduate Student Information section of the catalog.

Late Work:

[Insert your policy about late work, whether it is accepted or not, what the student has to do to submit late work, and how many points will be deducted for late work.]

COURSE SCHEDULE

Week	Dates	Class Topic	Assignments	Due Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				