Required Syllabus Elements

Simpson policy requires that each syllabus includes a statement and estimate of engaged learning hours, the academic integrity policy, the course continuity plan, and the relevant descriptions of the general education requirements included in the course. Examples of each of these statements are provided below. Many of these statements can be copied from this document and pasted directly into your own syllabus.

Contact Hours and Learning Time

Regulations from the U.S. Department of Education have caused all institutions to review and document their policies and practices with regard to assigning academic credit. Simpson College has determined that the learning-time-to-credit equivalence is roughly 35 hours per credit. Thus, for each credit awarded to a course, the students can expect to spend 35 hours in the classroom, participating in instructor-directed activity, or preparing for class.

All syllabi need to include a statement such as one of the following along with the list of learning activities and the number of hours a typical student should expect to spend during the semester on each activity. In addition, please include a brief description detailing the changes that have been made as the course changed from three to four credits.

Example 1: 4 credit semester-long course meeting 3 times per week

This is a four credit course that meets 3 days per week for 60 minutes. It is designed to have learning opportunities and activities totaling approximately 143 hours over the 15 weeks of the course (including finals week).

In class activities: (3 days x 60 minutes x 14 weeks + 2 hours for final class) 42 hours
Required Readings and Focus/Extension Exercises: (14 chapters readings x 3 hours each) 42 hours
Midterm take-home exam: 5 hours
Final paper and oral presentation 24 hours
Five reflection "papers" (5 x 5 hours each) 25 hours
Preparation for final activity 5 hours
Total 143 hours

Example 2: 4 credit semester-long course meeting 3 times per week for 60 minutes and once a week for a 3 hour lab

This is a four credit course that meets 3 days per week for 60 minutes and 1 day per week for 3 hours. It is designed to have learning opportunities and activities totaling approximately 148 hours over the 15 weeks of the course (including finals week).
The designed activities may take each student a different amount of time to finish, however the average will be 148 hours. Further estimates include:

- In class activities (3 hours x 14 weeks) 42 hours
- In lab activities (3 hours x 14 weeks) 42 hours
- Required readings (8 chapter readings x 3 hours each) 24 hours
- Research paper (including searching and evaluating research) 30 hours
- Lab assignments (10 x 1 hour each) 10 hours

Total 148 hours

**Example 3: 4 credit semester-long course meeting twice a week**

This is a four-credit undergraduate course that meets face-to-face twice a week over the semester. It is designed to provide learning time totaling approximately 148 hours over the 15 weeks of the course (including finals week). This estimate is for the typical undergraduate student. Estimates of the time you will need for learning time follow:

- In class activities: (90 min./class x 2 times/week x 14 weeks + 2 hours for final class) 44 hours
- Required readings: (8 plays x 4 hrs each; 8 articles x 1 hr each) 40 hours
- Essays: (research, draft, supporting materials, conference, and final revision) 40 hours
- Forum postings on Scholar 14 hours
- Preparation for performance assignment: 10 hours

Total 148 hours

**Example 4: 4 credit course taught completely online for 8 weeks**

This is a four credit undergraduate course that "meets" for chat on Tuesdays from 6:00 to 7:00 pm. It is designed to have learning opportunities and activities totaling approximately 140 hours over the 8 weeks of the course - 8 hours in "chat" and 131 hours outside of class. This estimate is for the typical undergraduate student. The designed activities may take one person longer to complete and another person may complete the activities in less time. We are all individuals. Here are some further estimates:

- Synchronous chats (8 x 1 hour each): "in-class activity" 8 hours
- Required readings (12 chapters x 3 hours each) 36 hours
- Six weekly papers (6 x 6 hours each) 36 hours
- Final paper: 32 hours
- Asynchronous discussion board activities (7 x 4 hours each): (also considered an "in-class activity") 28 hours

Total 140 hours
Example 5: 4 credit EWG course taught in a blended learning format over 8 weeks

This is a four credit graduate course that meets weekly on the Ankeny Campus on Tuesdays from 5:30 to 9:30 pm. It is designed to have learning opportunities and activities totaling approximately 140 hours over the 8 weeks of the course - 32 hours in class and 108 hours outside of class. The designed activities may take one person longer to complete and another person may complete the activities in less time. We are all individuals. Here are some further estimates:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class activities</td>
<td>32</td>
</tr>
<tr>
<td>Required readings and focus/extension exercises: (8 readings x 7 hours each)</td>
<td>56</td>
</tr>
<tr>
<td>Midterm take-up exam</td>
<td>20</td>
</tr>
<tr>
<td>Written paper and oral presentation</td>
<td>27</td>
</tr>
<tr>
<td>Preparation for final activity</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

General Education

If your course can be used in partial fulfillment of any of the requirements of the Engaged Citizenship Curriculum and/or of Cornerstone Studies, the description of those requirements needs to be included in your syllabus. You can copy the relevant requirements below and paste them into your own syllabus.

For each designation in the Engaged Citizenship Curriculum, be sure to include a statement of how the objectives will be met in your particular class. The designation proposal form that was approved by the faculty contains the information about how the objectives should be met. If you need help finding the approved designation proposal forms, view this video: [http://www.screencast-o-matic.com/watch/cX1Yoqqu8](http://www.screencast-o-matic.com/watch/cX1Yoqqu8).

Area of Engagement: The Arts. The Arts component focuses on learning through participation in artistic creation. By taking a course that engages students in the act of creation, students will develop an understanding of art as a constructed means for communication, designed to reveal certain meanings and ideas or to elicit specific responses. Students are given the opportunity to develop their imaginations and to develop their ability to express themselves.

Through the completion of an AR course, students should be able to:

- express themselves through an artistic medium
- demonstrate perceptual and aesthetic sensitivity
- articulate an understanding of and appreciation for the creative process through artistic practice
- employ the vocabulary and evaluative skills that enable students to reflect intelligently and think critically about one's own and others' artistic work(s)
These objectives will be met through the following assignments and activities: __________.

**Area of Engagement: Civic Engagement.** Civic Engagement courses focus on citizenship and the rights one gains as a community member. These rights include at a minimum civil liberties, civil rights and the opportunity to participate in the construction of that community through voting, civic conversation, and other forms of participation. Civic engagement involves the values, duties, skills, and responsibilities that are part of positively shaping our communities.

Through completion of a CE course, students should be able to
- demonstrate an understanding of information, values, processes and theories that are essential to building just and democratic societies
- evaluate historical and current political and social issues in local, national and global contexts
- apply the perspective of an academic discipline to civic initiatives
- articulate the importance of being civically engaged individuals throughout their lives

These objectives will be met through the following assignments and activities: __________.

**Area of Engagement: Diversity and Power in the U.S.** The Diversity and Power in the U.S. requirement prepares students to be engaged citizens by exploring enduring questions about ourselves, civilization, and the world by developing the knowledge, dispositions, and skills necessary to shape and create diverse and just communities in the U.S. It is designed to engage students in recognizing and analyzing the perspective of a less powerful (often minority) group and understanding the differences of experience this power differential engenders.

Through completion of a DP course, students should be able to
- demonstrate an understanding of the subjective experience of a less powerful (often minority) group in the U.S. and thus gain the ability to take the perspective of members of that group
- demonstrate an understanding of power differentials between two or more groups within one or more communities in the U.S.
- articulate an understanding of the perspectives and experiences of a less powerful (often minority) group in the U.S.

These objectives will be met through the following assignments and activities: __________.

**Area of Engagement: Ethics and Value Inquiry.** Ethics and Value Inquiry courses encourage students to think critically about the sources and meanings of their commitments to personal integrity, moral responsibility, and social justice. These courses introduce students to questions about moral values and actions and how they relate to our responsibilities to ourselves and others.

Through completion of an EV course, students should be able to
• articulate and justify their moral values and actions in light of moral theories, logical principles, foundational texts, or traditions
• assess the strengths and limitations of various moral values and actions
• demonstrate an ability to make decisions about moral values and actions by incorporating and responding to a variety of other ethical, moral, or religious perspectives
• identify and critically evaluate multiple approaches to ethical issues
• articulate and critically assess values prevalent in contemporary society

These objectives will be met through the following assignments and activities: __________.

Area of Engagement: Global Perspectives. Global Perspectives courses engage students in an exploration of societies outside of the United States. While some courses may deal with a specific problem (e.g., global warming, genocide, human rights), others focus on larger trends over the course of time (e.g., art, religion, politics, history, economics, literature). By acquainting students with the diversity of thoughts, beliefs and values of a society external to their own, these courses encourage a greater appreciation of and sensitivity to global diversity. Through completion of a GP course, students should be able to
• identify the challenges and achievements of the culture and society under study
• recognize the values of the culture and their impact on the decisions the society makes
• demonstrate sensitivity to cultural similarities and differences
• assess their roles in the interconnected global community

These objectives will be met through the following assignments and activities: __________.

Area of Engagement: Historical Perspectives. The Historical Perspectives in Western Culture component focuses on how Western culture has evolved over time through a range of intellectual, philosophical, religious, and historical currents. A study of the development of Western culture and its past is critical to understand, appreciate or critique it. These courses provide context for the current structures of Western society and assist students in making informed decisions as citizens. Through completion of an HP course, students should be able to
• analyze different perspectives of historical interpretation in terms of their evidence and arguments
• evaluate and interpret primary sources
• articulate an understanding of the distinctive perspectives of people who lived in the time periods or settings studied
• articulate an understanding of the influence of the past on contemporary events, issues, and ideas

These objectives will be met through the following assignments and activities: __________.
Area of Engagement: Scientific Reasoning. Scientific Reasoning courses provide experiences working with the methods of science, including hypothesis formation and testing, systematic observation, and analysis of quantitative data. Scientific reasoning—in the natural, behavioral, and social sciences—includes the ability to solve problems through the analysis of quantitative empirical data. These methods help students understand how technology and science may affect their lives in areas such as the environment, medicine, human behavior, and scientific ethics.

Through completion of an SR course, students should be able to

- formulate problems using the scientific method
- investigate and draw conclusions about scientific questions using appropriate empirical methods
- assess the respective strengths and limitations of scientific information from both popular and peer reviewed sources
- analyze ethical issues related to scientific inquiry (e.g., research involving the use of animals or humans, funding issues, safety issues, recognition that most scientific conclusions have caveats, etc.)

These objectives will be met through the following assignments and activities: ________.

Embedded Skill: Collaborative Leadership. The Collaborative Leadership component increases students' confidence in working in groups for a shared goal and helps students develop skills and dispositions like team building, delegation, conflict resolution, and effective communication. This skill is essential in a world where problems are complex and interdependent, and where teamwork is often required to unite diverse groups behind a shared goal.

Through completion of a CL course, students should be able to

- articulate the skills and dispositions necessary to achieve a shared goal (e.g., delegation, decision making, conflict resolution, ethics, effective communication)
- demonstrate that they have grown in the interpersonal skills and dispositions necessary to achieve a shared goal (e.g., delegation, decision making, conflict resolution, ethics, effective communication) by critically reflecting on their experiences achieving a shared goal
- explain how their individual values, strengths, and weaknesses impact the success of a collaborative leadership process

These objectives will be met through the following assignments and activities: ________.

Embedded Skill: Critical Thinking. Critical Thinking courses develop the lifelong intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information that is used to guide beliefs and actions. This skill helps with the ability to make sound arguments based on adequate evidence and to rationally examine and assess one's own arguments and those of others.
Through completion of a CT course, students should be able to
- interpret and analyze information in order to recognize bias and identify unchecked assumptions
- utilize different types of logic in order to identify the strengths and weaknesses of evidence supporting or refuting claims
- listen to and carefully consider the arguments of others and investigate alternate conclusions
- articulate one's arguments with clarity, precision, and civility
- reflect on how one's experiences inform, shape, and/or impact the development of one's thinking

These objectives will be met through the following assignments and activities: ________.

Embedded Skill: Information Literacy. Information Literacy courses cultivate the habit of asking appropriate questions related to an information need and discovering explanations and specific answers to those questions based on evidence. Information literacy, as a methodology and a set of skills, allows and inspires individuals to be life-long learners.

Through completion of an IL course, students should be able to
- define a need for information and ask relevant questions to develop a research strategy, which requires the student to
  - choose and refine a research topic
  - identify key concepts and terms related to the topic
  - develop an awareness that information exists in various formats
- search appropriate resources which might include databases, the Internet, books, journals, expert information, films and visual imagery
- identify most appropriate information resources and data sets
- assess and evaluate both the information and the information's sources
- recognize academic integrity, how it relates to plagiarism and responsible use of information by understanding fair use of copyrighted materials and various forms of proper citations such as MLA or APA

These objectives will be met through the following assignments and activities: ________.

Embedded Skill: Intercultural Communication. The Intercultural Communication requirement prepares students to understand the world through the eyes and words of others. Courses in this category are designed to put students in direct contact with speakers of languages other than their own, since intercultural communication is a daily reality for much of the earth’s population. This skill encourages students to analyze and reflect on the value of using multiple linguistic resources to access other cultural views.

Through completion of an IC course, students should be able to
• demonstrate an improved ability to communicate (e.g., writing, speaking, and appropriate body language) in a nonnative language about topics of cultural interest
• identify distinctive cultural practices, products and perspectives of the cultures under discussion
• differentiate between individual and culture-based characteristics and stereotypes
• reflect on the experience of communicating with speakers of another language

These objectives will be met through the following assignments and activities: __________.

**Embedded Skill: Oral Communication.** Oral Communication courses engage students in both formal and informal uses of communication. These courses equip students to comprehend, critique, and analyze information in order to be able to effectively and efficiently communicate their ideas to others. These skills enable individuals to become confident and competent speakers.

Through completion of an OC course, students should be able to
• organize ideas in oral presentation for the purpose of information and/or persuasion
• demonstrate analytical and listening skills when responding to and evaluating arguments, sources, and other presentations
• cite appropriate evidence to support claims
• produce appropriate, responsive and effective oral communication

These objectives will be met through the following assignments and activities: __________.

**Embedded Skill: Quantitative Reasoning.** The Quantitative Reasoning component focuses on how to interpret, evaluate, and use various types of quantitative information in order to support a position or argument. It includes the ability to express quantitative information visually, symbolically, numerically and verbally. These courses incorporate practice in reading and using quantitative data, in understanding quantitative evidence and in applying quantitative skills to the solution of real-life problems.

Through completion of a QR course, students should be able to
• interpret representations of quantitative information and draw inferences from them. Representations of quantitative information can be symbolic (e.g., a formula or symbolic language), visual (e.g., a graph, diagram or schematic), numerical (e.g., a table of values or calculation) or verbal (e.g., written or oral work)
• communicate quantitative information effectively incorporating at least one of symbolic, numeric or graphical representations within verbal communication
• solve problems and make decisions using quantitative methods. Quantitative methods of problem solving include any of those among arithmetic, algebraic, geometric, algorithmic and statistical methods
• analyze solutions to quantitative problems. Methods of analysis may include plausible estimation, testing for reasonableness, verifying the solution by using alternate methods of problem solving and testing the solution to see if it is optimal
demonstrate recognition of the value and the limitations of quantitative methods

These objectives will be met through the following assignments and activities: ________.

**Embedded Skill: Written Communication.** Written Communication courses promote strong writing skills that students need in order to comprehend, analyze, and synthesize a variety of texts in a variety of disciplines. These courses teach students to write in multiple contexts, whether they are exploring and developing their own ideas, responding fairly and responsibly to the ideas and perspectives of others, or crafting polished, compelling and persuasive texts.

Through completion of a WC course, students should be able to
- articulate an idea and formulate a thesis
- organize thoughts in a logical fashion
- support arguments with credible evidence
- address the requirements of various audiences
- identify and correct sentence-level errors

These objectives will be met through the following assignments and activities: ________.

**Cornerstone 1: The Western Tradition.** In examining the Western Tradition, Simpson students become aware that Western values and outlook are rooted in the classical and Judaeo-Christian traditions originating in the ancient and medieval periods, and in the modern tradition originating in the eighteenth century enlightenment. Therefore, each student takes one course in the classical and Judaeo-Christian traditions and a second course in the modern tradition from those offered by the departments of history, English, and philosophy.

**Cornerstone 2: The Scientific Perspective.** Students completing the scientific perspective will demonstrate an increased awareness and better understanding of the natural world and the impact of science and technology on society. They will learn to apply scientific methodology and mathematical analysis through first-hand experience and demonstrate an ability to understand, evaluate, and question scientific statements. To meet these goals, students will take two courses from those offered in biology, chemistry, computer science, geology, physics, and mathematics, at least one of which must include a laboratory experience.

**Cornerstone 3: The Social Science Perspective.** Through this perspective, students learn about social science as a form of knowledge acquisition. Specifically, students learn about the questions, assumptions, and methods of social science with a view to understanding how social scientists explain human behavior and social life. To meet this requirement, students take two courses from those offered by the departments of communication studies, economics, physical education, political science, psychology, and sociology (including anthropology). No more than one course from each department may be counted in fulfilling this requirement.
Cornerstone 4: The Humanistic Perspective. Courses in the humanities guide students to appreciate the role that language plays in the shaping of human culture. They encourage both a sympathetic and a critical understanding of experiences, ideas, beliefs and values through which people find meaning in their lives. Students must take one 4A and one 4B course to meet this requirement with at least one of these chosen from religion or philosophy, and at least one chosen from literature or history.

Cornerstone 5: The Fine Arts Perspective. The arts provide a reflection of thoughts and ideas while simultaneously shaping culture. The arts also help us to understand and chronicle the periods and civilizations from which they emanate. Great, creative minds in the visual arts, in music, and in drama have, through the ages, provided an understanding of the enduring nature of the human spirit as well as a source of inspiration for succeeding generations.

By taking one course from among those offered by the departments of art, music, and theatre, students will come to understand that while art can serve as a diversion and form of entertainment, it is also essential to the growth, development and preservation of a community. Students will begin to see art as a constructed means for communication designed to reveal certain meanings and ideas or elicit specific responses. At the same time students will also develop an appreciation for the value creativity has in our world.

Cornerstone 6: The Minority Perspective. By taking up the perspective of groups which have been systematically denied power to shape U.S. social institutions, students investigate both the contributions and conflicts arising from the presence of minorities in the United States. Students take at least one course in the minority perspective from those courses approved by the faculty.

Cornerstone 7: Global Awareness. These classes are designed to introduce students to other countries and cultures and address issues such as ethnocentrism and cultural relativity. Through this introduction students will gain new perspectives on and appreciation for other cultural traditions. Students will also be challenged to reflect and look more deeply at their own culture and see how their culture fits within a larger world context.

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