**Innovation and Entrepreneurship Program**

**Syllabus Template**

**Course Name & Number**

**Semester and Year**

**Course Information**

Include in this section date/time of class meeting, classroom location

**Instructor Information**

Include in this section instructor contact information, office hours & meeting place, preferred communication method, optimum times for being reached and when you can’t be reached.

# Course Target Audience

Who should take this course? Are there any prerequisites that students should have completed before taking this course?

# Course Summary

What is this course all about? An ideal summary should be 3-5 sentences in length.

# Learning Objectives

Learning objectives should be performance-based, stating what a student will know or be able to do at the completion of the course. Your objectives should relate to the course summary. Solid learning objectives start with verbs such as solve, understand, plan, appreciate, generate, resolve, estimate, design, determine, etc.

# Course Format

Include information on how you will teach this course (i.e. discussion, lecture, use of CICADA, guest speakers, field trips, etc.).

4th Credit Hour – Clark University courses are 4.0 credits. Many other Universities operate on a 3.0 credit system. Therefore, course syllabi must explain what additional work students are engaging in to support the additional credit hour. Sample syllabi with language can be provided to assist in developing examples of appropriate work for the additional credit hour.

# Required Reading

List any texts, books, articles, journals, etc that students are required to read during the semester. If there are special instructions, such as using a course page from Goddard or there is a course packet they must purchase it should be included here. And finally, if you anticipate “other articles, etc. as assigned,” reference that here.

# Supplemental Reading

Supplemental reading is material you feel would enhance student learning but is not required or supported by discussion, class assignments, etc. during the semester.

# Grading Procedures

Students will focus most of their attention on this part of the syllabus. This section should include information on how the students will be graded, primarily the percentages and weights that various assignments have. Students also benefit from understanding if there are any extra credit opportunities and revision possibilities. A breakdown of what various letter grades, their point values and what is means related to their work (i.e. A level work demonstrates…) is also helpful for students. Examples of grading percentages, scales, and performance standards by letter grade can be provided upon request.

# Student Expectations

This can include information on class attendance and participation, preparedness, professionalism, submission of work, making up missed assignments, etc.

# Schedule of Assignments

This section should include a week by week or class by class description of course work with due dates. At a minimum, this breakdown should include weekly readings and assignments, essential questions to orient students to the readings and course discussions, quiz/test dates, paper submission deadlines, guest speakers, field trips, etc. Sample outlines can be provided as a model. The schedule of assignments often works well as a chart.

# Guidelines for Written Assignments

Describe each paper in detail, including topic, format (report, memo, brief, outline, research paper), required length, line spacing, font, margins, citation format and bibliography requirements. It’s a good idea to have a separate paragraph outlining your expectations regarding originality vs. use of secondary sources. Students can use EndNote software from ITS (it is available at no cost to all Clark University students, faculty and staff) as a reference tool for their writing assignments. To download EndNote, go to: <http://www.clarku.edu/offices/its/resources/sshopping/clarksoft.cfm>

Clark University has a writing error policy that you should include it in your syllabus. It states:

The first five grammatical or spelling errors will be circled. The grade is automatically reduced by a partial grade (i.e., from a B to a B- or a C+ to a C) if there are five or more grammatical or spelling errors.

Students who need assistance with writing for any class in any discipline, at all stages of the writing process (trying to understand a writing assignment, brainstorming, composing, getting un-stuck, writing, revising, seeking citation information, editing, proofreading). Appointments can be scheduled by calling (508) 793-7405 (x7405). Information is also available on the web at <http://www.clarku.edu/offices/aac/support.cfm#writingcenter>

# Guidelines for Group Projects

Describe your expectations and grading criteria for group projects. Be specific about what criteria you will be using as part of your assessment. Are you assessing the group as a whole or is there an opportunity for an individual grade and a group grade? For group work, it is also helpful to offer students your recommended strategy for handling “the group freeloader.” Do you want them to handle it, should they notify you, etc? And finally, how you do want groups to communication their progress to you – weekly updates, emails, a reporting form, etc.?

# Academic Integrity/Cheating & Plagiarism

**[\*\*language taken from Academic Advising website]**

Academic integrity is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course. All direct quotations must be identified by source. Academic integrity can be violated in many ways: for example, by submitting someone else's paper as one's own; cheating on an exam; submitting one paper to more than one class; copying a computer program; altering data in an experiment; or quoting published material without proper citation of references or sources. Attempts to alter an official academic record will also be treated as violations of academic integrity.

To ensure academic integrity and safeguard students' rights, all suspected violations of academic integrity are reported to the College Board. Such reports must be carefully documented, and students accused of the infraction are notified of the charge. In the case of proven academic dishonesty, the student will receive a sanction, which may range from an F in the assignment or course to suspension or expulsion from the University.

The complete academic integrity policy is available with Academic Advising at <http://www.clarku.edu/offices/aac/integrity.cfm>

# Students with Disabilities

[Minimum language required -- Students who require accommodations in this course should contact Jane Daigneault, Coordinator of Disability Services at Clark University at 508-793-7468 or [jdaigneault@clarku.edu](mailto:jdaigneault@clarku.edu).] Additional language can be found at the Academic Advising website at <http://www.clarku.edu/offices/aac/ada/index.cfm>

# Disclaimer

The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.