Welcome!
If desired, address your students directly with a statement of welcome or a call to learning.

University Course Catalog Description
Paste the description from the online catalog.

Course Overview
Short description of the course. Also, you can include the departmental description, and your personal description of the course.

Course Objectives/Learning Outcomes
What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Objectives should be specific rather than general, speaking to skills and performance rather than knowledge. Objectives should also be active and clearly measurable. Often, objectives use the phrasing “by the end of this course, students will be able to... (avoid the terms know, or understand as these are difficult to measure)”

Learning Outcomes are the knowledge, skills and disposition which the active, higher level processing, student-centered learner should be able to DO, specifically under these conditions and to what degree these expected outcomes will be measured. A quality learning outcome typically has at least two parts: substance or subject matter and form or what action must the student perform (analyze, classify, compare, compute, contrast, demonstrate, derive, evaluate, explain, integrate, interpret, justify, outline, synthesize...)

Example: At a minimum, upon successful completion of this learning opportunity, the student will:
• make distinct, clear, global connections synthesizing conceptual frameworks between the course through hands-on, contextual discovery in the discipline-specific perspective of the discipline (the connections will be measured through formal/informal writing/presenting in/outside of class and the degree for determining success will be 90% accuracy);
• develop and actively engage in academic/college writing and research skills appropriate to the high aptitude students within this writing intensive course (the skills and ability to DO writing will be measured through formal and informal writing deliverables to the degree of 90% accuracy for success);
• develop and model Bloom's critical thinking and best-practices for learning, and engaging in high quality, frequent oral presentations (the ability to transfer the thinking into tangible products will be determined specifically by a formal Critical Thinking Activity evaluated and success quantified to the degree of 90%); and
• broaden their own social awareness by interacting with the content and regional society, through visits to discipline specific environments as well as and be fully participatory in engaged citizenship; connecting concepts and the respective issues with a the global community; (the success of these connections will be evaluated using a culminating opportunity, which will be measured based on criteria of how complete the student integrates 90% of the concepts discussed throughout the course).

OPTIONAL: Institutional Objectives: Pacific Rising 15 Goals
(http://web.pacific.edu/Documents/provost/acrobat/pacific_rising.pdf)
1. Expand innovation in academic programs through an ongoing innovation process, support to pedagogy and research and new education and service delivery models.
2. Enhance University administrative programs and services through innovation and creativity by targeting fundraising, increasing incentives and improving services and programs.
3. Strengthen current and develop new academic programs of distinction through investment in existing programs, national stature for the first-professional schools and new academic hallmarks.
4. Advance faculty teaching, scholarship and research by expanding faculty development and increasing resources for scholarship and research.
5. Pursue University-wide marks of distinction, specifically in leadership development, experiential learning, international programs and student achievement.
6. Advance integrated, multidisciplinary experiences for undergraduates through a first-year experience, new accelerated programs and three-campus, three-city opportunities.
7. Strengthen the liberal arts and sciences core through General Education, improved student writing and better integration of liberal arts and sciences with professional education.
8. Leverage collaboration for innovative learning experiences by expanding three-campus programs, establishing highly customized graduate/professional programs and supporting collaborative scholarship, research and creative activity.
9. Make experiential learning a hallmark by achieving 100% student participation, increasing international experiential learning, advancing undergraduate research, strengthening the residential learning community and increasing study abroad.
10. Create distinctive citizen-leader development programs through service learning and volunteerism, a framework for leadership development based on emotional-social intelligence (ESI), lifelong learning and lasting relationships with the University.
11. Cultivate diversity, intercultural competence and global responsibility by ensuring student competencies, making diversity an integral part of curricula and student life, creating a more diverse student body, maintaining the “Diversity Hiring Plan for Faculty,” increasing faculty and staff ethnic diversity and increasing training.
12. Strengthen wellness, recreation and athletic programs by increased participation in intramural, recreation and active club programs and intercollegiate prominence.
13. Increase support to the region and connect our strongest initiatives with national and global partnerships through specific regional programs and new partnerships in the Pacific Rim and the Americas.
14. Collaborate with alumni, parents and friends to connect them to students and programs by fostering alumni leadership, establishing new alumni and parent programs and engaging alumni in student recruitment, internships and placement.
15. Invest in marketing initiatives that build partnerships and elevate institutional visibility by building marketing capacities, expanding relationships with media outlets and achieving greater national visibility.

V. Course Prerequisites/Co-requisites
What do you expect your students to know coming into this course? Include skills, and course pre-requisites.

VI. Course Credits
List number of course credits.

VII. Required Texts and Learning Materials
Full text citations of all required materials; Guidelines for achieving desired level of understanding; Required library/library-accessible resources can be described here; and any other requirement, including technology, software, media, etc., and even attitude.

VIII. Supplementary (Optional) Texts and Materials
Full text citations of any supplementary materials.

IX. Basis for Final Grade
Provide a listing of assessments and their weighting in the semester total. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences. Consider developing specific descriptions of each assessment and make available to students early, along with the criteria or rubric which will be used to evaluate the work.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Project-Based Artifact</td>
<td>20%</td>
</tr>
<tr>
<td>e.g., Daily Formative Opportunities</td>
<td>15%</td>
</tr>
<tr>
<td>e.g., Group Project/Informal Writing</td>
<td>15%</td>
</tr>
<tr>
<td>e.g., Critical Thinking/Analyzing Activity</td>
<td>30%</td>
</tr>
<tr>
<td>e.g., Culminating Experience</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%

Grading Scale (%)

| 90-100  | A   |
| 80 - 89 | B   |
| 70 - 79 | C   |
| 60 - 69 | D   |
| 0 - 59  | F   |
X. Grade Dissemination
Explain how students will learn of their grades from assignments and assessments. Example: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Blackboard. Please note that scores returned mid-semester are unofficial grades.

XI. Course Policies: Grades
Late Work Policy: Offer specifics about your policy on late work.
Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: Offer specifics about your policy on extra credit.
Example: There is only one extra credit assignment: building a wiki of course content (see "course wiki " below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

Grades of "Incomplete": Offer specifics about your policy on incomplete grades.
Example: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Rewrite Policy: Offer specifics about your policy on rewrites.
Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Essay Commentary Policy: Offer specifics about your policy on essays.
Example: Commentary on essays will be delivered in written format, at the end of the essay. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Webcourses. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

Group Work Policy: Offer specifics about your policy on group work.
Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments
The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

XII. Course Policies: Technology and Media

Email: how it will be used, who will communicate with whom, who answers technology questions, expected response time, will you check it on weekends, etc.

Laptop Usage: Describe your policies for using laptops throughout your course. Whether you dislike the use of laptops during your lecture, or whether you encourage using a laptop during discussion, feel free to state it here.

Classroom Devices: Describe your policies for using calculators, tape recorders, other audio and technology devices for your course.

Course Blog: If your course includes a blog, provide specifics about its location and usage. Example: Your participation grade depends upon your communication in class sessions and online. In addition to message boards in Webcourses, you may also communicate via 'comments' on the course blog, where the instructor will post news items and provocative questions related to our content. The URL for our course blog is www.blogspot.com or you may access the blog via RSS.

Course Wiki: If your course includes a student-created wiki, provide specifics about its location and usage. Example: If you choose to participate in the Extra Credit activity, you must help the class build a 'knowledge base' or communal notes about our course content. Think of this as a repository of all the class information, the kind of thing you could study from. This will be housed on a 'wiki', or a webpage that any of you can update. As instructor, I have access to the logs and history that show how much each individual contributes to the wiki.

XIII. Course Policies: Student Expectations

Disability Access and Non-Discrimination Statement - provides readily available information for students with disabilities, and how to get accommodations for the course. A disability statement can be made to include accommodation details.

[Sample provided by Dr. Jeff Becker]: The University of the Pacific is committed to the goal of providing qualified students an equal opportunity to attain college education regardless of disability. To reach that goal, Pacific will make efforts towards meeting reasonable requests for services and accommodations to students with disabilities. To that end, please notify me about any special needs you may require during the first weeks of the semester. Students requesting accommodations due to a disability should provide me with an accommodations request letter from the Office of Services for Students with Disabilities, Bannister Hall, Room 101, (209) 946-2879, E-mail: ssd@uop.edu, website: http://www.uop.edu/education/ssp.

Example:

Accommodations for students with disabilities

In compliance with the University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.
**Students with Learning Disabilities:** If you are registered with the Educational Resource Center as having a learning disability, you may decide to take advantage of accommodations the University can provide. To preserve student confidentiality, please discuss such accommodations with the instructor.


“The University of the Pacific is committed to providing access for qualified students, faculty, staff, and visitors to University programs. This non-discrimination policy applies to all qualified applicants or students who seek to or do participate in employment, in access to facilities, student programs, activities and services.” The Educational Resource Center offers a variety of services for Pacific students with disabilities. These services may include, but are not limited to, extended time for completing exams, alternative testing procedures, note takers, and transportation to and from classes.

**Attendance Policy:** Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here. Religious Observances cited in the handbook will be followed.

**Professionalism Policy:** Offer specifics about your policy on professionalism or late arrivals. Example: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:** Offer specifics about your policy on cheating or plagiarism. You may wish to refer to the University **11.24 Honor Code - Approved by the Faculty in 1958**

Established in 1958, the Honor Code is intended to maintain and preserve the high standards of personal character and integrity vital in academic pursuits. The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. A violation of the Honor Code may occur in one of the following areas:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism; and
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or to the Dean of Students. Circumstances warranting, alleged violations are referred by the Dean of Students to the Joint University Judiciary for appropriate action.

Example: Every student must read, understand and observe the UNIVERSITY HONOR CODE (*Tiger Lore*, Section 1.1 – 1.3); it is a violation of the Honor Code to submit all or part of someone else’s work or ideas as your own. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Allocated violations will be referred to the Office of Judicial Affairs. If
found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University. If you have questions about plagiarism and other departures from the right way of conducting yourself in academic situations, speak with your professor. For more information about Pacific’s academic dishonesty policy, consult the Tiger Lore. Violations of Academic Integrity - Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., is common knowledge.
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited, to the following:
- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying off of someone else’s exam or paper with or without his/her knowledge (aka Cheating)
- Allowing someone to turn in your work as his/her own
- Not providing adequate references for cited work
- Turning in someone else’s work and calling it your own
- Copying and pasting large quotes or passages without properly citing them

**University Writing Center:**
The University Writing Center is a free resource for student, where a trained writing consultant will work individually with you on anything you are writing (in or out of class), at any point in the writing process from brainstorming to editing.

**XIV. Important Dates to Remember**
Add a short statement that describes that all the dates and assignments are tentative, and can be changed at the discretion of the professor. Example:

- Last Day to Add/Drop Classes: Fri, Jan 11th 2007
- Grade Forgiveness Deadline: Fri, Jan 11th 2007
- Mid – Term Examination: Tue, Feb 26th 2007
- Withdrawal Deadline: Fri, Feb 29th 2007
- Spring Break: Mon, Mar 10th – Sat, Mar 15th
- Final Examination: Tues, April 22nd 2007
## XV. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Finish This Homework Before Class</th>
<th>Topics to be Discussed in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9</td>
<td>First day of class.</td>
<td>List the main learning objectives or topics covered during this class period.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of Fluid Dynamics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluid Properties</td>
</tr>
<tr>
<td>1/16</td>
<td>List readings or homework assignments that are to be finished BEFORE students arrive at this class period. It may also useful to include reminders about due dates for important assessments. Example: Read Chapter 1 (Textbook pp. 36-73) Read Manometers handout (pdf) Listen to audio recording #1 (mp3) Browse website <a href="http://www.wingtheory.com">www.wingtheory.com</a> Homework #1 is due in class on 1/16</td>
<td>Turn in HW #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manometers, Fluid Statics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fluid Statics</td>
</tr>
<tr>
<td>1/18</td>
<td>Holiday (No Class)</td>
<td>Example:</td>
</tr>
<tr>
<td>1/20</td>
<td>Example:</td>
<td>Turn in HW #2</td>
</tr>
<tr>
<td></td>
<td>Read Chapter 2 (Textbook pp. 74-92)</td>
<td>Forces on Curved Bodies</td>
</tr>
<tr>
<td></td>
<td>Answer problems #13-36 at chapter’s end</td>
<td>Euler’s Equation</td>
</tr>
<tr>
<td></td>
<td>Find three entries in Fluidex Abstracts</td>
<td>Bernoulli’s Equation</td>
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<tr>
<td></td>
<td>Database Homework #2 is due in class on 3/14</td>
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<tr>
<td></td>
<td>(continue with this pattern for the remainder of the term)</td>
<td></td>
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<tr>
<td>4/23</td>
<td>Final Exam, 7:00pm-10:00pm</td>
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<tr>
<td>Wed.</td>
<td>* bring raspberry ScanTron</td>
<td></td>
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</tbody>
</table>

* Note: The Schedule is subject to revision

## XVI. Essay and Project Assignments

You may wish to list each assignment and what characterizes this assignment from all others. You made add reference text page numbers, the topics needed to complete this project, brief problem specification, etc. Example: **Project: Hovercraft Creation** - Due Date: February 27 Working in teams of three, design and build a hovercraft made out of blow dryers (hair dryers) provided in class. Teams will compete for furthest distance traveled. Your project must consist of an abstract, design drawings, and a discussion paper that includes the theories used and their applications in your design.

Any rubrics used to grade the projects or essays could be included on the syllabus as well.
<table>
<thead>
<tr>
<th>Points</th>
<th>Conceptual</th>
<th>Thesis</th>
<th>Development and Support</th>
<th>Organization</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials; ideas original, often insightful</td>
<td>essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight; scope of thesis is ambitious and original</td>
<td>well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident</td>
<td>appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; excellent topic sentences; paragraphs linked rather than stacked</td>
<td>uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors</td>
</tr>
<tr>
<td>9</td>
<td>shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency</td>
<td>clear, argumentative thesis central to the essay; may have left minor terms undefined; may be more general than specific; level of ambition may not be high enough</td>
<td>pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to interpret quotes beyond their surface meaning</td>
<td>distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive</td>
<td>some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively</td>
</tr>
<tr>
<td>8</td>
<td>shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors; operates at a level consistent with “obvious” information</td>
<td>general thesis or controlling idea; may not define several central terms; thesis attempts to “prove” too little</td>
<td>only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately</td>
<td>some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information; some paragraphs unnecessary or may be too long</td>
<td>more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately</td>
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<td>0-5</td>
<td>6-7</td>
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<tr>
<td>already known</td>
<td>shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas</td>
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<tr>
<td>or too short</td>
<td>thesis vague or not central to argument; central terms not defined</td>
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</tr>
<tr>
<td>shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas</td>
<td>frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence</td>
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<tr>
<td>simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas; topic sentences incomplete or insufficient</td>
<td>some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format</td>
<td></td>
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<tr>
<td>writer has not understood lectures, readings, discussion, or assignment</td>
<td>no discernible thesis</td>
<td></td>
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</tr>
<tr>
<td>little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes</td>
<td>no transitions; incoherent paragraphs; suggests poor planning or no serious revision</td>
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<tr>
<td>numerous grammatical errors and stylistic problems seriously distract from the argument</td>
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</tbody>
</table>

- **Instructor Goals** – you might wish to share with your students a broad scope of your goals and solicit their open and timely feedback on how well you are meeting these:

  Communicate effectively and frequently with students.
  Be an enthusiastic, involved teacher.
  Demonstrate a mastery of the discipline.
  Relate material to current practices.
  Clearly explain complex concepts and ideas.
  Provide a framework for lifelong learning.
  Strive to involve students in class activities.
  Foster an environment conducive to critical thinking.
  Be availability to assist students in or out of class.
  Have respect and concern for all students.