GW | Elliott School of
International Affairs

[Semester/Year]

IAFF 1234
Course Name
Syllabus

Instructor: [Your Name]
Email: [Your E-Mail]
Phone: [Your Phone]
Office: [Location]
[Virtual] Office Hours: [Hours]
Credits: [Number]

Course Details

Modality: [Online, Hybrid, or In-Person]
Class Time: [Day(s), Hours]
Class Location: [Details]
Credits: [How many credits the course is worth]

Course Description & Goals

[Insert your course description and course goals followed by an additional paragraph or two that describes the focus of the course, your expectations or teaching philosophy, how the course relates to the real world and the discipline in general, and what the course will cover.]

Learning Outcomes & Objectives

Information for the Instructor (all highlighted information throughout the template is for your information only and can be deleted from the final syllabus):

Please develop 4-6 learning goals that state descriptions of the behaviors or skills that students will be able to demonstrate at the end of the course. The course's weekly topics should build toward these goals, and primary course assignments should also be aligned with them such that students' performance on the assignments clearly reflects whether or not students have achieved the course's learning outcomes. For guidance on content-specific outcomes related to your course, please consult your program director or ESIA's Office of Academic Programs (esiaacad@gwu.edu). For more

information on learning outcomes, please visit the GW Office of Academic Planning and Assessment's website.

By the end of this course, students will be able to:

■ (Sample) Distinguish between primary and secondary sources and use them appropriately in their research.

■ (Sample) Identify biases in key assumptions underlying theoretical or applied work in this field.

■ (Sample) Generate appropriate statistical measures to test hypotheses and determine which outcomes support (or do not support) the hypotheses.

■ (Sample) Articulate an understanding of the ways in which different cultures hold varying views on the same issues.

Methods of Instruction

This course uses the following methods of instruction:

[List all methods of instruction and assignment types in a bulleted list with a brief description of the item and how it supports the course goals. Sample methods of instruction and assessment are listed below:

■ *Lectures:* description
■ *Case studies:* description
■ *Readings:* description
■ *Discussion:* description
■ *Student presentations:* description
■ *Writing assignments:* description
■ *Journals:* description
■ *Blogs:* description
■ *E-portfolios:* description
■ *Collaborative work:* description
■ *Community work:* description
■ *Important:* All live sync sessions will need to be recorded and posted in a timeline manner (please name the location/folder in which you will be saving the recording in the course blackboard site)

Credit Hour Policy

Information for the Instructor: The underlying policy can be summarized: 37.5 hours of work per semester is required for one credit hour (course credit). The most common pattern consists of 50 minutes of direct or guided interaction plus 100 minutes of independent learning per week during the course of a normal 15-week semester, which includes one week for exams.

For a three-credit undergraduate seminar the most common distribution would be 150 minutes of guided instruction plus an additional 300 minutes of independent learning per week, totaling to 112.5 hours of work for the semester. Most three-credit graduate courses have around 100 minutes of direct instruction, and about 350 minutes of independent work per week instead.

Sample Workload Expectation Statements (select appropriate one and delete the others):

- "In this 1 credit graduate course students are expected to work for 150 minutes per week (this includes 50 minutes of time spent in class per week); totaling to 37.5 hours of work over the duration of this 15-week semester."

- "In this 3 credit graduate course students are expected to work for 450 minutes per week (this includes 100 minutes of time spent in class per week); totaling to 112.5 hours of work over the duration of this 15-week semester."

- "In this 3 credit undergraduate course students are expected to work for 450 minutes per week (this includes 150 minutes of time spent in class per week); totaling to 112.5 hours of work over the duration of this 15-week semester."

- (For short term skills courses) "In this 1 credit graduate skills course students are expected to work for a total of 37.5 hours. This includes **X** hours of time spent in class (**# of X**-hour days of class meetings) plus **X** hours of independent work."

- "In this 3 credit short-term abroad course students are expected to work for a total of 112.5 hours. The includes 5-6 hours per day of direct instruction throughout the duration of the [# of days or weeks] trip for a total of [# of hours], plus [# of hours] of independent or in-class work leading up to, during, and/or after the trip."

Prerequisites

Academic

[List any courses that are prerequisites to taking this course. If the course is part of a program, you may wish to state where in the sequence the course falls. If there are no academic prerequisites, you may simply state that there are none. For questions regarding prerequisites please contact esiaacad@gwu.edu]

Technological

As an online student, it is necessary to possess baseline technology skills in order to participate fully in the course. Please consult the GW Online website for further information about recommended configurations and support. If you have questions or problems with technology for this course, please consult the Technology Help link in the left navigation menu in our course in Blackboard.

You should be able to:

- Use a personal computer and its peripherals.
- Use word processing and other productivity software.
- Use the webcam and microphone on your device.
- Use your computer *to* upload recordings and images to your computer.
- Seek technology help by contacting GW Information Technology (202-994-4948).

If you have any problems with the software in this course, please reference the Technology Help link in the left navigation menu in our course on Blackboard.

Course Materials & Requirements

[Insert information about all textbooks and other materials students need to purchase. Be sure to provide sufficient information for students to locate the materials (e.g., book edition). You may want to provide students with links to sources of the materials, such as Amazon.]

List required textbooks and readings here:

Grading & Assessment

This course uses a [points / percent] based grading schema, as shown below.

Information for the Instructor: It is generally recommended to factor course participation as no more than 20% of the final grade. Course participation grades worth more than 20% should be paired with a detailed description of your expectations and/or specific course activities that factor into your evaluation of successful/full participation. For fully-online courses, we generally recommend to keep the percentage of the participation rather low, since participation in online courses can be impacted by technological issues.

Sample participation statement:

[Subject matter of course] is a demanding discipline that requires students to think critically and utilize high-level analytical skills regarding complex issues. The discipline requires such mastery not only in well-articulated written work, but also in thoughtful discussions between and among students and instructors. Receiving full points for participation is not simply a matter of showing up and turning work in on time. Outstanding participation grades require truly thoughtful, insightful, and well-argued contributions and leadership in class that demonstrate a high level of mastery of the course material.

Assignment Type	Point Value Per Assignment	Number of Assignments	Total [Percent / Points] of Final Grade
Enter assignment here	#	#	#

Total [Percent / Points]: [#]

The grading scale below, determines your final letter grade.

<mark>Information for the Instructor: Please note that the undergraduate and graduate grading scales are different (please select the appropriate version for your course).</mark>

Grading Scale (example for undergraduate courses)*

Excellent	Good	Satisfactory	Low Pass	Fail
A 96%-100%	B+ 87%-89%	C+ 77%-79%	D+ 67%-69%	F Under 60%
A- 90%-95%	B 84%-86%	C 74%-76%	D 64%-66%	
	B- 80%-83%	C- 70%-73%	D- 60%-63%	

Grading Scale (example for graduate courses)*

Excellent	Good	Needs Improvement	Low Pass	Fail
A 96%-100%	B+ 87%-89%	B- 80%-83%	C 74%-76%	F Under 70%
A- 90%-95%	B 84%-86%	C+ 77%-79%	C- 70%-73%	

Criteria for: ASSIGNMENT NAME (include rubrics or expectations for assignments)

[Include descriptions of assignments and how you will assess student performance]. <mark>Information for the Instructor: Historically, the most common area of student evaluation feedback we receive relates to clarification of assignments and assignment expectations. Therefore, we strongly recommend the use of rubrics and clear, detailed assignment descriptions. We are happy to share sample rubrics and related materials for you to adapt for your course(s). Please reach out to Chris Markiewicz, Assistant Director of Academic Programs (cmarkiewicz@gwu.edu) for such assistance.</mark>

Course Calendar & Outline

Information for the Instructor: Final examinations, which include any type of end-of-semester examination, are to be administered only during the regularly scheduled examination period. In order to provide students maximum opportunity to study and review material covered during the semester, and to ensure 15 weeks of instruction, final examinations may not be administered during regularly scheduled class sessions, on class make-up days, or during the reading period.

Any type of end-of-semester paper, report, or take-home examination submitted in lieu of a final examination is acceptable and should be due during the examination period.

If no final examination is scheduled, faculty should make a reasonable determination of whether their course conforms to GW's assignment of credit hour policy, which assumes that students spend, over the course of 15 weeks, a minimum of 37.5 hours of direct learning and out-of-class work for each credit.

For more information, see [GW's Final Exam Policy](#).

Below is a list of the major due dates in this course. Detailed assignment instructions are posted in Blackboard. These due dates are subject to revision based upon class progress.

# Week / Topic	Activities & Assignment	Due Date
Week I / Introduction		

Policies

Incomplete Grades

At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is

informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory. Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded F, Failure.

If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol I, Incomplete. The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken. To record the exact expectations, conditions, and deadlines of the Incomplete please use the Elliott School's Incomplete Grade Contract:

Please select the appropriate form below:

[Incomplete Grade Contract for Undergraduate Courses](#)

[Incomplete Grade Contract for Graduate Courses](#)

The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes, please visit the [University Bulletin](#).

Instructor Response Time

I will respond to emails within [insert time frame, including exceptions (e.g., 24 hours on weekdays and on the next business day over weekends and holidays)].

I will return assignments within [insert timeframe (e.g., one week)].

Statement on Inclusive Teaching

In support of inclusive excellence, the Elliott School is committed to supporting our faculty and students in exercising inclusive teaching throughout our curriculum. All faculty members are expected to practice inclusive teaching as outlined in [ESIA's inclusive teaching statement](#) and to

include a stated commitment in the syllabus. For more information, please visit [ESIA's resource page for inclusive teaching](#).

Inclement Weather

Please note that online courses at the George Washington University will continue to be held even when the University is closed for inclement weather.

Late Work

[Insert your policy about late work. For example, you may choose to not accept late work or to penalize late work. Be sure to include whether you will grant exceptions for students who clear it with you in advance or in the case of illness, death in the family, etc.]

GW Acceptable Use for Computing Systems and Services

All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read the Acceptable Use Policy to familiarize yourself with how GW information systems are to be used ethically.

Netiquette

Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Please review GW's Policy on Academic Integrity. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information, see Promoting Academic Integrity.

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see Libraries and Academic Innovations Copyright page.

Bias-Related Reporting

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to report possible bias incidents. For additional information, please visit Bias Incident Response.

Disability Support Services & Accessibility

Note for Instructors (please delete all highlighted information below from your final syllabus):

Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the University is required to ensure that all of its digital content (defined below) is developed and formatted in accordance with certain standards that ensure equal accessibility for all individuals, including persons using screen-readers and other assistive technologies. These requirements are not only legally mandated, but also pedagogically and ethically important. All new and existing digital content must be accessible. Digital content is defined as "information available for download or distribution on electronic media and includes many forms, from text and audio and video files, to graphics, animations and images."

This requirement extends to all courses (both online and on-campus) that use any digital content or have an active Blackboard page, including content such as syllabi, readings, videos, assignments, and related materials.

For detailed guidance and helpful resources regarding digital accessibility, please review the following pages:

- GW's Web and Digital Accessibility Policy
- Accessibility Standards and Best Practices
- Accessibility Course Checklist for Faculty and Staff
- The University's Digital Accessibility Hub
- Digital Accessibility Resources from GW Libraries
- Improving Content Accessibility with Blackboard Ally

- If you have additional questions, please contact esiaonline@gwu.edu at any time.

If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS). If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For additional information, please visit GW Disability Support Services.

For information about how the course technology is accessible to all learners, see the following resources:

Blackboard accessibility

Kaltura (video platform) accessibility

Voicethread accessibility

Microsoft Office accessibility

Adobe accessibility

Religious Observances

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, please see GW's Policy on Religious Observances.

Counseling and Psychological Services

The University's Counseling and Psychological Services office offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information, call 202-994-5300 or visit GW's Counseling and Psychological Services office.

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit <u>GW Campus Advisories</u> for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on GW Campus Advisories or by calling the GW Information Line at 202-994-5050.