



American University of Ras Al Khaimah

AURAK Syllabus Guide

This guide is provided to assist the instructor in correctly completing the AURAK Syllabus. Use it in conjunction with the Syllabus Example for clear directions/understanding.

- Course Title:** *(This should be the official name of the course)*
- Course Code:** *(This is the course code and section such as COMM 104.01)
(You may include the day, time, and location of the class – Optional)*
- Credit Hours:** *(This is the number of credit hours for the course, 1, 2, 3, 4, etc.)*
- Semester and Academic Year:** *(Semester course is being taught with this syllabus – Example: Fall 2019, Spring 2020, Summer I 2020, Summer II 2020. Do not create one syllabus that you never update.)*
- Class Timing(s):** *(Indicate the days (U, M, T, W, R) and the time of the class.)*

Methods of Instruction: This course is taught using the face-to-face method of instruction. *(Do not remove the face-to-face course statement. Do indicate if this class is lecture, lab, studio, etc. If it is a lecture class, identify specific active learning instructional techniques, such as small group collaborative work, student presentations, debates, etc. that will be employed.)*

Prerequisite course(s) and/or co-requisite courses, if applicable: *(If the course has prerequisites list the prerequisites in this section.)*

Faculty Name: *(Name with Title, such as Dr., Mr. Ms.)*

Contact Information and Office Hours: *(This area should include Your Office Number, University Phone Number, your office days/hours and the phrase “or by appointment”.)*

Course Description: *(Use the course description as written in the college catalog.)*

Additional Course Information: This is NOT an online course. *(Do not remove the online course statement. In this area, indicate how this course supports the program, what the students need to have achieved in order to take the course, what will be expected of them during the course, and what outcomes they will have achieved having successfully completed the course. Indicate how this course will prepare them for the next course in*

*the series or how it is important in their chosen degree field. Example;
This is the first course in research that will lay the foundation for)*

Course Textbooks and Materials:

(List any textbook, journal, website, supplemental material that will be used in the course. Follow standard APA or MLA citation format.)

(Note: Part of academic rigor is to hold students accountable for materials found in the “readings” that have not been discussed in class. This is an expectation of academic rigor for AURAK.)

Other Resources:

Web Resources:

Course Learning Outcomes (CLOs):

(Provide an explanation of the knowledge students will gain from taking the class.)

Course Learning Outcomes At the end of this course, students should be able to:	
CLO 1	(CAA Approved CLO’s (SLO’s) for the class.)
CLO 2	(CAA Approved CLO’s (SLO’s) for the class.)
CLO 3	(CAA Approved CLO’s (SLO’s) for the class.)
CLO 4	(CAA Approved CLO’s (SLO’s) for the class.)
CLO 5	(CAA Approved CLO’s (SLO’s) for the class.)

Program Learning Outcomes (PLOs) and Mapping Course to Program Learning Outcomes

Please see the APPENDIX for the PLOs for this course and for mappings of CLOs to PLOs or external accrediting mappings.

Assessment Activities

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your

scores in Blackboard. **(DO NOT CHANGE WORDING OR ADD ADDITIONAL COMMENTS.)**

(The types of assessment activities/ grading method and the weight must be identified.

Board policy states: “Weightings for each assessment component together with deadlines of submissions should be communicated to the students the first week of each semester.”

Additionally, board policy provides the following guidance regarding assessment to be followed by all instructors.

- *There MUST be a minimum of 3 assessments distributed evenly throughout the semester.*
- *Assessments may be in the form of:*
 - *Exam*
 - *Project*
 - *Paper*
 - *Presentation*
 - *Homework assignment*
 - *In Class Quiz*
 - *Case Study/Analysis*
- *“In Class Participation” may be used as an assessment tool but can count no more than 10% of the total grade*
- *No single assessment tool can count for more than 40% of the total grade.*
- *Attendance has no weight in the final grade*

Additionally, the CLO’s previously listed are to be mapped for each assessment activity type. See example if further explanation is needed.)

Note: Again, types of activities and weighting may be adjusted as long as the guidelines stated above are followed.

Assessment Activities – and Grading Weight	(Sample) In-Class Activities - Participation X%	(Sample) Quizzes X%	(Sample) Mid-term Exam – X%	(Sample) Other Activities, i.e. Class Participation, Portfolio, Presentation, etc. X%	(Sample) Final Exam X%
--	---	---------------------	-----------------------------	---	------------------------

CLO 1					
CLO 2					
CLO 3					
CLO 4					
CLO 5					

Grading Scale:

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows: **(DO NOT CHANGE WORDING OR ADD ADDITIONAL COMMENTS.)**

AURAK Grading System and Scale		
Grade	Percentage Scores	Grade Points
A	95-100	4.0
A-	90-94	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.7
C+	76-79	2.3
C	73-75	2.0
C-	70-72	1.7
D+	66-69	1.3
D	60-65	1.0
F	0-59	0

Weekly Course Information

(In the table, the instructor is to provide the weekly topics with the course topics, the required reading, assignment due dates, the assessment weighting, and CLO that is to be addressed. Do not change the table titles. Include scheduling of laboratory, studio, external visit or other non-

lecture sessions, as appropriate. You may split cells to adjust for more than one class meeting per week. For classes meeting more than one time per week, be sure to identify the date for assignments, projects, presentations, quizzes, MIDTERMS, etc. – not just the week.)

Schedule of Course Topics, Required Reading, and Assignments and Assessments (Including scheduling of laboratory, studio, external visit and other non-lecture sessions, as appropriate)				
Week	Topic	Required Readings	Assignment, Assessment (with grade weighting) & Due Date	Mapping of CLO's to Assessments
1				
2				
3				
4				
5				
6				
7				
8				

9				
10				
11				
12				
13				
14				
15				
16	PROVIDE DATE, TIME AND LOCATION OF THE FINAL EXAM.		Final Exam	

(FROM THIS POINT ONWARD, DO NOT CHANGE WORDING OR ADD ADDITIONAL COMMENTS. USE EXACTLY AS WRITTEN.)

Attendance Policy

University policy is that students are to attend all classes and to arrive on time. Students are required to:

- Attend all learning and teaching sessions associated with their program of study.
- Notify their course instructors in advance (in person, by phone or e-mail) that they will be absent from time-tabled class sessions.
- Obtain prior permission from their instructor or course manager, for planned absences of two or more consecutive class sessions during the semester.

- Provide a medical certificate or other corroborating evidence to explain their absence, if required by the University.

Unsatisfactory student attendance includes failure to regularly attend learning and teaching sessions without providing a satisfactory reason to instructors for absence and/or persistent late arrival at, or early departure from, learning and teaching sessions. Where a student fails to attend classes for **four or more weeks cumulatively**, or where a recurring pattern of non-attendance is observed over the course of the semester, the instructor has the option of deeming that the student has failed the course, in which case that student may receive an "F (Fail)" or "U (Unsatisfactory)" grade, as appropriate. At this point, and at the instructor's recommendation, the dean also has the authority to instruct the registrar to remove or withdraw the student from the course.

Disability Accommodations

Students with disabilities may find they require additional support, services, or considerations. AURAK will endeavor to support students with disabilities or special needs where resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Disability Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Department of Counseling, Testing, and Disability Services located in Building H.

Other Relevant Policies

A. Academic Integrity

The Honor Code

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions. While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

Expectations

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

Violations of Academic Integrity

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.
- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.
- Altering work after it has been submitted for a grade.
- Plagiarizing.
- Using or attempting to use anything that constitutes unauthorized assistance.
- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Plagiarism

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one’s own - is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

Faculty and Student Expectations

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.

- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to see clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases involving collaborative work, all students within the collaborative group may be help responsible for violating the code if any member of the group receives, accepts, or utilizes "unauthorized" assistance.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

B. Concerns about grades or other course matters.

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic and Student Affairs. Students who decide to “jump to the top” will be referred “back” to the appropriate next step.

C. Assignments

University policy is that assignments are due on the date assigned. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

D. Mobile Phones

All mobile phones, pagers and/or other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in

their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

E. Diversity and the Use of English

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.

APPENDIX

*Program Learning Outcomes (PLOs) – If the course is part of the curriculum for more than one program and the programs have different PLOs, you must provide the PLOs and the mapping of CLOs to PLOs **SEPARATELY** for each program. Consult the school dean, program chair, or coordinator as appropriate if the course needs multiple PLO links or has external accreditation requirements. {Such tables are to be inserted in this section.}*

Program Learning Outcomes At the completion of the program, students should be able to:	
PLO 1	(CAA Approved PLO's for the program)
PLO 2	(CAA Approved PLO's for the program)
PLO 3	(CAA Approved PLO's for the program)
PLO 4	(CAA Approved PLO's for the program)
PLO 5	(CAA Approved PLO's for the program)

Mapping Course to Program Learning Outcomes

The learning outcomes of this course contribute to meeting one or more of the program learning outcomes as shown below, with the contribution designated as “high”, “medium”, or “low”:					
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1					
CLO 2					
CLO 3					
CLO 4					
CLO 5					

(Provide Specific Program Learning Outcomes, developed at the program level, and identify the outcomes that will be addressed in this course. Populate the second column with the designation “high”, “medium”, or “low” if the specific program level outcome is being addressed in the course, based on a determination of the extent to which the course learning

outcome contributes to the PLO. If the CLO does NOT contribute to the PLO, leave the space in the grid blank. You will obtain all of this information from your Department Chair or Program Coordinator. **(DO NOT CHANGE INFORMATION PROVIDED BY DEPARTMENT CHAIR OR PROGRAM COORDINATOR.)**

<i>ABET Standards (1-7)</i>	<i>Program Learning Outcomes Addressed in Course</i>	<i>Program Learning Outcomes</i>
1		(Program Specific Outcome)
2		(Program Specific Outcome)
3		(Program Specific Outcome)
4		(Program Specific Outcome)
5		(Program Specific Outcome)
6		(Program Specific Outcome)
7		(Program Specific Outcome)