**COURSE SYLLABUS TEMPLATE**

**Instructions:**

In Sections I & II, please enter your information on the gray areas. In Sections III, IV & V, enter your information under each category title. The entry fields are expandable and some modifications are possible. (Address formatting questions to Jeannie So at extension 3744 or at [provaa@pratt.edu](mailto:provaa@pratt.edu)). Please follow the guidelines in the “Course Syllabus Policy and Guidelines” document and refer to the “Frequently Asked Questions about Course Syllabus Policy and Guidelines” document for further clarifications. Check with your department chairperson about departmental policies and regulations prior to distributing your syllabus to students.

**COURSE SYLLABUS**

1. **BASIC COURSE INFORMATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Title: | | |  | | | | | | | | | |
| Course No.: | | | PIC3-- | | | | | Course Section: | |  | | |
| School: | |  | | Department: | | PIC | | | | Program: | |  |
| Days: | tbd | | | Time: | tbd | | | Place of class meetings: | | | tbd | |
| Credit hours: | | | 3 | | | | | | | | | |
| Course Coordinator or Chairperson (where applicable): | | | | | | | | |  | | | |
| Prerequisite courses/skills/other restrictions: | | | | | | | none/take semesters 5 or 6 | | | | | |

1. **INSTRUCTOR CONTACT INFORMATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name: |  | | | Academic Title: | |  | |
| Office Location: | |  | | | | | |
| Contact Information: | | | | | | | |
|  | Office hours: | |  | | | | |
|  | Phone no(s): | |  | | Appropriate times to call: | |  |
|  | Email address: | |  | | Class listserv: | |  |
|  | Special Instructions: | |  | | | | |

1. **COURSE DESCRIPTION**

Bulletin Description:

The Pratt integrated courses are designed as interdisciplinary explorations of a wide range of possible content, putting into practice multiple ways of thinking and ways of making. The courses will employ and integrate skills students have acquired in both studio and general education classes, recombining them in novel and unexpected ways that test, challenge, and expand the student’s creative capacities.

These interdisciplinary courses allow students to explore themes and topics outside their majors, to delve deeply into areas of research that cross disciplinary boundaries, and to work with students in other departments on creative/critical and collaborative projects. They are taken by students during the period of their career when they have completed their Foundation courses and their general education core work, and are delving more deeply into the specialized training of their major disciplines and the post-core courses in liberal arts.

The overall objective of these courses is be to provide a unifying moment in the educational experience of Pratt undergraduates and opportunities for them to work on integrative assignments and a culminating project.

Detailed Description:

One to three paragraphs describing the course in more detail. Include information that would be useful to anyone who might be asked to teach this course. Exclude information that is completely specific to the particular semester/instructor/location in order to keep it relevant for succeeding years.

It may include:

* what the course will cover
* how the course will be conducted (lectures, small group discussions, project teams, field experiences, etc.)
* a brief statement of the instructor’s personal approach/teaching philosophy.

Course Goal(s):

Pratt Integrative Course GOALS

* To build integrative capacities;
* To prepare students to solve unscripted and complex problems both in teams and individually;
* To engage students in practices of making, thinking and doing that integrate multiple disciplinary knowledges and skills in ways that enhance collaborative work and self-knowledge;
* To instill a sense of agency in production of knowledge and creative work;
* To provide a platform for reflection and self-definition that spans majors and academic coursework;

OTHER GOALS (1-2 GOALS RELATED TO SPECIFIC COURSE)

A broad statement or general intention of what you expect students to gain from taking the course.

Goals may contain phrases such as: “To become familiar with…”

* + - 1. “To acquire a knowledge of…”

“To gain a greater appreciation for…”

* + 1. “To develop an understanding of…”

Student Learning Outcomes:

Pratt Integrative Course outcomes:

* 1. Students will be able to connect relevant experiences gained outside the classroom and academic knowledge.
  2. Students will be able to make connections across disciplines and perspectives.
  3. Students will be able to adapt and apply skills, abilities, theories and methodologies gained in one situation to new contexts and situations.
  4. Students will be able to integrate modes of communication in ways that enhance meaning, making clear the interdependence of language—both visual and verbal—form, thought and expression.
  5. Students will be able to self assess, track learning process, and demonstrate a developing sense of self as learner, building on prior experiences to respond to new and challenging contexts.

OTHER OBJECTIVES/OUTCOMES (1-2 OUTCOMES RELATED TO SPECIFIC COURSE)

What the students should be able to know and do at the end of the course, related to the specific course. These usually describe specific knowledge, intellectual and practical skills that students will learn and be able to demonstrate upon completion of the course. The learning objectives/outcomes will serve as the basis for assessment and grading.

Learning objectives may be written as follows:

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Students will be able to:

- distinguish between….and …

- identify

- analyze…

- apply…..

- <perform a skill>…

Course Calendar/Schedule:

Provide a complete weekly schedule of topics or activities to be covered in class, dates when readings and assignments are due, holidays and other special events (e.g., field trips, guest lecturers) and other information you may find useful. PLEASE GIVE NAMES to assignments, exercises, activities, so that there is no confusion at any point surrounding this work. Please also describe the assignment in the body of the weekly schedule, as well as in the Assignment section required for PICs ins the Course Requirements section below.

The schedule can take this form:

- Week 1     Date         Topic/Activity       Project, Reading & Assignments Due

- Week 2     Date         Topic/Activity       Reading & Assignments Due

- Week 3     Date         Topic/Activity       Classes in session; administrative offices closed

- Week 4     Date         Topic/Activity       Metropolitan Museum half hour after scheduled start

**IV. COURSE REQUIREMENTS**

Textbooks, Readings, and Materials:

Specify required and recommended texts and materials for the class and where to find them, such as library, bookstore, art supply store and online resources. For books and readings, specify author, title, edition, and publisher. For electronic (internet) sources, use proper notation. When possible, explain connections to the course outcomes and how the readings and materials address them.

A supplementary bibliography should be included using the format specified for books, readings, and internet resources in the previous paragraph. The bibliography should be updated periodically to reflect new developments in the subject area.

Project(s), paper(s), assignment(s):

List required assignments, projects, papers, presentations, research, etc. that are required. Be as specific as possible about dates, expectations for performance, and types of assignments. (should be tied to Student Learning Outcomes)

1. ASSIGNMENTS >>> PIC OUTCOMES

PLEASE LIST AND DESCRIBE THE *MAIN* ASSIGNMENTS OF THE COURSE AND THE CULMINATING PROJECT, AND IDENTIFY WHICH PIC OUTCOME(S) EACH ASSIGNMENT TARGETS.

2. PIC OUTCOMES <<< ASSIGNMENTS

PLEASE LIST EACH PIC OUTCOME AND LIST THE ASSIGNMENTS THAT TARGET THIS OUTCOME. THIS WILL AID YOU IN VISUALIZING THE SCAFFOLDING STRATEGY AT PLAY IN HELPING STUDENTS ATTAIN THE PIC OUTCOMES. (THIS IS IN ESSENCE ‘FLIPPING’ THE PREVIOUS SECTION, AND SEEING THE PIC OUTCOME-TO-ASSIGNMENT CORRESPONDENCE IN A DIFFERENT WAY.)

Assessment and Grading:

A statement of how student learning and progress in the class will be evaluated and how the final grade will be determined. Evaluation should reflect the extent to which students have achieved the course’s most important learning outcomes (see Student Learning Outcomes). It is recommended that for each assignment you explain what criteria you will use to evaluate the quality of particular student works. For example:

Studio art project:

-How the piece reflects the particular problem that has been assigned

-The piece as a whole: how the elements of the piece inter-relate to develop a composition (formal and aesthetic development of 3D constructions)

-Quality of the technical execution

-Challenge piece presents to the student

English Essay:

State: I will use the following criteria to evaluate your critical essay:

-A clear introduction of the issue for analysis

-A clearly stated thesis

-Careful and logical use of textual evidence to support your thesis

-Careful organization of ideas and careful reasoning

-Correct documentation of sources

-A strong and clear conclusion

-Effective and clear writing, including correct grammar, precise word choice, varied sentence patterns, etc.

Portfolio:

The portfolio:

-is organized according to course/program guidelines.

-reflects use of appropriate written communication skills.

-contains appropriately selected artifacts in the designated sections.

-reflects effective use of technology.

-is appropriate for use in a professional setting.

FOR THE CULMINATING PROJECT:

THE PIC RUBRIC SHOULD BE USED

In accordance with [Pratt Institute’s Attendance Policy](https://www.pratt.edu/the-institute/administration-resources/office-of-the-provost/policies-processes-and-forms/), the attendance policy for this class is as follows:

*“Faculty are responsible for determining how individual course practices are aligned with Pratt Institute policy.”*

Show how the final grade is calculated expressed in percentages (making sure it adds up to 100%.) Attendance alone cannot be considered as a percentage of the grade. (see Policies section)

For example:

Social Studies: Your grade will be based on the following:

|  |  |  |
| --- | --- | --- |
|  | Section participation 10% | 10% |
|  | Quizzes 10% | 10% |
|  | Midterm exam 20% | 20% |
|  | Paper 35% | 35% |
|  | Final exam 25%  100% | 25% |

Communicate standards for assigning course grades for example:

A = sustained level of superior performance demonstrated in all areas of Course Requirements

B = consistent level of performance that is above average in a majority of the Course Requirements

C = performance that is generally average and Course Requirements are achieved

D = below average performance and achievement of the Course Requirements

F = accomplishment of the Course Requirements is not sufficient to receive a passing grade

(Pratt Institute’s Grading System can be found in the Undergraduate and Graduate Bulletins).

**V. POLICIES**

**PRATT INSTITUTE-WIDE INFORMATION**

**Academic Integrity Policy**

At Pratt, students, faculty, and staff do creative and original work. This is one of our community values. For Pratt to be a space where everyone can freely create, our community must adhere to the highest standards of academic integrity.

Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them.

At Pratt,

• We do our own work,

• We are creative, and

• We give credit where it is due.

Based on our value of academic integrity, Pratt has an Academic Integrity Standing Committee (AISC) that is charged with educating faculty, staff, and students about academic integrity practices. Whenever possible, we strive to resolve alleged infractions at the most local level possible, such as between student and professor, or within a department or school. When necessary, members of this committee will form an Academic Integrity Hearing Board. Such boards may hear cases regarding cheating, plagiarism, and other infractions described below; these infractions can be grounds for citation, sanction, or dismissal.

**Academic Integrity Code**

When students submit any work for academic credit, they make an implicit claim that the work is wholly their own, completed without the assistance of any unauthorized person. These works include, but are not limited to exams, quizzes, presentations, papers, projects, studio work, and other assignments and assessments. In addition, no student shall prevent another student from making their work. Students may study, collaborate and work together on assignments at the discretion of the instructor.

Examples of infractions include but are not limited to:

1. Plagiarism, defined as using the exact language or a close paraphrase of someone else’s ideas without citation.
2. Violations of fair use, including the unauthorized and uncited use of another’s artworks, images, designs, etc.
3. The supplying or receiving of completed work including papers, projects, outlines, artworks, designs, prototypes, models, or research for submission by any person other than the author.
4. The unauthorized submission of the same or essentially the same piece of work for credit in two different classes.
5. The unauthorized supplying or receiving of information about the form or content of an examination.
6. The supplying or receiving of partial or complete answers, or suggestions for answers; or the supplying or receiving of assistance in interpretation of questions on any examination from any source not explicitly authorized. (This includes copying or reading of another student’s work or consultation of notes or other sources during an examination.)

For academic support, students are encouraged to seek assistance from the Writing and Tutorial Center, Pratt Libraries, or consult with an academic advisor about other support resources.

Refer to the Pratt website for information on [Academic Integrity Code Adjudication Procedures](https://www.pratt.edu/the-institute/administration-resources/office-of-the-provost/policies-processes-and-forms/).

**Attendance Policy**

General Pratt Attendance Policy

Pratt Institute understands that students’ engagement in their program of study is central to their success. While no attendance policy can assure that, regular class attendance is key to this engagement and signals the commitment Pratt students make to participate fully in their education.

Faculty are responsible for including a reasonable attendance policy on the syllabus for each course they teach, consistent with department-specific guidelines, if applicable, and with Institute policy regarding reasonable accommodation of students with documented disabilities. Students are responsible for knowing the attendance policy in each of their classes; for understanding whether a class absence has been excused or not; for obtaining material covered during an absence (note: instructors may request that a student obtain the material from peers); and for determining, in consultation with the instructor and ahead of time if possible, whether make-up work will be permitted.

Consistent attendance is essential for the completion of any course or program. Attending class does not earn students any specific portion of their grade, but is the pre-condition for passing the course, while missing class may seriously harm a student’s grade. Grades may be lowered a letter grade for each unexcused absence, at the discretion of the instructor. Even as few as three unexcused absences in some courses (especially those that meet only once per week) may result in an automatic “F” for the course. (Note: Students shall not be penalized for class absences prior to adding a course at the beginning of a semester, though faculty may expect students to make up any missed assignments.)

Pratt Institute respects students’ requirements to observe days of cultural significance, including religious holy days, and recognizes that some students might need to miss class to do so. In this, or other similar, circumstance, students are responsible for consulting with faculty ahead of time about how and when they can make up work they will miss.

Faculty are encouraged to give consideration to students who have documentation from the Office of Health and Counseling. Reasonable accommodations for students with disabilities will continue to be provided, as appropriate.

Refer to the Pratt website for information on [Attendance](https://www.pratt.edu/the-institute/administration-resources/office-of-the-provost/policies-processes-and-forms/).

**Students with Disabilities**  
The instructor will make every effort to accommodate students with both visible and invisible disabilities. While it is advisable that students with disabilities speak to the instructor at the start of the semester if they feel this condition might make it difficult to partake in aspects of the course, students should feel free to discuss issues pertaining to disabilities with the instructor at any time. Depending on the nature of the disability, and the extent to which it may require deviations from standard course policy, documentation of a specific condition may be required, in compliance with conditions established by the campus Learning Access Center, and in compliance with the Americans with Disabilities Act. Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Elisabeth Sullivan, Director of the Learning Access Center, 718-636-3711.

**Religious Policies**

In line with Pratt’s Attendance Policy, Pratt Institute respects students’ requirements to observe days of cultural significance, including religious holy days, and recognizes that some students might need to miss class to do so. In this, or other similar, circumstance, students are responsible for consulting with faculty ahead of time about how and when they can make up work they will miss.

***Additional space for departmental or course policies***