

UK Syllabus Template for a Face-to-Face Course

ECO 610

Managerial Economics

Semester/Term: summer 2019

Credit Hours: 3

Meeting Days/Time/Location: MWF 9:00-11:30

Instructor Information

Instructor: Frank Scott

Office Building & Room Number: 223-Q

Email: fscott@uky.edu

Office Phone: (859) 257-7643

Office Hours: whenever

Course Description

This is the same description that is in the bulletin description. It should MATCH that description on the course forms, new or change.

Course Prerequisites

If course prerequisites are required, list here, or they can be included in the “Course Description,” above.

Skill Requirements

If specific technical/digital literacy skills are required, list here.

Student Learning Outcomes

Learning outcomes are a description of what a student will be able to do upon completion of the course. See the appendix for an overview of Bloom’s Taxonomy of Cognitive Learning for examples of active verbs associated with the various levels of cognition.

After completing this course, the student will be able to:

1. Describe something
2. Analyze an issue and develop a solution
3. Prepare a document for...

Required Materials

Textbooks, lab materials, other things the student needs to acquire should be listed here. Include notes about any additional fees that may occur for proctoring fees, polling software, etc.

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

Share any additional technology requirements, such as required software, and your preferred procedure for resolving technical complaints for each service or software used in the course.

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Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

Activities and Assignments

Provide textual information that describes course activities – examples available below.

Course Assignments

Here should be a listing of required assignments for the grade.

- 3 Exams at 100 points each
- 6 graded homework assignments at 15 points each
- 1 three- to five- page research paper on a topic related to course content at 100 points
- Etc.

Summary Description of Course Assignments

Provide a short summary of the different components of your assignments, such as exams, homework, etc. Students should be able to determine the requirements for assignments based on the description in the syllabus. The greater the percentage of the grade, the more detailed the description of the assignment needs to be.

If applicable, describe how individual students are assessed in group work.

If this is a 400G- or 500-level course, describe what will be required differently for Graduate Students from Undergraduate Students.

If participation/interactions are graded, clarify the meaning of "participation/interaction."

Submission of Assignments

Describe expectations for assignment submissions (hard copy vs. online, late penalties for unexcused absences, other requirements).

Course Grading

Provide information about your grading scale. If the course is at the 400G- or 500-level, it must have a grading scale for both graduate and undergraduate students. There must also be differentiated expectations for undergraduates and graduate students, which can be accomplished by: the graduate student completing additional or distinct assignments that are consistent with graduate-level scholarship; and/or the graduate student being subject to different grading criteria that reflects a higher standard for graduate students.

Resources

Add any additional resources you feel will be helpful for your course: Writing Center, ProctorU/NCTA information, etc.

Tentative Course Schedule

A linear listing of topics, assignment due dates, and examination dates.

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Final Exam Information

Date, time, location, other information

Attendance Policy

Clearly spell out attendance policies/required interactions for the course, which must be in accordance with *Senate Rules 5.2.4.2* on excused absences.

Classroom Behavior Policies

Use this section to describe any policies that you enforce in your classroom, e.g., no cellphones and guidelines for respectful dialogue.

Other Policies

Faculty may wish to list college- or major specific- information here.

Other Information

Faculty may wish to list required readings or other information here that is referenced in earlier sections.

BOILERPLATE LANGUAGE

Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.1)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.1 - 6)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for

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classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Religious Observances (Senate Rules 5.2.4.2.4)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination,

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harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the

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words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

OPTIONAL COMPONENTS

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

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Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ's website](#).) Otherwise, students can provide this information to faculty members directly.*

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ Resources](#).*

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

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The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

*If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.***

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APPENDIX

Bloom's Taxonomy of Cognitive Learning

As instructors, we should strive to push students from Knowledge to Synthesis and Evaluation. It is not enough for students to demonstrate Knowledge or Comprehension. They should also be able to demonstrate that they can use this knowledge in higher order thinking and problem solving.

As you construct Student Learning Outcomes, think about the active verbs you are using. What do you expect your students to be able to do? Do you want them to be able to **list** or **describe** some facts? Or do you want them to be able to **design** an experiment or critically **analyze** data and make a **recommendation** utilizing those facts?

Competence	Skills Demonstrated and Action Verbs for Learning Outcomes
Knowledge	<p>Skills: observation and recall of information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter</p> <p>Action Verbs: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc...</p>
Comprehension	<p>Skills: understanding information; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences</p> <p>Action Verbs: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
Application	<p>Skills: use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge</p> <p>Action Verbs: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>
Analysis	<p>Skills: seeing patterns; organization of parts; recognition of hidden meanings; identification of components</p> <p>Action Verbs: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
Synthesis	<p>Skills: use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions</p> <p>Action Verbs: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
Evaluation	<p>Skills: compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity</p> <p>Action Verbs: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.