

<Course Title>

<Course Designation and Section>

Fall 2025 Syllabus

<Instructor Name>



## Welcome to class! <You can change these words>

<This is your “first impression” -- the first thing that students will read and form a picture of you and your course. You might answer questions like: Why do you like teaching the class? What do you enjoy about this subject? What about student growth and learning makes you excited about teaching this course? What do you want students to take away from this course? Anyone can teach this course, what do you want students to know about their experience will be like with you as their instructor?>

## Here’s how I describe the course:

<You are not looking for the catalog description. How would you describe your course in your own words? What is the most meaningful part of the course for you? If students where to ask you “Why is this stuff important,” what would you say? Ten years from now what do you want students to remember about your course?>



# Here’s the basics:

**Phone Number:**

**Email Address:**

**Contact preferences:**

**Office Location:**

**Student Hours:**

<This is where you can discuss “when” and “why” students should come to your student hours. Why is it important to you that students attend your student hours? What do you like to discuss with your students during this time? It’s fair to say many students are anxious of attending student hours. What can you say to them to make them feel more at ease?>

<Talk about any other required meetings your course has outside of regularly scheduled times. >



# Course Materials:

## Required Text, forms, and other resources for this course:

* <Book Title, Edition, Author, ISBN>
* <Technology Requirements>

## Optional Text and other resources for this course:

* None



# Course Assignments and Grading:

**<The purpose of this section is to describe the types of assignments, what they are, what the purpose is, and how they fit into the scope of the course. You don’t need to detail out every assignment here but giving students a general idea of the type of work they need to do helps them plan for your course. What are the main types of assignments you have? How do you describe your assignments so they sound purposeful and engaging to your students and students actually want to complete them?>**

## Grading Breakdown:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Number of Assignments** | **Points per Assignment** | **Percentage** |
| Name/Type of assignment |  |  |  |
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| **Percentage** | **Grade** |
| --- | --- |
| 91% – 100% | **A** |
| 81% - 90% | **B** |
| 71% - 80% | **C** |
| 60% - 70% | **D** |
| Less than 60% | **F** |



# Course Schedule:

| **Week #/Date** | **Topic(s)** | **Required Reading** | **Assignments Due** |
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| Week 1:  |  |  |  |
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# Support for Students

WNC has a lot of support for students. There are academic coaches (tutors) to help students succeed in classes, disability services for those who need special accommodations, a range of counseling services and support, great librarians to help students learn how to locate and evaluation information, financial aid, a student center with a small gym, student clubs, and an active student government.

## Link to [Student Resources](https://www.wnc.edu/students/) (<https://www.wnc.edu/students/>)

## Accessibility Statement:

Western Nevada College is committed to providing reasonable accommodations for all persons with disabilities. It is also our goal to be as accessible as possible. If you anticipate any issues related to format, materials, or requirements of this course, please reach out to the Disability Support Services (DSS) office so that we may address accessibility concerns. Any student with a documented disability needing academic adjustments is required to register with DSS office. To receive academic accommodations for this class, please submit an application for services which can be found here: https://cascade.accessiblelearning.com/WNC/ApplicationStudent.aspx

You will then be contacted by a DSS staff member to schedule an appointment. If you have questions about DSS services you can stop by the office located on the Carson campus, Cedar building room 208, or contact Susan Trist at susan.trist@wnc.edu or 775-445-4459.



# Policies

## <This is where you can talk about your course policies.>

<Types of policies to consider including: late work, attendance/participation, classroom expectations, online etiquette, etc. Policies can sound pretty stiff and even sometimes cruel out of context. What is the purpose of the policy? How does it help you and your students succeed in your course?>

<Here are some common example policies you can us.>

**Late Work:**

This course uses due dates as a guide throughout the semester.  These dates are to ensure adequate time for feedback from me.  This course does accept late work.  Anything submitted after 48 hours will not be able to receive feedback from me.

**Attendance:**

In this class, attendance is encouraged for every day of learning.  Students are expected to attend and read materials to be prepared for class discussions.  I understand that life happens and that not everyone can make it to every class.  Please let me know in advance if you are unable to attend.

**Classroom Expectations:**

In this class, it's crucial for everyone to be respectful and supportive of each other. This room is a safe place where we can freely exchange ideas and learn new things. So, please treat your classmates with kindness and respect.



# Course Description:

**Number of Credits:**

**Transferability of course within NSHE:** <Here is pretty common verbiage or you can write your own: This course transfers within Nevada System of Higher Education schools.>

## Course Learning Objectives:

* <You have already described your course above. This is where you can put the catalog verbiage.>

