Syllabus

XXX.XXX: Course Name

Instructor Contact

[Instructor Name]
Home: ###.###.####
Fax: ###.###.####
Work: ###.###.####
Cell: ###.###.####
E-mail: youremail@yourdomain.com

[Co-instructor Name]
Home: ###.###.####
Fax: ###.###.####
Work: ###.###.####
Cell: ###.###.####
E-mail: youremail@yourdomain.com

List your preferred method of contact and your estimated response times.

Example:

I/we prefer that students contact me/us via email. Please be sure to include course number in the subject line. I/we will make every effort to respond to your inquiry within 48 hours or earlier. If an issue is urgent, please indicate “urgent” within the subject line of the email and I/we will respond as soon as is practical.

Office Hours via Zoom

This course will use Zoom to facilitate weekly, synchronous office hours. You are not required to participate in Office Hours; however, you may find them very beneficial for receiving more timely answers to questions related to the course content and assignments.

During the first week of the course I/we will conduct a student survey to determine the best day and time of the week to schedule the Office Hours. Once the day and time have been determined, I/we will set up Office Hours links within the Calendar. Students will click that link or the Office Hours link on the left menu to access Zoom and participate. You are encouraged to post any questions you would like to have answered during the live Office Hour sessions to the Office Hours Discussion Board by [instructor sets time and day for submitting questions]. Recorded Office Hour sessions will be posted to the [Calendar/Announcements area] for any students who were unable to participate in the “live” sessions or for students who like to listen to them again.

For more information regarding Zoom, please see the Zoom Student Quick Start Guide.

Course Description

The course description section should be copied directly from the formal EP course description in the catalog. This can also be found on the EP Website.

Prerequisites

List any prerequisites or co-requisites officially required (can be found in the catalog). You may also consider listing any suggested courses or unofficial requirements.
Course Goals

Course Goals are a broad statement of the goals of the course written in paragraph form approximately 3–5 sentences long.

Example:

To identify and describe the characteristics and responsibilities of a functional group supervisor and then apply that knowledge to prepare group plans and analyze and solve both project and personnel problems in a semester long management simulation in a fictitious company.

Course Objectives

Please copy and paste the Course Objectives you included in your Course Design Document (CDD). Recall that Course Objectives are measurable and observable learning outcomes that are general to the entire course. The course objectives are normally 3–5 broad learning outcomes and not a list of the module/unit objectives. However, the course objectives should align with the module/unit objectives of the course.

Example:

By the end of the course, you will be able to:

• Identify and describe the differences between the roles and responsibilities of an individual contributor and a functional group supervisor.

• Prepare a transition plan to move from your current job in AVI to be the supervisor of EIG.

• Evaluate components of a specific water resource planning project.

Course Structure

List how the course week will be structured.

Example:

The course materials are divided into modules which can be accessed by clicking Course Modules on the left menu. A module will have several sections including the overview, content, readings, discussions, and assignments. You are encouraged to preview all sections of the module before starting. Most modules run for a period of seven (7) days, exceptions are noted in the Course Outline. You should regularly check the Calendar and Announcements for assignment due dates.

Textbook

Required

List text here in American Psychological Association (APA) format. See the example below and/or http://ep.jhu.edu/apa for more details for proper formatting.

Example:


ISBN-10: 0742517446

Textbook information for this course is available online through the appropriate bookstore website: For online courses, search the MBS website.
Optional

List any optional texts here or remove the entire section.

Example:

Additionally, any of the following texts or other texts that you may have from previous courses may be useful for this course if you find yourself struggling with specific skills:

- Sample
- Sample
- Sample

Required Software

List any software students will be required to purchase here or remove the entire section.

Example:

MATLAB

You will need access to a recent version of MATLAB with the Signal Processing Toolkit. The MATLAB Total Academic Headcount (TAH) license is now in effect. This license is provided at no cost to you. Send an email to software@jhu.edu to request your license file/code. Please indicate that you need a standalone file/code. You will need to provide your first and last name, as well as your Hopkins email address. You will receive an email from Mathworks with instructions to create a Mathworks account. The MATLAB software will be available for download from the Mathworks site.

Technical Requirements

You should refer to Help & Support on the left menu for a general listing of all the course technical requirements.

Student Coursework Requirements

Provide a detailed list of student requirements.

Example:

It is expected that each module will take approximately 7–10 hours per week to complete. Here is an approximate breakdown: reading the assigned sections of the texts (approximately 3–4 hours per week) as well as some outside reading, listening to the audio annotated slide presentations (approximately 2–3 hours per week), and writing assignments (approximately 2–3 hours per week).

This course will consist of the following basic student requirements:

Preparation and Participation (15% of Final Grade Calculation)

You are responsible for carefully reading all assigned material and being prepared for discussion. The majority of readings are from the course text. Additional reading may be assigned to supplement text readings.

Post your initial response to the discussion questions by the evening of day 3 for that module week. Posting a response to the discussion question is part one of your grade for module discussions (i.e., Timeliness).

Part two of your grade for module discussion is your interaction (i.e., responding to classmate postings with thoughtful responses) with at least two classmates (i.e., Critical Thinking). Just posting your response to a
discussion question is not sufficient; we want you to interact with your classmates. Be detailed in your postings and in your responses to your classmates' postings. Feel free to agree or disagree with your classmates. Please ensure that your postings are civil and constructive.

I/We will monitor module discussions and will respond to some of the discussions as discussions are posted. In some instances, I/we will summarize the overall discussions and post the summary for the module.

Evaluation of preparation and participation is based on contribution to discussions.

Preparation and participation is evaluated by the following grading elements:

1. Timeliness (50%)
2. Critical Thinking (50%)

Preparation and participation is graded as follows:

- 100–90 = A — Timeliness [regularly participates; all required postings; early in discussion; throughout the discussion]; Critical Thinking [rich in content; full of thoughts, insight, and analysis].
- 89–80 = B — Timeliness [frequently participates; all required postings; some not in time for others to read and respond]; Critical Thinking [substantial information; thought, insight, and analysis has taken place].
- 79–70 = C — Timeliness [infrequently participates; all required postings; most at the last minute without allowing for response time]; Critical Thinking [generally competent; information is thin and commonplace].
- <70 = F — Timeliness [rarely participates; some, or all required postings missing]; Critical Thinking [rudimentary and superficial; no analysis or insight is displayed].

Assignments (30% of Final Grade Calculation)

Assignments will include a mix of qualitative assignments (e.g. literature reviews, model summaries), quantitative problem sets, and case study updates. Include a cover sheet with your name and assignment identifier. Also include your name and a page number indicator (i.e., page x of y) on each page of your submissions. Each problem should have the problem statement, assumptions, computations, and conclusions/discussion delineated. All Figures and Tables should be captioned and labeled appropriately.

All assignments are due according to the dates in the Calendar.

Late submissions will be reduced by one letter grade for each week late (no exceptions without prior coordination with the instructors).

If, after submitting a written assignment you are not satisfied with the grade received, you are encouraged to redo the assignment and resubmit it. If the resubmission results in a better grade, that grade will be substituted for the previous grade.

Qualitative assignments are evaluated by the following grading elements:

1. Each part of question is answered (20%)
2. Writing quality and technical accuracy (30%) (Writing is expected to meet or exceed accepted graduate-level English and scholarship standards. That is, all assignments will be graded on grammar and style as well as content.)
3. Rationale for answer is provided (20%)
4. Examples are included to illustrate rationale (15%) (If you do not have direct experience related to a particular question, then you are to provide analogies versus examples.)
5. Outside references are included (15%)

Qualitative assignments are graded as follows:
• 100–90 = A—All parts of question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rich in content; full of thought, insight, and analysis].

• 89–80 = B—All parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [substantial information; thought, insight, and analysis has taken place].

• 79–70 = C—Majority of parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [generally competent; information is thin and commonplace].

• <70 = F—Some parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rudimentary and superficial; no analysis or insight displayed].

Quantitative assignments are evaluated by the following grading elements:

1. Each part of question is answered (20%)
2. Assumptions are clearly stated (20%)
3. Intermediate derivations and calculations are provided (25%)
4. Answer is technically correct and is clearly indicated (25%)
5. Answer precision and units are appropriate (10%)

Quantitative assignments are graded as follows:

• 100–90 = A—All parts of question are addressed; All assumptions are clearly stated; All intermediate derivations and calculations are provided; Answer is technically correct and is clearly indicated; Answer precision and units are appropriate.

• 89–80 = B—All parts of question are addressed; All assumptions are clearly stated; Some intermediate derivations and calculations are provided; Answer is technically correct and is indicated; Answer precision and units are appropriate.

• 79–70 = C—Most parts of question are addressed; Assumptions are partially stated; Few intermediate derivations and calculations are provided; Answer is not technically correct but is indicated; Answer precision and units are indicated but inappropriate.

• <70 = F—Some parts of the question are addressed; Assumptions are not stated; Intermediate derivations and calculations are not provided; The answer is incorrect or missing; The answer precision and units are inappropriate or missing.

Course Project (30% of Final Grade Calculation)

A course project will be assigned several weeks into the course. The next-to-the-last week will be devoted to the course project.

The course project is evaluated by the following grading elements:

1. Student preparation and participation (as described in Course Project Description) (40%)
2. Student technical understanding of the course project topic (as related to individual role that the student assumes and described in the Course Project Description) (20%)
3. Team preparation and participation (as described in Course Project Description) (20%)
4. Team technical understanding of the course project topic (as related to the Customer Team roles assumed by the students and the Seller Team roles assumed by the students and described in the Course Project Description) (20%)

Course Project is graded as follows:

• 100–90 = A—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities well defined and understood; individual/ team well versed in use of Adobe Connect; individual/ team work product(s) agreed to, well prepared and available to all team members/
• 89–80 = B—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities well defined and understood; individual/ team well versed in use of Adobe Connect; individual/ team work product(s) agreed to and prepared]; Student Understanding/ Team Understanding [substantial information; thought, insight, and analysis has taken place].

• 79–70 = C—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities agreed to; individual/ team well versed in use of Adobe Connect; individual/ team work product(s) prepared]; Student Understanding/ Team Understanding [generally competent; information is thin and commonplace].

• <70 = F—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities not well understood; individual/ team has difficult with use of Adobe Connect; individual/ team work product(s) partially prepared]; Student Understanding/ Team Understanding [rudimentary and superficial; no analysis or insight displayed].

Exams (25% of Final Grade Calculation, combined from 10% for Midterm and 15% for Final)

The midterm exam will be available in Module 6 and the final exam will be available in the next-to-last Module. You will have one week to complete the exams and they will be due by 5PM exactly one week from their release. You may use the course text to complete the exams.

The exams are evaluated by the following grading elements:

1. Each part of question is answered (20%)
2. Writing quality and technical accuracy (30%) (Writing is expected to meet or exceed accepted graduate-level English and scholarship standards. That is, all assignments will be graded on grammar and style as well as content.)
3. Rationale for answer is provided (20%)
4. Examples are included to illustrate rationale (15%) (If a student does not have direct experience related to a particular question, then the student is to provide analogies versus examples.)
5. Outside references are included (15%)

Exams are graded as follows:

• 100–90 = A—All parts of question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rich in content; full of thought, insight, and analysis].

• 89–80 = B—All parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [substantial information; thought, insight, and analysis has taken place].

• 79–70 = C—Majority of parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [generally competent; information is thin and commonplace].

• <70 = F—Some parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rudimentary and superficial; no analysis or insight displayed].
Assignments are due according to the dates posted in your Blackboard course site. You may check these due dates in the Course Calendar or the Assignments in the corresponding modules. I/We will post grades one week after assignment due dates.

We generally do not directly grade spelling and grammar. However, egregious violations of the rules of the English language will be noted without comment. Consistently poor performance in either spelling or grammar is taken as an indication of poor written communication ability that may detract from your grade.

A grade of A indicates achievement of consistent excellence and distinction throughout the course—that is, conspicuous excellence in all aspects of assignments and discussion in every week.

A grade of B indicates work that meets all course requirements on a level appropriate for graduate academic work. These criteria apply to both undergraduates and graduate students taking the course.

EP uses a +/- grading system (see “Grading System”, Graduate Programs catalog, p. 10).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
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<tr>
<td>A</td>
<td>97-94</td>
</tr>
<tr>
<td>A−</td>
<td>93-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B−</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>F</td>
<td>&lt;63</td>
</tr>
</tbody>
</table>

Final grades will be determined by the following weighting:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Preparation and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Course Project</td>
<td>30%</td>
</tr>
<tr>
<td>Exams (Midterm + Final)</td>
<td>25% (10% + 15%)</td>
</tr>
</tbody>
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Help & Support

You should refer to Help & Support on the left menu for a listing of all the student services and support available.

Policies and Guidelines

In this space, please state course-specific policies and guidelines. Do NOT revise or remove any sections of the syllabus that follow (i.e., Academic Integrity, Policy on Disability Services, etc.).

Academic Integrity

Academic Misconduct Policy

All students are required to read, know, and comply with the Johns Hopkins University Krieger School of Arts and Sciences (KSAS) / Whiting School of Engineering (WSE) Procedures for Handling Allegations of Misconduct by Full-Time and Part-Time Graduate Students.
This policy prohibits academic misconduct, including but not limited to the following: cheating or facilitating cheating; plagiarism; reuse of assignments; unauthorized collaboration; alteration of graded assignments; and unfair competition. You may request a paper copy of this policy at this by contacting jhep@jhu.edu.

Policy on Disability Services

Johns Hopkins University (JHU) is committed to creating a welcoming and inclusive environment for students, faculty, staff and visitors with disabilities. The University does not discriminate on the basis of race, color, sex, religion, sexual orientation, national or ethnic origin, age, disability or veteran status in any student program or activity, or with regard to admission or employment. JHU works to ensure that students, employees and visitors with disabilities have equal access to university programs, facilities, technology and websites.

Under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008, a person is considered to have a disability if (1) he or she has a physical or mental impairment that substantially limits one or more major life activities (such as hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, learning, or concentrating); (2) has a record of having such an impairment; or (3) is regarded as having such an impairment class. The University provides reasonable and appropriate accommodations to students and employees with disabilities. In most cases, JHU will require documentation of the disability and the need for the specific requested accommodation.

The Disability Services program within the Office of Institutional Equity oversees the coordination of reasonable accommodations for students and employees with disabilities, and serves as the central point of contact for information on physical and programmatic access at the University. More information on this policy may be found at the Disabilities Services website or by contacting (410) 516-8075.

Disability Services

Johns Hopkins Engineering for Professionals is committed to providing reasonable and appropriate accommodations to students with disabilities.

Students requiring accommodations are encouraged to contact Disability Services at least four weeks before the start of the academic term or as soon as possible. Although requests can be made at any time, students should understand that there may be a delay of up to two weeks for implementation depending on the nature of the accommodations requested.

Requesting Accommodation

New students must submit a Disability Services Graduate Registration Form along with supporting documentation from a qualified diagnostician that:

- Identifies the type of disability
- Describes the current level of functioning in an academic setting
- Lists recommended accommodations

Questions about disability resources and requests for accommodation at Johns Hopkins Engineering for Professionals should be directed to:

EP Disability Services
Phone: 410-516-2306
Fax: 410-579-8049
E-mail: ep-disability-svcs@jhu.edu