

# Course Syllabus

AB1000 – Fundamentals of Any Discipline

College of Science and Arts

Fall 2025

## Instructor Information

Instructor: Jane Doe, PhD, Associate Professor

Office Location: 123 Rekhi Hall

Telephone: Office (555)555-5555 *(add other numbers as needed)*

E-mail: [jydough@mtu.edu](mailto:jydough@mtu.edu)

Office Hours: TR 10:00 a.m.–12:00 p.m. or by appointment

## Course Identification

Course Number: AB1000-R01

Course Name: Fundamentals of Any Discipline

Course Location: 135 Fisher Hall

Class Times: MWF 11:05 a.m. – 12:05 p.m.

Prerequisites: MA1000-Addition & Subtraction, HU1000–Spelling

## Course Description/Overview

Insert your course description here. This should be very similar to the one found on the [course catalog description website.](http://www.mtu.edu/catalog/courses/) (http://www.mtu.edu/catalog/courses)

## Course Resources

### Course Website(s)

* [Canvas](http://www.courses.mtu.edu) [www.courses.mtu.edu]
* Personal Website [http://www.mtu.edu/jydoe]

### Required Course Text

* Fundamentals of Any Discipline, 8th Edition, by Smith & Miller, ©2025 Prentice-Hall Publishing, ISBN 0-12-345678-X
* CS Journal [http://www.sciencedirect.com/science/journal/03043975]

### Course Fees/Supplies

List any course fees or needed supplies (iClicker, safety equipment, etc.) here.

## Course Learning Objectives

Learning objectives should be stated in terms of measurable student abilities gained through successful completion of the course. Objectives should be as detailed as needed to capture the expected learning level and those abilities. In the following example, the expected level of learning and how learning may be measured is conveyed through the verb that starts each bullet. Specificity on the abilities is captured in the noun phrase that follows the verb.

*Example:*

*Upon successful completion of this course, students will be able to*

* *Analyze cultural issues on multiple scales and from diverse perspectives.*
* *Compare and contrast the major European economic factors that led to the French revolution.*
* *Identify the basic steps used to design an experiment to test a hypothesis.*
* *Demonstrate proper engineering use of common design tools such as an objective tree, a decision matrix, and a morphological (morph) chart.*

In this example, “Analyze” in the first bullet indicates high-level expected learning, “Compare and contrast” in the second bullet indicate middle-level learning, and “Identify” in the third implies low-level learning. It may be helpful to refer to this [list of common verbs](http://www.mtu.edu/ctl/instructional-resources/syllabus/action-verbs4-objectives.pdf). Note that for some verbs, the level of learning is conveyed, in large part, by the noun phrase that follows, as with “demonstrate” in the last bullet. The key point is that any verb used in a course learning objective should provide means by which student achievement of that objective can be measured.

For further assistance in articulating measurable and appropriate learning objectives, contact the Center for Teaching and Learning ([ctl@mtu.edu](mailto:ctl@mtu.edu) or 487-3000).

NOTE FOR ESSENTIAL EDUCATION COURSES: In your syllabus, identify the course list, the Essential Abilities that apply, the university’s guiding definitions (or your adapted rubric) for these Essential Abilities, and a statement about reflection and Husky Folio. For additional assistance refer to the [Course Setup Guide](https://mtu.instructure.com/courses/1545959/pages/ace-course-setup-guide) (Canvas).

Example/recommended statement:

This course is a BLANK list course in the Essential Education program. The course content is designed to support the following Essential Abilities: BLANK and BLANK.

[Guiding definitions for Essential Abilities](https://www.mtu.edu/essential-ed/abilities/) are available: https://www.mtu.edu/essential-ed/abilities/

In this course, you will engage in reflective practices and utilize your Husky Folio (powered by PebblePad) account to document your learning journey and showcase your work.

## Grading Scheme

### Grading System (Note: This is an example and not a Michigan Tech standard)

| ***Letter Grade*** | ***Percentage*** | ***Grade points/credit*** | ***Rating*** |
| --- | --- | --- | --- |
| **A** | 92% & above | 4.00 | Excellent |
| **AB** | 91.9% – 88% | 3.50 | Very good |
| **B** | 87.9% – 80% | 3.00 | Good |
| **BC** | 79.9% – 78% | 2.50 | Above average |
| **C** | 77.9% – 70% | 2.00 | Average |
| **CD** | 69.9% – 68% | 1.50 | Below average |
| **D** | 67.9% - 60% | 1.00 | Inferior |
| **F** | 59.9% and below | 0.00 | Failure |
| **I** | Incomplete; given only when a student is unable to complete a segment of the course because of circumstances beyond the student’s control. | | |
| **X** | Conditional, with no grade points per credit; given only when the student is at fault in failing to complete a minor segment of a course, but in the judgment of the instructor does not need to repeat the course. It must be made up by the close of the next semester or the grade becomes a failure (F). A (X) grade is included in the grade point average calculation as a (F) grade. | | |

### Grading Policy

Grades will be based on the following:

| **Course** **Component** | **Points** |
| --- | --- |
| Homework | 400 |
| Exams (3 exams x 300 points each) | 900 |
| Class attendance/participation | 300 |
| **Total Points** | **1600** |

### Late Assignments

Describe your late assignment policy here.

## Course Policies

*Behavioral standards, attendance, group work/collaboration, safety regulations, etc. (Try to keep syllabus language POSITIVE and explain reasons for policies. Remember, reading this syllabus may provide your students’ first impression of you.)*

You may also wish to consider including a statement encouraging the establishment of an inclusive classroom environment such as the example below courtesy of Adrienne Minerick and Renee Wells:

“We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect.”

And/or choose to include information about student mental health:

Example courtesy of Whitney Boroski:

Michigan Tech is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help or to find additional resources, contact Counseling Services at 906-487-2538 or visit the [Counseling Services website](http://www.mtu.edu/counseling) [http://www.mtu.edu/counseling].

### AI Policy

Describe your policy on the use of generative artificial intelligence (GenAI) tools in your course here. Sample language and examples of GenAI course policies can be found in the [Michigan Tech Syllabus Guidance](https://www.mtu.edu/provost/ai/faculty-staff/syllabus-guidance/) provided by the AI Working Group.

Example conditional GenAI use course policy courtesy of the AI Working Group (update to align with your course/assignment AI policy):

The use of generative artificial intelligence (GenAI) tools may be permitted or recommended for specific assignments in this course. Those assignments that allow or call for GenAI use will be expressly listed as such and require proper citation and documentation according to the [your discipline’s citation style]. When the instructor grants express permission for GenAI tool use, it is with the understanding that its use should be accompanied by critical thinking and reflection. Responsibility for the work's integrity remains with the student, including any inaccuracies stemming from GenAI use. The use of GenAI for assistance in completing other coursework is prohibited and constitutes [cheating](https://www.mtu.edu/deanofstudents/policies-resources/integrity/#:~:text=Students%20who%20cheat%2C%20plagiarize%2C%20or,the%20severity%20of%20the%20offense.).

Transparency in GenAI tool usage is mandatory, and instructors reserve the right to ask students to explain their process for creating work at any time. This includes but is not limited to including prompt appendices, AI-generated outputs, and reflective analyses.

GenAI is changing rapidly, and new tools will become available. Course policies therefore are provisional and subject to change. Students should consult the instructor if they have any questions about the permissible use of technology in this course.

## Academic Integrity Rules

*Specific course rules or policies regarding cheating, plagiarism, fabrication, and/or facilitation of academic misconduct.*

Examples: Students may discuss homework assignments (if authorized), but are expected to individually work/write/solve any and all submitted work. All authorized resources used, including but not limited to internet sites (i.e., Chegg, Study Soup, Course Hero, etc.), artificial intelligence tools, etc., should be appropriately cited. Please restrict all use of cell phones and/or other electronic devices during class to course-related activities. The focus of class time should be interaction between students, and with the instructor. Any other unauthorized activities are likely to be distracting to other students and the instructor. Please make sure to bring a calculator with you to class, so you can be appropriately prepared for assignments and/or exams. Calculators on other devices (computers, phones, etc.) are not allowed to ensure students do not communicate with others during exams. Because it’s important to everyone at Michigan Tech that academic standards be maintained, academic misconduct may result in an appropriate conduct sanction/educational condition(s) imposed by the Office of Academic and Community Conduct and/or in an academic penalty (lower grade/failing grade) imposed by the faculty.

For more details on academic integrity, please review the [Academic Integrity Policy of Michigan Tech](http://www.admin.mtu.edu/usenate/policies/p109-1.htm) [http://www.admin.mtu.edu/usenate/policies/p109-1.htm].

## University Policies

*Language and links in this section should be included on all syllabi to ensure compliance with Senate and governmental requirements.*

As part of the university's commitment to curricular quality, student work products may be used to evaluate how well Michigan Tech students are achieving programmatic learning outcomes. Findings are used to inform future course and curricular improvements to support student learning but are not used to evaluate specific students and individual instructors.

Michigan Tech has standard policies on academic misconduct and complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. For more information about reasonable accommodations or equal access to education or services at Michigan Tech, please call the Dean of Students Office at 906-487-2212 or visit the [Student Disability Services website](https://www.mtu.edu/success/disability/) [https://www.mtu.edu/success/disability/]. More information is also available from the [Syllabi Policies webpage](http://www.mtu.edu/ctl/instructional-resources/syllabus/syllabus_policies.html) [http://www.mtu.edu/ctl/instructionalresources/syllabus/syllabus\_policies.html].

## Course Schedule (example dates & assignments only)

### Week 1

*M 8/25 Review Syllabus, course policies*

*W 8/27* Course introduction

Chapter 1 – Introduction to Computer Science

*F 8/29*  Chapter 2 – Binary Numbers, HW Due: pg. 50 #1-6

### Week 2

*M 9/1* ***LABOR DAY, No class***

*W 9/3* Chapter 3 – Programming Languages

*F 9/5* ***K-day recess begins at noon***

### Week 3

*M 9/8* Chapter 4

*W 9/10* Chapter 5, HW Due: pg. 240 #2-30

*F 9/12*

### Week 4

*M 9/15* Chapter 5 (cont.)

*W 9/17* **Exam #1 (Chapters 1-5)**

*F 9/19* Chapter 6

### Week 5

*M 9/22*

*T 9/23* ***Career Fair Recess begins at 2 p.m.***

*W 9/24*

*F 9/26*

### Week 6

*M 9/29*

*W 10/1*

*F 10/3*

### Week 7

*M 10/6*

*W 10/8*

*F 10/10*

### Week 8

*M 10/13*

*W 10/15* ***October Recess (begins at 10:00 p.m.)***

*F 10/17 no class*

### Week 9

*M 10/20* ***Instruction resumes***

*W 10/22*

*F 10/24*

### Week 10

*M 10/27*

*W 10/29*

*F 10/31*

### Week 11

*M 11/3*

*W 11/5*

*F 11/7*

### Week 12

*M 11/10*

*W 11/12*

*F 11/14*

### Week 13

*M 11/17*

*W 11/19*

*F 11/21* ***Fall Break begins at 10:00 p.m.***

### Week 14

*M 12/1* ***Class resumes***

*W 12/3*

*F 12/5* ***Last Day of class***

### Finals Week *(12/8 – 12/12)*

***Final exam as scheduled by the Registrar's office, schedule TBD.***