University of Delaware Syllabus Template

# How to use this template

This syllabus template is built in Google Docs.

1. **Rename** this document using your course identifier.
2. **Edit** the syllabus template (starts after this page break). All instructions between brackets - [[ Like this ]] = and prompts at the end of each section needs to be replaced or deleted. Additionally, delete this first page when done.
3. **Share it.** When your syllabus is ready, either [share it with your students as a native Google Doc (view only)](https://support.google.com/docs/answer/2494822?hl=en&ref_topic=4671185) or use **File** > **Download as…** > **Microsoft Word (.docx)** or **PDF document (.pdf)** to provide it to your students.

**A note regarding accessibility:** This Google document was designed with accessibility in mind - to the limit that Google documents allow. If you convert your document to Word or PDF, there are additional accessibility options for maximizing the document’s accessibility. There are also built-in accessibility checkers that will help identify accessibility issues and guide you on how to resolve them. For more information, please visit: <https://www.udel.edu/home/accessibility/how-to/documents/>

**For additional study abroad specific syllabus design information (including UD sample syllabi), please refer to:** [**http://sites.udel.edu/igs-syllabus/**](http://sites.udel.edu/igs-syllabus/)


[[ Course Number and Title ]]

Credits: [[ # ]], Section(s): [[ ### ]]
Semester: [[ ### ]], Year: [[ #### ]]
Meeting Days, Times, Location and Room: [[ ### ]]

# 1. Instructor Information

**[[ Questions to consider for section 1: ]]**

* *How can students reach you on campus?*
* *How/when do you prefer to be reached?*
* *What do you want students to know about you? Your interest in the discipline? Your teaching philosophy?*
* *How can you convey your enthusiasm for teaching and for the course?*
* *Are there any other instructors in the course (e.g., graduate TAs, peer tutors, team teacher)?*
* *Will you provide a brief personal biography or personal statement?*
* *Will you include a Student Information Form to gather basic biographical information about your group?*

***For Study Abroad Courses:***

* *How can students reach you prior to, and during your program? -How/When do you prefer to be reached?*
* *What do you want students to know about your own international travel experience, your interest in the host country, or your views on Global Engagement?*

**[[ End of questions to consider ]]**

## Instructor Contact Information **[[** **Duplicate this section if more than one is needed** **]]**

Instructor name:

Instructor preferred pronouns:

Email address:

Website: **[[** **Link to online bio, blog, etc**. **]]**
 Office location:

Office hours:

Phone number:
 Special contact instructions: **[[** **This optional section can be used for study abroad contact instructions, or any other course-specific needs, such as Skype or Google Hangout contact info. ]]**
 Instructor information: **[[ This optional section can be used to share your passion/research interest/experience that relates to this course experience.** **]]**

## Teaching Assistant(s) Contact Information **[[** **Duplicate this section if more than one is needed** **]]**

 TA name:

E-mail address:
 Office location:

Office hours:

Phone number:
 Additional information:

# 2. Course Description

**[[ Questions to consider for section 2:]]**

* *What do students need and/or want to know about the course?*
* *What prerequisites exist?*
* *What content will the course address?*
* *How does the course fit in with other courses in the discipline?*
* *Why is the course valuable to the students?*
* *How is the course structured? Large lecture with discussion sessions? Large lecture with laboratory and discussion sessions? Seminar?*
* *How are the major topics organized?*
* *How does your course connects to others in the program and/or addresses a (the) General Education Objective(s).*

***For Study Abroad Courses:***

* *Why is this course offered abroad?*
* *What advantages does the study abroad setting offer to students enrolled in this course?*
* *How will the study abroad environment enhance mastery of the subject matter of this course?*

**[[ End of questions to consider ]]**

## Description

**[[ Provide a course description. Use the questions above as a guide. ]]**

## Prerequisites

**[[ Indicate prerequisites here ]]**

## Course Delivery

**[[ Indicate if this course is face-to-face, hybrid/blended, or online.]]**

# 3. Learning Outcomes

**[[ Questions to consider for section 3:]]**

***For assistance writing learning outcomes contact*** ***CTAL-info@udel.edu*** ***or check out*** [***CTAL’s webpage***](https://ctal.udel.edu/resources-2/slo/)***.***

* *What will your students know and be able to do as a result of having taken this course?*
* *What levels of cognitive thinking do you want your students to engage in?*
* *What learning skills will your students develop in the course?*

***For Study Abroad Courses:***

* *What aspects of Global Engagement will be addressed by this course: Cultural Engagement (or global-mindedness)? Tolerance of Ambiguity? Knowledge of the Host Site? Openness to Diversity?*

**[[End of questions to consider** **]]**

**[[ Indicate the student learning outcomes of your course here. (Recommended maximum 6) ]]**

1. Learning outcome 1
2. Learning outcome 2
3. Learning outcome 3
4. ...

# 4. Learning Resources

**[[ Questions to consider for section 4 ]]**

* *What kinds of materials will be used during the course (electronic databases, electronic course reserve, course webpage, software, simulations, laboratory equipment, etc.)?*
* *What kinds of instructional technologies will be used?*
* *Will you be using a learning management system (LMS) in this course? If so, which one (Canvas or a publisher’s)?*
* *What resources will have to be purchased by the learners? (Did you provide the corresponding ISBN number?)*
* *What other resources will be used in the course and how can students access those resources?*

***For Study Abroad Courses:***

* *What resources must be obtained prior to departure?*
* *What resources can (or should) be obtained abroad?*

**[[ End of questions to consider ]]**

## Required Learning Materials

**[[ Indicate here textbook title(s), author(s), editions, ISBNs, cost, availability at the UD Bookstore, and accepted formats (e-book, previous editions, etc.).** **]]**

## Technology

**[[** **Indicate here if you will be using Canvas, along with any other technological resources required in the course (clickers, companion service, etc.). If specific technologies must be purchased by the students, indicate cost and how to purchase. Examples of statements are provided below. Customize them to meet your own needs. For more information about i>clickers and registering them with Canvas visit this** [**iClicker information page**](https://docs.google.com/document/d/1Lf9sHAjEAM1RI-xJ34b-o1LB7Rjpacb8GOCGTHdsAIs/edit?usp=sharing)**.]]**

**CANVAS USE:** In this class, Canvas, UD's online learning management system, will be used for all course activities and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Information on how to use Canvas is available through the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

Canvas is accessible via [MyUD](https://udel.onecampus.com/) or directly at <http://www.udel.edu/canvas>.

**iClickers:** In this class, iClickers will be used to promote learning. Bring your clicker to class every day to obtain full credit for the activities that use them. For more info about clickers, visit: [ats.udel.edu/clickers](http://ats.udel.edu/clickers). In keeping with [UD’s Code of Conduct](http://www1.udel.edu/stuguide/18-19/code.html) related to cheating, attempts to use more than one clicker per class period are subject to academic dishonesty ramifications.

## Additional Learning Resources

**[[ Indicate here all other learning resources required or recommended for this course (materials on e-reserve?** [**Writing Center**](https://www.writingcenter.udel.edu/)**? Student multimedia design center? Language proficiency center? Useful databases or special collections?) ]]**

# 5. Learning Assessment

**[[ Questions to consider for section 6: ]]**

* *What will students be expected to do in the course?*
* *How can you* ***assess students early*** *on in the course and give provide feedback? (Student Success Strategy, early and multiple assessments foster student learning)*
* *What kinds of assignments, tests do most appropriately reflect the learning objectives for this course?*
* *Do assignments and tests elicit the kind of learning you want to foster in your course?*
* *Do you explain to students the purpose, procedures and parameters of all graded events in this course (assignments, tests, quizzes, exams, papers, special projects, laboratories, field trips, learning logs, journals, oral presentations, research reports, web publishing, etc.)?*
* *Do you explain how student work will be assessed (point values, proportion of graded event towards the final grade, rubrics, grading scale, etc.)?*
* *What other grading considerations should students keep in mind (will you drop lowest grade? Will you offer extra-credit opportunities? Do you accept/encourage project re-writes? etc.)*
* *What are the cutoffs for your final letter grades? Will you round up final grades or not?*

***For Study Abroad Courses:***

* *How will the different aspects of Global Engagement (Cultural Engagement; Tolerance of Ambiguity; Knowledge of the Host Site; Openness to Diversity) be evaluated in this course?*
* *What kinds of assessments are realistic given the compressed time frame of the program, and/or any site-specific constraints?*

**[[ End of questions to consider ]]**

## Final Grade Breakdown

The final course grade will be calculated using the following components:

|  |  |
| --- | --- |
| Course Component | Percentage of Total |
| **[[ Insert your text here ]]** | [[ ## ]] |
| **[[ Insert your text here ]]** | [[ ## ]] |
| **[[ Insert your text here ]]** | [[ ## ]] |
| **[[ Insert your text here ]]** | [[ ## ]] |

**[[Accesibility Tip: Create a simple structure for your table so that it can be easily read. Avoid blank rows, columns, & merged cells. If using Word or Adobe PDF Add Alt Text to Table: Right click on the above table, select ‘Table properties’, and then select the Alt text tab. Enter text in the description window to describe the intended meaning of the table. ]]**

**[[ In addition to listing course assessments and their relative weight in the course, explain (in general terms) each course component in the space below. Use the questions provided as a guide to develop this component of your syllabus. Note: This table can be customized by adding or removing rows as necessary. ]]**

## Assessment Component 1

**[[ Description of component 1: test, quizzes, etc. ]]**

**[[ Be sure to rename this section ("Assessment Component 1") so it matches the name of the component e.g., Weekly Quizzes, Book Reviews. ]]**

## Assessment Component 2

**[[ Description of component 2 ]]**

**[[ Be sure to rename this section ("Assessment Component 2") so it matches the name of the component e.g., Weekly Quizzes, Book Reviews. ]]**

## Grading Scale

**[[ The scale below is an example; consult your department for a specific scale and see the** [**Registrar’s website**](http://www1.udel.edu/registrar/faculty_staff/gradeinfo.html) **regarding all grading options for final grades. ]]**

Students will be assigned the following letter grade based on the calculation coming from the course assessment section.

|  |  |
| --- | --- |
| Grade | Interval |
| A | [[ 94.50 and over ]] |
| A- | [[ 89.50 to 94.49 ]] |
| B+ | [[ 86.50 to 89.49 ]] |
| B | [[ 82.50 to 86.49 ]] |
| B- | [[ 79.50 to 82.49 ]] |
| C+ | [[ 76.50 to 79.49 ]] |
| C | [[ 72.50 to 76.49 ]] |
| C- | [[ 69.50 to 72.49 ]] |
| D+ | [[ 66.50 to 69.49 ]] |
| D | [[ 62.50 to 66.49 ]] |
| D- | [[ 59.50 to 62.49 ]] |
| F | [[ Below 59.49 ]] |

# 6. Course Calendar

**[[ Provide a detailed list of course activities, indicating the expected learning outcomes and homework assignments expected for each class session or module. You may use the table below and the questions provided as a guide (the number of rows and columns can be customized as necessary).**

**The official UD academic calendar can be found at** [www1.udel.edu/registrar/cal/](http://www1.udel.edu/registrar/cal/) **]]**

* *In what sequence will the content be taught?*
* *When are major assignments due?*
* *Can you provide students with a significant assignment or assessment prior to the first drop/add date so students who are completely unprepared for the course have an opportunity to drop the course?*
* *Will there be any field trips? Guest speakers? When?*

***For Study Abroad Courses:***

* *What Global Engagement tasks will be implemented in this course? When will they take place?*
* *What “deliverables” (reports, blog entries, projects, etc.) are expected?*

**[[ End of questions to consider ]]**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Theme/Topic | Learning Outcomes Addressed | Assignments Due |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

7. Course Policy Document

**[[ To create a more student-focused syllabus, course policies have been presented as a single, complementary addendum here. You may wish to print this section as a separate document, or to link to it in the text of your syllabus above. ]]**

**[[ List any course specific policies here. Consider the questions provided as a guide for this section. ]]**

* *What is expected of students with regard to attendance? Participation? Contribution to group work?*
* *How will you handle missed assignments? Late work? Extra-credit?*
* *What is your makeup policy?*
* *How will you handle laboratory or other safety matters?*
* *Is this course in alignment with University’s policies with regard to academic dishonesty?*
* *Is this course in alignment with University’s policies with regard to Title IX reporting requirements?*
* *What accommodations will you offer to students with disabilities?*
* *Do you have an inclusive, non-harassment statement?*

***For Study Abroad Courses:***

* *What are your expectations with regard to student interaction with the local community?*
* *Will there be any specific rules that pertain exclusively to the study abroad setting?*

**[[ End of questions to consider ]]**

## Attendance

**[[ What happens if a student misses class? How many class periods are they allowed to miss? How should they let you know they will miss class? What are the penalties for missing class? View** [**UD’s attendance policy**](http://catalog.udel.edu/content.php?catoid=11&navoid=399#University%20Attendance%20Policies)**.]]**

Absences on religious holidays listed in university calendars is recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

## Communication

**[[ Indicate your communication strategies (which channels will be used in case of emergencies/class cancellation, where students should post content-related questions, how much time you need to answer questions sent by email, which questions should be handled by TAs instead of you, etc.) ]]**

**[[ Important: Be sure to include the following required policies regarding academic integrity, harassment, sexual misconduct, and diversity. ]]**

## Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

## Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at [www.udel.edu/oei](http://www.udel.edu/oei) . You can report any concerns to the University’s Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at [www1.udel.edu/compliance](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: [sites.udel.edu/sexualmisconduct/how-to-report/](http://sites.udel.edu/sexualmisconduct/how-to-report/)

## Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university’s Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct)

## Inclusion of Diverse Learning Needs

Any student who thinks he/she may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website ([www.udel.edu/DSS/](http://www.udel.edu/DSS/)). You may contact DSS at dssoffice@udel.edu

## Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Interim Director, Institutional Equity & Title IX Coordinator - Fatimah Stone titleixcoordinator@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu

Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights ([wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm](https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm))