[Course Title] Syllabus

Whether you prefer to lead in with a relevant quote, visual image, or simply your course title, consider what you want students to see first in this document. How can you inspire their curiosity or convey an important idea from the course from the start?

Welcome to the Course

This section sets the tone for the course and the syllabus. In addition to containing the basic information about the course (e.g. description, learning outcomes), the course information section contains an introduction, sets expectations, and characterizes the format for the course.

Course Information

Course Description	*What the course is about, why it is important, and how it is relevant to students' lives. This is a good place to inspire excitement about the course.*
Credits	*Number of units/credit hours hours/wk. on assignments/reading/lab*
Instructor	*Name of instructor(s)*
IA/TA	*Name of IA/TAs*

Course Learning Outcomes

Course learning outcomes are the fundamental learning goals of a class. They describe the specific skills and dispositions that students will walk away with upon successful completion of a course. Course learning outcomes should be measurable, and describe what students will know, value, and be able to do after taking your course. The Engaged Teaching Hub has provided a [brief screencast on writing effective course learning outcomes]*.*

Upon completion of this course, students will be able to:
1.
2.
3.
4.
5.

Course Format

Describe the format of the course: face-to-face, flipped, hybrid, online. Explain when students are expected to attend lectures, attend discussion sections, engage in learning activities online, participate in labs, and visit office hours. Share what elements of your course are synchronous,

where students engage in real-time, or asynchronous, where they can participate at their own pace.

Synchronous Online Lectures:

Zoom room url
Day/Time

Asynchronous (Online) Course Elements:

UC San Diego's Learning Management System: https://canvas.ucsd.edu
Login: UC San Diego Active Directory credentials
Purpose: *Include information on what course elements appear on Canvas--assignment submissions, discussion forums weekly, quizzes weekly, slides*

A Typical Week in This Course

How should students navigate your course week-by-week? Providing a sketch of a typical week in your course (via brief text description or in a day-by-day table) can help students organize their time and form a routine around their engagement in your course.

Overall Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and lab assignments, as each one builds on the previous one.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity[1]. Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest

	collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

1. Please read UC San Diego's Policy on Integrity of Scholarship and take the integrity pledge!

Course Materials and Tools

This section lays out the materials (e.g. books, readings, hardware and software) that are incorporated into the course. All information should be very clear, so that students know what course materials and tools are needed and how to access them. (e.g. what is required and optional), including which version(s).

Text/Readings/Other Material
List cited readings (and whether required or recommended), materials, supplies here.

Technology Requirements
List iClicker or software programs here.

Assignments, Projects, and Grading

This section describes the types of scored activities that will be included in the course grade. It should provide information about assessment activities, such as projects, group work, exams, or research papers. Basic grading policies should be included. Additionally, this section covers how the course grade will be calculated (e.g. weighted categories, grading scale). Note that assessments should tie to desired learning outcomes.

Summary of Grade Criteria *[SAMPLE]*

Assignment	Points	Weight	Due Date
Discussion x 5		%	
Quizzes x 10		%	Mondays before lecture
Assignments x 2		%	
Final Exam		%	March 16, 9am-12pm
Self-Checks x 10	ungraded		

Labs	ungraded		
		100%	

Grading Scale

A = 90-100%   **B** = 80-89%   **C** = 70-79%   **D** = 60-69%   **F** = 59%-below

Grading Procedure and Feedback

Describe how students will be graded and evaluated: On a curve or absolute scale? Outline your policy on late or missing assignments, final deadlines, and how to notify you of difficulties or emergencies that might prevent students from turning in work on time. Define when and how students should expect to receive feedback (e.g. digital feedback, handwritten feedback, rubric/grading forms, peer reviews, etc.). In a remote or online environment, letting students know when they can expect feedback and/or the return of graded assignments is especially important and can minimize email traffic. If you offer extra credit, outline the procedure here.

Attendance and Participation

Describe your policies for attendance and participation, including how you will assess participation if it is a required portion of the grade (for example, do you define "participation" as speaking in class discussion only, or does it also extend to contributions like discussion board posts, engagement in group work, or attendance at office hours?).

For Summer and Fall 2020, synchronous elements of the course must also be offered asynchronously for students who are in different time zones or otherwise unable to be present at specific class times. Please click here for alternative ways of taking attendance that can encourage student participation in the course, including asynchronous options.

Include your policy on religious observance; see Academic Regulations.

Instructional Team: Who Are My Instructors?

This section provides students with information about the instructor(s) and any teaching or instructional assistants. It is an opportunity to introduce the team as individuals with expertise in both the subject and instruction.

Instructor

Replace that visual with a picture
[Name that you would like the students to utilize]

[Formal Name]
[Title]
[Bio / URL of Homepage]
[Include a brief description of yourself and your teaching methods. This is your opportunity to invite students into the course, set the tone, convey positivity, and communicate the value and importance of this course topic.]

Virtual Office Hours: *[Include regularly scheduled office hours]*

Teaching Philosophy

Briefly share your research and teaching practice and how aspects of the course align with your teaching philosophy.

Inclusion Statement

If you have a philosophy or practices around inclusion integrate those into your syllabus. Here is a guide with sample Inclusion Statements.

Connecting with Students

If you were a first-generation college student or a transfer student, consider adding the #firstgen or transfer student sticker to your syllabus. This can serve as a good conversation starter and let students know you may share something in common.

#FIRSTGEN

I WAS A TRANSFER STUDENT
UC San Diego

Teaching Assistants

Replace that visual with a picture
Name
Virtual Office Hours: *[Include regularly scheduled office*

Replace that visual with a picture
Name
Virtual Office Hours: *[Include regularly scheduled office*

Replace that visual with a picture
Name
Virtual Office Hours: *[Include regularly scheduled office*

Last Updated June 23, 2020

Resources for Support and Learning

There are a variety of resources available to students at UC San Diego, which are designed to address needs and enhance the student experience. In this section, the course is connected to the broader university community by services and programs for students. If there are resources specific to the course, school, department and/or topic, be sure to include those here.

Learning and Academic Support	
Ask a Librarian: Library Support *Chat or make an appointment with a librarian to focus on your research needs*	**Writing Hub Services in the Teaching + Learning Commons** *One-on-one online writing tutoring and workshops on key writing topics*
Course Reserves, Connecting from Off-Campus and Research Support *Find supplemental course materials*	**Supplemental Instruction** *Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses*
First Gen Student Success Coaching Program *Peer mentor program that provides students with information, resources, and support in meeting their goals*	**Tutoring – Content** *Drop-in and online tutoring through the Academic Achievement Hub*
Office of Academic Support & Instructional Services (OASIS) *Intellectual and personal development support*	**Tutoring – Learning Strategies** *Address learning challenges with a metacognitive approach*
Support for Well-being and Inclusion	
Basic Needs at UCSD *Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact:* foodpantry@.ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632	**Community and Resource Centers** **Office of Equity, Diversity, and Inclusion** *As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus* (858).822-.3542 | diversity@ucsd.edu
Counseling and Psychological Services *Confidential counseling and consultations for psychiatric service and mental health*	**Get Involved**

programming **Triton Concern Line** *Report students of concern:* (858) 246-1111 **Office for Students with Disabilities (OSD**) *Supports students with disabilities and accessibility across campus*	*Student organizations, clubs, service opportunities, and many other ways to connect with others on campus* **Undocumented Student Services** *Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*

Campus and Course Policies

Providing information about campus and course policies helps students know their rights and responsibilities. Include policies that foster a positive learning environment and that express expectations for how students are to communicate online and in the classroom.

Course Policies

Include specific expectations so students know how to behave to succeed in your course. Some optional policies to consider appear below:

Health and Well-Being Statement

Include a statement that shows your commitment to student well-being.

Subject to Change Policy

Include a statement indicating whether, and under what circumstances (e.g. to enhance student learning) information in the syllabus is subject to change.

Letter of Recommendation Policy

Share your guidelines about writing letters of recommendation. How much lead time do you require and what materials should students have prepared before making this type of request? This is also an opportunity to encourage students to engage in active class participation and demonstrate qualities that they would like included in a letter of recommendation.

Technology Policy

When is it appropriate to use devices in your course? Articulate if students should or should not have devices accessible for certain parts of your course.

Campus Policies

UC San Diego policies and statements to include within your syllabus.

- [**UC San Diego Principles of Community**](#)
- [**UC San Diego Policy on Integrity of Scholarship**](#)
- [**Religious Accommodation**](#)
- [**Nondiscrimination and Harassment**](#)
- [**UC San Diego Student Conduct Code**](#)

Course Schedule

The course schedule lays out the week-to-week plan, which will ultimately guide students to attainment of the course-level learning outcomes. Use the schedule to provide, at minimum, the following: Weekly topic/title, deliverables (with due dates), and any key dates (e.g. holidays, guest speakers).

> 🔑 **Key Tip:** Canvas will automatically create a dynamic calendar, based on the due date of all assignments and calendar entries. If changes are made to the assignment dates, the calendar will automatically be updated. You can include a simplified schedule below, then point to the Canvas calendar for up-to-date deadlines.
> - [How do I use the Canvas calendar as an instructor?](#)
> - [How do I use the Canvas calendar as a student?](#)

Week	Title / Topic	Activities, Assessments, and Due dates	Learning Outcome *By the end of this week, you will be able to*
1	- Introduction - Principles of Speech - Planning a Speech	Read: - Chapter 1 Watch: - Syllabus overview - Sample Speech Do: - Post to the Introduce Yourself Discussion	1.1 Given a speech, identify the key components 1.2 Understand the phases of speech development
2			
3			
4			
5			

6			
7			
8			
9			
10			

Last Updated June 23, 2020