# Syllabus Template Spring 2020 (M-W-F meeting pattern)

## Course Number, Title, Credit Hours

## Semester, Meeting Time and Place

## Instructor Name, Contact Information, Office Hours

## Teaching Assistant Name(s), Contact Information, Office Hours

## Tutors and other support name(s), contact info, location

## Pre-requisites or co-requisites

(if any)

## General education (e.g. D1) or other requirements satisfied

(if applicable)

Notes on courses that may duplicate credit, if necessary (Note: It is important to ensure that this information is updated yearly and is as complete as possible.)

## Course Description

The course description should give students an overview of the course. This usually includes:

* the purpose of the course
* main concepts, knowledge areas, topics covered and/or questions explored in the class
* how the course topics relate to each other
* how the course will be structured (e.g. lectures, labs, group work, etc.)

## Course Learning Objectives

Learning objectives clearly state what skills or knowledge students should have mastered upon completion of the course. Generally speaking, they focus on the main concepts covered in the class and how those concepts can be applied. Learning objectives can be framed by the clause "After completing this course the student will be able to:" (followed by the list of learning objectives). If applicable, faculty may indicate in this section professional standards for their field that align with course objectives.

## Pedagogy: (optional)

You may choose to describe the types of teaching/learning experiences in the course. This information may also be incorporated in your Course Description.

## Required Course Materials:

Books and availability (e.g. library reserve, bookstore etc.)

Articles (on reserve, linked, course pack, etc.)

Media (location of required films, audio, etc.)

Required software (provide links for download) and internet access requirements

Other required equipment or materials and where to purchase them (e.g. iClicker)

## Blackboard or other course sites:

Clearly indicate how Blackboard will be used.

Give instructions on how to access any other websites that will be used in the course

If any sites require setting up an additional account, include instructions for registration or, if providing a separate instructions document, indicate where and how students can find it

## Attendance Policy and Classroom Environment Expectations:

Outline attendance and participation expectations, percentage of course grade (if applicable), and how these will be tracked or assessed.

Emphasize what work is expected to be completed before class (e.g. readings, homework, etc.) and refer to the schedule of readings and assignments below.

In certain circumstances, faculty may want to outline specific policies regarding confidentiality of classroom discussions, ground rules for face to face or online interactions, or other policies related to classroom conduct.

## Grading Criteria/Policies:

Include:

* Grade components (percentages or point values for different types of graded work)
* Late policy and any other grading policies (e.g. letter grade ranges; exam curving)
* Grading schema (how numerical grade averages translate to letter grades)
* **For 200-level courses approved for graduate credit** Differential grading scale (letter grade ranges) for undergraduate and graduate students reflecting the lack of D level grades for graduate students.

## Assessments (Graded Work):

Include:

* Brief descriptions of homework/assignments, projects, papers, and any other graded work. You may choose to include a description of the instructional goal or purpose for each assessment category, as well any specific policies (e.g. papers must be typed, double-spaced).
* An explanation of the exam structure and policies
* A summary of due dates for assignments and exam dates
* ***For courses approved for graduate credit,*** *explain how graduate-level learning will be facilitated. Evaluation methods used to assess graduate student performance should also be addressed, and if the course is a 200-level offering, describe the different learning experiences and evaluation methods to be used for graduate and undergraduate students.*

## Course Evaluation:

Include a statement that all students are expected to complete an evaluation of the course at its conclusion. Indicate that the evaluations will be anonymous and confidential, and that the information gained, including constructive criticisms, will be used to improve the course.

## Tips for Success (optional):

Course-specific study/preparation tips

Helpful resources other than the professor (e.g. Supplemental Instruction, Learning Co-op tutors, supplemental course materials)

## Visual or Other Representation of the Course (optional):

Some faculty provide a diagram or sketch representing the course structure; this can help students better understand how parts of a course relate to each other.

## Student Learning Accommodations:

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus.  SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter.   All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan.

Contact SAS:

A170 Living/Learning Center;

802-656-7753;

access@uvm.edu

[www.uvm.edu/access](http://www.uvm.edu/access)

## Religious Holidays:

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes.  You will be permitted to make up work within a mutually agreed-upon time. <https://www.uvm.edu/registrar/religious-holidays>

## Academic Integrity:

The policy addresses plagiarism, fabrication, collusion, and cheating. <https://www.uvm.edu/policies/student/acadintegrity.pdf>

## Grade Appeals:

If you would like to contest a grade, please follow the procedures outlined in this policy: <https://www.uvm.edu/policies/student/gradeappeals.pdf>

## Grading:

For information on grading and GPA calculation, go to <https://www.uvm.edu/registrar/grades>

## Code of Student Conduct:

<http://www.uvm.edu/policies/student/studentcode.pdf>

## FERPA Rights Disclosure:

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/>

## Promoting Health & Safety:

The University of Vermont's number one priority is to support a healthy and safe community:

## Center for Health and Wellbeing:

 <https://www.uvm.edu/health>

## Counseling & Psychiatry Services (CAPS)

Phone: (802) 656-3340

## C.A.R.E.

If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <https://www.uvm.edu/studentaffairs>

## Final Exam Policy:

The University final exam policy outlines expectations during final exams and explains timing and process of examination period. <https://www.uvm.edu/registrar/final-exams>

## Alcohol and Cannabis Statement:

The Division of Student Affairs has offered the following statement on alcohol and cannabis use that faculty may choose to include, or modify for inclusion, in their syllabus or Blackboard site:

## Statement on Alcohol and Cannabis in the Academic Environment

As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:

* Cause issues with attention, memory and concentration
* Negatively impact the quality of how information is processed and ultimately stored
* Affect sleep patterns, which interferes with long-term memory formation

It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

| Date | **Topics/Activities** | **Readings/Preparation** |
| --- | --- | --- |
| M, 1-13  |  |  |
| W, 1-15 |  |  |
|  F, 1-17 |  |  |
| M, 1-20 Holiday |  |  |
| W, 1-22 |  |  |
|  F, 1-24 |  |  |
| M, 1-27 |  |  |
| W, 1-29 |  |  |
|  F, 1-31 |  |  |
| M, 2-3 |  |  |
| W, 2-5 |  |  |
|  F, 2-7 |  |  |
| M, 2-10 |  |  |
| W, 2-12 |  |  |
|  F, 2-14 |  |  |
| M, 2-17 Holiday |  |  |
| W, 2-19 |  |  |
|  F, 2-21 |  |  |
| M, 2-24 |  |  |
| W, 2-26 |  |  |
|  F, 2-28 |  |  |
| M, 3-2  |  |  |
| W, 3-4 |  |  |
|  F, 3-6 |  |  |
| M, 3-9 Recess |  |  |
| W, 3-11 Recess |  |  |
|  F, 3-13 Recess |  |  |
| M, 3-16 |  |  |
| W, 3-18 |  |  |
|  F, 3-20 |  |  |
| M, 3-23 |  |  |
| W, 3-25 |  |  |
|  F, 3-27 |  |  |
| M, 3-30 |  |  |
| W, 4-1 |  |  |
|  F, 4-3 |  |  |
| M, 4-6 |  |  |
| W, 4-8 |  |  |
|  F, 4-10 |  |  |
| M, 4-13 |  |  |
| W, 4-15 |  |  |
|  F, 4-17 |  |  |
| M, 4-20 |  |  |
| W, 4-22 |  |  |
|  F, 4-24 |  |  |
| M, 4-27 |  |  |
| W, 4-29 |  |  |
| F, 5-1 |  |  |
|  | Final Exam Information |  |
|  |  |  |
|  |  |  |