

Core Curriculum Syllabus Template

Course Title:

Course Number:

Term:

Number of credits: (usually 4)

Prerequisites, co-requisites, and cross-lists:

Prerequisites: None

Cross-lists:

Faculty Information:

Name:

e-mail:

Office number:

Class time:

Office hours:

Course Description:

(In 1200 characters, spaces included, please indicate the central question or problem around which your course is organized. Avoid such formulations as “This course offers an introduction to X field”: Core courses are not introductions to or surveys of fields but rather might offer such an introduction by addressing questions of general relevance to a student’s experience in and beyond the university. Core courses teach *through* disciplines (often more than one) rather than *about* them and are not designed primarily to integrate students into a vertical program of disciplinary study. Core courses that cross-list with major programs should bear in mind that students may be taking the course for either program, but still without prerequisites.)

Course Learning Outcomes:

(Course Learning Outcomes should correlate to the assignment structure (that is, the assignments allow you to assess these outcomes) and should indicate how the course addresses the Core’s mission and pedagogical goals. Please indicate specifically where your Course Learning Outcomes align with the Core’s Program Learning Outcomes, which aim, cumulatively, to help students cultivate the ability to

- ❑ PLO 1 Critically examine historical and contemporary topics of global significance, which includes formulating clear, precise questions and arriving at well-reasoned conclusions using a) qualitative, b) quantitative, c) contextual, and d) creative modes of reasoning;

- ❑ PLO 2 Communicate effectively for various audiences and purposes, including participation in public settings;
- ❑ PLO 3 Demonstrate self-understanding and intercultural competency;
- ❑ PLO 4 Identify and reflect critically on conceptual and ethical complexity.

NB: Not all Core courses will address all four of these PLOs. Typically PLO 1 maps to a) CCEA, b) CDAD, c) CSTS, and d) CADT, respectively. Core Colloquia should address more than one of these areas. All Core courses should address PLO 2. A vast majority will address 3 and/or 4.

Suggestions for learning outcomes for the Core are available in the [CCC Syllabus Checklist](#).)

Teaching and Learning Methodologies:

(Briefly describe your classroom format and the types of assignments and assessment tools students will encounter. Teaching methods refer primarily to your classroom role or pedagogical philosophy. Student learning methods or expectations are general; do not detail those assignments in this section. Remember that Core courses place a high priority on interactivity and should not rely primarily on lectures and exams. Students should have the opportunity to synthesize information from a wide variety of materials and to make connections across disciplines.)

Course Materials:

Required course texts:

Recommended readings:

Other learning resources:

(Please include full citations and indicate whether the material is on order at the NYUAD bookstore, available through ebrary or other NYUAD Library resources, or posted to the NYU Classes site. Students will appreciate your efforts to support campus sustainability efforts by limiting book orders to volumes you will use extensively. Students do not generally have space or budgets to allow them to accumulate or ship large numbers of books.)

Assignments and Grades:

(e.g.

Assignment 1:

Due date:

Assignment 2:

Due date:

Final paper:

Due date:

etc.

[Sample breakdown] The final grade will consist of the following:

2 written assignments (20% each)	40%
Class participation	15%
Final presentation	15%
Final paper	30%

Explain how “participation” will be assessed apart from mere attendance. If participation is 10%, then a brief explanation will suffice. It is general policy that participation should be no more than 15% of the final grade. If faculty feel that a higher percentage is warranted, then a detailed explanation or rubric must be provided.)

Course Schedule:

(Break down, session by session, the course topics and contents, indication what/how students should prepare for class discussion.)

Academic Integrity:

NYU Abu Dhabi expects its students to adhere to the highest possible standards of scholarship and academic conduct. Students should be aware that engaging in behaviors that violate the standards of academic integrity will be subject to review and may face the imposition of penalties in accordance with the procedures set out in the NYUAD policy.

<https://students.nyuad.nyu.edu/campus-life/student-policies/community-standards-policies/academic-integrity/>

Moses Center for Student Accessibility:

New York University provides reasonable accommodations to qualified students who disclose their disability to the Moses Center. Reasonable accommodations are adjustments to policy, practice, and programs that provide equal access to NYU's programs and activities. Accommodations and other related services are determined on a case-by-case basis, taking into consideration each student's disability-related needs and NYU program requirements.

<https://bachelor.accessiblelearning.com/NYU/>

On-Campus Confidential Counseling Services

Our counselors at NYUAD create an empathic and supportive environment in which you can explore your difficulties and learn how to achieve the changes you desire. Counselors work collaboratively with you to develop strategies and solutions that are tailored just for you. The aim of a counselor is to help reduce distress and difficulties and to enhance your well being, quality of life, and effectiveness. Counseling can help you become more successful academically as well. Respect and confidentiality are fundamental to the work they do.

<https://students.nyuad.nyu.edu/campus-life/health-center/counseling-services/>

Writing Center Resources:

Located in the NYUAD Library, the Writing Center offers one-on-one consultations designed to aid and develop student projects at any stage of the process — from brainstorming to fine-tuning, from developing a motive and a thesis to integrating sources ethically. Writing consultants are experienced readers and writers who help

students develop specific skills necessary for drafting and revising and facilitate critical and reflective thinking on a student's own writing process, oral expression, or ELL-related aspects of student expression. The Center welcomes students from any field or discipline (including the Core Curriculum). Students can make appointments as walk-ins or via the Writing Center website: <https://nyuad.mywconline.com/>.

Other Policies:

(Indicate policies that may be unique to your course, including any expectations regarding punctuality, office hours, electronics, food in class, etc.)