

****Please note:** This syllabus page is designed as an option to be customized for your teaching needs. You do not need to include this document, and it is ok to just offer the syllabus in a Canvas page/text format.

Course ID - Course Title

Quarter - Year

Class Meeting Day(s), Time and Location: _____

Discussion/Lab Day(s), Time and Location: _____

Learning Mode: (Hybrid, online, flipped, classroom/lab)

Instructor: Instructor Name to be linked to his/her bio on Canvas or UCI sites

*Note: Instructors may consider adding phonetic spelling of their names and/or pronouns.

Phone: _____

Email: _____

Office hours: _____

Office Location - Room number/Zoom Meeting ID: _____

TA: _____

Email: _____

I. Course Description

Provide a 1-3 sentence description of the course. This section is your opportunity to invite students into the course, set the tone, and communicate the value and importance of this topic.

[Example]

Why should students care about this course? What is compelling about this topic? Why are you as the instructor passionate about this? How does this course fit into a curricular pathway/major if applicable?]

In addition to adding a few sentences describing your class, you can include two or three broader course goals. What would you like students to know after completing your course?

[Example]

“Upon successful completion of this course, students will understand how to conduct qualitative research.”

Watch the instructor talk about this course at _____

Prerequisites (as needed): _____

Are there any pre- or co-requisites for your course?

II. Learning Objectives (How student learning and grading will be assessed)

Clearly articulate 5-10 student learning outcomes (SLOs) that **you can realistically assess** for the course. **SLOs should be student-centered, concrete, and observable/assessable (referenced from Bloom's Taxonomy)**. [for example -- "Upon successful completion of this course, students will be able to analyze textual data."] [Measurable verbs](#) can be found here to help you craft the language for each outcome.

Upon successful completion of the course, students should be able to:

- Foundational/Core Knowledge: _____
- Skill Knowledge: _____
- Application Knowledge: _____
- Communicate/ Integrate Knowledge: _____

When writing your SLOs, consider the following questions:

1. Do your SLOs use specific, measurable action verbs rather than "understand" or "know"? For example, how will you determine that students "know" something?
2. Are your SLOs observable and/or measurable and able to be evaluated through assessments (e.g., in-class discussions, written responses in reflection papers, and/or multiple choice exam questions)?
3. Are your SLOs student-centered and concrete? For example, what specifically should students be able to do after completing your course?
4. Do your SLOs align with course goals? Do your SLOs support broader department or school learning objectives?

III. Required Materials

Course Readings

Detail where students can purchase/obtain textbooks or other materials.

Other Resources

Information about any other required or recommended tools or resources (Ex. lab coat, goggles, index cards, art materials, etc...)

*Note: Instructors may consider hyperlinking resources to online databases and/or to location in Canvas course site.

IV. Course Technology Requirements

List your course technology requirements and departmental requirements.

If it is too long to list here in your syllabus, make a separate Canvas page and add a link to it here. [\(Link to Canvas Page\)](#) and indicate "Required to Read"

V. Communication Expectations

Your professor will respond to emails within [X] hours during the business day. Students can also ask a question on the Q & A discussion board, so both your professor and other classmates can help answer it.

*Note: Instructors may wish to include an email template, so that students know how to address instructors and draft emails. Along with a template, instructors might want to add that students should use their UCI email address and/or communicate through the Canvas course site (rather than use a personal email address).

[Example]

Subject Line: [Course Name_Description of Issue] Syllabus 101_Writing a Template

Salutation: [Dear/Hello] Professor [Last Name] or [First Name],

Body of Text: My name is [X] from [X class]. I am writing because [description of problem, issue, question, and/or help needed].

Closing: [Cheers/Best regards, Sincerely/Thank you]

Name: [Student X]

Classroom Etiquette and Expectations

Write your own course conduct expectations, for example, no recording during class lectures. Mobile devices will only be allowed for class participation. Respect others' ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. Here is the link [Policies Applying to Campus Activities, Organizations, and Students](#) for your reference.

Netiquette for Online/Hybrid Learning

“[Netiquette](#)” is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal “rules of the road” of cyberspace. Students are expected to follow the [Netiquette Guidelines for Remote Learning](#).

Class Communication

In-Class:

Describe your expectations for in-class communication. E.g. Raise your hand anytime, or wait for designated time for comments or questions, TA will monitor a chat that can be accessed by smartphone during class, etc.

Hybrid/Online:

Describe your expectations for hybrid/online communication. E.g. Post general course questions in the provided discussion board. Personal questions regarding grades should be sent in an email to the instructor. Respect others’ ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities when discussing things in the online space.

VI. Assignment Details

To support inclusive pedagogy practices, instructors should try to include as much information as possible about assignments. For example, it may be helpful to think through the following: what you are asking students to do, why you are asking them to do it (e.g. what will they learn from it), and how you will evaluate their work? Try to give as much information as possible regarding assignment requirements and expectations, grading and evaluation criteria (e.g., will rubrics and/or previous examples be provided).

Instructors might also consider connecting assessments with SLOs.

[Example]

an assignment where students provide a sample coding scheme for analyzing qualitative data relates directly to the following SLO: “Upon successful completion of this course, students will be able to analyze textual data.”

[Examples on different kinds of assignments]

Reading and Lecture Videos

The weekly reading and the lecture videos are available on the Canvas course site. Students are expected to demonstrate that they have done the reading by participating in the video check-in questions, lecture quizzes, or reading discussions. Your professor may connect with you via live online meetings or virtual office hours.

Quizzes and Exams

A weekly quiz is required for ...

Class Discussion

This course will utilize online discussions because [fill in reason]. Students are expected to participate in a weekly discussion board ... "The initial discussion post must be submitted by [insert time / date]. Students must reply to at least [insert number] classmate's discussion posts by [insert time / date]." Please remember to be courteous and respectful when engaging with your classmates. See Course Policies - Netiquette section.

Assignments and Exercises

Write the assignment description and instructions here

Mid-term

Write a description here

Finals

Write a description here

Late and Incomplete Assignments

Students are expected to maintain academic standards that reflect the highest level of honesty and integrity, including turning in your assignments on time.

[Example]

Weekly assignments, such as **Discussion Forums** go "live" on **Monday** of the week, and are due by **Sunday, 11:00 p.m.**, of that same week. [for example: Larger activities (described below) have specified due dates. **There will be a deduction of 1 point per day for each day that an assignment is late.** There will be no credit for Forum contributions made after the Sunday deadline. Also, there will be no credit for Forum contributions if the first submission is made on Sunday.] Communicate with the instructor EARLY if meeting a deadline will be an issue.

As with all courses, if you foresee a conflict in schedules, work with your Instructor/TAs to get the assignment in early or to identify an alternative assignment. This must be resolved with your Instructor/TAs well in advance of any due dates.

Academic Dishonesty

Outline your policies for academic dishonesty here. What will happen if a student is caught cheating? How many infractions will you allow?

Students are intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for courses and in taking examinations, a student shall not yield to cheating or plagiarism.

Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting the same as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

VII. Course Schedule/Calendar

Add your course schedule/calendar to provide a big picture of your course flow, topics, and activities.

If it is too long to add here in your syllabus, we recommend you make a separate Canvas page (you can provide the Canvas page link here) or a word doc, and remind students to access to see. [\(Link to Canvas Page\)](#) and indicate "Required to Read"

VIII. How to Succeed in the Course

Instructors might want to add tips for succeeding in the course.

[Example]

To succeed in this class, please come to class prepared and on time, ask questions when you need help, attend office hours, and participate in in-class discussions.

Or provide specific examples for each component.

[Example]

Weekly Quizzes: View the weekly lecture and recording. Complete and submit your quizzes on time. Attendance and participation : Nothing you do in this class is more important than being in class and participating actively. Class Discussion: share your feedback to at least 2 of your classmates, help each other, and post your thread on time.

IX. Grading Methods

An idea is to mix up the visuals of your syllabus is to use a pie chart instead of the standard table.

[Example]

120 points	Weekly Class Participation/Attendance (6 x 20 points each)
280 points	Weekly Quizzes (6 x 40 points each, syllabus survey: 40 points)
120 points	Bi-week Homework Assignments (3 x 40 points each)
180 points	Class Discussions (6 x 30 points each)
300 points	Final Exam

Total: 1000 Points

X. Student Resources

Use this section to provide students with resources available to them if they seek assistance.

Campus Resources

- [UCI Forward for COVID-19 University Policy](#)
- [UC Policy on Sexual Violence and Sexual Harassment](#)
- [UCI Library](#)
- [UCI Center for Excellence in writing and communication](#)
- [The Learning & Academic Resource Center \(LARC\)](#)
- [UC Irvine Launches Online Learning Research Center](#)
- [UCI Student Portal](#)
- [UCI Disability Service Center \(DSC\)](#)
- [Office Information Technology \(OIT\)](#)
- [UCI Wellness, Health, and Counseling](#)
- [Resources for Supporting Remote Students](#)
- Other as needed

Basic Needs Security

Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support ([A Message from the Dean of Students](#); 949-824-5181). Also, note the following resources available at UCI:

- [Student Outreach and Retention Center \(SOAR\)](#)

- SOAR Food Pantry – located at the FRESH Basic Needs Hub at 4079 Mesa Rd (Lot 5 trailers), open M-Th 11am - 5pm

UC Policy on Sexual Violence and Sexual Harrassment

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) (949) 824-7273 or by email at care@uci.edu. We encourage you to also report incidents through [OEOD's reporting page](#).

In addition, the campus Title IX Officer, along with the Office of Equal Opportunity and Diversity (OEOD), has provided a number of local and national [Sexual Violence Resources](#) that available should you need immediate assistance related to sexual violence or other sexual misconduct. These resources are available even when the campus is closed or on an administrative holiday.

Faculty and Teaching Assistants are required under the [UC Policy on Sexual Violence and Sexual Harassment](#) to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

XI. Course Policies

In case of Emergency or Instructional Disruption

Visit these resources for more information on what to do to prepare for emergencies and/or what to do in case of emergency or instructional disruptions:

- Sign up for [Zot Alerts - Emergency Alert System](#)
- [Common Tech Troubles – Tips & Tricks](#)
- [Pedagogical Continuity](#)

Inclusive Excellence

[Student Services and Resources and Campus Ally and Awareness Resources](#) are provided by the [Office of Inclusive Excellence](#). UCI has taken a university-wide approach to equity, diversity and inclusion. This charge is about dismantling the systemic barriers of racism and discrimination that have too long been the norm in higher learning and our broader communities. The Office of Inclusive Excellence serves the campus priorities and is committed to a transformative, whole university effort grounded in our values: expect equity, support diversity, practice inclusion and honor free speech. (Ref from UCI Office of Inclusive Excellence)

[Example: Please consider including your own personal inclusivity statement; below is a sample from Professor Steve Mang, Department of Chemistry]

The University of California, Irvine's commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI's community or if you have a need for any specific accommodations, please speak with the instructor early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- [Pandemic Resources for UCI students](#)
- [Diversity and Awareness at UCI](#)
- [Disability Services Center](#)
- [LGBT Resource Center](#)
- [Undocumented Student Support](#)
- [Counseling Center](#)
- [Campus Social Worker](#)
- [Transfer Student Center](#)

Diversity Statement

The University of California, Irvine, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

Disability and Accessibility Accommodations

The University of California, Irvine, is committed to providing a barrier-free environment for learning and an electronic environment that is accessible to everyone, including individuals with disabilities. If you have a disability and feel you need accommodations in this program or a course, please contact the [Disability Services Center](#) (DSC). DSC approved accommodations will be provided for students who present a Faculty Notification Letter from the DSC.

Class Withdrawal Policy

It is the student's responsibility to officially drop/withdraw from any courses before the deadline posted by the university's registrar's office. Please refer to [UCI's academic calendar](#) for the withdrawal policy, procedure, and refunded schedule.

The deadline for add/drop/change is the end of Week 2 by 5:00 PM. The rules/procedures for making changes after the second week are described on [this website](#).

[Example]

For enrollment-related questions in [xxxx], please visit the xxxx [Department of school] Undergraduate Program Office website.

Academic Integrity

UCI is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. As members of the academic community, students are responsible for maintaining this environment, and subscribe to the practice of academic integrity and accept individual responsibility for their work and actions. Violations of academic integrity are unacceptable and will not be tolerated, because they devalue the teaching and learning experience for the entire community. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

For more information, please visit [How to Recognize Plagiarism: Tutorials and Tests](#), I will recommend you to test it and get the certificate then send it to your Instructor or TA's.

[Example]

In most cases, students violating academic integrity will get an "F" for the course, and in extreme cases they may even be expelled from the university. Please inspect the [Academic Integrity Information for Students](#) for more details. Examples of cheating are copying exams from other students, stealing exam keys from TA or instructor, or paying someone to take the exam for you. Please do not jeopardize your future careers by being so irresponsible. If you are unsure whether something you are planning on doing may be considered cheating please come and speak with me before doing it. "I didn't know that was cheating" will not be considered as an acceptable excuse.

Third-Party Tools

Please click here for [information regarding the accessibility statements and the privacy statements](#).

Copyrights

This course is provided by The University of California, which has [policies regarding copyright](#). Materials used in connection with this course may be subject to copyright protection. Refer to the information provided in each video/file/module/unit for copyright information for each work. The course content related video/file/module/unit was created to be used in compliance with the TEACH Act. 17 U.S.C. §110(2).

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by [University policy](#). I am the exclusive owner of the copyright in those materials that I create. You may take notes and make copies of course materials for your own use. You may also share those materials with other students who are registered and enrolled in this course.

As seen in [university copyright policy](#), You may not reproduce, distribute or display (digitally post/upload) lecture notes or recordings or course materials in any other way—whether or not a fee is charged—without my express written consent. You also may not allow others to do so.

If you do so, you may be subject to student conduct proceedings under the [Code of Student Conduct, Section 102.23](#).

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

Additional Instructor or Department Policies (Optional)

Use this section to clearly communicate to students about such policies as the use of laptops/phones, tardiness, expectations related to group work, communication policies, missing class, safety requirements, or other course-specific policies.