

Syllabus Template

This template provides guidance for creating a learner-centered syllabus. The items and suggested content are recommended as best practices for effective teaching and are not prescriptive. Please check with your school and department to find out if there are specific syllabus requirements and statements you should include in your course syllabus.

PART 1: COURSE INFORMATION

INSTRUCTOR INFORMATION

	Full Name (pronouns)
	Please call me: [preferred form of address] e.g. Dr. Brandt or Beate (pronounced bay - ought (like caught) - tuh- (like tug))
	E-mail:
	Best way to communicate with me: [communication and email preferences, how frequently you will respond, days and times you typically respond and any blackout times, such as after 7pm or weekends, etc.]
	Office Hours: [include days, times, and the location]
	Teaching Assistants: [names, pronouns, emails, course sections, and responsibilities – as applicable.] e.g. Hai Cheng (he/his) hcheng@university.edu Tues/Thur 9 am section – Office Hours & Recitation

COURSE DETAILS

	Meeting Place and Time
	Format: [e.g. In person, Hybrid, Remote, Online]
	Description:
	Required Materials: [e.g. textbooks, supplies, software]
	Prerequisite Courses:
	Credit Hours:
	Course Website or Blackboard link [as applicable]

PART 2: COURSE GOALS AND LEARNING OBJECTIVES

COURSE GOALS

	Purpose Statement:
	2 – 3 Course Objectives [These are the learning objectives required by New York State Education Department.]
	Relationship of Course Objectives to other courses, degree path, life beyond UR

LEARNING OUTCOMES

	3 – 5 Learning Outcomes [actionable and measurable]
	Relationship of Learning Outcomes to Course Goals

PART 3: LEARNING ACTIVITIES AND ASSIGNMENTS

TOPIC OUTLINE/OVERVIEW

	Description of Units or Major Topics/Concepts, including – when the unit will be covered, the purpose of the unit, relationship of unit to course goals, skills/applications being developed as they relate to learning outcomes
	Optional: Concept Map of the Course

LEARNING ACTIVITIES

	Description of each of the types of learning activities students will engage in – inside and outside of the classroom, including – purpose of the activity (its value for the student/learning), when and how the activity will take place (e.g. in-class group work, individual discussion posts outside of class on blackboard, etc.), for out of class activities include how much time students should spend on them
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ASSIGNMENTS

	Description of each type of graded assignment, including when and how frequently the assignment will happen, when assignment is due, purpose of the assignment, how to complete the assignment (task), and what successful completion looks like.
	Optional (but recommended): Alignment of the assignments with the learning outcomes

PART 4: GRADES AND RELATED POLICIES

	Success Statement – encourage students that, although standards are high, you know they can and will be successful in this course.
	Table of Graded Assignments – how many, their respective weights (% or # of points), and supplementary information (e.g. lowest score dropped)
	Final Exam Dates
	Late work policy
	Make-up work policy (if one)
	Grading Scale (number of points equivalent to each letter grade)
	Academic Honesty Policy statement

PART 5: COURSE POLICIES

COMMUNICATION

	General Statement encouraging students to communicate with you, TAs and each other
	Statement about how to communicate with each group (e.g. Ask the Professor discussion board in Blackboard, email the TA, course google doc, etc.), including when you and TAs are available to respond and how long it usually takes to respond
	Statement about when and how class announcements will be made and how to receive them
	Statement about office hours
	Statement about how to communicate with you if/when something personal, confidential, and/or private arises

CLASSROOM CULTURE AND ENVIRONMENT

	General Statement about community, collaboration, and inclusion
	Statement about the value of inclusion/diversity for learning
	Community norms and expectations for behavior and discussions
	Attendance and Participation Policy
	How to respond/What to do if something makes you uncomfortable (e.g. confidential feedback to instructor, Resource Guide)

INCLUSION AND ACCESS

	General Statement about inclusion and accessibility – including resources and accommodations built into the course (e.g. accessible documents, closed captioning, breaks to stand/move every 30 min, etc.)
	Statement about religious holiday accommodations
	Statement about academic accommodations, including link to relevant resources
	Statement about accessibility, including non-academic accommodations, paying for course materials, etc. with links to resources

HEALTH AND WELLNESS

	General statement encouraging students that they are not alone and support is available
	Resources for mental health and wellness (e.g. CARE Network, UCC)