

**{Course Title} Syllabus**

**Quarter and Year**

Instructor Name; email address

Instructor Office; Office hours

The best way to contact me is ….

TA Name(s), Office Hours, email information, Location

*\*\*\*Note: Use “you, we, I” throughout rather than “students, instructors” to create a more inviting tone in your syllabus.\*\*\*\**

# Course Materials

# Textbook, reader, or other materials to be purchased from bookstore.

* Information about purchasing a clicker if applicable.
* Link to CCLE course site or other online resources.
* Information about any other required or recommended tools or resources.
* If you use clickers, here is sample language you can include:

**iClicker2.** iclicker is a response system that allows you to respond to questions we pose during class. Clickers are likely to significantly increase your learning in the classroom. You may not use the iclicker+, because that doesn’t allow for numerical responses. You may not use the iclicker mobile app, because that overloads the wireless network in such large classes. Clickers are available either for purchase at the bookstore, on ebay or amazon, OR through a UCLA clicker loan program that you can read more about here: <http://lendme.oid.ucla.edu/>. **They are not able to cover all the students eligible, so reserve your clicker ASAP!** Reservations start at midnight the day before the quarter begins.If you are getting your clicker through this program, you are excused from bringing your clicker to the first day. **To register your iclicker:**

* Log into the class CCLE site (**Note: You will not get credit if you register at the iclicker**

**homepage.)**

* Locate the i>clicker block on your class site, and click on the “Remote Registration” link.
* Enter the i>clicker ID located on the back of the clicker.

# Course Description

# 1-3 paragraph description of the course. This is your opportunity to invite students into the course, set the tone, and communicate the value and importance of this topic. 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? Consider any global/national/regional current events or issues that can also help reinforce the importance of this topic.

# Learning Outcomes for this Course

# For WASC accreditation purposes, your course must have learning outcomes (see [standard 2.4](https://www.wascsenior.org/content/2013-handbook-accreditation)).

# Use language to clearly articulate 5-10 goals that you can realistically assess for the course. The following is a [framework by educational development expert Dee Fink](https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf) that you can use to develop your goals:

# Foundational Knowledge: What key information (e.g., facts, terms, formulae, concepts, principles, relationships, etc.) is/are important for students to understand and remember in the future? What key ideas (or perspectives) are important for students to understand in this course?

# Application Goals: What kinds of thinking are important for students to learn? Critical thinking, in which students analyze and evaluate? Creative thinking, in which students imagine and create? Practical thinking, in which students solve problems and make decisions? What important skills do students need to gain? Do students need to learn how to manage complex projects?

# Integration Goals: What connections (similarities and interactions) should students recognize and make - Among ideas within this course? Among the information, ideas, and perspectives in this course and those in other courses or areas? Among material in this course and the students' own personal, social, and/or work life?

# Human Dimensions Goals: What could or should students learn about themselves? What could or should students learn about understanding others and/or interacting with them?

# Caring Goals: What changes/values do you hope students will adopt? Feelings? Interests? Ideas?

# "Learning-How-to-Learn" Goals: What would you like for students to learn about: how to be good students in a course like this? how to learn about this particular subject? how to become a self-directed learner of this subject, i.e., having a learning agenda of what they need/want to learn, and a plan for learning it?

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# How to Succeed in this Course (Expectations for Students)

# Avoid writing these expectations as a rulebook focused on what students should NOT do. Rather, try to use learner-centered language and tone that communicates high expectations for students, but also reinforces that the classroom culture is one of a community and therefore they should be proactive about giving feedback and getting support as soon as it is needed (or before!). Also consider what information should go here about expectations more generally, and what information should be included in the instructions/expectations for specific assignments such as exams, research papers, or lab work.

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# Helping You Succeed & Creating an Inclusive Classroom Community (Instructor, TA, and Community Expectations)

# This is your opportunity to communicate to your students that you want them to be successful, while also setting clear boundaries around your availability (especially for very large classes). Consider challenges students have faced in your courses in the past, and what you could have communicated more clearly early on that may have helped prevent those issues. The “community” here refers to additional statements you may want to express to communicate your commitment to an inclusive classroom environment. Examples of how to do this are provided below. In addition to your own statement, you may also wish to include the following:

UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on [their website](https://equity.ucla.edu/).

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# How Your Learning Will Be Assessed (Grading Policy)

Provide information about how grades will be calculated for the course. Emphasize the connection between your intended learning outcomes for the course as well as each week/unit and that the assessments will be used to evidence their mastery of these learning outcomes. Design your assignments so that students have the opportunity to learn from mistakes and evidence improvement over time. A more flexible grading policy (one with more opportunity for improving grades) can support both your own stress levels and those of the students when performance on a particular assessment is low.

Do you currently grade on a curve, determine the distribution from a fixed mean, or assign a predetermined fixed percentage of A, B, Cs, etc.? All of these are examples of “[**norm-referenced grading**](http://teaching.uncc.edu/learning-resources/articles-books/best-practice/assessment-grading/grading-systems)”. If so consider reviewing the statement below and reviewing the report: [**Enhancing Student Success and Building Inclusive Classrooms at UCLA**](http://evc.ucla.edu/reports/Enhancing%20Student%20Success%20-%20Building%20Inclusive%20Classrooms%20at%20UCLA%20Report_December%202015%20-Hurdado%20-%20Sork-%20-%20Report.pdf) to understand the data that shows that these types of grading strategies is not an inclusive teaching practice. Note: this is not to be confused with “normalizing” which is adjusting scores to address flaws in assessment design, poorly written questions, or differences in TA grading practices.

**Why I do not grade on a curve:** In recent years, research into higher education assessment practices have shown that grading on a curve can create unnecessarily competitive environments for students and result in outcomes that disadvantage some groups of students over others. This is true in data collected and analyzed for our students at UCLA as well. For this reason, I do not grade on a curve. Your grade is therefore not based on how you did in comparison to your peers, but instead how successful you are at evidencing that you have mastered the intended learning goals for that specific assessment. However, if I do find that particular assessment questions I gave an assignment or exam were unreasonably challenging, unclear, or unfair for any reason I will provide additional credit as appropriate. If you ever feel that an assignment or specific question is unfair or confusing please come and speak with me or your TA (ideally before it is due or during the assessment, but afterwards is okay also) so that we can address this concern as soon as possible. I am committed to making sure the assessment of your learning is comprehensive, fair, and incorporates best practices from education research on assessment design and inclusive practices.

**Grading Scale:** (Modify as appropriate)

|  |  |
| --- | --- |
| Letter Grade | Percentage |
| A+ | 99-100% |
| A | 93%-98.9% |
| A- | 90%-92.9% |
| B+ | 87%-89.9% |
| B | 83%-86.9% |
| B- | 80%-82.9% |
| C+ | 77%-79.9% |
| C | 73%-76.9% |
| C- | 70%-72.9% |
| D | 60%-69.9% |
| F | 0%-59% |

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# Information about Our Course Assignments

If you are still developing the details of your course assignments, you can let students know that detailed instructions will be provided in class and/or posted on CCLE as soon as they are available.

Use this section to provide information about the different assessments for the course such as major research projects, midterms, finals, reading quizzes, participation points, or other activities. It will be helpful for students if you are able to provide assessment rubrics, examples of exemplary assignments, or examples of assignments that missed the mark with your comments included. You can provide these separately from this document in CCLE or in class.

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# Course Schedule

Provide a structured schedule for the course so that students have a clear understanding of their responsibilities each week. Again, emphasize the connection between your intended learning outcomes for each week/unit and that the assessments will be used to evidence their mastery of these learning outcomes. Communicate clearly anything that students need to do in advance of class in order to be best prepared and engaged.

**This is a tentative schedule and subject to change, with schedule adjustments posted on CCLE announcements.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic & Learning Objectives** | **Complete Before Class** | **Complete During Class** |
| Include time and location if varies throughout quarter. | Consider framing the topic for this date as a “beautiful question” to provoke curiosity. Learning objectives should be provided here or on CCLE so that students understand not only the goals for learning on this topic, but also as a tool for framing what you as the instructor view as most valuable about the topic (and what they can expect to be assessed on). | Readings or other assignments/activities that students should complete before class. | Information on what will happen during class. Providing information upfront can be helpful to certain student groups such as non-native english language speakers, students with anxiety, or highly introverted students who prefer to plan/prepare for class discussions. |
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# Additional Syllabus Sections for Your Consideration:

Every course is unique, and you may need additional sections/headings in your syllabus to address components not currently present in this template. If using Google Drive, use the “Heading 1” style in order to view new sections in the “Table of Contents” and outline feature.

Additional sections might include:

* Expectations and safety information for labs
* Information about collaborative group work design in your course
* Information about the role of TAs and [Learning Assistants](https://drive.google.com/file/d/0BwQZ64ey3uqrdl82RTFLMnNXWVk/view) if you have them
* Information about field experiences or other unique class sessions
* Information about structured feedback tools you may use, such as a mid-quarter evaluation tool
* Anything else that is important to share with students at the beginning of the quarter and should have its own section

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# Student Resources for Support and Learning

Use this section to provide students on resources available to them if they seek assistance. Sample language is provided which you may or may not choose to edit. You can add additional resources here as well that may be unique to your course/discipline/department.

**Providing feedback to me and to your TAs:** I encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren’t helping. Please let communicate with me or with your TA if there are ways that we can improve the course to better support student learning.

**Personal Problems:** I understand that sometimes life makes it difficult to focus on schoolwork. If you are having a personal problem that affects your participation in this course, please talk to me to create a plan. Please do not wait until the end of the quarter to share any challenges that have negatively impacted your engagement and academic performance. The sooner we meet, the more options we will have available to us to support your overall academic success. If you are not comfortable speaking with me directly, please utilize the other student resources provided below in order to understand how to best approach success in this course given your personal needs as soon as possible.

**Academic Accommodations Based on a Disability:** Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu).

**Campus Resources and Support Services around UCLA Available to Students:**

* **Academic Achievement Program:** AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at <http://www.aap.ucla.edu/>
* **Academics in the Commons at Covel Commons:** (310) 825-9315 free workshops on a wide variety of issues relating to academic & personal success [www.orl.ucla.edu](http://www.orl.ucla.edu/) (click on “academics”)
* **Bruin Resource Center:** Includes services for transfer students, undocumented students, veterans, and students with dependents.<http://www.brc.ucla.edu/>
* **Career Center:** Don’t wait until your senior year – visit the career center today! <http://www.career.ucla.edu/>
* **Center for Accessible Education (Formerly Office for Students with Disabilities):** A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; [http://www.cae.ucla.edu/](https://ceils.ucla.edu/wp-admin/_wp_link_placeholder)
* **College Tutorials at Covel Commons:** (310) 825-9315 free tutoring for ESL/math & science/composition/and more! [www.college.ucla.edu/up/ct/](http://www.college.ucla.edu/up/ct/)
* **Counseling and Psychological Services Wooden Center West:** (310) 825-0768  [www.caps.ucla.edu](http://www.caps.ucla.edu/)
* **Dashew Center for International Students and Scholars 106 Bradley Hall:** (310) 825-1681  [www.internationalcenter.ucla.edu](http://www.internationalcenter.ucla.edu/)
* **Dean of Students Office; 1206 Murphy Hall:** (310) 825-3871;    [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu/)
* **Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36:** (310) 206-3628  [www.lgbt.ucla.edu](http://www.lgbt.ucla.edu/)
* **Letters & Science Counseling Service:** A316 Murphy Hall: (310) 825-1965 [www.college.ucla.edu](http://www.college.ucla.edu/)
* **Library**:  Get help with your research, find study spaces, attend a workshop, rent a laptop, and more. Learn more: <http://www.library.ucla.edu/>
* **Students in Crisis:** From the Office of the Dean of Students: [Faculty and Staff 911 Guide for Students](https://ceils.ucla.edu/wp-content/uploads/sites/2/2016/08/911Guide.pdf), commonly known as the “Red Folder.” This tool is intended to provide you with quick access to important resources for assisting students in need.
* **Student Legal Services; A239 Murphy Hall:** (310) 825-9894; [www.studentlegal.ucla.edu](http://www.studentlegal.ucla.edu/)
* **Undergraduate Writing Center:** Peer learning facilitators (PLFs) are undergraduates who understand the challenges of writing at UCLA. Scheduled appointment and walk-in options are available, see [www.wp.ucla.edu/uwc](http://www.wp.ucla.edu/uwc) for more information about writing programs and to get assistance with your writing.
* [**UCLAONE.com**](http://uclaone.com/): UCLA ONE is UCLA’s interactive, online gateway for mentorship, professional networking, peer driven career advice and exclusive job leads.  (Similar to LinkedIn for the UCLA community)

# Additional Course Policies and UCLA Policies

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.

**Use of Laptops, Tablets or Phones in Class:** You can decide if you want to use your laptop, tablet or phone in class. [Research finds](http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y) that laptop multitasking is likely to hinder not only your own learning, but also the learning of anyone who can see your laptop. For the sake of your peers’ learning, I therefore ask that if you use an electronic device during class, either only have lecture notes showing or sit in the back row.

**Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:**  UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

**Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination

* Allowing another person to take a quiz, exam, or similar evaluation for you
* Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
* Unauthorized collaboration in providing or requesting assistance, such as sharing information
* Unauthorized use of someone else’s data in completing a computer exercise
* Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another’s words or ideas as if they were one’s own

* Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
* Paraphrasing ideas, data or writing without properly acknowledging the source
* Unauthorized transfer and use of someone else’s computer file as your own
* Unauthorized use of someone else’s data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

* Taking a quiz, exam, or similar evaluation in place of another person
* Allowing another student to copy from you
* Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

**Fabrication:** Falsification or invention of any information in an academic exercise

* Altering data to support research
* Presenting results from research that was not performed
* Crediting source material that was not used for research

Sample language on cheating:

While you are here at UCLA, you may find yourself in a situation where cheating seems like a viable choice. You may rationalize to yourself that “Everyone else does it”…Well, they don’t. And will that matter when YOU get caught? NO! If you are unsure whether what you are considering doing is cheating, just ask yourself …how would you feel if your actions were public, for anyone to see? Would you feel embarrassed or ashamed? If the answer is yes, that’s a good indicator that you are taking a risk and rationalizing it to yourself.

If after reviewing the information above, you are still unclear about any of the items – **don’t take chances**, don’t just take your well-intentioned friend’s advice – ASK your TA or your Professor. Know the rules - Ignorance is NO defense. In addition, avoid placing yourself in situations which might lead your TA or Professor to **suspect you of cheating**. For example, during an exam don’t sit next to someone with whom you studied in case your answers end up looking “too similar.”

**Alternatives to Academic Dishonesty**

* **Seek out help** – meet with your TA or Professor, ask if there is special tutoring available.
* **Drop the course** – can you take it next quarter when you might feel more prepared and less pressured?
* **Ask for an extension** – if you explain your situation to your TA or Professor, they might grant you an extended deadline.
* **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

Remember, **getting caught cheating affects more than just your GPA**. How will you explain to your parents, family and friends that you have been suspended or dismissed? How will it affect your financial aid award and/or scholarship money? Will you be required to, and be able to pay back that money if you are no longer a student? If you live in the residence halls, where will you go if you are told you can no longer live there?

You have worked very hard to get here, so don’t cheat! If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu.](http://www.deanofstudents.ucla.edu/)

**Please keep this syllabus easily accessible so that you can refer to it throughout the quarter. Contact me or your TA with any clarifying questions in advance of the quarter or within the first week. I look forward to getting to know you and supporting your learning in this course.**

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