

University of Colorado Denver  
School or College  
**Course prefix, number and Course Name**

Term	Professor
Course dates/times	Office location
Course location	Phone
Office Hours	email address
	Web site and/or BlackBoard site

## **Purpose**

Catalogue Description:

Instructor Description: Give an overview of the course's purpose. Provide an introduction to the subject matter and show how the course fits in the college or department curriculum. Explain what the course is about and why students would want to learn the material. Identify the instructional approach to the content of the course.

Course Objectives: List three to five objectives that you expect all students to strive for: What will students know, or be able to do better, after completing this course? What skills or competencies do you want to develop in your students?

For example, at the end of the semester, students should be able to:

1. Articulate clearly ...
2. Apply appropriate ...
3. Develop ...
4. Etc.

### **1. Requirements**

Required Texts:

Book title in appropriate citation style (e.g., APA, ALA)

(If you will place readings on reserve in the library you might include the call number.)

Highly Recommended Texts:

Book title in appropriate citation style (e.g., APA, ALA)

Additional, Materials, Equipment or Skills: (e.g., lab or safety equipment, art supplies, calculators, computers, drafting materials, MS Word, Excel)

### Assignments:

State the nature and format of the assignments, the expected length of essays, and their deadlines. Give the examination dates and briefly indicate the nature of the tests (multiple choice, essay, short-answer, take-home tests). How do the assignments relate to the learning objectives for the course? What are your expectations for written work? In setting up the syllabus, try to keep the workload balanced throughout the term.

### Grades:

Describe the grading procedures, including the components of the final grade and the weights assigned to each component (for example, homework, term papers, midterms, and final exams). Clearly describe your expectations for all assignments. Include rubrics for major assignments as an addendum to the syllabus. State if you grade on a curve or use an absolute scale, or if any quiz grades will be dropped. If participation is included as a portion of students grade, state specifically how that will be assessed and how students will be informed of their participation grade. Similarly, if attendance is required, state how it will be tracked.

Course Policies: Clearly state your policies regarding class attendance, turning in late work, missing homework, tests or exams, make-ups, requesting extensions, reporting illnesses, cheating and plagiarism, changes to the syllabus. Create your own or modify, adapt, or use the messages below:

### Examples are:

1. Enumerate policies about attendance, late work, missed deadlines and tests, make-up opportunities, delayed grades, etc..
  - “Late papers will not be accepted. Delayed grades will not be assigned. Please speak with me to resolve problems you encounter.”
  - “Lab reports are due on Friday, date, at 5:00 p.m. in the department office. Five points will be deducted for each day that the report is overdue”.
  - “Class attendance and participation is essential for success. It is your responsibility to clarify missed assignments with classmates or with me prior to the next class.”
  - “Requests for exceptions to these policies must be discussed with me in advance”.
2. Enumerate expectations for submitting required work:
  - “Submitted work will be typed, double-spaced and submitted on disk, electronically, etc.”
  - “Written work must adhere to the style of the discipline: MLA, APA, Chicago Style, etc.”
  - “Written work will be evaluated for composition and grammar.”
  - “When students’ work conveys that they require additional help in \_\_\_\_\_, students will be referred to the Writing Lab, Math Lab, Supplemental Instruction, etc.”
7. Academic Honesty:
  - “Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.” (Refer to School/College guidelines.)
  - “You are responsible for being attentive to or observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.”  
(<http://www.ucdenver.edu/life/services/standards/Documents/UCD Code 2008-2009.pdf>)

5. Access, Disability, Communication:

- “The University of Colorado at Denver and Health Sciences Center is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.”  
[DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.]

Course Schedule: The schedule should include the sequence of course topics, the preparations or readings, and the assignments due. For the readings, give page numbers in addition to chapter numbers this will help students budget their time. Exam dates should be firmly fixed, *while dates for topics and activities may be listed as tentative. Notify students in writing if the syllabus is revised.*

Class Schedule

Date	Topic	Required Reading	Assignments

Recommended additional policies and procedures might include the following topics. Statements are examples designed to assist you and your students.

Student success. Provide suggestions or strategies students might use to be successful in the course:

- “I believe that people learn by interacting with the skills and knowledge they are trying to learn. This means “trying on” the skills and knowledge and seeing how well they fit, making adjustments, and trying again until they understand and can share the skills and knowledge. Some people call this mastery learning or constructivist learning or other labels. For me, the main point is that learning is a participatory process, not a passive one.”
- “Doing the reading assigned for each class before coming to class is necessary to benefit from what we do in class. The Tentative Course Schedule indicates the dates by which reading assignments must be completed **before** class.”

- “You are not being asked to accept ideas uncritically. On the contrary, it is essential that you challenge ideas with which you disagree or about which you are skeptical. You also should be able to support ideas with which you agree using appropriate evidence (i.e., not just “I agree”; *why* do you agree?). Thus, *critical thinking* about the reading (as well as movies you will see as part of the course, what goes on in class, and assignments) is important. Ask yourself such questions as: Do I “buy” the idea? Does the concept or procedure make sense? *Why?* What is the evidence for or against an idea? What limitations does the idea have? What are my views on an issue and *what* leads me to think that way? These are just a few of the questions that stimulate critical thinking.”

#### Course Communication:

- “In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I’ll do through individual and group email messages. **One of the requirements for this course is that you maintain a university email address; please check it regularly for messages.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.”

#### Returning Graded Assignments:

- Student privacy must be protected (Family Education Rights and Privacy Act of 1974). Faculty must refrain from publicly posting grades or putting graded assignments in a public place. Therefore, a statement in the syllabus describing the ways assignments will be returned is advised (e.g., Students are to provide a self-addressed, stamped envelope for graded assignments.).

#### Civility:

- “Turn off beepers and cell phones during class. Adherence to the Student Conduct Code is expected.”
- “My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.”

#### Students called for military duty:

- “If you are a student in the military with the potential of being called to military service and /or training during the course of the semester, you are encouraged to contact your school/college Associate Dean or Advising Office immediately.”

It is also helpful (and required in some colleges) to include important semester deadlines students can use as benchmarks to assess their enrollment decision and progress (e.g., mid-semester, last day to enroll, last day to withdraw from a course of the University without receiving a grade, last day to withdraw from a course or withdraw from the University).

## **Helpful Paragraphs**

*Here are suggested examples of paragraphs on selected issues as possible models to use in/adapt for and place in an appropriate location in your syllabi. Putting these kinds of provisions in your syllabi establishes the ground rules from the beginning, may prevent problems from occurring, and facilitates your dealing with difficulties that may arise later. You may paraphrase these paragraphs, use them verbatim, or use them in any other configuration in your own syllabi.*

### **1. Students with Disabilities**

Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide me with a copy of DRS's letter, I will be happy to provide those accommodations DRS has approved.

### **7. Absences, Tardiness, Quizzes and Examinations, and Homework**

Except for documented health or disability reasons, I will not accept excuses for absences, tardiness, missed examinations, or homework not submitted. Documentation of disability or health related issues must be provided to Disability Resources and Services, North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771.

Classes begin and end on time. (Number) absences will be allowed before an academic penalty of (one half)(one) grade reduction is imposed. If you are late to class and/or leave class early (number) times, an academic penalty of (one half)(one) grade reduction will be imposed. Homework, papers, projects, or any other required assignments that are turned in late will receive (one half)(one) grade reduction for every day they are late. Any student who misses quizzes and/or examinations or fails to turn in homework and/or papers will receive either a zero (0) or an F for the work missed.

### **3. Returning Papers, Quizzes, and Examinations**

- a. Papers, quizzes, and examinations will be distributed in a class session.
- b. I will announce when papers, quizzes, and examinations will be available to be picked up, if they are not to be returned during class.
- c. To ensure your privacy when papers, projects, quizzes, and examinations are returned in class or made available for pickup, please provide me with a 9x12 envelope with your name on it each time you submit a paper, quiz, or examination to me.

### **4. Academic Dishonesty**

Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic

dishonesty, please see the Academic Honesty Handbook at—  
[http://www.ucdenver.edu/faculty\\_staff/faculty/center-for-faculty-development/Documents/academic\\_honesty.pdf](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf)

a. Plagiarism

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged.

b. Cheating

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

c. Fabrication and Falsification

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

d. Multiple Submissions

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

e. Misuse of Academic Material

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

f. Complicity in Academic Dishonesty

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

## **5. Classroom Decorum**

The following ground rules apply to *all* students and are designed to ensure a classroom environment conducive to learning for *all* students:

- a. Pagers, beepers, cellular telephones, and handheld internet devices must be deactivated before class begins and remain deactivated throughout the entire class period.
- b. Do not bring children to class.

C Students who engage in disruptive classroom behavior will be reported to the Office of Student Life for appropriate disciplinary action under the Downtown Campus Code of Student Conduct and, when appropriate, to the Auraria Campus Police for investigation of possible criminal action. The *Code of Student Conduct* can be found on the Downtown Campus website, under Office of Student Life and Student Activities.

Disruptive behavior includes, but is not limited to, arriving late to class without explanation or apology; leaving class early without explanation or apology; reading a newspaper or magazine; reading a book with no connection to the content of the course; engaging in prolonged private conversations; sleeping in class; eating, drinking, and/or gum chewing; passing notes; being under the influence of drugs or alcohol; harassment or verbal or physical threats to another student or to the instructor; failing to deactivate pagers, beepers, cellular phones, and/or handheld internet devices; bringing children to class.

## **6. Intellectual Property**

Copyright (year) (your name) on this syllabus and all lectures. Students are prohibited from selling, or being paid by any person or commercial firm for taking notes or recording class lectures without the *advance express written permission* of the faculty member teaching this course. Exceptions are permitted for students with a disability who are approved in advance by Disability Resources and Services for note taking or tape recording as an academic accommodation.

## **7. Important Dates**

Include holidays (e.g., Labor Day, Fall Break, Spring Break) in the syllabus. Check with your Chair, Division Coordinator, Dean, or Associate Dean for specific details.