

Syllabus Template

Course Number: Course Title
Department Name
College Name
University of Colorado Denver
COURSE SYLLABUS

Instructor Name:

Instructor Office:

Instructor Phone:

Instructor Email:

Website: [Instructor and course website]

Office Hours: [Days and times]

Term:

Class Meeting Days:

Class Meeting Hours:

Class Location: [Building and room]

Lab Location: [Building and room]

COURSE OVERVIEW

I. Welcome!

If desired, address your students directly with a statement of welcome or something that establishes the relevance of the course to their course of study and/or personal and professional goals. This is an opportunity to get them excited about the course.

II. University Course Catalog Description

Paste the description from the catalog and indicate if the course is part of the undergraduate core. See the [Undergraduate Catalog](#) for a listing of Core courses.

III. Course Overview

Short description of the course, including the major topics addressed in the course, the rationale for those topics, and recommendations for student success in the course.

IV. Course Goals and Learning Objectives

What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Learning objectives should be specific rather than general, speaking to skills and performance rather than knowledge: what will students be able to do as a result of completing the course? Learning objectives should also be clearly measurable. Often, learning objectives use the phrasing “by the end of this course, students will be able to...”.

V. Course Prerequisites

What do you expect your students to know coming into this course? Include skills, and course pre-requisites.

VI. Course Credits

List number of course credits

VII. Required Texts and Materials

Full text citations of all required materials
Guidelines for achieving desired level of understanding
Required library/library-accessible resources can be described here; supply links to free/full-text materials as available (consult with librarian if needed).

VIII. Supplementary (Optional) Texts and Materials

Full text citations/online links of any supplementary materials

IX. Course Schedule

The schedule should include the sequence of course topics, the preparations or readings, and the assignments with due dates. For the readings, give page numbers in addition to chapter numbers to 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

EVALUATION

X. Assignments

State the nature and format of the assignments and their deadlines. If you are using examinations, 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? If you are using written assignments, describe your expectations for written work, including the expected length and formatting; if you use rubrics for written assignments, indicate where students may locate those assessment tools. If you are using projects, describe your expectations; again, if you use rubrics for written assignments, indicate where students may locate those assessment tools.

XI. Basis for Final Grade

Provide a listing of assessments, points possible for each assessment, and the percentage weighting. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences.

Assessment	Points Possible	Percent of Final Grade
e.g. Essay 1	20	20%
e.g. Midterm	15	15%
e.g. Group Project	15	15%
e.g. Essay 2	30	30%
e.g. Final Exam	20	20%
	100	100%

Insert grading scale here. Be clear as to whether the scale is based on points or percentage.

Scale (points or %)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

XII. **Grade Dissemination**

Explain how students will learn of their grades from assignments and assessments.

Examples:

Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

Papers, quizzes, and examinations will be distributed in a class session. I will announce when papers, quizzes, and examinations will be available to be picked up, if they are not to be returned during class. 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.

CU Denver utilizes web grading which is accessed through [UCDAccess](#).

COURSE PROCEDURES

XIII. Course Policies: Grades

Attendance Policy: Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here. For courses in which faculty utilize participation rather than attendance as part of the course grade, the syllabus should clearly communicate how participation will be assessed, how students will be informed of their participation grade, how participation will be documented and how the participation grade will be calculated into the final grade for the course.

[CU Denver Student Attendance and Absences Policy](#)

Late Work Policy: Provide specifics about your policy on late work. Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Extra Credit Policy: Provide specifics about your policy on extra credit. Example: There is only one extra credit assignment: Building a wiki of course content (see "course wiki" below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

Grades of "Incomplete": Provide specifics about your policy on incomplete grades.

Example:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course; students have up to one year (three semesters) to complete course requirements. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within the time allowed or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite/Resubmit Policy: Provide specifics about your policy on rewrites. Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Group Work Policy: Provide specifics about your policy on group work. Example: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

XIV. Course Policies: Technology and Media

Email: Describe your policy for how email will be used (official university communication is sent only via a student's university email address), who will communicate with whom, expected response time, will you check it on weekends, who answers technology questions, etc.

Canvas: If you use Canvas for your course, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc. Note: If your course uses blogs, wikis, or social networking/media sites and communities, be sure to describe how you will use these resources in the course as well.

Laptop and Mobile Device Usage: Describe your policies for using laptops and mobile devices throughout your course.

Classroom Devices: Describe your policies for using calculators, tape recorders, other audio & technology devices for your course.

Library-supplied online databases and collections. If you assign research projects, describe your expectations for students to be able to successfully use library resources.

Classroom Response Clickers: If your course includes the use of student response devices, provide specifics about the usage and how to get started.

XV. Course Policies: Student Civility Expectations:

Describe how you want students to behave and treat each other. Example: 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.

The Student and Community Counseling Center (located in Tivoli 454)

Consider adding information that conveys a commitment to supporting students that may be feeling overwhelmed or experiencing life stressors that interfere with academic or personal success. The Student and Community Counseling Center located in Tivoli 454 provides cost-free and confidential mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the [Counseling Center website](#) or by calling 303-315-7270.

Campus Assessment, Response & Evaluation (CARE)

You may want to include information regarding the Campus Assessment, Response & Evaluation (CARE) Team, which was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the CARE Team. The CARE Team's purpose is to promote a safe productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at the [CARE Team website](#) or call 303-315-7306.

Professionalism: Offer specifics about your policy on professionalism, Example: Mobile devices must be silenced during all classroom and lab meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as not to disrupt the learning environment.

Electronic Cigarettes (e-cigarettes): The use of e-cigarettes is distracting in the classroom environment not only to the instructor but to other students. The use of e-cigarettes during all classroom activity is prohibited. Any student who does not comply with this rule will be asked to leave the classroom immediately so as not to disrupt the learning environment. Pursuant to the Auraria Campus Smoking Policy, the use of e-cigarettes indoors and within 25 feet of any entrance is strictly prohibited. See [Campus Policy 3059, Smoke-Free and Tobacco-Free Environment](#) and [Auraria Campus Policy, Smoking](#).

Late Arrivals: State your policy on late arrivals (and early departures, if applicable). If the ramifications of late arrivals influence grades, then this policy should be included with your grading policies.

Auraria Library: If you engage students in research, consider including the use of the [Auraria Library services](#), research databases and collections, and librarian expertise as one of your expectations. Include name of specific librarian contact and/or library subject expert web page.

Writing Center: If you engage students in writing, consider including the use of the [Writing Center](#) as one of your expectations.

Religious Observances: Indicate how you want students to inform you of conflicts between the normal class schedule and major religious observances, and if you expect them to notify you in advance if they intend to miss class to observe a holy day of their religious faith.

UNIVERSITY POLICIES

XVI. Access

Disability Access: Offer specifics about the university's policy on disability access. Example:

The University of Colorado Denver 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) in Student Commons Building, #2116, phone 303-315-3510, email disabilityresources@ucdenver.edu. I will be happy to provide approved accommodations once you provide me with a copy of DRS's letter. Note: 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.

XVII. Academic Honesty

Student Code of Conduct: 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. See the [Campus Policy on Academic Integrity](#). For suggestions on ways to avoid academic dishonesty, please see the [Encouraging Academic Honesty Toolkit](#).

You may also want to include specific statements regarding plagiarism, cheating, etc. For example:

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.

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.

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.

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.

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.

CU Denver has a license agreement with [Turnitin.com](https://www.turnitin.com), a service that helps detect plagiarism by comparing student papers with Turnitin's database and Internet sources. Students who take this course agree that all required papers may be submitted to Turnitin. While students retain copyright of their original course work, papers submitted to Turnitin become part of the Turnitin's reference database for the purposes of detecting plagiarism.

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

XVIII. Nondiscrimination and Sexual Misconduct

The University of Colorado Denver is committed to maintaining a positive learning, working, and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the [Office of Equity/Title IX web site](#) to understand the resources available to you or contact the Office of Equity/Title IX Coordinator at equity@ucdenver.edu or 303-315-2567.

XIX. Important Dates to Remember

Academic Calendar: Provide a link to the university's current [Academic Calendar](#) so students can track the deadlines for withdrawing from the course and so on.