***Tip for using this template:*** *Open and view* [*these guides with sample language for each section*](https://ceils.ucla.edu/syllabus-language-samples-by-section/) *for reference as you build your syllabus.*

**COURSE TITLE HERE**

**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

# 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.

# 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.

# 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.

# 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.

**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.

# 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.

# Additional Syllabus Sections for Your Consideration:

If you are working to keep your syllabus shorter, this may be information you choose to include on your course website or CCLE site.

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

# Student Resources for Support and Learning

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

You can find an updated list of campus resources and support services for students here: https://ceils.ucla.edu/resources-for-your-students/

# Student Resources for Professional Career Development

**National Organizations:** Discipline-specific national organizations that engage students in opportunities for research, mentorship, networking, community support, and other early career development experiences.

**National and Regional Conferences:** Provide links and information on conferences that students may be interested in attending or following on social media.

**Careers Related to this Discipline Include:** Diverse examples of careers in this field. Providing this information to students may help them contextualize the course in terms of a potential career, as well as possibly improve retention in STEM majors overall when students identify careers of interest.

**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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