UBC VANCOUVER COURSE SYLLABUS TEMPLATE

INSTRUCTIONS FOR USING THIS COURSE SYLLABUS TEMPLATE

- Uses of this template is optional. However, the sections in the template that are not marked "optional" reflect the requirements of all course syllabi as set out in **Senate policy V-130**.
- The syllabus is broken into discrete sections, which can be rearranged or modified to best fit your course and teaching style and any template that your academic unit already uses.
- The syllabus includes references to, and instructions for accessing, the various tools included that are *commonly used by instructors*.
- Adjust descriptions of activities and outcomes to fit your course.
    - Look for **the text between the square brackets [ ]** which is used as a placeholder, to indicate information needed, text you should change, or notes. *Be sure to delete these notes before finalizing your syllabus and change the text color to black.*
    - The information in brackets is designed to explain the kind of information that is expected but not all the possible details you might include.
    - Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.
    - The syllabus includes a paragraph summarizing key University policies aimed to support student success with a link to a web page wherein the policies and resources are identified individually. **The text is required in each syllabus**. You may wish to draw the attention of your students to particular items as they relate to your course and teaching practices.
    - You are also free to add other information: the syllabus is one means you have to "invite" students into your topic and discipline.

MAKE YOUR SYLLABUS ACCESSIBLE

Using this syllabus template is your first step toward creating an accessible syllabus. You may also want to contact the Centre for Teaching, Learning and Technology for support.

DISTRIBUTE TO STUDENTS

After completing the syllabus and removing comment text, date the document, save it as a PDF document and distribute to your students. If you are using Canvas, you may wish to upload the content into the syllabus tool. If a student requests it, provide a paper copy.

The syllabus must be provided to registered students within the first week of class unless you will create the syllabus in consultation with the students, in which case the syllabus must be finalized prior to the last date by which students are permitted to drop the course without receiving a "W" on their transcript.

DELETE THIS FIRST PAGE FROM YOUR FINISHED SYLLABUS BEFORE DISTRIBUTION.

ACKNOWLEDGEMENT [OPTIONAL]

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
[Course Title]	[Course Code & Number as listed in UBC Calendar]	[Credit Value]

PREREQUISITES

[Is there a course that students must have passed before taking this course?]

COREQUISITES

[Is there a course that students must take concurrently (if not before)?]

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
[Name(s)]	[Include any and all contact information you are willing to have students use. If you have a preferred mode, state it. For example, do you accept email inquiries? What is your typical response time?]	[Building & Room Number]	[Do you have set office hours or can students make appointments? Do you hold "office hours" online? If so, how do students access you?]

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT [OPTIONAL]

[You may wish to include your department/faculty/school and other information about your academic qualifications, interests, etc.]

OTHER INSTRUCTIONAL STAFF

[If others lead face-to-face components such as tutorials or labs, let students know that they will meet them and be introduced in those sessions. Are others involved in marking homework? If so, do you want to identify them and provide contact information to students or have inquiries come to you?]

COURSE STRUCTURE

[First, the basic components: lecture, lab, discussion, tutorial. Typically the locations are on the Student Service Centre but you may wish to include them.

Then a description of how your classes are structured: Do you use traditional lecturing? Do you provide notes (outlines)? Do you combine on-line and in-class activity?

You may wish to combine this section and Learning Outcomes below to provide an opportunity to introduce students to your philosophy of learning, to the culture of your discipline and how this course fits in the larger context.]

SCHEDULE OF TOPICS

[This may be a weekly schedule, it may be class by class, but let students know that if changes occur, they will be informed.]

LEARNING OUTCOMES

[You may think of these as "learning objectives". Tell students what changes in their knowledge, skills, or attitudes should occur during the course. Knowing these, students will have a framework within which to put individual components of the course and they will be primed for the kinds of assessments of learning that will come.]

LEARNING ACTIVITIES

[Only some of the possibilities are included here.

Do you expect students to participate in class? In what ways? (e.g., case studies, using "clickers" to answer questions, working in small groups, etc.) Is participation in on-line discussions required? Are readings required in advance with answers to be submitted to discussion questions or problem sets? Is an oral presentation required? Is there a field excursion?]

LEARNING MATERIALS

[List of required learning materials for your course and where they might be obtained (e.g., the Bookstore if you ordered a text or a reading package, your department office if an in-house resource is available).

Providing students with at least an estimate of the costs of materials is expected. You are not responsible for exact costs for materials especially given that students may obtain some from a variety of sources (e.g., on-line retailers) but when there are potentially "hidden" costs, such as for problem sets or quizzes that are available only from a textbook vendor, then students should be informed. You can link to the Bookstore (https://shop.bookstore.ubc.ca/courselistbuilder.aspx) if that is a source, knowing that they may provide alternative formats for some materials such as e-texts, used texts, etc.

Explanation of any on-line learning management system used (e.g., Canvas).]

ASSESSMENTS OF LEARNING

[Identify the various ways you will assess achievement of stated learning outcomes or objectives, when each will occur, and the weighting of each component in the final grade.

Changing the assessment plan:

> Sometimes your assessment plan will need to be adjusted. For example, the class results on a test might be much lower on average than you expected and you propose to change the

weighting of subsequent assessments. If you see a need to change anything in the assessment plan after the syllabus is distributed, you must discuss the proposal with the class and provide a rationale and then update the syllabus. A new, dated electronic syllabus must be provided; it can be emailed to the students or provided on an LMS such as Canvas in which case students must also be informed by email that a change has been made.

State your policies on re-grading of marked work and on late submissions.
In accordance with policy on Grading Practices, state how you deal with missed in-class assessments (e.g., are make-up tests offered for missed in-class tests, do you count the best X of Y assignments/tests, do you re-weight the marks from a missed test onto later assessments? What are the penalties for late assignments?]

UNIVERSITY POLICIES

[Hearing from each course instructor about University policies and values can help to emphasize their importance to students. To fulfil the policy, you need only to present the following paragraph with the link to the web page that provides details and links to specific policies and resources. Do not edit the statement, but you may wish to take the opportunity to relate the ideas to your own course as part of your students' education.]

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **the UBC Senate website.**

OTHER COURSE POLICIES

[Optional: if any of these apply to your course, feel free to include the text below]

LEARNING ANALYTICS

[Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress, edX, iPeer, Piazza….]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: (Example data uses:)

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course]

LEARNING RESOURCES

[If your course or department has a learning resource centre (physical or virtual), inform your students. Who will students encounter there? Are the staff knowledgeable about this course?]

COPYRIGHT

[All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

State whether or not you permit students to record your classes.]

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