

Syllabus Template Guide

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This document was created by the Teaching and Learning Committee.

It was finalized on March 10, 2022.

Approved by Senate on May 27, 2022.

Amended on August 15, 2022.

‘What to Include’ Checklist for Instructors

The following items in the list below have been identified as strongly recommended (best practices) components of a course syllabus by the Senate Teaching and Learning Committee.

Instructors ultimately will decide how to include information in the syllabus that is most appropriate for their course. For example, the items below in *italics* could also be considered.

Unsure about what one or more of the items below involves, or why it could be beneficial to include in a course syllabus? See the ‘Explanation of Optional Components’, as well as the Syllabus Examples, on the pages that follow.

1. Basic Course Information
 - i. Course code and course name
 - ii. Semester
 - iii. Delivery Method (and meeting time)
2. Basic Instructor Information
 - i. Name of instructor (*title and rank*)
 - ii. Department
 - iii. Contact Details
 1. E-mail address
 2. *Phone number*
 3. *Office address (building, room number)*
 - iv. Office hours (time and location, and/or by appointment)
 - v. *Office hours explanation*
3. Names and contact information for teaching assistants, if applicable
 - i. Department
 - ii. Contact Details
 1. E-mail address
 2. *Phone number*
 3. *Office address (building, room number)*
 - iii. Office hours (time and location)
 - iv. *Office hours explanation*
4. Land Acknowledgement
5. Course calendar information
 - i. Course Calendar Description
 - ii. Method of Delivery
 - iii. Prerequisites

- iv. Antirequisites
 - v. Hours
 - vi. Credits
6. Information about/description of the course
- i. Course content overview
 - ii. *Where it fits into the overall program structure*
 - iii. *Strategies for success, communication expectations*
 - iv. *Workload estimations*
 - v. *Gender & Pronouns Statement*
7. Course learning outcomes
8. Required resource statement
- i. Textbook and other required materials
 - ii. Technology requirements and/or Blackboard Access
 - iii. *Supplemental readings, ancillary resources or books (if applicable)**
9. Course assessment
- i. Nature of assignments and exams
 - ii. Deadlines, test dates and times due
 - iii. Weighting of each assessment
 - iv. How students will be able to review submitted work
 - v. Late submission/Missed submission expectations
 - vi. Attendance/Participation expectations
 - vii. *Brief description of grading procedures and/or rubrics & where to find them*
 - viii. *Where grades will be posted*
10. Course outline with a (week-by-week, module-by-module, as applicable) schedule
11. Institutional Messaging - both standardized text *and* web links are provided in the examples below. It is the instructor's choice on which to include, based on how this information is intended to be delivered (e.g. paper copy syllabus, PDF copy, embedded into Blackboard Learn shell, etc.)
- i. Policy for Recording of Lectures/Materials
 - ii. Grading Standards/Link to Academic Calendar
 - iii. Academic Integrity
 - iv. Petition/Grade Appeal Statement
 - v. Library Statement
 - vi. Student Code of Conduct
 - vii. Supporting Students (SDS Statement)
 - viii. *Clinical confidentiality policy, program-specific professional standards, or department-specific policy for coursework*

Explanation of Optional Components:

Office Hours Explanation (Item 2 v.): Explaining what (not just when) office hours are helps to ensure student success, as the meaning of ‘Office Hours’ is not immediately apparent, especially for first-generation students. An example of what to say: “Office hours are times when you can meet with your professors and teaching assistants to discuss the material being presented in class or other related interests you have. Course-related discussions include asking for extra help, seeking clarification of material presented in class and following up on aspects of the class you find compelling. In addition, students also discuss majors and programs of study, and graduation requirements, as well as summer internships, graduate schools, campus events, and much more.” ([Cornell University Learning Strategies Centre](#), n.d.)

Where your course fits in the overall program structure (Item 6 ii.): This is useful for students to understand how these competencies will prepare them for future study and employment.

Strategies for success, communication expectations (Item 6 iii.): Communicating with students about strategies for success (participating in class, etc), and also their expectations to communicate with the professor, the TAs, and their classmates, help students interact and engage with each other in appropriate and productive ways. This is especially important when your course includes group work.

Workload Estimations (Item 6 iv.): Including an approximate amount of time that students should anticipate spending on coursework, outside of attending class, helps students budget their time, and can assist them in self-advocating for help if they are spending too much time per week on mastering the content.

Gender & Pronouns Statement (Item 6 v.): A student’s legal name may not align with how they would like to be addressed. By including a syllabus statement, you can open a conversation for students to let you know their preferred name. For example: “Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.” ([Center for Excellence in Learning and Teaching, Iowa State University](#), n.d.)

Supplemental readings, ancillary resources or books (if applicable)* (Item 8 iii.): The Ministry of Colleges and Universities (MCU) regulates fees that universities charge to students. Fees charged in addition to tuition are governed through the Ministry’s ancillary fee protocol. Please [follow this link](#) for more information.

Description of grading procedures and/or rubrics (Item 9 vii.): Clarifying what qualities a students’ work should have, and how those correspond with a grade, is helpful for students when undertaking coursework, and helpful for instructors when asked to justify a grade.

Syllabus Example with all recommendations:

UNIV 1000 (Course Code)
Winter Semester 2021

Delivery Method & Class Meeting Times/Location (if applicable)

Instructor: Wiley J. Faculty, PhD, Assistant Professor
School/Program of Critical Thinking
wileyj@nipissingu.ca
705-474-3461 x1234
Office: A345
Office Hours: Mondays and Wednesdays, 8:30am – 12:00pm, or
by appointment

“Office hours are times when you can meet with your professors and teaching assistants to discuss the material being presented in class or other related interests you have. Course-related discussions include asking for extra help, seeking clarification of material presented in class and following up on aspects of the class you find compelling. In addition, students also discuss majors and programs of study, and graduation requirements, as well as summer internships, graduate schools, campus events, and much more.” ([Cornell University Learning Strategies Centre](#), n.d.)

Teaching Assistant or Lab Instructor (if applicable):
Bunsen Q. Burner, MSc
Department of Explosive Chemicals
bb@nipissingu.ca
705-474-3461 x9111
Office: H012
Office Hours: Virtual, Thursdays, 9:30am-11:30am

Land acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE CALENDAR DESCRIPTION

Course Description: These parts just copied directly from Academic Calendar

Method of Delivery:

Prerequisites:

Antirequisites:

Hours:

Credits:

COURSE INTRODUCTION & DESCRIPTION

Course content overview:

Where it fits into the overall program structure:

Strategies for success, communication expectations:

Workload estimations:

Gender & Pronouns Statement: A student's legal name may not align with how they would like to be addressed. By including a syllabus statement, you can open a conversation for students to let you know their preferred name. For example: "Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records." (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COURSE LEARNING OUTCOMES:

At the completion of this course, students will:

1. Define...
2. Explain...
3. Interpret...
4. Analyze...
5. Critique...
6. Create...

REQUIRED RESOURCES:

Statement about what is absolutely required.

Textbook and other required materials:

Technology requirements and/or Blackboard Access:

RECOMMENDED RESOURCES:

Optional/Highly recommended resources.

Supplemental readings, ancillary resources or books:

COURSE EVALUATION

Summary:

Item	Date and time	Overall Grade Weight
Assignment #1	February 1, 4:00pm	20%
Midterm Exam	March 1, In Class	20%
Assignment #2	March 15, 4:00pm	20%
Final Exam	TBD	40%
Total		100%

Details:**Nature of assignments and exams:****Deadlines and test dates:****Weighting of each assessment:****How students will be able to review submitted work:****Late submission/Missed submission expectations:****Attendance/Participation expectations:****Brief description of grading procedures and/or rubrics & where to find them:****Where grades will be posted:****COURSE OUTLINE and ASSIGNED READINGS/MATERIAL**

A day-by-day, week-by-week, or topic-by-topic schedule with corresponding reading/work. Instructors to choose format best for their course. For example:

Meeting Date/Time and/or Lecture Available:	Class 1: Topic
	<i>Guiding questions and/or learning outcomes</i>
	What do we want to learn together? How do we want to learn together? By the end of this module/class, students will be able to...
	<i>Readings</i>
	Textbook: Chapters 5 & 6
	<i>Upcoming Due Dates & Assignments</i>
	Deadline to choose Best Practice Guideline Paper topic, 23:59 on Thursday, ____. Discussion board post due...

COURSE POLICIES AND OTHER IMPORTANT NOTICES

1. Policy for Recording of Lectures/Materials

<https://www.nipissingu.ca/sites/default/files/2022-07/Recording%20Course%20Content%20Policy%202022.pdf>

The Ontario Human Rights Commission 'Policy and Guidelines on Disabilities and the Duty to Accommodate' (2001) details the responsibility of the University to provide reasonable academic accommodations to students with disabilities. This includes providing accommodations that will allow for the removal of disadvantage to learning and the demonstration of learning. The accommodations will have been deemed to be reasonable, necessary and supported by documentation provided to Student Accessibility Services.

For some students with disabilities, audio-recording lectures is a necessary accommodation which enables full access to course and lecture materials that may otherwise be unavailable. Once a student has recorded a lecture, the teaching material remains the property of the instructor and is not to be disclosed unless the professor has otherwise consented. Such recording is allowable under existing Canadian copyright legislation due to the exception of 'fair dealing'. For more information about copyright law please visit the Canadian Intellectual Property Office (CIPO) or view the Copyright Act.

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.

2. Grading Standards/link to Academic Calendar

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3362&loaduseredit=False>

Grades and the Basis for Assessment

Letter Grades and Grading Standards

"A"	(80-100%)
"B"	(70-79%)
"C"	(60-69%)
"D"	(50-59%)
"F"	(0-49%)

“A” indicates Exceptional Performance: comprehensive in-depth knowledge of the principles and materials treated in the course, fluency in communicating that knowledge and independence in applying material and principles.

“B” indicates Good Performance: thorough understanding of the breadth of materials and principles treated in the course and ability to apply and communicate that understanding effectively.

“C” indicates Satisfactory Performance: basic understanding of the breadth of principles and materials treated in the course and an ability to apply and communicate that understanding competently.

“D” indicates Minimally Competent Performance: adequate understanding of most principles and materials treated in the course, but significant weakness in some areas and in the ability to apply and communicate that understanding.

“F” indicates Failure: inadequate or fragmentary knowledge of the principles and materials treated in the course or failure to complete the work required in the course.

“INC” indicates Incomplete.

“WDR” indicates Withdrawal with permission.

3. Academic Integrity statement and link to Academic Calendar Policy

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&topicgroupid=3366&entitytype=GEN&entityid=2024&loaduseredits=False>

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced.

Plagiarism

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean. Students should be informed of the University's definition and policy on plagiarism at the beginning of each course.

Most commonly plagiarism exists when:

the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work; parts of the work (e.g. phrases, ideas through paraphrase or sentences) are taken from another source without reference to the original author; the whole work (e.g. an essay) is copied

from another source; and/or a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the instructors involved.

Cheating

Cheating at tests or examinations includes, but is not limited to, dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

4. For information on Petitions and Grade Appeals, follow this link:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=9&chapterid=695&topicgroupid=3365&loaduseredit=False>

5. Library statement

The Harris Learning Library enriches academic achievement, scholarly research, and life-long learning goals by supporting exploration, innovation, teaching, and research. The Library works in partnership with Nipissing University and Canadore College students, staff, and faculty through the provision of exemplary services and a diverse range of resources. The Learning Library home page (<http://www.eclibrary.ca/library/>) is your Gateway to library services, instructional tutorials, LibGuides and a wealth of academic books, articles, and streaming videos accessible through the OMNI Search tool. Friendly, knowledgeable staff are always ready to provide help by email, phone, or in person.

6. Student Code of Conduct

<https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

At Nipissing University, students are free to think, speak, write, create, study, learn, pursue social, cultural and other interests, and freely associate together for all these purposes, subject to the requirement that they respect the rights of members of the University and general community to pursue these same freedoms and privileges. In order to secure these rights, the University will use its best efforts to ensure the following: that those who wish to teach and those who wish to learn can do so under proper conditions; that academic and general facilities are available to those who wish to use them for their normal purposes; that freedom of movement and freedom from harassment are protected; that all property, including records, documents, and the like is protected; that those who wish to file a complaint have the right to do so without fear of reprisal.

7. Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through **Student Development & Services (SDS)**. Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling; and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!

8. Clinical confidentiality policy, or department-specific policy for coursework, if applicable

Syllabus Example with only basic items

UNIV 1000 (Course Code) Winter Semester 2021

Delivery Method & Class Meeting Times/Location (if applicable)

Instructor: Wiley J. Faculty, PhD,
School/Program of Critical Thinking
wileyj@nipissingu.ca
Office Hours: Mondays and Wednesdays, 8:30am – 12:00pm, or by
appointment

Teaching Assistant or Lab Instructor (if applicable):
Bunsen Q. Burner, MSc
Department of Explosive Chemicals
bb@nipissingu.ca
Office Hours: Virtual, Thursdays, 9:30am-11:30am

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7. **Supporting Students**

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SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with

resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

**For more information or to reach out for support contact:
Student Development and Services**

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Nipissing is committed to supporting your success and well-being!