*[Course Title]*

*[Quarter/Year]*

*[Class Meeting location]*

*[Class Meeting days/times]*

*[*[*View Sample Syllabus*](https://drive.google.com/drive/folders/1pc7h27fQ7H2VfdGnoGFRMqlz6IhkJK18) *– please delete this line before publishing this syllabus]*

# Course Information

Course Description

*[Include the course description from the official UC San Diego Catalog]*

*[Whether you prefer to lead in with a relevant quote or visual or your course title, your syllabus sets the tone for the course. This is a place to explain to students what your course is about and get them excited about the topic. What is valuable or relevant about your course in the context of a student’s life and beyond?]*

Course Credit

*[number of units/credit hours hours/wk. on assignments/reading/lab]*

Instructor

*[Name] [Office, email address, phone number, website URL]*

Office Hours

*[Room, Time, Virtual]*

*[Try to find times that are mutually convenient for you and your students and explain the purpose of office hours in your first class.

One way to increase availability for office hours is to integrate virtual office hours. All UC San Diego staff and faculty have access to a Zoom Pro account, for unlimited video meetings. You can use the “Zoom LTI Pro” link in your course menu to schedule sessions in which all students can participate.]*

About the Instructor

*[A brief description of yourself and your teaching methods. This is your opportunity to invite students into the course, set the tone, convey positivity, and communicate the value and importance of this course topic.]*

***Connecting with Students***

*If you were a first-generation college student or a transfer student, consider adding the #firstgen or transfer student sticker to your syllabus. This can serve as a good conversation starter and let students know you may share something in common.*

Teaching Philosophy

*This is your opportunity to share your research and teaching practice while presenting your philosophy as an educator.*

IA/TA

*[Name] [Office, email address, phone number, website URL]*

Office Hours

 [*Room, Time, Virtual]*

# Overall Course Expectations *[sample below]*

| What I expect of you | What you can expect of me |
| --- | --- |
| **Be informed.** Read this syllabus carefully and completely so you understand the course structure and expectations. | **Enthusiasm.** To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting. |
| **Be attuned.** Keep up with readings and lab assignments, as each one builds on the previous one. | **Responsiveness.** To respond to emails within 24 hours. For those that know me already, you know that I usually respond faster than this. Emails received on weekends or while I’m traveling may take longer. |
| **Be ethical.** A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego’s [Principles of Community](https://ucsd.edu/about/principles.html) and [Conduct Code.](https://students.ucsd.edu/sponsor/student-conduct/regulations/22.00.html) | **Timely feedback.** To make every effort to return graded assignments within one week of the submission date and to post solutions or code as soon as is reasonably possible after the submission date. |
| **Have integrity.** An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego’s Policy on [Integrity of Scholarship](https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2). Then, take the [integrity pledge](http://academicintegrity.ucsd.edu/forms/form-pledge.html)! | **Integrity.** To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.  |
| **Be flexible.** Sometimes my schedule gets affected by unavoidable work travel, necessitating some office hour rescheduling at the last minute. | **Reasonable** accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course. |

# Course Learning Outcomes

*Course learning outcomes should be measurable and describe the skills-sets students will walk away with upon completion of your course. The Engaged Teaching Hub has provided a* [*brief screencast on writing effective course learning outcomes*](https://youtu.be/k3dGEJrYcNk)*.*

Upon completion of this course, learners will be able to:

1.

2.

3.

4.

5.

# Course Materials and Tools

## Text/Readings/Other Material

*[list cited readings, materials, supplies here]*

## Course Finder

UC San Diego’s Learning Management System: <https://coursefinder.ucsd.edu/>

Login: UC San Diego Active Directory credentials

## Technology Requirements

*[list iClicker or software programs here]*

# Course Format

*[Describe the format of the course: face-to-face, flipped, hybrid, online. Explain when students are expected to attend lecture, attend discussion sections, engage in learning activities online, participate in labs, and visit office hours.]*

## Face-to-face Lectures:

*[Room]*

*[Day/Time]*

## Synchronous Online Lectures:

 *[Zoom room url]*

 *[Day/Time]*

## Online Course Presence

UC San Diego’s Learning Management System: <https://canvas.ucsd.edu>

Login: UC San Diego Active Directory credentials

*[Purpose: Assignments Submissions, Discussion Forums weekly, Quizzes weekly, Lecture notes, and PowerPoint slides]*

## Final exam

*[URL]*

*[Instructions; please indicate if this will be a proctored exam]*

# Grading Information

## Summary of Grade Criteria *[sample below]*

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Weight** |
| Discussion x 5 |   | % |
| Quizzes x 10 |   | % |
| Assignments x 2 |   | % |
| Final Exam |   | % |
| Self-Checks x 10 | ungraded |  |
| Labs | ungraded |  |
|  |  | **100%** |

## Grading Scale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** = 90-100% | **B** = 80-89% | **C** = 70-79% | **D** = 60-69% | **F** = 59%-below |

## Grading Procedure and Feedback

*[Describe how students will be graded and evaluated: On a curve or absolute scale? When are assignments and activities due? Define when students should expect to receive feedback. Clarify the form of evaluation and feedback (digital feedback, handwritten feedback, rubric/grading forms, peer reviews, etc).]*

## Attendance and Participation

Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable. (See Academic Regulations and Policies)

## Extra Credit

*[Describe your policy for extra credit, how to earn extra credit and the value of each extra credit activity here. Remove if not applicable.]*

## Late or Missing Assignments

*[Describe your policy for late or missing assignments, how to notify you, how many points are deducted, deadlines, etc. here.]*

# Course Schedule

| Week/Module | Topics | Activities, Assessments, and Due dates | Learning Outcome |
| --- | --- | --- | --- |
| 1 | 4/2 “Introduction”4/4 “Principles of Speech”4/6 “Planning a Speech” | Reading: Chapter 1Discussion: Introduce yourself (due 4/6) | 1.11.2 |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |

# Student Resources for Support and Learning

## Library Help

Ask a Librarian

<https://library.ucsd.edu/ask-us/>

Library Help: Course Reserved, Connecting from Off-Campus and Research Support

<https://library.ucsd.edu/ask-us/triton-ed.html>

## Learning Resources

Writing Hub

<https://writinghub.ucsd.edu/>

 *Improve writing skills and connect with a peer writing mentor*

Supplemental Instruction

[https://aah.ucsd.edu/supplemental-instruction-study-group/](https://aah.ucsd.edu/supplemental-instruction-study-group/index.html)

 *Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses*

Tutoring – Content

[https://aah.ucsd.edu/content-tutoring/](https://aah.ucsd.edu/content-tutoring/index.html)
*Drop-in and online tutoring through the Academic Achievement Hub*

Tutoring – Learning Strategies

[https://aah.ucsd.edu/learning-strategies/](https://aah.ucsd.edu/learning-strategies/index.html)

*Address learning challenges with a metacognitive approach*

Office of Academic Support & Instructional Services (OASIS)

<https://oasis.ucsd.edu/>

*Intellectual and personal development support*

Student Success Coaching Program

<https://successcoaching.ucsd.edu/>

*Peer mentor program that provides students with information, resources, and support in meeting their goals*

## Student Resources

*UC San Diego (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:*

Basic Needs

*Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact:*

foodpantry@.ucsd.edu |  basicneeds@ucsd.edu  | (858)246-2632

CAPS Student Health and Well-Being

*Provides services like confidential counseling and consultations for psychiatric services and mental health programming*

<https://wellness.ucsd.edu/caps/>

Community Centers

*As part of the* [*Office of Equity, Diversity, and Inclusion*](https://diversity.ucsd.edu/) *the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus*

[https://students.ucsd.edu/student-life/diversity/](https://students.ucsd.edu/student-life/diversity/index.html)

Triton Concern Line

*Report students of concern at (858) 246-1111*

[https://blink.ucsd.edu/instructors/advising/concern/](https://blink.ucsd.edu/instructors/advising/concern/index.html)

Undocumented Student Services

*Programs and services are designed to help students overcome obstacles that arise from their immigration status and support them through personal and academic excellence*

<https://uss.ucsd.edu/>

## Accessibility

*Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall.  Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.*

Office for Students with Disabilities (OSD)

*Documents student disabilities, provides accessibility resources, and reasonable accommodations*

858.534.4382 | osd@ucsd.edu | <https://disabilities.ucsd.edu/>

## Inclusion

[*Sample Inclusion Statements*](https://engagedteaching.ucsd.edu/go/inclusion-statements)

*UC San Diego (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students with health or other personal concerns, and to students with other kinds of support needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:*

**Office of Equity, Diversity, and Inclusion**

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

**Student Life: Diversity**[https://students.ucsd.edu/student-life/diversity/](https://students.ucsd.edu/student-life/diversity/index.html)

**Policy on University of California Diversity Statement**

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

## Technical Support

For help with accounts, network, and technical issues:

<http://blink.ucsd.edu/go/servicedesk>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

For help installing Zoom for video conferencing, virtual office hours, synchronous lectures:

[https://blink.ucsd.edu/technology/file-sharing/zoom/](https://blink.ucsd.edu/technology/file-sharing/zoom/index.html)

# UC San Diego Principles of Community

*The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.*

*To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.*

[*Click here for the complete UC San Diego Principles of Community in English and Spanish.*](https://ucsd.edu/about/principles.html)

# UC San Diego Academic Policies

## Academic Integrity

*Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University’s ability to certify students’ knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself:*

*a) is what I’m about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and,*

*b) would my instructor approve of my action?*

*You are ultimately the only person responsible for your behavior. So, if you are unsure, don’t ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at* [*http://academicintegrity.ucsd.edu*](http://academicintegrity.ucsd.edu)

*(Source: Academic Integrity Office, 2018)*

## Classroom Behavior Policy

*[Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc. Express expectations for how learners are to communicate online and in the classroom including tone, awareness, and sensitivity.]*

**UCSD** **Student** **Conduct** **Code**
<https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf>

**Principles** **of** **Community**
<https://ucsd.edu/about/principles.html>

## Religious Accommodation

*It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.*

*For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.*

*For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.*

*If a conflict with the student’s religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.*

*See:* [*EPC Policies on Religious Accommodation, Final Exams, Midterm Exams*](https://senate.ucsd.edu/operating-procedures/educational-policies/courses/epc-policies-on-courses/policy-exams-including-midterms-final-exams-and-religious-accommodations-for-exams/)

## Nondiscrimination and Harassment

*The University of California, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, religion, sex, gender, gender identity, gender expression, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services (including membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services). The university also prohibits harassment based on these protected categories, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking. The nondiscrimination policy covers admission, access, and treatment in university programs and activities.*

*If students have questions about student-related nondiscrimination policies or concerns about possible discrimination or harassment, they should contact the Office for the Prevention of Harassment & Discrimination (OPHD) at (858) 534-8298,* *ophd@ucsd.edu**, or* [*http://reportbias.ucsd.edu*](http://reportbias.ucsd.edu)*.*

*Campus policies provide for a prompt and effective response to student complaints. This response may include alternative resolution procedures or formal investigation. Students will be informed about complaint resolution options.*

*A student who chooses not to report may still contact CARE at the Sexual Assault Resource Center for more information, emotional support, individual and group counseling, and/or assistance with obtaining a medical exam. For off-campus support services, a student may contact the Center for Community Solutions. Other confidential resources on campus include Counseling and Psychological Services, Office of the Ombuds, and Student Health Services.*

**CARE at the Sexual Assault Resource Center**

858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

**Counseling and Psychological Services (CAPS)**

858.534.3755 | <https://caps.ucsd.edu>

See: [Nondiscrimination Policy Statement](http://ophd.ucsd.edu/policies-procedures/nps_student.html)

# Subject to Change Policy

*[Include a statement indicating that the information contained in the course syllabus, other than the grade and absence policies, may be – under certain circumstances such as mutual agreement to enhance student learning – subject to change with reasonable advance notice, as deemed appropriate by the instructor.]*

# Letter of Recommendation Policy

*[Share your guidelines about writing letters of recommendation. How much lead time do you require and what materials should students have prepared before making this type of request? This is also an opportunity to encourage students to engage in active class participation and demonstrate qualities that they would like included in a letter of recommendation.]*

# Technology Policy

*[When is it appropriate to use devices in your course? Articulate if students should or should not have devices accessible for certain parts of your course.]*

# Attachments

*[Rubric, grading form, course map]*

