|  |  |
| --- | --- |
| **Blue text on a black background  Description automatically generated** | [Course Number and Title] |
| Meeting Days, Times, Location: [###] |
| Semester: [###], Year: [ #### ] |
| Units: [#], Section(s): [#] [Optional] |

Instructor information

|  |  |
| --- | --- |
| **Name** | [Include your title] |
| **What I prefer to be called** |  |
| **Pronouns** |  |
| **Contact Info** | [Include information for your preferred method of contact here] |
| **Office location** |  |
| **Student hours** | [Are office hours in person, or virtual, or either, by appointment/Starfish] |

Teaching Assistant information [if applicable]

|  |  |
| --- | --- |
| **Name** | [Include your title] |
| **What they prefer to be called** |  |
| **Pronouns** |  |
| **Contact Info** | [Include information for your preferred method of contact here] |
| **Office location** |  |
| **Student hours** | [Are office hours in person, or virtual, or either, by appointment/Starfish] |

Course Description

* Should copy and paste course description from schedule of courses + Total credits.

[Optional items]

* What will students learn (i.e., knowledge or skills as opposed to topics) in your course? How will this information help them develop as scholars, learners, or future professionals? What will students experience in the course (e.g., instructional methods, assessments, etc.)?
* Are there any prerequisites for your course?

Course Outcomes

* What, specifically, will students be able to do or demonstrate once they’ve completed the course? Identify 3-8 course-level learning objectives for the course syllabus.
* Refer to ATL syllabus website for additional information to build this section.

Program Outcomes

* Copy and paste outcomes from department/program website

Learning Resources

* What materials are required for your course and how students should obtain them (e.g., textbooks, software, lab equipment, etc. from the bookstore, online retailer, or on Brightspace)?

Graded Items [Select the verbiage above that best reflects your class.]

The final course grade will be calculated using the following categories:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Graded Item** | **Due Date** | **Points** | **%** | **Details** |
|  |  |  |  | Syllabus/rubric |
|  |  |  |  |  |
| Total |  |  | 100 |  |

* [Brief description of assessment 1]: What are students expected to do in this assignment (e.g., problem sets, short answer responses, multiple-choice questions, etc.)? How does this assignment connect to the learning objectives of the course? How will students submit this assignment (e.g., online or during class)? Will students complete the assignment individually or in-groups?
* [Brief description of assessment 2]
* [Brief description of assessment 3]

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

|  |  |
| --- | --- |
| **Grade** | **Percentage Interval** |
| A | 90-100% or  XX-XX points |
| B |  |
| C |  |
| D |  |
| R (F) |  |

Grading Policies [Optional]

* **Late-work policy**: Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation (e.g., doctor’s note)?
* **Make-up work policy**: Will you allow students to make-up assignments and/or assessments? If so, how should they request to make-up the work (e.g., in writing, at least 24-hours prior to the due date, etc.)? Will you require any sort of documentation (e.g., doctor’s note)?
* **Re-grade policy**: If students ask you to re-grade their work, will you? If so, how should they request a re-grade (e.g., in writing, in office hours, within one week of receiving the graded assignment)?
* **Attendance and/or participation policy**: Is attendance and/or participation a graded component of your course? If so, how will you measure student performance (e.g., a sign-in sheet, a tally sheet, etc.)?

Course Policies [Optional]

* **Attendance & Participation** (if applicable): Is attendance and/or participation a graded component of your course? If so, how will you measure student performance
* **Academic Integrity & Collaboration**: How is the policy motivated by the positive dimensions of academic integrity? What is and is not permitted with respect to collaboration and/or outside assistance for each type of graded work in your course?
* **AI Policy**: How, if at all, should students use generative AI in this course? [see ATL website for guidance.]
* **Late-work/Make-up work policy**: Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation
* **Accommodations for students with disabilities**: Sample Text *“If you have a disability and require accommodations, please contact xxx, Director of Disability Resources, xxx-xxx-xxxx, xx@uri.edu. If you have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate.”* [see ATL website for guidance.]
* **Statement on student wellness**: Sample Text *“As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. URI services are available, and treatment does work. You can learn more about confidential mental health services available on campus at:*[*http://www.uri.edu/counseling/*](http://www.uri.edu/counseling/)*. Support is always available (24/7) from Counseling and Psychological Services:xxx-xxx-xxx.”* [see ATL website for guidance.]
* **Mobile Devices**: Are there times when having a mobile device would benefit student learning? If you have a zero-tolerance policy for mobile devices, how will you enforce it?

Course Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **Theme/Topic** | **Readings and Assignments** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Getting Help in this Course

* Briefly explain who/where students should look if they have Questions regarding the content of this course, including assignments. Example, Students should first be directed to “Course Questions, Concerns, and Feedback” Discussion Forum. Post your needs there, and classmates can post back to you to address your questions. This format of communication will allow all students to see questions and answers that more than one participant has, just like we would ask questions and provide answers in a face-to-face session.
* Also suggest if they have specific questions where they should look. Example, Questions that are specific to you regarding this course or assignments, you can use the message feature in Brightspace to contact me or another classmate to get personal feedback about your specific question.
* If applicable, suggest where to look for questions specific to students’ needs outside of the content of this course.
* Questions regarding technology should be directed to the URI IT Help Desk at 401-874-4357 or www.uri.edu/helpdesk. That website contains Brightspace help and instructions for both students and faculty. Finally, Chrome is the preferred browser for Brightspace (optional). Please make sure you are using the most updated version of your browser

Course Statements

Viral Illness Precautions Statement

The University is committed to delivering its educational mission while protecting the health and safety of our community. Students who are experiencing symptoms of viral illness should NOT go to class/work. Those who test

positive for COVID-19 should follow the isolation guidelines from the Rhode Island Department of

Health and CDC.

If you are unable to attend class, please notify me prior to the start of class at xxx-xxx-xxx or xxx@uri.edu or through the medium we have established for the class.

Academic Honesty

that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

* Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
* Claiming disproportionate credit for work not done independently
* Unauthorized possession or access to exams
* Unauthorized communication during exams
* Unauthorized use of another’s work or preparing work for another student
* Taking an exam for another student
* Altering or attempting to alter grades
* The use of notes or electronic devices to gain an unauthorized advantage during exams
* Fabricating or falsifying facts, data or references
* Facilitating or aiding another’s academic dishonesty
* Submitting the same paper for more than one course without prior approval from the instructors.

Here are some tips to avoid plagiarism:

* Use quotation marks around another author’s words to indicate the writing is not your own.
* Cite the source/s of where you learned your information both in the body of your writing and at the end in the Reference list.
* Use your own words to summarize and/or paraphrase another’s words. Too closely paraphrasing can be also plagiarism.
* Do not cut and paste work from other sources, as cut and paste can make it more difficult for you to take the learning, rethink it, and rewrite it in your own words.

Please consult the URI Student Handbook to understand the consequences of violating the academic integrity policy: <https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-2024.pdf>

**Graduate Writing Center:** The Graduate Writing Center provides writing support to all URI doctoral and

master’s students to foster continuing development of academic and professional writing skills necessary to

succeed in graduate programs and academic or professional careers.

Academic Support

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center helps URI students succeed through three services: Academic Coaching, Tutoring, and The Writing Center. To learn more about any of these services, please visit https://web.uri.edu/aec/ or call 401-874-2367 to speak with reception staff. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. Hours are posted each semester at https://web.uri.edu/ceps/academicskills-center/

Anti-Bias

We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Resource Team at www.uri.edu/brt. There you will also find people and resources to help.

Disability, Access, and Inclusion Services for Students

Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: <https://web.uri.edu/disability/syllabus/>, or emailing: [dai@etal.uri.edu](mailto:dai@etal.uri.edu).

Statement on Inclusion

You were accepted into the URI graduate/undergraduate program because you belong here. I value your unique backgrounds, experiences, and perspectives, and I am dedicated to supporting your experience at URI and your future endeavors. In our society and field, which have a history of inequity, discussing our differences and similarities—regardless of identity (e.g., gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture)—enriches our understanding of the human experience. My goal in this course is to foster a collaborative environment where we share, listen, and learn from each other. You and your classmates are essential to this course.

In my class, you have the right to be addressed by your chosen name and pronoun, to request extensions due to religious holidays, to seek resources if you are struggling with mental health or overall well-being, and to work with me on accommodations for any course accessibility needs. You are a valued member of this course, and your success is important to me.

If at any point during the semester you feel alienated by me, the class, or the course material, please reach out to me. I welcome and appreciate your feedback. While I strive to create an inclusive environment, I acknowledge that I am not perfect. Bias can occur, whether intentional or not. If you are uncomfortable providing direct feedback, you can do so anonymously through my evaluation, your academic advisor, another faculty member, or a fellow student. Additionally, if you experience or witness a bias incident (e.g., microaggression), you are encouraged to report it to the URI Bias Response Team at www.uri.edu/brt.

[I also seek anonymous feedback during a mid-semester check-in and use all feedback to improve the course and better meet student needs—this section is optional.]

Excused Absences

Absences due to serious illness or traumatic loss, religious observances, military service, or participation in a university sanctioned event are considered excused absences. Students are responsible for work missed during an excused absence but will not be penalized by grading or assignment/exam make-up policies. Students should notify faculty in advance of absences due to religious observance or university-sanction events, and as soon as possible for other absences See University Manual sections 8.51.11-8.51.16 for details.

Mental Health and Wellness

We understand that college comes with challenges and stress associated with your courses, job/family responsibilities and personal life. URI offers students a range of services to support your mental health and wellbeing, including the URI Counseling Center, TELUS Health Student Support App, the Wellness Resource Center, and Well-being Coaching.

University of Rhode Island Land Acknowledgement

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.

Bereavement Policy

A student’s absence from class maybe excused in the event of a **traumatic loss** (defined as death of a family member or other significant relationship) as reviewed and recommended by the Dean of Students Office (and/or the Academic College) for up to two consecutive weeks, for courses that run eight weeks or longer. Absences from courses of shorter duration will be determined on a case-by-case basis with the instructor and Dean of Students Office staff. Students have the right to request professor notification of these absences by completing the notification request form. Dean of Students Office staff will then notify the student’s instructors of the absences once the request has been reviewed and approved.

*Consideration for academic assistance and the opportunity to complete the course are at the discretion of your instructor(s) and dependent on the nature of the course.*

Disagreements over the seriousness of an illness, accident, personal tragedy, traumatic loss, or other serious matter may need to be mediated by the concerned instructor’s department chair, dean, or eventually the Provost and Vice President for Academic  Affairs. Either students or their instructors may seek such mediation. If an agreement cannot be reached, the Provost and Vice President for Academic Affairs shall decide the matter and his/her decision shall be final.

The student is responsible for fulfilling the course requirements and for working with course instructors on an appropriate timeline to submit any missed assignments/requirements. The Office of Student Support and Advocacy Services  (Dean of Students Office) is the designated office to help support the student and review all available options, in collaboration with the Degree Granting Academic Colleges, if the traumatic loss has an impact on the student’s academic progress for the term. Faculty requesting confirmation of the traumatic loss resulting in the requested bereavement leave should consult with the Dean of Students Office.

Visiting the link to get detailed guidelines on bereavement policy and request for leave: <https://cm.maxient.com/reportingform.php?UnivofRhodeIsland&layout_id=32> If you have specific questions regarding absence notification, please contact the  Student Support & Support Services by emailing SSAS@etal.uri.edu or calling 401.874.2098 during regular business hours (Monday through Friday, 8:30am to 4:30pm). If you have an emergency or a matter requiring immediate attention, please contact Campus Police at 401.874.2121.

Additional URI Support

Are you or someone you know experiencing a hardship, such as at risk for going hungry or no place to live? If so, URI has resources to provide confidential help. Rhody Outpost (https://web.uri.edu/rhody-outpost/) provides URI students who are food insecure with emergency food services and resources. Rhody Outpost is housed at St. Augustine’s Episcopal Church on 15 Lower College Road. Contact them at rhodyoutpost@gmail.com, or 401-874-2568. Please contact the Office of the Vice President for Student Affairs at 401-874-2427 for help with emergency housing