|  |  |
| --- | --- |
| **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% orXX-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

# Syllabus Statements

Scan this QR code to access the URI syllabus statements

