

Sample HDF Syllabus
[Course Title]

[Interesting quote, motivating information].

[Semester/Year]

[Class location]

[Class Meeting time(s)]

Instructor: [Name] [Office, e-mail, phone]

Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Grading: [options: SU/Letter, choice of credit hours?]

I. Course Description:

Aims

Thinking from the prospective students' point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally?

II. Specific Learning Outcomes:

By the end of this course, students will:

List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your outcomes should drive your assessment and grading schema. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (as on an exam, paper, project, homework, etc., or in class discussion) is a reflection of their thinking. Feelings are often neglected in specifying course or class outcomes, yet the research on the role of affect (emotions and feelings) in learning has been well documented and has been shown to have a significant influence and integration with cognitive learning. For example, if you were teaching a course on ecology it would be difficult to do without addressing human values, which have an affective aspect to them. If certain psychomotor skills are intended to be developed, the evidence will be in doing (as in a lab course where actions like titration, completing successful assays, collecting meaningful data and analyzing it are regular expectations) they should be articulated as clearly as possible. A well stated outcome has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.)

Sample Teaching and Learning Verbs: *Analyze, apply, argue, arrange, assemble, assess, compare, create, critique, defend, define, demonstrate, describe, design, develop, differentiate, discuss, distinguish, examine, explain, formulate, identify, illustrate, indicate, interpret, memorize, plan, practice, predict, prepare, propose,*

question, recognize, repeat, report, reproduce, review, revise, select, solve, state, translate, use, utilize, write

III. Format and Procedures:

How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly.

IV. Course Requirements: Whatever tasks and assignments you include in your course should be aligned with the specified learning outcomes (final learning state, skills, knowledge, attitudes and values the students leave the course with) you have defined and specified earlier.

1. Class attendance and participation policy:

2. Course readings:

(a) Required text:

(b) Background readings, course packet available in the university bookstore? Use of course Blackboard web site? Download and bring handouts to class?

V. Grading Procedures:

(a) Assignment 1 (%)

(b) Assignment 2 (%)

(c) Assignment 3 (%)

(d) Assignment 4(%)

VI. Grading Policy:

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	60-67
F	Below 60

VII. Class Policies: *(These are suggestions for class policy topics. You may add whatever additional text you would like)*

Workload

Late Assignment

Grading Questions

Computerized Devices

Plagiarism (personal policy for how plagiarism will be handled)

VIII. University Policies

1. Academic Integrity (*Please check the Provost website at the beginning of each semester to updates*)

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance 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.*

2. Accommodations for students with disabilities

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (<http://www.uri.edu/disability/dss/>) or 239 Shepard Building, Feinstein Providence Campus, 401-277-5221.

3. Inclusivity Statement

Students with disabilities experience a more inclusive and supportive learning environment when instructors acknowledge their presence or invite them to come forward.
Students with disabilities experience a more inclusive and supportive learning environment when instructors acknowledge their presence or invite them to come forward.

4. Hardship Assistance-Rhody Outpost

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 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 Vice President for Student Affairs at 401-874-2427 for help with emergency housing.

5. Academic Enhancement Center

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (<http://www.uri.edu/aec/>) is a great place to do this. At the AEC you can work alone or in groups, and tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. On the Kingston campus, it's open Monday through Thursday from 10 a.m. to 9 p.m. and Fridays until 1 p.m. All services are free (the coffee is free as well!), and no appointment is needed. You can call for complete information at 874-2367, or just stop by the center on the fourth floor of Roosevelt Hall. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. Hours are posted each semester at <http://www.uri.edu/prov/studentresources/help/academicskills.html>. In addition, the Saturday Skills for Success program offers workshops and tutoring from 10 am -1pm during fall and spring semesters.

6. Absences for Religious Holy Days

8.51.11 Students who plan to be absent from classes or examinations for religious holy days that traditionally preclude secular activity (see 6.20.11 for how such information is made available) shall discuss this with the appropriate instructor(s) in advance of the holy day. The instructor(s) shall then make one of the following options available:

- a. the same quiz, test, or examination to be administered either before or after the normally scheduled time;*
- b. a comparable alternative quiz, test, or examination to be administered either before or after the scheduled time;*
- c. an alternative weighting of the remaining evaluative components of the course which is mutually acceptable to the student and instructor(s).*

7. Absences due to University Sanctioned Events

8.51.12 Students who expect to be absent from classes or examinations for University sanctioned events shall discuss this with the appropriate instructor(s) at least one week in advance of the sanctioned event(s). The instructor(s) concerned shall then offer the student an alternative listed in section 8.51.11. For these purposes University sanctioned events shall be those events approved for class excuses by the Provost and Vice President for Academic Affairs, a Vice President, a Dean, or the Director of Intercollegiate Athletics. No event shall be regarded as University sanctioned until the Provost and Vice President for Academic Affairs has been notified. Disagreements over the validity of an event being categorized as University sanctioned shall be mediated by the Provost and Vice President for Academic Affairs. If agreement cannot be reached, the Provost and Vice President for Academic Affairs shall decide the matter and that decision shall be final.

8. Illness Due to Flu

The nation is experiencing widespread influenza-like illness. If any of us develop flu-like symptoms, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify me at 874-xxxx or xxx@uri.edu of your status, and we will communicate through the medium we have established for the class. We will work together to ensure that course instruction and work is completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of illness. These include: covering your mouth and nose with tissue when coughing or sneezing; frequent washing or sanitizing your hands; avoiding touching your eyes, nose, and mouth; and staying home when you are sick. For more information please view www.cdc.gov/flu or flu.gov. URI Health Services web page, www.health.uri.edu, will carry advice and local updates.

IX. Tentative Course Schedule [based on an undergraduate level course on college teaching that meets once a week for three hours]: (*May change to accommodate guest presenters & student needs*)

Topics	Readings to be discussed	Assignments Due
January 22 Topics/Major Concepts covered (Please note that it is preferable to include a description of topics to be discussed in class, as well as a question that will be answered related to the topic. Do not include only the chapter title.)	[Text] Chapter #, additional readings from course packet, handouts	Include assignment name, due date, and format of submission (in class or online)
January 29 Example: "How does Alzheimer's Disease affect family functioning?"	Example: Chapter 5 from Barnes & White (2008)	Example: Reflection Paper 1, Due 1/29, In Class
February 5		
February 12		
February 19		
February 26		
March 5		
March 12		
March 26		
April 2		
April 9		
April 16		
April 23		
April 30		

FINAL EXAM DATE: XXXXXX

X. Additional Resource Readings on College Teaching
(Insert APA citation for additional readings as needed)