# Course Syllabus Template

## **A course syllabus should be a resource for students and set the tone for the semester. Instructors can do that by ensuring that their syllabus:**

* Clearly lays out logistical information.
* Outlines supports and establishes intensions for inclusion.
* Excites students to learn and sets high expectations.

**Below you will find a customizable document containing reflection prompts and links to resources and policies you may find useful as you craft your syllabus.**

|  |
| --- |
| Instructions for reading and using this course syllabus template:   * Make your own copy of this document by selecting **File** > **Save a copy**. * **Sample language**: rewrite these passages in the default style in your own voice, and use your own words to adapt the text to your course needs. * **Comments**: Text with a grey background (like this) is commentary and suggestions to consider as you draft your syllabus. Delete it after you have made your choices. |

**Consider posting your course syllabus as early as possible to help students make informed course decisions.**

# **[Course Title]**



Your instructor: [your name]

Email: [email]

Course meeting days and time

Link to moodle page and Teams page

Drop-in Hours: \_\_\_\_\_\_\_ Office #

[add a picture of yourself]

## Welcome:

How can you welcome, inspire, and excite students for course learning, and indicate pathways forward? How can you indicate what the goals of the course are – what is expected and what they will achieve?

**\*Example\***

Welcome to APS! In this course, you will have the opportunity to explore your interest in business and prepare for success in your university career and beyond. I am committed to create a meaningful and engaging learning experience for all students.

This course will offer a great deal of flexibility in what you learn, how you learn, and how you demonstrate your learning. This course is about you: I value your voice and trust you to be the expert of your own learning.

This course is designed for first year students to prepare you for the rigours of academia. By the end of this course, you should feel confident and prepared to study, research, and prepare assessments independently. In addition, you should have a good understanding of how you learn best, how to advocate for your needs, and where to find support if needed.

## Learning Objectives

This is a space to include not just your learning objectives from Module Manager, but also to explain the “why” of your course. Contextualize the learning students are expected to come away with, how it applies to their assessments and establish concrete goals.

**\*example\***

* Compare appropriate tools and principles to optimise the learning experience.
  + Learn about yourself as a student – what are your strengths? Where do you need to improve? How do you work best?
* Develop self-reflection practices for individual and group-work activities.
  + Working with others can be challenging – this course will ask you to develop communication and collaboration skills.
* Appraise different information sources and apply the principles of academic integrity.
  + Research from authentic and trusted sources and complete work that showcases your individual voice and creativity.
* Apply a variety of professional communication practices and digital tools to collaborate and problem-solve.
  + Become confident producing written work, presentations, creative work, and group projects.
* Evaluate how the chosen discipline has an impact and responsibility to wider society.
  + Research an area of business that interest you

## Course Materials

Let students know exactly what they will need, how they can access it (including technical requirements), and where they can find it. Remember, many students may not have access to certain resources at home. Getting this information to students early on will relieve anxiety and help students prepare for the semester. Finally, this can be another place to include your intentions for providing accessible content.

* Reading list including links or ISBN number for easy lookup on library database
  + Bain, K. (2012). “What the Best College Students Do.” [E-book link](https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=nlebk&AN=479119&site=eds-live&scope=site&custid=s2873033&ebv=EB&ppid=pp_Front_Cover) - ISBN-10, ‎8437092647
* Link to moodle page
* Technology requirements with links to apps or websites
* Information on where to purchase items, if necessary
* [Library information](https://www.atu.ie/library)

## Accessibility and Inclusion Statement:

Feelings of belonging matter significantly to students – how can you make sure they know that your course is for them and that their voices will be valued? An Accessibility and Inclusion statement sets the tone for a welcoming environment. This small step can change the dynamic in your course.

**\*Example\***

I am committed to fostering a learning environment that is welcoming, engaging, and inclusive. My hope is that I can provide this for all of you by examining my practices, respecting your voice, and providing you with flexibility.

It is my intent that students from all diverse backgrounds, perspectives, and situations be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity, which may include but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, culture, and so on. I acknowledge that there is likely to be a diversity of access to resources among students and plan to support all of you as best as I can.

Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support your peers in doing so as well.

I would like to get to know you all as learners. This will help me create learning opportunities that are engaging, relevant, and free of unnecessary barriers. I will be purposely building in opportunities for us to build community within our classroom. I would also like all students to know that they can share their learning needs and preferences with me without stigma or consequence. I will ask all students to take some time to complete the [“Who’s In Class Form”](https://forms.office.com/Pages/ShareFormPage.aspx?id=RVWFR7sAAEimX-eRBOwPxN-ZiulPLDxEpNw6EfTlYolUQ0tBNVJOWjI1NldJNjlZSlBTNlNRNU5ZQS4u&sharetoken=QL95a2jzyvO7QEQvFtJI) at the beginning of our course. However, it is up to you to decide how much you would like to share about yourself.

If there is anything happening within this course or outside of class that is impacting your learning, please don’t hesitate to come and talk with me. I want to be a resource for you. If you prefer to speak with someone outside of the course, see below for resources.

## Accommodations for Disability

Many students with disabilities choose not to disclose this to their lecturers. This is for a variety of reasons, but many students report that they feel that there may be a stigma attached to this. Others feel that they often do not have a good opportunity to do so. Including a statement on accommodations with directions on how to disclose a disability to you can go a long way to making students with disabilities feel more comfortable.

ATU is committed to providing equal educational opportunities for disabled students. Disabled students are a valued and essential part of the ATU community – you are welcome in this course. If you experience disability, please let me know so we can prepare appropriate accommodations. If you are not registered with the Disability Office, please reach out to them as well. Disability Office staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter for faculty.

If you already have an Academic Accommodation Letter, we invite you to share your letter with us. Academic Accommodation Letters should be shared at the earliest possible opportunity so we may partner with you and Disability Office to identify any barriers to access and inclusion that might be encountered in your experience of this course.

## Grading Scheme

Clearly lay out how students will be assessed and how their final grades will be calculated. Include how much work they will be expected to complete along with due dates. See the example language and table below:

This is a 5 credit course, which means you are expected 24 hours of lectures plus a minimum of 12 hours of continuous assessment, laboratories, project work or directed private study. The class schedule in the last section of the syllabus highlights assignments and due dates so that you can plan your work for the semester. Several of your assessments are eligible for revision and resubmission. This means that you can respond to feedback and improve your overall grade.

| **Category** | **% of course grade** | **Notes** |
| --- | --- | --- |
| Weekly responses | 20% | * Complete at least 6/8 |
| Weekly assignments | 20% | * Complete at least 6/8 * Revision and resubmission encouraged |
| Mid-Term Paper | 20% | * All components must be submitted on time * Revising and resubmission is encouraged |
| Final Project | 40% | * All components must be submitted on time |

## Course Schedule

Make it easy for students to plan their work and meet course deadlines. Also include opportunities to solicit feedback and amplify student voice. Tell students what they will be doing and they will be expected to do. This should be a clear overview of the course that students will use on a weekly basis. Sample language and table format below:

*Subject to change*, based on student feedback and input!

|  |  |  |  |
| --- | --- | --- | --- |
| **Week & Topic** | **Assignments**, **Activities, & Deadlines** | **Estimated Time to Complete** | **Deadline** |
| **Week 1:** | In class: [Get to know you survey](https://atlantictu-my.sharepoint.com/personal/colin_tierney_atu_ie/Documents/google.com)  Reading: |  |  |
| **Week 2:** |  |  |  |
| **Week 3:** | Project due - [submit here](google.com) |  |  |
| **Week 4:** | [Mid-semester survey](Get%20to%20know%20you%20survey) – what need to be addressed or changed about this course? |  |  |
| **Week 5:** |  |  |  |
| **Week 6:** |  |  |  |
| **Week 7:** |  |  |  |
| **Week 8:** |  |  |  |
| **Week 9:** |  |  |  |
| **Week 10:** |  |  |  |

## Course Delivery

In-person, blended, online. Indicate how much time will be spent in what method. Emphasize flexibility and multiple options for interaction.

### What you will do each week:

* Watch a short, recorded lecture and read or listen to assigned media
  + Overall, this should take no longer than two hours
* Collaborate with your peers online.
  + Co-creation of notes and study materials. For each lecture, a collaborative document will be created. This will be a **shared space for learning**. Each student will be able to add to it and share their interpretation of important items.
  + Add to weekly [Padlet](padlet.com) discussion with a comment or upload.
  + Use the [Hypothesis App](hypothe.is) to annotate readings as a class.
* Attend class – collaborate in person
  + I want you in class! It is the best time for practicing, collaborating, and receiving feedback from myself and peers.
  + Classes will be designed to be active, relevant, and productive
  + This will also be a time to produce evidence and artefacts for your portfolio. You will be assigned a peer group to work with throughout the term.
  + **If you cannot attend class**, just let me know. I understand that things happen, and you will not be penalised for missing class. However, the more you attend, the more you will learn and our class will be a better place for it.
* Add to your portfolio
  + **Assessments will be a continuous process** with you, the student, in the centre
  + A personalized portfolio will be created throughout the term. All assignments, notes, and artifacts should be compiled here.
  + This will act as a documentation of your goals and skills as a student in the pursuit of a profession in business.
  + More info below:

## Course Policies

This section should clearly outline how the course will be delivered, how students will be involved, and policies to abide by. Consider how you can provide structure while also demonstrating empathy and acknowledging the need and benefit of flexibility. You can include a variety of sections here – below are a few suggestions:

### Attendance

This course will be interactive and engaging. I will ask that you do a great deal of your learning and practicing in-person, therefore attendance and participation is a large part of your course grade (20%). If you are unable to attend class, please get in touch with me as soon as possible. I understand that things come up and you have multiple demands on your time. That is why you will be allowed two absences with a “no questions asked” policy. You can pick up on what was covered by viewing lecture notes and recordings, but learning is best done in the space with your peers.

### Deadlines and Late Submissions

### Plagiarism (Academic Integrity)

*Most students do not know what academic integrity means – spell this out explicitly here.*

### Extended Absences

### Exam and Assessment Policy

Assessment policies and options, if applicable.

### Lecture Recording

*What will be recorded, when it will be available, and where learners can find it.*

### Feedback and Resubmission

## Student Supports

Do not assume students know where to turn for support! Normalize seeking out help and go over this in class, if possible.

* [Counselling Service](https://atlantictu.sharepoint.com/sites/GalwayMayo-StudentHUB/SitePages/Counselling-Service.aspx)
* [Accommodation Support](https://atlantictu.sharepoint.com/sites/GalwayMayo-StudentHUB/SitePages/Accommodation.aspx)
* Student Union
* Healthy relationships
  + If you or someone you know is experiencing sexual harassment or violence, there are resources available. Start by reporting this using the [Speakout form](https://gmit.speakout.ie/)
* [Academic supports](https://atlantictu.sharepoint.com/sites/GalwayMayo-StudentHub/SitePages/Study-Skills-and-Supports.aspx):
  + Library services:
    - Librarians are great resources! Do not be afraid to seek out their assistance if you are struggling with research or need a helping hand with anything at all.
  + Peer Assisted Study Services (PASS)
    - I would encourage all students to get acquainted with this. This is a great opportunity to learn with and from your peers in a supportive environment.
  + The Academic Writing Centre
    - These services are offered online and is a great resource even if you are a seasoned writer. This service can help ease the anxiety of starting a paper and give you the confidence to express your ideas.
  + [Maths and Engineering Support Centre](https://www.itsligo.ie/student-hub/maths-support-centre/)
    - Drop-in, one to one meetings, and group tutorials offered on a wide variety of STEM topics.
  + English Language Supports
    - If you are a student who speaks English as a second language, these services are available for you. DO not be afraid to reach out – it can make a big difference!
  + Blackboard ALLY
    - This tool is connected to Moodle. It allows you to transform all content in moodle to the medium of your choice. This tool can be very beneficial to all students!