This template contains the elements of effective syllabi, as well as recommended language related to University policies and resources for students. Content should be customized to fit the course, but instructors are welcome to copy any language from this document that they find suitable (this is particularly recommended for the “Resources for Students” section). Note that this template was adapted[[1]](#footnote-1) based on suggestions developed by the Inclusive Teaching and Learning Fellows (2017), and also includes updated Fall 2020 information from the provost.

**Course Title**  
Department, Course Number, and Section(s)  
Class Meeting Time(s) and Location(s)

Semester

COVID-19 Additions:

* If you are teaching face-to-face, adjust for the additional five minutes of passing time needed between classes by ending your class five minutes before the end time stated in Course Listings.
* Consider adding a description of your Mode(s) of Instruction: Hyflex, hybrid, synchronous online, asynchronous online).
* Include a brief description of how the course will operate should instruction pivot to fully remote during the course of the semester.

### **Contact Information**

Instructor(s) name(s)

Preferred contact information (email address, office phone number)

Office location; phone

Office hours

Contact information for AIs and/or TAs or other course support staff

COVID-19 Additions:

* Let your students know the process for attending office hours: will they be online? Is there a permanent Zoom link for your office hours this semester?
* Note how students should expect to hear from you in an emergency. Make it clear where they should go for updates and announcements.

### **Course Description and Course Goals**

* Provide a course description consistent with that which appears in the course listings as well as any prerequisites for taking the course.
* You may also provide more detailed information about the course that will help students feel “invited” into the learning experience. You might answer the following questions: How will taking the course prepare students for future learning and/or professional work? How will the learning they will engage in during this course connect to their lives outside of the course? How will the course prepare students to be an engaged citizens of the world and their local communities?
* Consider listing 4-6 student-centered course goals or learning objectives. Objectives generally answer the question: What should your students learn or be able to do as a result of participating successfully in your course? Identify modes of thinking and transferrable skills when possible. The best constructed goals are specific, measurable, and attainable.

### **Texts, Materials, and Supplies**

* List required and non-required texts including: title, author, ISBN #, edition, and where each text can be purchased, borrowed from, or found (e.g. Canvas course page).
* List all required materials or equipment (e.g. lab notebooks, specific calculators, safety equipment, supplies) and where to find these items.
* Include information about any required fieldtrips or class events that have an additional cost or that will occur outside of regular class time.
* Consider a statement indicating free or reduced-cost options that exist for obtaining course materials. Further, encourage students to speak with you if they experience logistical challenges in obtaining materials or participating in required experiences such as fieldtrips or off-campus meetings.

COVID-19 Additions:

* Note how students should plan to access any digital course content.
* Provide information on steps students should take if they are unable to purchase or borrow a text because of slower shipping or lack of access to the library.

### **Grading**

* Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work.
* Provide a grading scale (e.g. 90-100 A) and a breakdown of how much each individual assignment or group of assignments is worth in terms of the overall grade. Make it clear to students if you are using a points system or percentages. Example:

Grades for this course will be determined through a number of assignments. I recognize that different kinds of assignments feed into the strengths of different students, and I work to provide a range of opportunities for you to show what you’ve learned.

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| **Grading Scale:**  90-100 A  80-89 B  70-79 C  60-69 D  59-Below F |

Final Grade Breakdown:

Exam 1 \_\_% of final grade or # of points

Exam 2 \_\_% of final grade or # of points

Homework \_\_% of final grade or # of points

Participation \_\_% of final grade or # of points

Final Paper \_\_% of final grade or # of points

* Indicate your policy on late work, missed exams, and regrading. Regrading is especially important to clarify if you have AIs or TAs that will be grading in the course.
* Provide a statement on academic integrity, including when collaboration is authorized.

## **Assignments & Homework**

* Describe each graded component in enough detail that students reading will have a general understanding of the amount of and type of work required. Include information about the assignment’s purpose. Example:

Exams**:** There are three in-class exams that will allow you to demonstrate your learning on each of the three course units. Exam format will be short answer and essay questions and they will cover material from each respective unit. In addition, the Unit 3 exam will contain a cumulative essay portion. I will provide you with a study guide before each exam, but students who do well do not wait until getting the guide to begin studying.

* Describe what students will be required to do to prepare for class and/or complete weekly homework. Include information here about “best practices” for maximizing their learning (e.g. attending study sessions, taking good notes).

### **Attendance, Participation, and Classroom Climate**

* Describe your attendance policy.
* Describe the function of classroom participation within the course as well as your expectations for how students should participate. Explain whether participation is required and how it will be assessed. Example:

Discussion and participation are a major emphasis in this course. This means that it is your responsibility to come to class ready and willing to take part in group knowledge building. Your in-class participation grade for this class will be primarily based upon the small group work and activities that we do in class. This grade will also reflect your level of investment in classroom discussion and how often you bring required materials to class. I will provide you with a provisional participation grade at three checkpoints during the semester.

* Explain your policy for students using technology in the classroom.
* Consider including ground rules for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive. You may wish to draw language from the Standing Committee on Facilitating Inclusive Classrooms’ [Inclusive Learning Environment Statement](https://diversity.wustl.edu/framework/advisory-best-practice-groups/inclusive-learning-environment).
* Encourage students to speak with you, the department chair, or their advisors about any concerns they have about classroom dynamics and/or classroom climate.

COVID-19 Adjustments:

* COVID-19 obviously presents a challenge for establishing traditional attendance, participation, and late work policies. Consider what will count as “attendance” and “participation” in your course (if applicable, are these defined differently for in-person and remote learners?)
* Consider describing what students should do if they or their loved ones get sick and they are unable to fully participate in the class.
* Be very clear about your attendance policy, as students can participate in class in-person, remotely, or a combination of both ways. Particular attention should be paid to describing how illness/quarantine will be handled. Students should feel confident that they can pass a course should they need to pivot fully online.

### **Other Sections that You Might Consider Including During COVID-19**

* Ground Rules for Online Discussion & Zoom/Canvas Netiquette: What rules will you establish for appropriate participation in Zoom discussion? What elements of netiquette should students follow in live or face to face settings?
* Technical Requirements and Support Available: What kinds of technology and technology access will students need to participate successfully in your course? What additional EdTech tools will they need to learn? Where should the students go for tech support?
* Course Website/Canvas Usage Description: How will students use your course website or Canvas course shell? What will students do on your website or in your Canvas course? Where should they expect to find readings, assignment descriptions, discussion threads, grades, etc.
* For Remote Students: Description of Successful Online Learners: What are the characteristics of successful remote learners? What steps can students take to ensure that they make the most out of their courses if they are participating remotely?
* If in person: Rules for what students can and cannot do during class time (e.g. no drinking/eating).

### **COVID-19 Health and Safety Protocols for Fall 2020**

Exceptions to course policies, expectations, and requirements (including attendance and assignment deadlines) because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis will be made in collaboration between the student and instructor. Please remind your students that in any of these cases they should contact you as soon as possible to discuss appropriate accommodations.

All students on the Danforth Campus are required to complete the self-screening and reporting before each time that they come to campus. To complete the screening questionnaire, visit [WashU COVID-19 Screening](http://screening.wustl.edu/) for campus access and log in with your WUSTL Key.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

* Complying with physical distancing requirements at all times and adhering to signage and environmental cues. This includes not congregating before or after class as well as during breaks or class activities.
* Complying with universal masking. All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices; hallways; stairwells; elevators; meeting rooms; classrooms; restrooms; and when in campus outdoor spaces unless they can maintain six feet of physical distance from others. In the event that a student cannot wear a mask due to a medical condition or other concerns, they should consult with their academic advisors.
* Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.
* Complying with cleaning and sanitation protocols. Students may be responsible for wiping down common surfaces after use, particularly those that might be shared with others (e.g., classroom desks). Instructions for sanitizing technology equipment [can be found here](https://sites.wustl.edu/itss/sanitizing-technology-equipment/).

Any Danforth Campus student who is **currently diagnosed with COVID-19**, **is** **experiencing symptoms consistent with COVID-19**, **or** **has had direct contact with a person with a confirmed or suspected COVID-19 diagnosis must remain home and isolate themselves from others.**Students who have symptoms and/or do not pass the screening protocol described below must call theHabif Health and Wellness Center at 314-935-6666 for additional instructions.

### **Fall 2020 Election**

There is a federal election happening on **November 3, 2020**. If you would like to register to vote prior to the election, you can do so at wustl.turbovote.org. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link to register. Additionally, everyone can contribute to the campus energy surrounding voting by starting dialogue with your peers about the importance of voting, educating yourself on American democracy and the ways certain policies affect you and others, and participating in year-round forms of civic engagement beyond voting. If you have any questions about the voting process, please reach out to washuvotes@wustl.edu for assistance.

### **University-Wide Policies**

Statement on Military Service Leave  
Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or [veterans@wustl.edu](mailto:veterans@wustl.edu) and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Names and Gender Inclusive Pronouns  
In order to affirm each person’s gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person’s experience of safety, respect, and support. See: <https://students.wustl.edu/gender-pronouns-information/> , <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>

Reporting Sexual Assault  
If a student discusses or discloses an instance of sexual assault, sexual discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, they will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Directory, at (314) 935-3118, [jwkennedy@wustl.edu](mailto:jwkennedy@wustl.edu). Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555. Students who wish to speak with a confidential resource may wish to reach out to the Relationship and Sexual Violence Prevention Center (RSVP) at 935-8761 or by visiting the 4th floor of Seigle Hall.

Accommodations for Sexual Assault   
The University is committed to offering reasonable academic accommodations (e.g., a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you a student needs to request such accommodations, please have them contact the Relationship and Sexual Violence Prevention Center (RSVP) at [rsvpcenter@wustl.edu](mailto:rsvpcenter@wustl.edu) or (314) 935-3445 to schedule an appointment with an RSVP confidential and licensed counselor. Information shared with counselors is confidential. However, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

Accommodations for Disabled Students   
Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification through, WUSTL’s **Disability Resources** (<https://students.wustl.edu/disability-resources/>). Once established, responsibility for disability-related accommodations and access is shared by DR, faculty, and the student. Please contact Disability Resources at 314.935.5970 or [disabilityresources@wustl.edu](mailto:disabilityresources@wustl.edu).

Emergency Preparedness  
Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms for specific emergency information and instructions. For additional Information and EAP maps, visit emergency.wustl.edu. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download. The WUSTL app and enable notifications.

To report an emergency:  
Danforth Campus: (314) 935-5555  
School of Medicine Campus: (314) 362-4357  
North/West/South and Off Campus: 911 then (314) 935-5555

### **Resources for Students**

The syllabus can be a place for students to find support for academic and non-academic challenges that can impact their learning. Resources for students that can be highlighted in the syllabus include those listed below.

Disability Resources  
Washington At Washington University we strive to make the academic experience accessible and inclusive. If you anticipate or experience barriers based on disability, please contact Disability Resources at 314.935.5970, disabilityresources@wustl.edu, or visit our website for information about requesting academic accommodations. See: <https://students.wustl.edu/disability-resources/>.

The Writing Center  
The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or writing@wustl.edu.

Engineering Communications Center   
The Engineering Communications Center offers students in the McKelvey School of Engineering one-on-one help with oral presentations, writing assignments, and other communications projects. They are located in Urbauer Hall, Rm. 104.

The Learning Center   
The Learning Center works collaboratively with University partners to provide undergraduate students key resources, like academic peer mentoring, to enhance their academic progress. Contact them at learningcenter.wustl.edu to find out what support they may offer for your classes.

Mental Health Services   
Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends and family, concerns about eating or drinking patterns, and feelings of anxiety and depression. For more information, visit: [www.students.wustl.edu/mental-health-services/](http://www.students.wustl.edu/mental-health-services/).

Relationship and Sexual Violence Prevention Center (RSVP)  
The Relationship and Sexual Violence Prevention Center (RSVP) offers support for those who have experienced sexual violence, sexual misconduct, dating violence, domestic violence or stalking. RSVP can help those who are not sure what steps they wish to take to respond to their experiences. They offer confidential support and can help arrange for necessary classroom accommodations. To get help, contact the RSVP Center at 935-3445 or [rsvpcenter@wustl.edu](mailto:rsvpcenter@wustl.edu). Their office is located in Seigle Hall, Suite 435.

Bias Report and Support System (BRSS)   
The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. To report an instance of bias, visit [www.brss.wustl.edu](http://www.brss.wustl.edu).

WashU Cares:   
[WashU Cares](https://washucares.wustl.edu/), within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to helping create a culture of caring. Through proactive, collaborative, and systemic approaches, they work with students to identify interventions, resources, and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on their website. See: <https://washucares.wustl.edu/>.

Center for Diversity and Inclusion (CDI)   
The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. See: <https://diversityinclusion.wustl.edu/>.

### **Course Schedule**

Include dates you plan to cover specific topics (with reading assignments), the due dates for major assignments, and the due date for the final exam. Consult relevant academic calendars and keep in mind religious holidays and significant campus events.

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| **Date** | **Topics/Assigned Readings/Homework** | **Major Assignments and Deadlines** |
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1. Syllabus revised by Teaching Center Staff 8/5/19 [↑](#footnote-ref-1)