**Course Syllabus Template Summer 2021**

# Instructions for Using this Template

This template is provided by the Centre for Teaching Excellence to help instructors create their Summer 2021 syllabus. Several sample statements are offered for instructors to adopt, adapt, or revise as needed.

**Notes:**

* Please check with your department regarding specific policies for course syllabi.
* This syllabus template references teaching and learning tools available at Capilano. Where relevant, links are included to Capilano support services.
* Instructions are italicized in **red** (delete after reading).
* Sections relevant to remote teaching and learning and example statements are noted in blue. Please adjust or omit as needed.
* Change font back to black.

**Please delete all content above this line before uploading your syllabus in eLearn.**

|  |  |  |
| --- | --- | --- |
| **COURSE NAME SYLLABUS** | | |
| **TERM: *(e.g.* Summer 2021*)*** | **COURSE NO: *Insert course subject and # (e.g.* ENGL 100*)*** | |
| **INSTRUCTOR:** | **COURSE TITLE: *(e.g.* University Writing Strategies*)*** | |
| **OFFICE: LOCAL:**  **E-MAIL:**  @capilanou.ca | **SECTION NO(S):** | **CREDITS: *Insert credits (e.g.* 3.0*)*** |
| **OFFICE HOURS:** | | |
| **COURSE WEBSITE:** *Include link to eLearn course page* | | |

Capilano University acknowledges with respect the Lil’wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

**REMOTE LEARNING ENVIRONMENT (optional section)**

**Example:** Remote teaching and learning is a new context for all of us. We will learn together and interact with empathy, care, and understanding. If there is a change to university policy (e.g., types of gatherings on campus), I will post an announcement in eLearn. Your health and well-being are important. Please see the [university website](https://www.capilanou.ca/about-capu/get-to-know-us/covid-19-response/campus-safety/) for the most updated COVID safety information:

*For courses that are being held on campus, please link the safety information here for your students.*

**WELCOME AND COURSE FORMAT** *Include a statement such as the following (must include contact hours, weeks and method of delivery): Note: Please change 15-week to 7-week if you are teaching only Summer Session I or II and not the full 15-week term.*

**Example 1 “Remote Asynchronous and Synchronous"**Welcome to Course 101. This course will be delivered fully online through a combination of asynchronous activities in eLearn and synchronous live sessions in MS Teams (or Zoom) for a 15-week semester, which includes final exams/assignments. Students should expect to log in at least 3-4 times per week and to spend 8‐10 hours per week in live sessions and on course readings, practice tests, weekly learning activities, teamwork and assignments. Online coaching hours are hosted on MS Teams (see course eLearn page for link) from 10:00-11:30 every Tuesday and Thursday.

**Example 2 “Remote Synchronous”**Welcome to Course 101. This course will be delivered fully online. There are designated meeting times once per week on Tuesdays 10:00-11:30 on Zoom for a 15-week semester, which includes final exams/assignments (see eLearn for link). Students are expected to be online during class time to participate in this class; however, all classes will be recorded and archived for student review. Students should expect to log in 3-4 times per week and to spend 8‐10 hours per week on course readings, practice tests, weekly learning activities, teamwork and assignments. As well, online student support hours are hosted on Zoom (see eLearn page for link) from 1:00-2:30 every Tuesday and Thursday.

**Example 3 “Remote Asynchronous”**Welcome to Course 101. This course will be delivered fully online at eLearn.capu.ca for a 15-week semester, which includes final exams/assignments. There are no designated class meeting times in order to provide flexibility in interacting with the course materials according to your daily schedule. Students should expect to log in 3-4 times per week and to spend 8‐10 hours per week on course readings, practice tests, weekly learning activities, teamwork and assignments. Online coaching hours are hosted on MS Teams (see course eLearn page for link) from 10:00-11:30 every Tuesday and Thursday.

**Example 4 “Dual Delivery”**Welcome to Course 101. This course will combine online delivery through elearn.capu.ca and on-campus in-person instruction. Designated in-person class times are Tuesday 10:00 am - 11:20 am for a 15-week semester, which includes final exams/assignments. On campus instruction will adhere to the university guidelines for health and safety with appropriate social distancing and/or personal protective equipment where required.

**COURSE DESCRIPTION**

This course… *(insert course description)*

**COURSE PREREQUISITES/CO-REQUISITES**

**COURSE NOTE *I****nclude all approved course notes:*

**COURSE STUDENT LEARNING OUTCOMES**

On successful completion of this course, students will be able to do the following:

* Course learning outcome 1
* Course learning outcome 2

*For* ***Cap Core-aligned courses*** *(choose the appropriate statement and include relevant outcomes):*

Students who complete this Literacy course will be able to do the following:

Students who complete this Numeracy course will be able to do the following:

Students who complete this Culture and Creative Expression course will be able to do the following: Students who complete this Science and Technology course will be able to do the following:

Students who complete this Self and Society course will be able to do the following:

Students who complete this Experiential course will be able to do the following:

Students who complete this Capstone course will be able to do the following:

**TEACHING PHILOSOPHY**(optional section) *You may wish to include a brief description of how you think learning occurs, how students should participate, and how you understand your role in the learning process. This will provide students with a clearer understanding of the learning experience this course provides.*

**Example:** My goal for each week is not to lecture on material that is already provided in the text, but rather to highlight some important issues, to bring to life some of the research conducted in the area, and most importantly, to convey to you how interesting the field of Psychology is. The course is intended to be interactive. To accomplish this, we will spend time watching and participating in demonstrations, developing inquiry questions, and discussing some of the important topics in Psychology.

REQUIRED TEXTS, RESOURCES, AND TECHNOLOGY

**Text/Readings:**

The Capilano Bookstore has [instructions](https://www.capilanou.ca/student-life/campus-community/bookstore/) on how to purchase this book online or in-person.

**Recommended Technology for Remote Learning**

*Inform students of the required course technology such as eLearn, Zoom, MS Teams, WebEx, etc., that they will be using in the course and provide them with instructions and links to access the technology. eLearn, Zoom, WebEx, and Teams all have mobile apps that students can download. Using a few key technology tools that are supported by the University is preferable (Zoom, MS Teams, WebEx, e-Learn) so that students are not overwhelmed with learning new tools. If you are delivering content via live online lectures, please consider recording and archiving them for student review using Kaltura in eLearn.*

**Example**: To participate in this course, you will need to have access to a device (laptop or computer) and WIFI. For live classes (synchronous sessions), you will need speakers and a microphone. The earphones from your mobile device may be an option. You may also want to download the MS Teams/ Zoom/WebEx app to your laptop or computer.

The following educational technology tools will be used in this course:

**eLearn** (provide specific link to your course)

[Zoom](http://capu.zoom.us)

**MS Teams** (provide specific link to your course)

The Capilano University Security Safe App may also be useful to you if you are attending campus: download the [**CapU Mobile Safety App**](https://www.capilanou.ca/student-life/support--wellness/safety--security/capu-safe-app/)

**COURSE CONTENT WARNING (NEW OPTIONAL SECTION - MAY NOT APPLY)**

**Check with your department or CTE for guidance.**

**Example 1:** *Please Note: Adjust for Your Class*

This course deals with challenging issues and subject matter. In some cases, the materials studied in this course may trigger distressing, emotional, or physiological responses. If we are planning to study any especially sensitive topics, I will let you know ahead of time so that you can prepare yourself or opt out, as necessary. If you ever feel overwhelmed, know that I am here to support you in the learning process and to help you find additional support if needed. I aim to make our classroom a safe, welcoming and supportive environment, but I am not qualified to offer counselling. If you need emotional or counselling support, please contact CapU Counselling Services at 604.984.1744 or visit their [website](https://www.capilanou.ca/student-life/support--wellness/health--counselling-services/counselling-services/" \o "https://www.capilanou.ca/student-life/support--wellness/health--counselling-services/counselling-services/" \t "_blank). If you need urgent help, please visit [here2talk.ca](https://here2talk.ca/home" \o "https://here2talk.ca/home" \t "_blank), BC's free mental health tool, which has support available 24/7 with services in many languages including Mandarin, Cantonese, Punjabi, Spanish and Arabic. If it is an emergency, please call 911 directly.

**Example 2:** *Please Note: Adjust for Your Class*

I am aware that you are all human beings with lives, histories, and struggles that I am not privy to and that I may not always be able to understand. What I do understand is that your lives, histories, and struggles do not stop existing when class begins. Some of the topics we discuss in seminar cover challenging topics that may cause discomfort or unease. Much of our content and discussion will be emotionally and intellectually challenging to engage with. Although I believe being led outside of your comfort zones is a productive pedagogical strategy, you are encouraged to familiarize yourself with the course content and attend to your own wellbeing with all available information. I will do my best to make sure that our classroom is a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.

If you have concerns about encountering anything specific in the course material, please send me an email or write about it in your course survey (to be completed on the first day of class). I will do my best to flag any requested triggers for you in advance; however, it is ultimately the responsibility of each student to make sure their individual needs are being met.

**COURSE CONTENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | | **TOPICS** | **READINGS and ACTIVITIES** |
| Week 1 | May 10 – 16  (Class 1) |  |  |
|  | (Class 2) |  |  |
| Week 2 | May 17 - 23 |  |  |
|  |  |  |  |
| Week 3 | May 24 (University Closed) - 30 |  |  |
|  |  |  |  |
| Week 4 | May 31 – June 6 |  |  |
|  |  |  |  |
| Week 5 | June 7 - 13 |  |  |
|  |  |  |  |
| Week 6 | June 14 - 20 |  |  |
|  |  |  |  |
| Week 7 | June 21 – 27 (June 25 last day of classes Summer Session 1) |  |  |
|  |  |  |  |
| Week 8 | June 28 – July 4 (University Closed July 1) |  |  |
|  |  |  |  |
| Week 9 | July 5\* - 11 (\*Summer Session 2 begins) |  |  |
|  |  |  |  |
| Week 10 | July 12 - 18 |  |  |
|  |  |  |  |
| Week 11 | July 19 - 25 |  |  |
|  |  |  |  |
| Week 12 | July 26 - August 1 |  |  |
|  |  |  |  |
| Week 13 | August 2 (University Closed) - August 8 |  |  |
|  |  |  |  |
| Week 14 | August 9 - 15 |  |  |
|  |  |  |  |
| Week 15 | August 16 - 20\*  \***last day of classes** |  |  |

**EVALUATION PROFILE**

10% Participation

20% Quizzes

20% Mid term

25% Essay

25% Final Exam

ASSIGNMENT DESCRIPTIONS

*Inform your students of how assessments and exams will take place online. When planning these, consider if a project or final exam could be adapted to be a final written project, video project, presentation or reflection instead of a previous in-person multiple choice exam. Look to your learning outcomes to see how students could meet them through alternate assessment methods. A rubric for an online discussion will help students self-assess and is a good example of making expectations visible. Students will need examples of what quality contributions look like online. Please consult with your Dean and Chair if you are making changes to your evaluation profile.*

Example: All assessments will be completed and/or submitted online.

* Exams/quizzes – via eLearn
* Written submissions – via eLearn
* Presentations – via MS Teams/Zoom/WebEx; OR
* Presentations – recorded using Kaltura and submitted via eLearn

GRADING PROFILE

|  |  |  |  |
| --- | --- | --- | --- |
| A+ = 90 - 100% | B+ = 77 - 79% | C+ = 67 - 69% | D = 50 - 59% |
| A = 85 - 89% | B = 73 - 76% | C = 63 - 66% | F = 0 - 49% |
| A- = 80 - 84% | B- = 70 - 72% | C- = 60 - 62% |  |

**COURSE ASSESSMENTS**

*Describe assignments, quizzes, projects and other assessments including the weighting of grades or dropping of the lowest quiz etc.*

**INCOMPLETE GRADES**

Example 1: Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Example 2: Grades of Incomplete “I” will not be assigned in this course.

**LATE ASSIGNMENTS**

Example 1: See eLearn for assignment due dates. If you are finding it difficult to complete assignments by these deadlines, please let me know.

**MISSED EXAMS/QUIZZES/LABS**

Example 1: Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated.

**Example 2:** If you anticipate missing an exam/quiz/or lab, please consult with your instructor, preferably prior to the scheduled date, so that alternate arrangements can be considered.

**ATTENDANCE**

*When setting your attendance policy, please consider COVID-19-related extenuating circumstances. For instance, you may encounter students who cannot attend class at the scheduled time of a synchronous or in-person meeting because they are ill or are caring for someone who is ill.*

**Example 1:** Given we are teaching and learning in a global pandemic, which impacts us all in myriad ways, attendance at live sessions in this course is encouraged, but not required. Please let me know if there is anything I can do to support your engagement in this course.

**Example 2:**I encourage you to attend as many online synchronous sessions as you can and to make use of drop-in help as needed. The live sessions provide an opportunity for us to build community in the course, to discuss key questions and topics, and to address any questions you have about the course.

Example 3: Students are encouraged to attend all classes and associated activities. Synchronous classes will be recorded for students to review and for those students who are unable to attend.

**ENGLISH USAGE**

Example: Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Marks will be deducted for incorrect grammar and spelling in written assignments.

**COMMUNICATION, ONLINE BEHAVIOUR AND EXPECTATIONS**

*Inform your students about expectations for behaviour and respectful communication when participating in online discussions and when collaborating with peers online. It is important that you set guidelines for a virtual classroom built on trust, where students feel comfortable sharing questions and input, knowing that what they say won’t be shared beyond the class. If you are using video-conferencing tools, remind students that they have the option to turn off their camera and microphone to protect their privacy during recorded live/synchronous online sessions.*

Example: Communication: Please be sure to check your official Capilano University email regularly as all official communication will be sent via this email address only. Additionally, you should be logging on to eLearn 3 to 4 times per week to class updates.

Online Expectations

Example 1: To encourage a positive environment and to create a safer space for learning, we will spend time in the first few weeks of class discussing and formulating a set of guidelines for our interactions together.

Example 2: To ensure a positive and productive learning environment during the live synchronous sessions, it is important that all students adhere to the following behavioral expectations.

* Remember the human – this is the Golden Rule of Internet communications. Always be aware that you are talking to a person, not a device. Therefore, the same rules of courtesy apply.
* Adhere to the same standards of behaviour online that you follow in real life.
* Know where you are in cyberspace – netiquette varies from domain to domain. What is acceptable in a chat room may not be appropriate in a professional forum.
* Respect other people’s time and bandwidth.
* Make yourself look good online – spelling and grammar count! Always write thoughtful posts and keep your language clean.
* Respect other people’s privacy (recording or taking screen shots without permission is not appropriate).
* Be forgiving of other people’s mistakes. (Source: [Virginia Shea](http://www.albion.com/VirginiaShea.html))

**Example 3:** In this course, we are a creating a safe and respectful online community that allows for diverse ideas, perspectives, and identities to be shared and valued. The policies governing student conduct remain the same in an online and in remote learning environments. Expectations regarding behaviour include:

* Keeping an open-mind and be willing to listen to the ideas of others
* Participating in but not dominating discussions
* Listening and giving other students the opportunity to participate
* Muting your microphone when not speaking on Zoom/WebEx/Teams calls
* Using the raise your hand function when on Zoom/WebEx/Teams

**Example 4:** What you can expect from me:

* To respond to emails within 24 hours
* To start and end class on time
* To be available during student coaching hours to support your learning
* To be responsive to your feedback about the course

What I can expect from you:

* To attend live online sessions on time
* To be attentive and engaged during online class sessions
* To come prepared for class discussions
* To interact respectfully with peers
* To mute your microphone when not speaking
* To ask questions and seek help when appropriate

Class Recordings

Example 1: This course or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. These recordings are intended to supplement the course experiences.

Example 2: Class meetings will be recorded for the purposes of this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor plans any other uses for the recordings, beyond this class, students identifiable in the recordings must/shall be notified to request their consent prior to such use.

Privacy and Educational Technology

*You may want to check with the Office of Privacy* **(**[privacy@capilanou.ca](mailto:privacy@capilanou.ca)) *regarding whether the educational technology tools you are using store information on servers outside of Canada***.**

**Example 1:** Consult the University’s Office of Privacy for information regarding privacy concerns:

[privacy@capilanou.ca](mailto:privacy@capilanou.ca)

**Example 2:** This course will make use of a variety of educational technologies, including internet-based technologies or web-based applications, cloud services and social media. The use of these technologies is part of your engagement at the University. CapU does not require students to disclose personal information to technologies or organizations that may store information on servers located outside of Canada. Disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by section 33.1 of BC’s Freedom of Information and Protection of Privacy Act (FIPPA). Personal information is information about an identifiable individual, e.g., your name or your email address. The main tools used in this course (e.g., eLearn, MS Office 365) comply with the above regulation, meaning your personal information is only stored on servers in Canada.

At the discretion of the instructor, you may be asked to use additional internet or web-based technologies in this course, e.g., Kahoot, Canva, Twitter, etc. Use of these tools is intended to enhance your educational experience. Some personal information may be required to access these services. The privacy policies and the terms of use list the personal information stored outside of Canada and are available at the links below. Please read these documents carefully. I will inform you in writing of any changes to the list below. The technologies or apps required in this course are: [list below, with links]

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

INCLUSIVITY (optional section*)*

*You may wish to include an inclusivity statement to show how you are creating a supportive and inclusive environment for all students.*

Example 1: In this course you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this course are expected to contribute to a respectful, welcoming and inclusive environment for learning.

**Example 2:** *(Please adjust for your specific class)*

It is my goal to co-construct with you a classroom environment where all learners are treated with fairness and respect. Learning is a social experience and the learning experience in this course will reflect and respect the diverse range of identities, backgrounds, perspectives, and skills that we all bring. [As historians, we seek to explore and understand the human condition in its myriad variations. While learning about the past can be a liberating experience, history, as a discipline, is often used as a tool to justify and perpetuate structures of inequality including colonialism, nationalism, racism, and misogyny.] As an instructor, I am committed to the values of equity, diversity, and inclusion. Learners with diverse needs and perspectives are welcome and encouraged to participate in this course, which is designed to be fully accessible. If you require additional academic accommodations, please contact me and/or Accessibility Services. The Accessibility Services office is in BR 284, and you can book an appointment with them by calling 604-983-7526. The university's official policy on Access and Accommodation is available [here](https://www.capilanou.ca/current/policies/Access-and-Accommodation-Policy-for-Students-with-Disabilities/" \o "https://www.capilanou.ca/current/policies/Access-and-Accommodation-Policy-for-Students-with-Disabilities/" \t "_blank).

VIRTUAL STUDENT SUPPORT RESOURCES – Summer 2021

Please refer to the Capilano Website for online [Academic Support Services](https://capilanou.ca/student-life/academic-support/academic-support-services/) to help you succeed this semester. Services include Advising, the Writing Centre and the Library. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Student Digital Ambassadors**

Student Digital Ambassadors are available to offer your students peer support with navigating remote learning technology such as Zoom, MS Teams, eLearn, Kaltura and more. You can contact SDA by email at [sda@capilanou.ca](mailto:sda@capilanou.ca) or access SDA virtual support in [MS Teams](https://teams.microsoft.com/l/channel/19%3a7fe643f6efc94ee2823e4623e12a7181%40thread.tacv2/General?groupId=427cbbe8-ae9e-4bcd-92d3-ed4bbc12a701&tenantId=edf0ebd9-3b23-4091-ba89-f28b9deb9998).

**UNIVERSITY POLICY STATEMENTS**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

**ACADEMIC INTEGRITY**

**Integrity in a Remote Learning Context**

**Example:** The policies regarding Academic Integrity remain the same in a remote learning context. If you have questions about what may or may not be permitted, please ask your instructor. It is important to review your instructor’s polices regarding online exams and to follow these carefully and completely.

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating**: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

* Copying or attempting to copy the work of another during an assessment;
* Communicating work to another student during an examination;
* Using unauthorized aids, notes, or electronic devices or means during an examination;
* Unauthorized possession of an assessment or answer key; and/or,
* Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud**: Creation or use of falsified documents.

**Misuse or misrepresentation of sources**: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism**: Presenting or submitting, as one’s own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism**: Submitting one’s own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct**: The following are examples of other conduct specifically prohibited:

* Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
* Falsifying one’s own and/or other students’ attendance in a course;
* Impersonating or allowing the impersonation of an individual;
* Modifying a graded assessment then submitting it for re-grading; or,
* Assisting or attempting to assist another person to commit any breach of academic integrity.

**Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows: Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.