**Course Syllabus Template Summer 2022**

# Instructions for Using this Template

This template is provided by the Centre for Teaching Excellence to help instructors create their Summer 2022 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).
* 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* 2022*)*** | **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:** *Incl. times and link to face-to-face and/or virtual office hours or to eLearn course page as relevant* |
| **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.

Please see the [university website](https://capilanou.ca/about-capu/get-to-know-us/campus-ready/) for the most updated Campus Ready safety information.

**WELCOME AND COURSE FORMAT**

*Include a statement such as the following (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. Adjust the following examples for your class.*

**Example 1 “Face-to-Face”**
Welcome to Course 101. This course is entirely face-to-face. The class times are Tuesday and Thursdays 10:00-11:20 for a 15-week semester, which includes final exams/assignments. Students should expect to spend 8‐10 hours per week on course readings, practice tests, weekly learning activities, teamwork and assignments including class time. Coaching hours are hosted in my office (Cedar 304) or on MS Teams (see course eLearn page for link) from 11:30-13:00 every Tuesday and Thursday. On campus instruction will adhere to the current [Campus Safety guidelines.](https://www.capilanou.ca/about-capu/get-to-know-us/covid-19-response/campus-safety/)

**Example 2 “Online”**
Welcome to Course 101. This course will be facilitated fully online. There are designated meeting times once per week on Tuesdays and Thursdays 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, classes may be recorded and archived for student review as informed by your instructor. 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 including class time. As well, online student support hours are hosted on Zoom (see eLearn page for link) from 13:00-14:30 every Tuesday and Thursday.

**Example 3 “Online Asynchronous”**
Welcome to Course 101. This course will be facilitated 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, peers and the instructor 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 “Mixed Mode/Blended”**
Welcome to Course 101. This course will combine online asynchronous learning and face-to-face classes. Designated face-to-face class times are Tuesday 10:00-11:20 for a 15-week semester, which includes final exams/assignments. On campus instruction will adhere to the current [Campus Safety guidelines.](https://www.capilanou.ca/about-capu/get-to-know-us/covid-19-response/campus-safety/)

**COURSE DESCRIPTION**

This course… *(insert course description)*

**COURSE PREREQUISITES/CO-REQUISITES**

**COURSE NOTE** *Include 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:**

Example 1: The required text for this course is....

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

Example 2: The required text is an open textbook, which can be accessed at the following link:

**Recommended Technology for Online 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, eLearn) so that students are not overwhelmed with learning new tools. If you are delivering content via synchronous lectures, consider recording and archiving them for student review using Kaltura in eLearn.*

**Example 1 (for online synchronous)**: 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.

**Example 2**

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

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

[**Zoom**](http://capu.zoom.us)(provide specific link inside your course)

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

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

Privacy and Educational Technology

*You may want to check with the Office of Privacy* **(**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

**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.

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)**

**If you course deals with challenging issues and subject matter, you may wish to include a course content warning. See examples below. 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/%22%20%5Ct%20%22_blank%22%20%5Co%20%22https%3A//www.capilanou.ca/student-life/support--wellness/health--counselling-services/counselling-services/). If you need urgent help, please visit [here2talk.ca](https://here2talk.ca/home%22%20%5Ct%20%22_blank%22%20%5Co%20%22https%3A//here2talk.ca/home), 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 during class 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.

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| --- | --- | --- |
| **WEEK** | **TOPICS** | **READINGS/ACTIVITIES/ASSIGNMENTS** |
| Week 1 | May 9 – 15(Class 1) |  |  |
|  | (Class 2) |  |  |

**COURSE CONTENT**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 2 | May 16 - 22  |  |  |
|  |  |  |  |
| Week 3 | May 23\* - 29 (\*University closed)  |  |  |
|  |  |  |  |
| Week 4 | May 30 - June 5  |  |  |
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| Week 5 | June 6 - 12  |  |  |
|  |  |  |  |
| Week 6 | June 13 - 19  |  |  |
|  |  |  |  |
| Week 7 | June 20 - 26 (June 24 last day of classes for Summer Session 1) |  |  |
|  |  |  |  |
| Week 8 | June 27 - July 3 (University closed July 1) |  |  |
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| Week 9 | July 4\* - 10 (\*Summer Session II begins) |  |  |
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| Week 10 | July 11 - 17 |  |  |
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| Week 11 | July 18 - 24 |  |  |
|  |  |  |  |
| Week 12 | July 25 - July 31 |  |  |
|  |  |  |  |
| Week 13 | August 1\* - 7 (\*University Closed) |  |  |
|  |  |  |  |
| Week 14 | August 8 - 14 |  |  |
|  |  |  |  |
| Week 15 | August 15 - 19\* (\*Last day of classes)  |  |  |
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**EVALUATION PROFILE**

10% Participation

20% Quizzes

20% Mid-term

25% Essay

25% Final Exam

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 prior to the scheduled date, so that alternate arrangements can be considered.

**ATTENDANCE**

*Inform students of your attendance policies. You may want to consider how you will respond to students who are ill or caring for ill family members. You may also want to reframe attendance to participation.*

**Example 1:** *Please Note: Adjust for Your Class* I encourage you to attend as many face-to-face or online sessions as you can and to make use of drop-in help as needed. The face-to-face/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 2: *Please Note: Adjust for Your Class* Students are encouraged to attend all classes and associated activities. Online 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 AND CLASS EXPECTATIONS**

*Inform your students about expectations for behaviour and respectful communication, dependant on your delivery model. Adapt according to your delivery method. It is important that you set guidelines for online and face-to-face classes and behaviours. 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 online sessions.*

Example 1: 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 for class updates and/or to engage in learning activities.

Example 2: 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 3:** *Please Note: Adjust for Your Class*

In this course, we are a creating a safe and respectful community that allows for diverse ideas, perspectives, and identities to be shared and valued. The policies governing student conduct remain the same in online and in face-to-face 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

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.

Example 3: Online classes are interactive and invite sharing of all voices and multiple perspectives. To create an environment in which students feel safe to participate and share, the online class sessions will not be recorded, unless otherwise notified by the instructor.

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 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/%22%20%5Ct%20%22_blank%22%20%5Co%20%22https%3A//www.capilanou.ca/current/policies/Access-and-Accommodation-Policy-for-Students-with-Disabilities/).

VIRTUAL STUDENT SUPPORT RESOURCES

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 students peer support with navigating learning technology such as Zoom, MS Teams, eLearn, Kaltura and more. You can contact SDAs by email at sda@capilanou.ca or access SDA virtual support at [sda.capilanou.ca](https://sda.capilanou.ca/) and click Let’s Chat. Tutorial videos are available on [SDA Video Channel](https://video.capu.ca/channel/Student%2BDigital%2BAmbassadors/182208)

**UNIVERSITY OPERATIONAL DETAILS**

**Tools for Success**Many services are available to support student success for Capilano University students. A central
navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security: download the** [CapU Mobile Safety App](https://www.capilanou.ca/student-life/support--wellness/safety--security/capu-safe-app/)

**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**

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 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.

Academic Module on eLearn (optional section) (*Please adjust for your class*)

As a student in this course, you are required to complete the [Academic Integrity Module](https://elearn.capu.ca/course/view.php?id=22717) within two weeks of the course’s start date. The module is a self-paced learning activity that ensures you are properly informed, have a working knowledge of and can apply all relevant concepts regarding academic integrity to your work.

Course Policies Related to the Turnitin Software: (optional section if you plan to use Turnitin*)*

*When using software such as Turnitin, for detecting plagiarism, inform the students of their responsibilities.*

**Example 1:** *If you plan to use the Turnitin similarity detection services for ALL assignments in your course:*

Written work for this course will be submitted via eLearn. Turnitin, a third-party service licensed for use by Capilano University, is integrated with eLearn. Turnitin is used for text-matching to help detect plagiarism. Students will be required to agree to Turnitin’s end-user license agreement when submitting the first assignment on eLearn.  All submitted assignments will be included in the Capilano University dedicated database of assignments at Turnitin and will be used solely for the purpose of checking for possible plagiarism during the grading process during this term and in the future. Any student with a concern regarding using this service should contact the instructor to make alternative arrangements. This service is compliant with British Columbia’s Freedom of Information and Protection of Privacy Act.

**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.