# Temple University’s Syllabus Template

An effective course syllabus describes the learning opportunities the course provides, what students and faculty will be doing to meet the course goals, and how learning will be evaluated. Faculty members must provide an accessible course syllabus to all students no later than the first class meeting of each term. For asynchronous courses, a syllabus should be provided by the first day of the academic term. In addition, a copy of the syllabus must be provided to the dean’s office or the dean’s designee.

The following syllabus template is designed to assist you in creating a syllabus that meets all requirements of Temple’s syllabus policy while also encouraging student engagement, belonging, and success.

## How To Use This Template

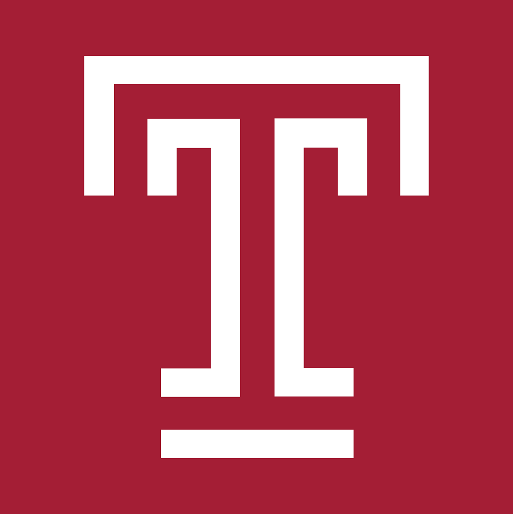
As you transform this template into a syllabus for your course, keeping in mind the following information:

* Sections marked with an asterisk are required in accordance with Temple policy. You should remove the asterisks prior to making your syllabus available to students.
* If you do not wish to use the optional sections of the syllabus template, please feel free to delete them.
* Several customizable sections are provided with sample language that you can use, modify, or replace as best fits the needs of your course.
* Sample language appears in brackets. These are suggestions and may not fit the specific needs of your course. Delete or edit as appropriate.
* In several places, pedagogical advice from the Center for the Advancement of Teaching appears to the right of the main text as a comment. You can remove these individually by clicking on the three dots and selecting Delete, or go to the Review tool and switch the document to No Markup before saving a copy for your students.
* Also, you will need to remove this page before your syllabus is ready for your students.

For further assistance with creating your syllabus, contact the Center for the Advancement for Teaching. Please visit [our website](http://teaching.temple.edu), send us [an email](mailto:cat@temple.edu), or [book an appointment](https://catbooking.temple.edu/appointments) for a one-on-one consultation.

[Course Name]\*

[Dept ####, Section ##, Semester Year]\*



# Basic Course Information

## Welcome Message

[Welcome to (course name)! We’ll be spending the semester together in an exploration of the intricacies of \_\_\_\_\_\_\_\_. Along the way, you’ll also get an opportunity to learn new \_\_\_\_\_\_ skills, such as….]

## Meeting Time and Location\*

[Day(s) of the week, time, location]

### Emergency Meetings

[In the event that we are unable to meet in person, such as due to bad weather, expect a Canvas announcement directing you to a Zoom meeting or providing other guidance.]

# Instructor Information

## My Name\*

### Title Full Name ([Learn how to pronounce it.](https://namedrop.io/))

Please refer to me as XXXXX. My pronouns are XXX/XXX/XXXX.

## Instructor Biography

[In addition to spending one or two sentences establishing your credibility/credentials, consider noting how excited you are to be teaching the course and how much you look forward to working with the students. If you can make some comments about your own struggles as a student with the course subject matter, please do so!]

## My Contact Information\*

[Please reach out to me at any time for assistance with the course or just to chat about the field or navigating university life. The best way to reach me is to send me a message through the Canvas inbox or email me at ####@temple.edu. I will generally respond within 24 hours. Please do not send a follow-up email before 24 hours have passed.]

## My Office\*

[Building Name ####]

## Student Drop-In Hours\*

[Seeking out individual assistance from the instructor is a normal part of the learning process. I set aside X:XX to X:XX on Mondays and Wednesdays for you to come to my office with no appointment necessary. We can discuss the course content, your progress on the assessments, your future in the field, or anything else you need to talk about. If my regular Drop-In Hours don’t fit your schedule, please email me to make an appointment. I want to help you succeed!]

# Purpose of the Course

## Overall purpose

[A two or three sentence statement of the big picture purpose of the course, i.e. what taking the course does for the student.]

## Overview of the Course\*

[This may include the official description from the course catalog/Temple bulletin or an alternative course description that you have written to clarify for students what they will be learning, what knowledge or skills they will gain, or what important questions they will be tackling.]

# Credit Hours

## Prerequisites/Corequisites

[List official prerequisites/corequisites here]

## Learning Goals\*

Upon successful completion of this course, you will be able to…

[…understand the relationship between X and Y.

…explain the functioning of Z and how to address common breakdowns in the Z process.

…connect your learning in [previous course] to A.

…develop your skills as a B practitioner.

…create a plan for continuing to grow as a member of the C community.]

All materials, activities, and assessments of this course are designed to help you achieve these goals. If at any time you feel that you are not making progress towards one of these goals, please reach out to me. It is my job to help you get there!

# The Learning Environment

## How Class Will be Conducted

[Most class sessions will combine a brief lecture and one or more learning activities based upon the assigned reading for the day. On days with quizzes, the quiz will be administered at the start of the class session. You are expected to complete the preparatory reading, video, or podcast assignment before coming to class in order to ensure that we can all engage in an informed dialogue. I will generally be available for a few minutes after class to discuss individual issues, but, as a courtesy to the next class to use our space, we may deter lengthy and/or serious matters to an appointment in my office.]

## Classroom Civility

[In this course, we will have conversations that involve racism, sexism, imperialism/colonialism, gender identities, sexual orientation, religion, political polarization, and other issues that some may find challenging and uncomfortable to discuss so we will prepare as a group and develop agreements about how we can have these discussions in a productive and respectful way, and help us consider viewpoints that may be different from our own. In this class, we want to make space for each student and create an inclusive environment where we respect each other’s different identities, lived experiences, and perspectives. Please do not ever hesitate to reach out to me if I can do something better or differently to support your learning or our collective learning experience.]

## Materials\*

Required course materials are available from the Follett Bookstore at Temple University. Please note that the Follett bookstore offers a guaranteed price match for course materials.

For this course, the cost range, including all books, online access fees, expenses, and other materials, is approximately [$##-$##].

### Required Materials

[*Title* by Author, edition, publisher, ISBN]

### Links to other required readings, videos, etc., will be supplied electronically in Canvas in the appropriate module. These items will be provided to you at no additional cost.

### Optional Materials

[*Title* by Author, edition, publisher, ISBN]

### Software or Other Supplies

If you need access to basic software for creating documents, slideshows, or spreadsheets, you have [free access](https://tuportal6.temple.edu/group/its/microsoft-365-getting-started) to Microsoft 365.

[Whether you use a paper or digital tool, you should have a calendar for managing your schedule. I use Outlook calendar, a software available to you as part of the Microsoft 365 suite of tools. Similarly, I expect you to take notes while reading course materials and during lectures, but the choice is yours whether to use software or paper.]

## Accessibility\*

[It is important to me that every student has the opportunity to succeed at this course. Please reach out to me if ANY obstacle is in the way of your success!]

Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) located in the Howard Gittis Student Center South, 4th Floor at drs@temple.edu or 215-204-1280 to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential. Students can learn more about the accommodation process and pre-register on the [DRS website](https://disabilityresources.temple.edu/register-drs). Students may register at any time during the semester, but accommodations are not active until you register, so I recommend doing so as early in the semester as possible.

## Resources and Support\*

Sometimes the biggest factors impacting student success are things happening beyond the scope of the individual classroom. Temple provides a wide array of resources both to help you overcome academic challenges and those not directly related to the educational challenges of the course. Please reach out to me if you need help deciding which resources might be right for you.

[Student Success Center](https://studentsuccess.temple.edu/)

[University Libraries](https://library.temple.edu/webpages/remote-learner-support)

[Undergraduate Research Support](https://undergradstudies.temple.edu/research)

[Career Center](https://www.temple.edu/life-at-temple/students/careers-and-internships/career-center)

[Tuttleman Counseling Services](https://counseling.temple.edu/access-services)

[Disability Resources and Services](https://disabilityresources.temple.edu/)

[Student Health Services](https://studenthealth.temple.edu/)

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University [Cherry Pantry](https://deanofstudents.temple.edu/cherry.pantry) is in operation as well as a variety of resources from the [Division of Student Affairs](https://studentaffairs.temple.edu/).

## Library Resources

Temple University Libraries provide resources to assist Temple students with their class projects and research needs. Visit the [Libraries’ website](https://library.temple.edu/) to find millions of articles, books, video, and other resources, both in print and online.

The site also provides [tutorials](https://library.temple.edu/services/tutorials) to help you start your research, as well as subject and course [research guides](https://guides.temple.edu/) to help you identify resources that may be particularly useful for this class.

Contact the library at any stage of the research process. You can [chat with a librarian 24/7](https://v2.libanswers.com/chati.php?hash=62e4dcbf0881db4f1514b077fbfd45b7&referer=http%3A%2F%2Flibrary.temple.edu) or make an appointment with your [subject librarian](https://library.temple.edu/people?specialists=true), who can help you explore a topic, craft a research question, and identify and cite sources.

# Course Schedule\*

**Table 1 - Week to Week Schedule**

| **Week** | **Dates** | **Prepare for Class** | **Assessments Due** |
| --- | --- | --- | --- |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |
| 15 |  |  |  |
| Finals |  |  | Final Exam |

# Grading & Assessment Guidelines\*

## Grading Scale

**Table 2 - Grade Percentage Breakdown**

| **Percentage** | **Letter Grade** |
| --- | --- |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| 0-60 | F |

## Course Minimum Grade

[A grade of “C” or better is a prerequisite for DEPT. ####, an important course for all students in XXXXXXXXXX program. I will do my best to warn you if you are in danger of not meeting this minimum, but you should reach out to me if you become worried about not achieving the minimum needed grade.]

## Assessment Summary\*

The assessments in this course have been created for two reasons: (1) For you to demonstrate your progress towards the learning goals for the course and receive useful feedback and, (2) For you to practice skills and develop ways of thinking that will be of use to you in the future.

**Table 3 - Final Grade Calculation**

| **Grading Item** | **Due Date** | **Percentage of Final Grade** |
| --- | --- | --- |
| Assessment 1 | January 30 | XX% |
| Assessment 2 |  | XX% |
| Assessment 3 |  | XX% |
| Assessment 4 |  | XX% |
| Assessment 5 |  | XX% |

### Assessment #1

[Summary of assessment.]

### Assessment #2

[Summary of assessment.]

### Assessment #3

[Summary of assessment.]

### Assessment #4

[Summary of assessment.]

[More information on each assessment will be provided approximately three weeks before their due date.

When planning your semester, I recommend adding all due dates to your calendar. For the more extensive assessments, I recommend scheduling at least two separate hour-long work/study sessions per week for the two weeks before the due date. The final project will require more time. You should schedule time beginning just after the midterm.]

## Late Submissions/Missed Exams & Quizzes

[Life gets in the way for all of us from time to time. Please notify me that you may miss a deadline or an exam/quiz as soon as possible. Please do not delay in informing; as soon as you suspect a problem, let me know. Depending on the timing and the specific assessment, I may ask you to give me a copy of your current draft. Whether you will be given an additional opportunity to complete the assessment will be decided on a case-by-case basis.]

## Class Attendance & Participation

[Your attendance and participation is expected at all our class meetings. The classroom is an inherently social environment where we are all mutually responsible for each other’s learning. I encourage you to make friends so that, in the event that you must miss class, you can borrow someone’s notes for the session. Furthermore, if you miss class, we lose your perspective in classroom discussions and learning activities. If unforeseen circumstances cause you to miss multiple sessions, please contact me as soon as possible to discuss the situation.]

### School-Life Conflict

Many unpredictable things can happen over the course of a semester. If you find yourself struggling to balance your education and your other commitments, please reach out to me immediately so that we can work together to build a plan for your success. Some of the resources in the next section may also be of use to you.

### Attendance and Your Health

To achieve course learning goals, students must attend and participate in classes, according to the course requirements. However, if you have tested positive for or are experiencing symptoms of a contagious illness, you should not come to campus or attend in-person classes or activities. It is your responsibility to contact me to create a plan for participation and engagement in the course as soon as you can do so, and to make a plan to complete all assignments in a timely fashion.

### Religious Holidays

It is your right to observe religious holidays without impacting your opportunity to learn and succeed in this course. Please reach out to me at the start of the semester so that deadlines can be reviewed in advance of your religious observations. You will still be held responsible for course content and any assignments, but you will not lose points for attendance and participation on days important to your faith.

### Caregiver Responsibilities

I have great respect for students who are pursuing their education while responsible for the care of children or other family members. Please contact me if you encounter challenges that require you to miss a class session, or if your caregiving responsibilities are interfering with your success in the course. Together we may be able to find some flexibility to support your learning.

## Withdrawal

If you are considering withdrawing from the course after the add/drop date, please don’t make that decision alone! Withdrawing from the course without talking to me first eliminates the possibility of find a path to success for you. Furthermore, it is extremely important that you consult your academic advisor before withdrawing. They will be able to walk you through how the withdrawal would impact your progress towards your degree and your graduation date.

Please check the [academic calendar](https://registrar.temple.edu/academic-calendar) for the last day to withdraw from a course.

# Technology Guidelines

## Technology Requirements\*

To participate in this course, you will need the equipment, software, and internet access necessary to reliably use Zoom and Canvas as well as “productivity tools” like word processors and slide show creators.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi access, should submit a Student Technology Assistance Application located in TUPortal and linked from the [Dean of Students Support and Resources webpage](https://deanofstudents.temple.edu/support-and-resources). The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

Note that there are technology resources available for students, including on-campus computers available for student use, [the Tech Center](https://its.temple.edu/tech-labs-campus) computer labs and free [laptop and battery borrowing](https://library.temple.edu/services/borrow-a-laptop) at Charles Library, software that is available for free download and other specialty software that may be available for remote access through ITS.

## Technology Usage

Excellence in any endeavor requires attention. To that end, we need to be mindful of the unnecessary use of technology in the class. To avoid distracting yourself or others, please only use your laptop, phone, or other device for activities relevant to the course. If you find yourself needing to take a call or participate in a text, please excuse yourself from the classroom and return as soon as you are able.

## Class Recording

Our Zoom meetings will be recorded, and you will have access to these recordings through the end of the course. These recordings are intended to be for university academic and research purposes only.  Individuals are not permitted to record, copy, publish, or redistribute audio or video recordings of any portion of the session to individuals who are not associated with the university without the express permission of the host/faculty member and of any other meeting participants who are recorded. Distribution without permission could be a violation of various privacy laws, including [FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html), as well as Pennsylvania Wiretapping and Electronic Surveillance Control Act and possibly copyright law.

Attending Zoom meetings using an AI proxy is not allowed.

## AI Policies

The use of generative AI tools (such as ChatGPT, Gemini, Microsoft CoPilot, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Temple University’s [Academic Honesty](https://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty) policy and [Student Conduct Code](https://secretary.temple.edu/sites/secretary/files/policies/03.70.12.pdf), since the work is not your own. The use of unauthorized AI tools will result in [describe penalty].

## Remote Proctoring

Zoom, Proctorio or a similar proctoring tool may be used to proctor exams and quizzes in this course. These tools verify your identity and record online actions. It is the learner’s responsibility to have the necessary government or school issued ID, a laptop or desktop computer with a reliable internet connection, the Google Chrome and Proctorio extension, a webcam/built-in camera and microphone, and system requirements for using Proctorio, Zoom, or a similar proctoring tool.

# Academic Guidelines

## Academic Freedom\*

Freedom to teach and freedom to learn are inseparable facets of academic freedom. I have the freedom and responsibility to design and facilitate our learning environment to best achieve the promise of the course as outlined in its official description. You have the responsibility to engage with the course in good faith and freedom from mistreatment when your opinion differs from mine. Note that it is not abuse of this freedom for me to require that you support relevant opinions with clear argumentation and solid evidence. For more on academic freedom, consult the [official Temple policy](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02) on the matter.

## Academic Integrity\*

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. All work you submit for assessment should be your own efforts. For more on this topic, consult the relevant portions of [Temple Bulletin](https://bulletin.temple.edu/undergraduate/student-resources/student-rights-responsibilities/#studentresponsibilitiestext) and the [Student Conduct Code](https://secretary.temple.edu/sites/secretary/files/policies/03.70.12.pdf).