

## Course Syllabus Template December 2017

The use of this template is not mandatory. It is provided as a tool and a guide for those who wish to use it. All instructors are expected to follow Dalhousie's new [Syllabus Policy](#) when creating their syllabi, paying close attention to those items that are required to be included. However, instructors are welcome and encouraged to incorporate additional items that might be necessary or preferred in the context of their course or their discipline.

Instructors are also invited to meet with a colleague at the Centre for Learning and Teaching at anytime to consult on your course design process, including assessment design and syllabus development. To arrange such a consultation, please contact CLT at [clt@dal.ca](mailto:clt@dal.ca).

**Dalhousie University**  
**Faculty/Department**  
**Course Code/Credit Hours/Course Title (note cross-listing)**  
**Term and year**  
**Class hours, Classroom Location (lecture, lab, tutorial, online)**

**Instructor (and TA where applicable) Information**

**Instructor:** Instructor Name  
**Office:** Building Location and Room Number  
**Office Phone:** Instructor Phone Number  
**Office Hours:** Office Hours  
**Email:** Instructor Email Address

Add further information here about how and when the instructor will be available (whether in-person or online), preferred method of contact, expected response time, and emergency communication plans in the case of cancellations or other unforeseen circumstances. It might be helpful to encourage students to contact you for assistance as needed and to outline the purpose of office hours.

You may also wish to include a photo of yourself (especially useful for an online course) and a link to an instructor website. Some faculty may find it useful to share a brief teaching philosophy statement with their students.

	4 Name	.3 Name	T.A	.	T.A	Name. 2 2	T.A	NameT.A	T.A.	TA	
<b>Email</b>	T.A	. 1	Email	T.A	. 2	Email	T.A. 3	Email	T.A. 4	Email	
<b>Office</b>	T.A	. 1	Office	T.A	. 2	Office	T.A	. 3	Office	T.A. 4	Office
<b>Office Hours</b>	T.A	. 1	Hours	T.A	. 2	Hours	T.A	. 3	Hours	T.A. 4	Hours

**Course Description**

Include here the course description from the University Calendar as well as any further information about the course content that you may wish to add. Students may find it useful to see a concept map or graphic of the course themes, or to have an overview of the history of and key approaches to the discipline that will be used in this course.

**Course Pre-requisites, Co-requisites and/or other Restrictions**

List pre-requisites, co-requisites, restrictions that may exist regarding who may or may not take the course. Or, indicate that there are none.

**Course Rationale and/or Other Restrictions and Requirements**

You might consider briefly outlining for your students the contribution of the course to the overall program, key foundational knowledge and skills you expect students will have acquired prior to the course, and other requirements for the course such as: attending events outside of class time, language requirements, purchase of equipment/tools other than textbooks, any other additional costs that will be incurred by students.

**Learning Management System Site Information**

If applicable, indicate to students how to access the learning management site for the course, what they will find there, and how the site will be used in the context of this course. A FAQ section may be useful on the site and/or a brief video to outline for students how to navigate the site.

## Course Learning Outcomes

Upon completion of this course, students should be able to:

Learning Outcome #1  
Learning Outcome #2  
Learning Outcome #3  
Learning Outcome #4  
Learning Outcome #5  
Learning Outcome #6  
...

## Required Text(s)

Required Text 1  
Required Text 2  
Required Text 3  
...

List any other suggested readings, and any other materials including electronic resources, noting how and where they can be accessed. Provide students with some indication of how they might use these additional sources and how they may be beneficial to their learning.

## Course Schedule

Outline the path students will take as they experience the course and work towards achieving the course learning outcomes. Provide an overview of the class format (e.g. use of student response systems in large lectures, problem-based learning, discussion-focused, lab or studio-based) and an outline of each week's focus, activities and readings. You may also wish to note assignment due dates and exam dates here too.

\*\*\*NB.: Where possible, note university holidays and important dates from the university calendar such as withdrawal and drop dates.

Week/Module Class Dates	Focus Topic	Activities	Readings
1	Week 1 topics	Week 1 activities	Week 1 readings
2	Week 2 topics	Week 2 activities	Week 2 readings
3	Week 3 topics	Week 3 activities	Week 3 readings
4	Week 4 topics	Week 4 activities	Week 4 readings
5	Week 5 topics	Week 5 activities	Week 5 readings
6	Week 6 topics	Week 6 activities	Week 6 readings
7	Week 7 topics	Week 7 activities	Week 7 readings
8	Week 8 topics	Week 8 activities	Week 8 readings
9	Week 9 topics	Week 9 activities	Week 9 readings
10	Week 10 topics	Week 10 activities	Week 10 readings
11	Week 11 topics	Week 11 activities	Week 11 readings
12	Week 12 topics	Week 12 activities	Week 12 readings

## Course Assessments

Provide a short description of each piece of work to be submitted which will count towards the final grade, including the duration and format of tests and final exams. Detailed descriptions and guidelines can be provided through handouts via the learning management system.

Assessment	Date of Evaluation	Weighting
Assessment 1	Date of Evaluation 1	X%
Assessment 2	Date of Evaluation 2	X%
Assessment 3	Date of Evaluation 3	X%
Assessment 4	Date of Evaluation 4	X%
Assessment 5	Date of Evaluation 5	X%
...	...	...

*In addition instructors must provide (where relevant):*

- Other work not assessable but required (e.g. attendance at an event, class attendance, online academic integrity modules, online safety modules/quizzes, participation)
- Any compulsory attendance/participation requirements
- Assessment scale and level that indicates a pass (including any components that must be individually passed); include rubrics where possible
- Performance requirements including clearly delineated differences for undergraduate and graduate students in the same course
- Description of (or link to) conversion of numeric to letter grades and university scale descriptors (the approved conversion scale is available in the Grading Practices Policy at: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html))
- Any experiential learning components, how they will be graded and by whom
- Where collaboration is required (e.g. group assignments or projects), a clear statement of the degree of collaboration permitted in the preparation and submission of assignments

*Instructors may also want to consider providing the following tools and supports for students to guide them in the work and to provide a clear understanding of how their work will be graded:*

- Guiding questions for reading
- Detailed description of work to be submitted and guidance for completion
- Grading rubrics with detailed criteria for each type of assessment and grade level
- Guidelines/requirements for citing sources (acceptable procedures, styles etc.)
- Guidelines/requirements for formatting assignments
- Guidelines/requirements for where and how to submit assignments
- Guidelines/requirements for ethical considerations in student learning activities and assessments (i.e. clinical work, undergraduate research projects)
- Link to GPA calculator

## Learning and Support Resources

The course syllabus is a good place to indicate to students where to seek support for tutoring and academic support and to provide links to pertinent study guides at the beginning of the course. All syllabi must include links to advising support and fair dealing guidelines.

*Required links:*

- General Academic Support – Advising  
Halifax: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)  
Truro: <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>
- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>

*Other possible links to include:*

- Black Students [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Students [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- Indigenous Students [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Student Health Services [http://www.dal.ca/campus\\_life/health-and-wellness/health-services.html](http://www.dal.ca/campus_life/health-and-wellness/health-services.html)
- Counselling [https://www.dal.ca/campus\\_life/health-and-wellness/counselling.html](https://www.dal.ca/campus_life/health-and-wellness/counselling.html)
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website <http://www.dal.ca/dept/elearning.html>
- Writing Centre [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Faculty or Departmental Advising Support: Studying for Success Program [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)
- Student Finance page: [https://www.dal.ca/admissions/money\\_matters.html](https://www.dal.ca/admissions/money_matters.html)

### Course-specific policies (established by Instructor or by class consensus)

*All instructors should outline their policies with respect to the following:*

- Course policies on missed or late assignments, labs, tests, midterms and in-class final exams etc. should be outlined. This may include details about make-up tests, assignment extensions, impact on grade weighting, or penalties resulting from missed or late academic requirements. Notify students about where you expect them to submit a Student Declaration of Absence (ideally through the LMS), how many submissions you will allow and outline the impact, if any, of the submission of a Declaration on missed or late academic requirements in your course.
- Notification to students if and how plagiarism detection software is being used by the instructor in the course
- Notification of whether lectures are being recorded and whether or not students may record lectures

*Instructors may also wish to provide students with policies on the following:*

- Processes for submission and return of student work
- Netiquette guidelines (highly recommended for online courses)
- Professionalism and expectations for classroom behaviour

- Time frame for responding to student emails
- Ground rules for interactions between students and with instructor(s)
- Technology use in the classroom
- Student Information Requested (information to be completed by student and submitted to instructor), and how confidentiality will be protected
- Trigger warnings/ Content warnings
- How previous feedback from students has been used to improve the course

## University Policies, Statements, Guidelines

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

## Statements

*Provide required links and brief statements as provided:*

- Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

(read more: [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html))

- Accessibility

The Advising and Access Centre and the Student Success Centre (Agricultural Campus) serve as Dalhousie's centres for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy to best support the needs of Dalhousie students. Our team work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation. (read more at: [https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html))

- Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

(read more: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html))

- Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We

are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported.

(read more: <http://www.dal.ca/cultureofrespect.html>)

- Recognition of Mi'kmaq Territory

Dalhousie University acknowledges that the University is located on Traditional Mi'kmaq Territory.

*You may also wish to provide the following information:* The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

- Missed or Late Academic Requirements due to Student Absence

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

(read more:

[https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policy-repository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf))

## University Policies and Programs

*Provide required links to:*

- Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Scent-Free Program <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>
- Faculty Information: Student Self-Declaration of Absence  
[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence/student-absence---for-faculty.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/academic-policies/student-absence/student-absence---for-faculty.html)

## Safety (excerpts emphasized as appropriate to discipline/course)

- Biosafety (<http://www.dal.ca/dept/safety/programs-services/biosafety.html>)

- Research Laboratory Safety Policy Manual (<http://www.dal.ca/dept/safety/documents-policies-procedures.html>)
- Laboratory Chemical Safety Manual <http://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
- Radiation Safety Manual <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>