COLLEGE OF DESIGN
SYLLABUS COMPONENTS & POLICY STATEMENTS

Your syllabus is the contract you make with your students regarding course content, assignments and timelines, evaluation components, and expectations for class participation. It is also used to communicate policy and other information required by the University or College. It is important to make this information available, either through Canvas or printed copies, no later than the first meeting of the term.

Below is a list of components that must be included in a syllabus. Additional elements pertinent to your specific class may also be included. Please note that policy statements (see 14 – 16 below) must not be altered as they reflect University of Oregon policies.

I. REQUIRED ELEMENTS OF A SYLLABUS

1. General:
   - Course subject code, number & title
   - Course record number (CRN)
   - Title
   - Number of credits
   - Term and year
   - Schedule (day/time)
     - For a new course proposal, indicate when it is likely to be offered and how frequently
   - Classroom location
   - Instructor name and contact information (phone, email, office location & hours, preferred contact method)
   - GE name and contact information (phone, email, office location & hours, preferred contact method)

2. Course Overview:
   Course description; overall goal, significance of its content, student audience, how the course relates to other courses in a program of study (required prerequisites, prepares for other courses, satisfies group/major or multicultural requirements). Include the format of the course, i.e. lecture, discussion, lab, etc

Please note, that as of AY 17-18 the University Senate has made changes to the Core Education Group and Multicultural Requirements. Details about those changes can be found at: https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements
3. Student Learning Outcomes:
Student learning outcomes clearly communicate to students what they will be learning in the course, and are a required component of all syllabi.

- **Learning Outcomes:** In a separate, clearly demarcated section, enumerate the skills, abilities, or major concepts a student is expected to take from your course. Ensure that each objective is supported by one or more means of assessing attainment of the skill or ability, as described later in the syllabus. If multiple instructors will teach your course, consider which objectives are likely to be common to each instance and which are specific to your offering, and provide both.

- **Role of discussion sections, laboratories, or other specialized learning opportunities in meeting these educational objectives:** Depending on the level of the course, it can be helpful to indicate what students will do in discussion sections, labs, etc. and the relationship of that work to the other elements of the course – particularly how it contributes to the educational objectives of the course as a whole.

4. Textbooks and Reading Materials: List all reading materials, and where students may access them (Duckstore, Library reserves, Canvas). List course website, if applicable.

5. Weekly Schedule of Topics and Assignments: Dates of topics, assignments and exams. Example:

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

The UO Curriculum Committee expects to see page numbers (e.g., 8 – 20) for all readings.

6. Grading Components and Criteria:
List of assignments, weight in grading, and how they will be evaluated. Include a grading rubric describing the expectations for each grade (see examples on the last page).

7. Graduate/Undergraduate differentiation (if applicable):
For 4/500 courses, list clear additional graduate student learning outcomes and assignments, explaining graduate-level work, increased rigor, and graduate-specific grading standards.

For further information on explaining the 4/500 differential, visit: [https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/13569/files/2016/10/Explaining-the-4XX5XX-Split-1zsp4w9.pdf](https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/13569/files/2016/10/Explaining-the-4XX5XX-Split-1zsp4w9.pdf)

8. Role of the GTF:
The GTF has professional knowledge, expertise, and experience in ( -- topic of the course --) and will provide course information and may provide feedback to students on individual and group
basis. The course instructor will be responsible for final grading and evaluation activities. Please contact the GTF for initial questions and clarification on assignments and activities, if s/he cannot answer your question, s/he will contact the instructor for clarification.

For graduate classes only:
If you are concurrently taking any course with the GTF assigned to this course, please let the instructor know. The GTF will not be involved with any review of assignments for students in this course who are taking other courses concurrently.

II. REQUIRED AND SUGGESTED POLICY STATEMENTS

1. Attendance and Absence Guidelines (REQUIRED):
Please clearly describe the expectations for class attendance and documented absences.

2. Late or Missed Work Policy (REQUIRED):
Please clearly describe the expectations for submission of assignments, and any penalties for late or missing work.

3. Academic Misconduct (REQUIRED):
The University Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: https://researchguides.uoregon.edu/citing-plagiarism

4. Accessible Education Statement of Support (REQUIRED):
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu

5. Diversity (Suggested):
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind

Updated: February 2019
• Practice personal and academic integrity and expect it from others
• Promote the diversity of opinions, ideas, and backgrounds which is the lifeblood of the university

The College of Design promotes the strengths of our multicultural community through the Equity & Inclusion Committee. For more information about the Equity & Inclusion Committee and other student resources, please see: https://blogs.uoregon.edu/design/deans-office/committees/equity-inclusion-committee/

6. Course Incomplete Policy:
Students are expected to be familiar with University policy regarding grades of “incomplete” and the timeline for completion.

7. Expected Classroom Behavior:
Please clearly describe the expectations for classroom behavior.

8. Other Classroom Policies:
Examples may include technology policy (use of computers, etc., in class); paper format requirements; collaboration policy; recording lectures and/or sharing of notes policies.

9. In Case of Inclement Weather:
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the University’s schedule will be posted on the UO main home page (in the “News” section) at https://www.uoregon.edu/

III. STUDENT ENGAGEMENT INVENTORY
To aid in assigning student credit hours uniformly to courses in the curriculum, the committee inventories the amount of student engagement in a course. The committee has found the following tool to be useful. When inputting the course into the Course Inventory Management system (CI/M/Courseleaf), you will be asked to fill this out as well, but it is helpful to include in your syllabus for clarity for both committee review and student understanding.

Please identify the number of hours a typical or average student would be expected to spend in each of the following activities.

Note that:
• Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.
• Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 3-credit graduate course would typically engage students approximately
120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.

<table>
<thead>
<tr>
<th>Educational Activity (below are common examples, customize to your class)</th>
<th>Undergraduate Hours</th>
<th>Graduate Hours</th>
<th>Explanation/Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
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<tr>
<td>Assigned readings</td>
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<tr>
<td>Project</td>
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<tr>
<td>Writing Assignments</td>
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<tr>
<td>Lab/Workshop/Discussion</td>
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<tr>
<td>Field Work/Experience</td>
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<td>Online Interaction</td>
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<tr>
<td>Performances/creative activities</td>
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<tr>
<td><strong>Total hours:</strong></td>
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**IV. SAMPLE GRADING RUBRICS**

Grading rubrics of some kind, with detailed information about each grade are required. Below are possible sample grading rubrics:

**Sample 1:**

A – Excellent: exceeds expectations; clear group leader; gives evidence of reflection, critique, and insight  
B – Good: meets expectations; clear evidence of completing readings and prep work; regular participant in discussions  
C – Satisfactory: mostly meets expectations; occasional preparation, some weak participation  
D – Inferior: notably lacking participation; comments may be irrelevant or dispersive, or non-participant  
F – Unsatisfactory: frequently and significantly fails to contribute to discussions and group work

**Sample 2:**

A – Outstanding: Not only fulfilling the requirements, but going far beyond the expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and a strong ability to present these ideas in an organized and analytical manner.
B – Very Good: The student has demonstrated a solid grasp of the material with an ability to examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.

C – Acceptable – The student has completed all work, and shown a moderate ability to grasp concepts and theories for the class, producing work that, while adequate, is not in any way exceptional. Through projects and class discussions, the student displays a basic familiarity with the relevant literature and techniques.

D – Unacceptable – The student’s work does not meet the requirements, or demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively.

F – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance, that may indicate that the student is not in the proper field of study.

**Sample 3:**

A+ through A-: Exceptional or outstanding work that demonstrates keen insight, original thinking, critical analysis, and full command of the material covered in lectures and readings. An “A” grade reflects students’ ability to clearly and thoughtfully articulate what they have learned in the course.

B+ through B-: Good to excellent work that demonstrates strong originality, comprehension, critical thinking, and attention to detail. In addition, a “B” grade reflects students’ ability to clearly articulate what they have learned in the course.

C+ through C-: Work that exhibits basic comprehension of the material covered in lectures and readings, and some evidence of critical thinking and attention to detail. A “C” grade reflects students’ ability to adequately articulate what they have learned in the course.

D+ through D-: Work that demonstrates minimal comprehension of the material covered in lectures and readings, and little attention to detail. A “D” grade may reflect students’ difficulty in articulating what they have learned in the course.

F: Work that does not demonstrate comprehension of the material covered in lectures and readings. It exhibits consistent problems with comprehension, organization, critical thinking, and supporting details. An “F” grade reflects students’ inability to articulate what they may have learned in the course.