SYLLABUS REQUIREMENTS

Please make sure your syllabus has all the following sections. It is recommended that you consult the department’s syllabus template doc.

<table>
<thead>
<tr>
<th>SYLLABUS SECTION</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. INSTRUCTOR INFORMATION:</strong> instructor’s name, office/room number, uoregon e-mail address and any other means of contact desired</td>
<td></td>
</tr>
<tr>
<td><strong>2. OFFICE HOURS:</strong> office hours and a statement indicating how to contact the faculty member for an appointment outside office hours</td>
<td></td>
</tr>
<tr>
<td><strong>3. COURSE OBJECTIVES:</strong> overall course objectives and expected learning outcomes</td>
<td></td>
</tr>
<tr>
<td>• (highly recommended) mention Area of Inquiry that course meets (Social Science, Natural Science, or Arts and Letters)</td>
<td></td>
</tr>
<tr>
<td>• (highly recommended) include what Cultural Literacy Requirements the course meets (the ones in the template)</td>
<td></td>
</tr>
<tr>
<td>• Course objectives have to be specific for the course and ‘assessable’ – please avoid general learning outcomes that can fit any Humanities or philosophy course. It is enough to always specify the reference to the particular course (for example: add a sentence like ‘from the point of view of feminist philosophy’ or ‘engaging with readings from the tradition of blah blah, focusing on blah blah’. At least 50% of the learning outcomes must be course specific</td>
<td></td>
</tr>
<tr>
<td><strong>4. GRADE POLICIES:</strong></td>
<td></td>
</tr>
<tr>
<td>• grade policies – describes the standards for each level of work (including A+ - see <a href="https://registrar.uoregon.edu/current-students/grading-system">https://registrar.uoregon.edu/current-students/grading-system</a>)</td>
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</tr>
</tbody>
</table>

PLEASE be mindful of adding A+ for all grading schemes -see helpful language in Annex 3
- grading criteria and expectations, for example grading rubrics

5. **ABSENCES**: clear absence policy that is pedagogically appropriate for the specific course.

Policy should make clear how absences affect grades and the conditions under which assigned work and/or tests can be made up.

- Please consult the new *reason-neutral* absence policy here, which clearly states that we can no longer excuse absences for any reason in cases where attendance is part of required work for a course grade: https://senate.uoregon.edu/senate-motions/us2122-21-course-attendance-and-engagement-policy.

6. **MATERIALS AND ACTIVITIES**: lists of any required readings, assignments, examinations, special materials and extracurricular activities

7. **CLASSROOM BEHAVIOR**: statement on expected classroom behavior (e.g., use of cell phones, recording devices, etc.)

8. **UNIVERSITY POLICIES**: statement on or link to policies on (see Office of the Provost approved language):

Make sure if you copy and paste the statements into the Syllabus that you also add the hidden links

- academic misconduct (see link above for more information):
  - “The University Student 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.”

- accessible education and accommodation (see link above for options, here I paste the shortest one)
  - “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.”
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>* mandatory reporting obligations (see link above for more options and information):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* I am [a designated reporter/an assisting employee]. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at investigations.uoregon.edu/how-get-support. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.</td>
</tr>
<tr>
<td>* inclement weather policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* &quot;It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <a href="https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates%E2%80%9D">https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates”</a></td>
</tr>
<tr>
<td>* additional policy (for example COVID containment etc.) see LINK above!</td>
<td></td>
</tr>
</tbody>
</table>

**9. SEI (Student Engagement Inventory) or Student Workload**

Add a best estimate of the quantification for how the workload is distributed in the course, considering also contact times (lecture and discussion sessions if any). See Template in Annex 2. You need not be this precise. But you should give the students a rough best estimate.
For all undergraduate classes (including 400/500 level courses) with more than 5 students, instructors shall publish at least one Canvas site by the first day of each term’s classes that is used at a minimum for the communication of course information including:

* Course syllabus
* For classes where progress is not communicated individually to students through other means, provide available information on student progress to date. This information is meant to help students make decisions about the course, such as continuing in the course or changing the grade option. As such, this shall be done by at least two student decision points of the term:
  1. By the end of Week 6 (prior to deadline to withdraw from a class or change grading option which is end of Week 7)
  2. Prior to the final exam
* Other essential course information

Graduate classes with more than 5 students are encouraged to have a Canvas site that is published by the first day of each term’s classes and be used at a minimum for the communication of course information, as listed above.
ANNEX 1: Area of Inquiry approved Outcomes

Note: Area “3” Natural Sciences not included here because not currently relevant for Philosophy courses fulfilling Core Ed requirements.

1. Arts and Letters

**General Outcomes:**
As a result of taking General Education Arts & Letters courses, a student should be able to:
- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

**Criteria for courses that meet the A&L requirement:**
A course in Arts & Letters should:
- Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
- Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
- Explore the conventions and techniques of significant forms of human expression.
- Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
- Each course should also do at least one of the following:
  - Foster creative individual expression via analysis, synthesis, and critical evaluation;
  - Compare/contrast attitudes and values of specific historical periods or world cultures; and
  - Examine the origins and influences of ethical or aesthetic traditions.

2. Social Sciences:

**General Outcomes:**
As a result of taking General Education Social Science courses, a student should be able to:
- Apply analytical skills to social phenomena in order to understand human behavior; and
• Apply knowledge and experience to foster personal growth and better appreciate the diverse
  social world in which we live.

Criteria for courses that meet the SoSc requirement:
An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s).
Approved courses should help students to:
• 1) Understand the role of individuals and institutions within the context of society.
• 2) Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
• 3) Utilize appropriate information literacy skills in written and oral communication.
• 4) Understand the diversity of human experience and thought, individually and collectively.
• 5) Apply knowledge and skills to contemporary problems and issues.
Annex 2: SEI template

Except for the contact times, the number of hours and explanation/ justification below is only an arbitrary example. **Make sure the total corresponds to the number of credit hours, typically 120 hours per 4-credit hours courses.**

<table>
<thead>
<tr>
<th>Educational Format or Activity</th>
<th>UG Hours</th>
<th>Explanation/ Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture <em>(50 minutes session=1 hour; 80 minutes session= 1.5 hours)</em></td>
<td>30</td>
<td>20 lectures @ 1.5 hours</td>
</tr>
<tr>
<td>Discussion sections</td>
<td>10</td>
<td>1 hr/week in discussion section</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>50</td>
<td>ca. 100 pages (approx. 5 hours) per week</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>20</td>
<td>specify: essays, midterm, final, reading responses etc. How much time every week for weekly assignments, how many hours for midterm or final For example: 1 hour/week reading responses (10 hours); 10 hours preparation for final</td>
</tr>
<tr>
<td>Online Interaction (e.g. discussion boards)</td>
<td>5</td>
<td>0.5 hours/week posting in discussion board on CANVAS</td>
</tr>
<tr>
<td>Field work, practicum or experiential learning</td>
<td>5</td>
<td>two field trips @ 2.5 hours each</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
Annex 3: Rubric for Attendance and Participation

Because also Attendance and Participation requires A+, here are suggestions about possible language that can be used and modified as you wish. *For broader rubrics on grading overall (especially, say, student written work or presentations in class, see the departmental grading rubric suggestions).*

**ATTENDANCE** rubric suggestion:
- **A+= Exceptional.** Additional participation to self-directed study groups or similar extra initiatives or meetings
- **A=Excellent:** Perfect attendance.
- **B= Very Good.** Very good attendance (present around 95% of the time, i.e. misses no more than one class).
- **C= Good.** Good attendance (present around 90% of the time, i.e. misses no more than two classes).
- **D= Poor.** To achieve a D expectations are that the student will miss no more than four classes
- **F= Failing.** Has poor attendance (misses more than four classes).

**PARTICIPATION** Rubric suggestion:
- **A+ =exceptional:** To achieve an A+ instructor’s expectation is that the student exceeds A requirements, for example by leading study groups, taking the lead for short presentations in class when appropriate (summarizing main points, highlighting open questions), taking the lead or supporting fellow students for roles like facilitator in group discussion, plenary rapporteur, a minute taker.
- **A= Excellent:** To achieve an A, the instructor’s expectation is that the student is recognized as a leader in discussion and consistently both contributes to and brings the conversation to a deeper level, without dominating the discussion to such an extent that it inhibits participation by other students.
- **B= Very Good.** To achieve a B, expectations are that the student takes a very active role in discussion section: remarks are consistently helpful and on topic.
- **B= Good.** To achieve a C expectations are that the student participates in discussions, but not consistently.
- **D= Poor.** To achieve a D expectations are that the student participates in discussions sporadically.
- **F= Failing.** Has poor attendance (misses more than four classes) and/or is not a positive contributor to discussions.