PHIL XYZ            [CLASS TITLE]

[Term]                             

[CLASS TIME]                             [ROOM]

If applicable, also add information about GE-led discussion sections.

INSTRUCTOR: [NAME]
E-MAIL: 
OFFICE LOCATION: 
OFFICE HOURS:

COURSE DESCRIPTION

Describe here the course in more detail at a length of about one paragraph or two paragraphs maximum. You can find the ‘basic’ catalog description for each course online here: UO Catalog for Philosophy Courses. While your course description can expand on the catalog description, the substantive content of your course must logically fit under the catalog description. Consider also using key terms that reflect the Core Ed status of the course (does it qualify for Arts and Letters or Social Sciences Core ED? Does it qualify for US/DIA or Global Perspectives?).

CORE EDUCATION FULFILLMENT

[This course fulfills Core Ed Requirement…]
In addition to the learning objectives, if a course meets any Core Education Requirements, include a statement about which requirements it meets and why. You can find guidance on the Required Syllabus Content webpage. Note also that whether a course fulfills Core Ed Requirements is not at the discretion of individual instructors—rather, all courses are already approved to fulfill these requirements (or not). You can check your course’s Core Ed status here: UO Course Catalog for Core Ed Courses.

Area of Inquiry (Arts and Letters; Social Sciences; Natural Sciences) must be mentioned in the Syllabus – ideally articulate how the course fulfills the requirements, by linking them with the learning outcomes – see here.

Include, if possible, also the Methods of Inquiry fulfilled in the course (include, inter alia, Written Communication, Ethical Reasoning, see here).

Additional Core Ed (US/DIA and Global Perspectives) must be mentioned verbatim on syllabus - – ideally articulate how the course fulfills the requirements, by linking them with the learning outcomes.
LEARNING OUTCOMES
Consider:
- At least HALF of the learning outcomes must be course-specific (if you have general outcomes, for example related to critical thinking or writing skills, make it course specific by adding reference to the course contents and materials)
- Learning outcomes/ objectives have to be assessable. The easiest way to represent them and get them approved is by using verbs from Bloom’s Taxonomy, which you can find, for example, here.

COURSE OVERVIEW/ STRUCTURE

REQUIRED TEXTS

COURSE SCHEDULE AND MATERIAL
You can add here the weekly schedule as table or list. Make sure that you also add the number of pages for the selected weekly readings. You can modify the order of the different sections in the syllabus of course.

ESTIMATED STUDENT WORKLOAD
A 4-credit course encompasses overall 120 hours. Please be accurate in the description of the time that you expect students to spend on each part (make sure the assignments are covered). Here you can find a template with EXAMPLES (feel free to change the categories, adding for example research or presentations):

<table>
<thead>
<tr>
<th>Educational Format or Activity</th>
<th>UG Hours</th>
<th>Explanation/ Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture (50 minutes session=1 hour; 80 minutes session= 1.5 hours)</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></td>
</tr>
</tbody>
</table>
**COURSE WORK/ ASSIGNMENTS**
Specify the various assignments in details. You can add the percentage or the points here or summarize them in a table in the grading section.
If you have here Attendance and Participation as an assignment (or ‘assessable’ work meaning students will receive a grade for it), make sure that you comply with the University Policy on Absences and specify a grading scale/rubric for attendance and for participation.
If you use a letter scale, please make sure you add A+.

**GRADING SCALE**
You can add here the percentage or points corresponding to the various assignments, but make sure you specify the grading scale including also A+.

**COURSE POLICIES**
Specify here all policies internal to the course – consider that university policies override course policies (as in the case of absences, check most recent UO policy).

Course policies must include a paragraph on classroom behavior and may include, inter alia: Late work/ submission; use of technology in the classroom; discussion behaviour; communication with the instructor and the GEs; Attendance (again, make sure you comply with UO policies here).

You might move Academic Integrity, Accessible Education and other general UO policies to this section – the current verbatim is listed below under General University Policies

**OFFICE HOURS & COMMUNICATION**

**CLASSROOM BEHAVIOR**

**ATTENDANCE**

**TECHNOLOGY USE**

**UNIVERSITY POLICIES**
You find here the mandatory language for each policy. Variations and personalization are possible – but make sure that the links are all correct and accurately reported. At the beginning of each term you can find suggested language in the TEP Syllabus Starter.

**ACADEMIC INTEGRITY**
The University Student Conduct Code (available on the Student Conduct Code and Procedures webpage) 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 the Libraries’ Citation and Plagiarism page.

ACCESSIBLE EDUCATION
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.

ACCOMMODATION FOR RELIGIOUS OBSERVANCE
The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar’s website and complete and submit to the instructor the “Student Religious Accommodation Request” PDF form prior to the end of the second week of the term.

MANDATORY REPORTING OBLIGATIONS
I am 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 5411-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO’s How to Get Support webpage.
I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.”

ACADEMIC DISRUPTION DUE TO CAMPUS EMERGENCY
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.
In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

INCLEMENT WEATHER
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 as described on the Inclement Weather webpage.