

${land}

## ${land-title}

We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the Musqueam.

${/land}

## Course Information

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| ${courseTitle} | ${courseCode} ${courseNumber} | ${courseCredit} |

**Instructor(s):** ${courseInstructor}

${NoOfficeLocation}

**Office Location:** ${officeLocation}

${/NoOfficeLocation}

**Delivery Modality:** ${deliveryModality}

**Duration:** ${term} ${season}${courseYear}

${NoCourseLocation}

**Class Location:** ${courseLocation}

${/NoCourseLocation}

${NoCourseDays}

**Class Days:** ${schedule}

${/NoCourseDays}

${NoClassHours}

**Class Hours:** ${classStartTime} - ${classEndTime}

${/NoClassHours}

${NoOfficeHours}

**Office hours:** ${officeHour}

### ${/NoOfficeHours}

Prerequisites

${NoPrerequisites}

**This section is required by the Vancouver Senate policy V-130**

[Is there a course that students must have passed before taking this course?]

${/NoPrerequisites}

${prerequisites}

Corequisites

${NoCorequisites}

**This section is required by Vancouver Senate policy V-130**

[Is there a course that students must take concurrently (if not before)?]

${/NoCorequisites}

${corequisites}

${NoCourseDescription}

## Course Description

${courseDescription}

${/NoCourseDescription}

## Contacts

${NoContacts}

**This section is required by Vancouver Senate policy V-130**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Instructor(s)** | **Contact Details** | **Office Location** | **Office Hours** |
| [Name(s)] | [Include any and all contact information you are willing to have students use. If you have a preferred mode, state it. For example, do you accept email inquiries? What is your typical response time?] | [Building & Room Number] | [Do you have set office hours or can students make appointments? Do you hold “office hours” online? If so, how do students access you?] |

${/NoContacts}

${contacts}

${NoInstructorBio}

## Course Instructor Biographical Statement

${instructorBio}

${/NoInstructorBio}

## Other Instructional Staff

${NoOtherInstructionalStaff}

**This section is required by Vancouver Senate policy V-130**

[If others lead face-to-face components such as tutorials or labs, let students know that they will meet them and be introduced in those sessions. Are others involved in marking homework? If so, do you want to identify them and provide contact information to students or have inquiries come to you?]

${/NoOtherInstructionalStaff}

${otherInstructionalStaff}

## Course Structure

${NoCourseStructure}

**This section is required by Vancouver Senate policy V-130**

[First, the basic components: lecture, lab, discussion, tutorial. Typically, the locations are on the Student Service Centre but you may wish to include them.

Then a description of how your classes are structured: Do you use traditional lecturing? Do you provide notes (outlines)? Do you combine on-line and in-class activity?

You may wish to combine this section and Learning Outcomes below to provide an opportunity to introduce students to your philosophy of learning, to the culture of your discipline and how this course fits in the larger context.]

${/NoCourseStructure}

${courseStructure}

## Schedule of Topics

${NoTopicsSchedule}

**This section is required by Vancouver Senate policy V-130**

[This may be a weekly schedule, it may be class by class, but let students know that if changes occur, they will be informed.]

${/NoTopicsSchedule}

${courseSchedule}

${NoCourseScheduleTbl}

${courseScheduleTbl}

${/NoCourseScheduleTbl}

## Learning Outcomes

${NolearningOutcomes}

**This section is required by Vancouver Senate policy V-130**

[You may think of these as “learning objectives”. Tell students what changes in their knowledge, skills, or attitudes should occur during the course. Knowing these, students will have a framework within which to put individual components of the course and they will be primed for the kinds of assessments of learning that will come.]

${/NolearningOutcomes}

*Upon successful completion of this course, students will be able to:*

${learningOutcomes}

## Learning Activities

${NoLearningActivities}

**This section is required by Vancouver Senate policy V-130**

[Only some of the possibilities are included here.

Do you expect students to participate in class? In what ways? (e.g., case studies, using “clickers” to answer questions, working in small groups, etc.) Is participation in on-line discussions required? Are readings required in advance with answers to be submitted to discussion questions or problem sets?   
Is an oral presentation required? Is there a field excursion?]

${/NoLearningActivities}

${learningActivities}

## Learning Materials

${NoLearningMaterials}

**This section is required by Vancouver Senate policy V-130**

[List of required learning materials for your course and where they might be obtained (e.g., the Bookstore if you ordered a text or a reading package, your department office if an in-house resource is available).

Providing students with at least an estimate of the costs of materials is expected. You are not responsible for exact costs for materials especially given that students may obtain some from a variety of sources (e.g., on-line retailers) but when there are potentially “hidden” costs, such as for problem sets or quizzes that are available only from a textbook vendor, then students should be informed. You can link to the Bookstore (https://shop.bookstore.ubc.ca/courselistbuilder.aspx ) if that is a source, knowing that they may provide alternative formats for some materials such as e-texts, used texts, etc.

Explanation of any on-line learning management system used (e.g., Canvas).]

${/NoLearningMaterials}

${learningMaterials}

## Assessments of Learning

${NoLearningAssessments}

**This section is required by Vancouver Senate policy V-130**

[Identify the various ways you will assess achievement of stated learning outcomes or objectives, when each will occur, and the weighting of each component in the final grade.

Changing the assessment plan:

Sometimes your assessment plan will need to be adjusted. For example, the class results on a test might be much lower on average than you expected and you propose to change the weighting of subsequent assessments. If you see a need to change anything in the assessment plan after the syllabus is distributed, you must discuss the proposal with the class and provide a rationale and then update the syllabus. A new, dated electronic syllabus must be provided; it can be emailed to the students or provided on an LMS such as Canvas in which case students must also be informed by email that a change has been made.

State your policies on re-grading of marked work and on late submissions.  
In accordance with policy on  [Grading Practices](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0), state how you deal with missed in-class assessments (e.g., are make-up tests offered for missed in-class tests, do you count the best X of Y assignments/tests, do you re-weight the marks from a missed test onto later assessments? What are the penalties for late assignments?]

${/NoLearningAssessments}

${learningAssessments}

${NopassingCriteria}

## Passing/GRADING criteria

${passingCriteria}

${/NopassingCriteria}

${NolatePolicy}

## Late policy

${latePolicy}

${/NolatePolicy}

${NoMissingExam}

## Missed exam policy

${missingExam}

${/NoMissingExam}

${NomissingActivity}

## missed activity policy

${missingActivity}

${/NomissingActivity}

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

## Other Course Policies

${academic}

${academic-title}

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar.

${/academic}

${concession}

${concession-title}

In accordance with [UBC Policy V135](https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_V-135.1_Academic-Concession_20200415.pdf), academic concessions are generally granted when students are facing an unexpected situation or circumstance that prevents them from completing graded work or exams. Students may request an academic concession for unanticipated changes in personal responsibilities that create a conflict, medical circumstances, or compassionate grounds.

In accordance with [UBC Policy V135](https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_V-135.1_Academic-Concession_20200415.pdf), Section 10, students’ requests for academic concession should be made as early as reasonably possible, in writing to their instructor or academic advising office or equivalent in accordance with the procedures for [Policy V135](https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_V-135.1_Academic-Concession_20200415.pdf) and those set out by the student’s faculty/school. The requests should clearly state the grounds for the concession and the anticipated duration of the conflict and or hindrance to academic work. In some situations, this self-declaration is sufficient, but the submission of supporting documentation may be required along with, or following, the self-declaration.

${/concession}

${disability}

${disability-title}

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

${/disability}

${NoLearningAnalytics}

Learning Analytics

${learningAnalytics}

${/NoLearningAnalytics}

${NoCourseLearningResources}

Learning Resources

${courseLearningResources}

${/NoCourseLearningResources}

${copyright}

${copyright-title}

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

${/copyright}

*Version: ${dateGenerated}*