|  |
| --- |
| Dear instructors,  Remember to update your syllabus to reflect the changes made to your course. Highlighted sections in this syllabus template will inform which sections in your syllabus might have been affected and thus need to be updated. |

**Instructions:**

* By default, all sections in this template are required, unless explicitly denoted as optional.
* Square brackets [] denote hints and notes that should be replaced, modified, or deleted.
* Don’t forget to update the [Course code, Section, Session/Term] in the footer.
* Delete these instructions before finalizing syllabus.

## Pandemic Changes

Given the COVID-19 pandemic state, the University of British Columbia has directed all UBC programs to postpone or redesign courses to be delivered online (COVID-19 – Status of summer terms, UBC Broadcast March 25, 2020). As a result, this course has been redesigned to be delivered online.

## Course Information

| Course Title | Course Code, Section | Credit Value |
| --- | --- | --- |
| [course title as shown in UBC Calendar] | [e.g., ART 123 001] | [e.g., 3] |

| Class Time | Class Location | Session Term |
| --- | --- | --- |
| [While there is some flexibility in this online course, you are expected to make yourself available to meet virtually on the following dates and times:   * Day, Date, Time * Day, Date, Time * … | [UBC Canvas Site] | [e.g., 2020ST1] |

### Calendar Description

[Provide the brief course description in the [UBC Calendar](http://www.calendar.ubc.ca/vancouver/courses.cfm?code=chin).]

### Prerequisites

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

### Corequisites

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

### Course Structure

[Provide additional information on course structure. Typical use of class time (e.g., lecture, discussion, cases, flipped classroom). Is this a blended online + face-to-face course? Do you provide notes (online)? Do you combine on-line and in-class activity?

## Instructor Information

| Course Instructor | Email | Phone | Office Location | Office Hours |
| --- | --- | --- | --- | --- |
| [name, credentials] | [email address] | [phone number] | [building code and room no.] | [days of week and times] |

[When applicable...]

| Teaching Assistant | Email | Phone | Office Location | Office Hours |
| --- | --- | --- | --- | --- |
| [name] | [email address] | [phone number] | [building code and room no.] | [days of week and times] |

### Welcome Message [Optional]

[You may wish to include a brief welcome message. Some relevant information about yourself such as academic qualification and interests would be good to include. You can also link your blog site to here if you have one. A friendly welcome message can give students the feeling that you are approachable. You may also share tips for success and how you are going to help students succeed in the class.]

### Contact Details

[Provide details of when and by what means students may contact you and/or your TA(s). For example, do you accept email inquiries? What is your typical response time?]

## Course Description

### Course Overview

[Course overview must be reasonably specific and expand on the calendar description to give students more details about the subject matter of the course.]

This course aims to ….

### Learning Outcomes

[You may think of these as “learning objectives”. Tell students what changes in their knowledge, skills, or attitudes should occur during the course. (more details of module, week, or class learning outcomes or objectives may be provided during the course). Use observable and measurable verbs. Refer to Bloom’s taxonomy.]

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

* **Demonstrate** an understanding of …
* **Identify** technical, conceptual, and formal aspects of …
* **Create** artworks that reflects an understanding of …

### Learning Activities

[Only some possibilities are listed here. How 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?]

### Learning Materials

[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).]

## Assessments for Learning

### Summary

(Subject to change with class consultation)

| # | Component | Weight |
| --- | --- | --- |
| 1 | Attendance and Participation | % |
| 2 | Online Self-Study for Modules | % |
| 3 | In-class module Quizzes | % |
| 4 | Short Analysis Paper | % |
| 5 | Final Paper | % |
|  | Total | 100% |

### Details of Assessments

[Include descriptions of everything that will be assessed in the course. These need not be extremely long or detailed, but should give the various committees looking at the syllabus a general sense of what the students will be doing.

Indicate how each assignment or participation links to the learning outcomes of the course (e.g. LO1, LO2, etc.)

For any assessment method, particularly if it’s more than 10% of the total grade, provide the core evaluation criteria. If you provide a rubric in Canvas, mention it.

Include due dates for projects (ie. Due at the end of Week 4).]

### Grading Scheme

| Grade | Percent | Level of Achievement |
| --- | --- | --- |
| A+ | 90-100 | Exceptional |
| A | 85-89 | Exceptional |
| A- | 80-84 | Exceptional |
| B+ | 76-79 | Competent |
| B | 72-75 | Competent |
| B- | 68-71 | Competent |
| C+ | 64-67 | Adequate |
| C | 60-63 | Adequate |
| C- | 55-59 | Adequate |
| D | 50-54 | Adequate |
| F | 00-49 | Inadequate |

### Missed or Late Assignments, and Regrading of Assessments

[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? (in accordance with the Academic Calendar language on Grading Practices)

## Course Schedule

(Subject to change with class consultation)

| Week | Date | Topics / Readings / Activities | Assessments Due |
| --- | --- | --- | --- |
| 1 |  |  |  |
| 1 |  |  |  |
| 2 |  |  |  |
| 2 |  |  |  |
| … |  |  | Short Paper: Due on Friday at 11:59pm |

## 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)**.**

### Academic Integrity [Optional]

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 when the matter is referred to the Office of the Dean. 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 [UBC Calendar: Student Conduct and Discipline](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0).

### Academic Accommodation for Student with Disabilities [Optional]

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](https://students.ubc.ca/about-student-services/centre-for-accessibility). They will determine the student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Disability-Accommodation-Policy_LR7.pdf?file=2010/08/policy73.pdf). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

## Other Course Policies [Optional, Feel free to edit]

### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, iClicker, iPeer, etc.]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: (Example data uses:)

* View overall class progress
* Track your progress in order to provide you with personalized feedback
* Review statistics on course content being accessed to support improvements in the course
* Track participation in discussion forums
* Assess your participation in the course]

### Learning Resources

[If your course or department has a learning resource centre (physical or virtual), inform your students. Who will students encounter there? Are the staff knowledgeable about this course?]

### Copyright

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.

## Acknowledgement [Optional]

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.s