[Course Number & Title]

[Term & Year offered]

[Class location & meeting time]

[Course website, course email list]

Instructor(s)

[photo]

Edwin Jaquez M.ed

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Instructional Staff

*Contact info, photos, office hours and brief description of duties of instructors, preceptors, Head TF, TFs & TAs, technical staff.*

Course description

*Brief description of the major topics, analytic themes, and/or methodological approaches used in the course. The ideal course description should do the following things:*

* *Pose a major problem, issue, or question which students will be able to engage*
* *Identify the approach or approaches which students will be invited to take to the major problem or issue. What kinds of readings, media, and experiences will students encounter on a daily basis in the course?*
* *Give a relatively clear indication of the nature of student work in the course—especially what the capstone assignment or assessment will be. What will students leave having made/performed?*
* *Make sure to note prerequisites as applicable*

Course Objectives

*Short and longer term pedagogical goals. At the end of this course, what should students be able to know and/or do? What skills and/or knowledge will be the basis for evaluating student performance in the course?*

Course Policies and Expectations

*Make explicit any expectations you have of the students (work produced, behavior in class, etc.) and what students can expect from you. You should be explicit about policies for attendance/participation, late assignments, makeup exams, senior thesis writers, section changes, classroom conduct (respect for others, laptop use in class, etc.), enrollment issues (adding, pass/fail etc), regrade policies, etc.*

Materials and Access

*Required or recommended texts and readings. Where and how materials are available. Information on study groups, departmental question centers, the Bureau of Study Counsel, the Writing Center, Library, the Art or Natural History museums, etc., if relevant.*

Assignments and Grading Procedures

*Overview of homework and major assignments, including details about the percentage break-down, how and whether grades are curved, etc. We suggest headlining the capstone assignment here, so that students can see how the assignments which precede it during the semester scaffold them into the skills and content mastery they will need in order to complete the capstone.*

Academic Integrity

*You should be explicit with students about your expectations for citation of outside sources in written work, bearing in mind that different disciplines follow different conventions for scholarly citation. For additional information you may wish to review the Plagiarism and Collaboration sections of the Information for Faculty's* [*Papers and Other Written Assignments page*](https://infoforfaculty.fas.harvard.edu/book/written-assignments) *before composing this section.*

*Your syllabus should include a clear statement about the academic integrity standards for your field. You can find examples of statements about academic integrity on the* [*Honor Code website*](https://honor.fas.harvard.edu/syllabus-design)*. You may wish to include the text of the Honor Code.*

*It is also important that you clarify for your students the course policies on collaboration, particularly if it differs from the default policy established by the FAS. The FAS policy on collaboration states that if the syllabus or website for a course does not include a policy on collaboration, students may assume that collaboration in the completion of assignments (but not exams) is permitted. If collaboration is allowed, be specific about how it should be acknowledged and how the individual work involved in group projects will be evaluated.*

Accommodations for students with disabilities (mandatory on all syllabi)

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the [Accessible Education Office (AEO)](http://www.aeo.fas.harvard.edu) and speak with the professor by the end of the second week of the term, (fill in specific date). Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Course Schedule or Outline

*Topic-by-topic or class-by-class overview. A well designed course should be broken into modules that allow students to fulfill your learning goals. Each module should include framing language that describes the module, as well as a description of the culminating assignment for that unit. A course can contain any number of modules. Often the culminating assignment for the last module is the capstone assignment.*

*After your framing language and “front-loaded” assignment, there should be a class-by-class schedule for each module. Include dates for midterm exams and major assignments. Consider how holidays, add/drop and withdrawal deadlines, Reading Period, and instructor absences/guest lectures will be handled. Tentative aspects should be labeled as such.*

Unit 1: [Title]

*Framing language: Describe this unit of the course. What is the theme or preoccupation of this chunk of the course? How is it preparing students for subsequent unit(s)? How does it relate to the goals of your course? How does this unit build the knowledge, skills, and practice for your students to succeed?*

* Culminating assignment: *How will each student’s mastery be tested at the end of the unit? What skills should they have developed, what content should they know? How does it relate to the goals of your course?*

*Class-by-class outline. This should be a well organized outline of the entire unit. The ideal outline should guide students through the course by:*

* *providing logistical information about when reading or assignments should be completed*
* *Placing reading and assignments within the context of class that day and the course as a whole*

Unit 2: [Title]

*Framing language: Describe this unit of the course. What is the theme or preoccupation of this chunk of the course? How does this unit relate to the previous unit? How is it preparing students for subsequent unit(s)? How does it relate to the goals of your course? How does this unit build the knowledge, skills, and practice for your students to succeed?*

* Culminating assignment: *How will each student’s mastery be tested at the end of the unit? What skills should they have developed, what content should they know? How does it relate to the goals of your course?*

*Class-by-class outline. This should be a well organized outline of the entire unit. The ideal outline should guide students through the course by:*

* *providing logistical information about when reading or assignments should be completed*
* *Placing reading and assignments within the context of class that day and the course as a whole*

Unit 3: [Title]

*Framing language: Describe this unit of the course. What is the theme or preoccupation of this chunk of the course? How does this unit relate to the previous units? How is it preparing students for subsequent unit(s)? How does it relate to the goals of your course? How does this unit build the knowledge, skills, and practice for your students to succeed?*

* Culminating assignment: *How will each student’s mastery be tested at the end of the unit? What skills should they have developed, what content should they know? How does it relate to the goals of your course?*

*Class-by-class outline. This should be a well organized outline of the entire unit. The ideal outline should guide students through the course by:*

* *providing logistical information about when reading or assignments should be completed*
* *Placing reading and assignments within the context of class that day and the course as a whole*

*Etc. …*