

**Syllabus Template**

*This template provides a general outline for creating a syllabus for iSchool courses. Unless otherwise indicated elements are mandatory, [OPT] indicates optional elements. Explanations, suggestions, and exemplars are italicized.*

**Full Course Title**

**Course Number (ISXXX)** [OPT-include CRN typically 5-digit unique ID]

**Semester Year** *(fall 2023)*

**Classroom and Class Time** [OPT indicate online/on campus]

[OPT-date last updated]

This syllabus may be obtained in alternative formats upon request. Please contact the

instructor.

**Name of instructor**

**Instructor’s office address and office hours**

**Instructor’s telephone number and email address**

*Indicate preferred contact method*

**Name of any instructional assistants**

**Assistants’ office addresses and office hours**

**Assistants’ telephone numbers and email addresses**

*Indicate preferred contact method*

**Course Description***[ideally one that expands on the catalog description]*

*[OPT] Note any course for which this is a pre-requisite. Note degree requirements met by taking course.*

**Pre- and Co-requisites**

*Note any pre- and/or co-requisites by course name and title or state “none.”*

**# Credit hours**

*If variable credit is offered, note requirements/expectations for each level and how they will be accounted for in the final grade for all students, including graduate and undergraduate if applicable.*

**Student Learning Objectives or Outcomes***Describe learning objectives or outcomes that students will achieve if they complete the course.*

*Upon successful completion of the course, students will:*

* *Understand the role of libraries and other information centers in society*
* *Learn theoretical approaches to understanding the role that information/knowledge plays in 21st century knowledge society*
* *Discuss and recommend various sources for research in library and information science*
* *Improve critical reading, discussion, and presentation skills*

**Course Context**

This course meets a number of learning outcomes connected to program objectives for

the \_\_\_ *relevant degree*\_\_\_ program, which in turn connect to larger iSchool and University of Illinois learning goals. (*Visual example at end)*

**Program Learning Outcomes**

*List relevant program learning outcomes, selected from here:* <https://uofi.box.com/s/i6q74v86fisgx7qguh1ldevxixvddlmn>

**iSchool Goal**This course meets the following goal:

* Maintain global leadership in education for the information professions

**University of Illinois Campus-Wide Learning Goals (*Choose all that apply*)**

*This course meets the following goals):*

*1. Intellectual Reasoning and Knowledge*

*2. Creative Inquiry and Discovery*

*3. Effective Leadership and Community Engagement*

*4. Social Awareness and Cultural Understanding*

*5. Global Consciousness*

**Course materials**

*For both required and recommended texts list: author(s), publisher, date of publication, plus where to obtain texts (including any found online)*

**[OPT] Bio of Instructor**

**Assignments and Methods of Assessment**

*This section should detail the grading policy (what constitutes an A, B, C, etc.) and also delineate the differences among variable credit assignments.*

*Exemplar language:*

1. *All assignments are required for all students. Completing all assignments is not a guarantee of a passing grade.*
2. *All work must be completed in order to pass this class. Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).*
3. *Late or incomplete assignments will not be given full credit unless the student has contacted the instructor prior to the due date of the assignment (or in the case of emergencies, as soon as practicable).*
4. *Criteria for grading homework assignments include (but are not limited to) creativity and the amount of original work demonstrated in the assignment. However, students are permitted to use and adapt the work of others, provided that the following guidelines are followed:*
   1. *Use of other people’s material must not infringe the copyright of the original author, nor violate the terms of any licensing agreement. Know and respect the principles of fair use with respect to copyrighted material.*
   2. *Students must scrupulously attribute the original source and author of whatever material has been adapted for the assignment. Summarize the changes or adaptations that have been made. Make plain how much of the assignment represents original work.*

**Incomplete grades**

An exceptional request for an incomplete grade is most often granted to students encountering a medical emergency or other extraordinary circumstances beyond their control. Students must request an incomplete grade from the instructor. The instructor and student will agree on a due date for completion of coursework. The student must submit an Incomplete Form signed by the student, the instructor, and the student’s academic advisor to the front office: <https://uofi.app.box.com/v/ISIncompleteForm>

Please see the Student Code for full details: <http://studentcode.illinois.edu/article3/part1/3-104/>

[OPT] *Exemplar language:*

1. *Incomplete (temporarily excused) grades: Students must initiate an incomplete request by contacting the instructor. The instructor and student must agree on a due date for completion of coursework. The student must fill out the Incomplete Form and get it signed by the student, the instructor, and the student’s academic advisor.*

**Grading Scale**

*Include the grading scale used in the course. If you permit A+ grades, or have other measures for grading please include them here. Suggested grading scale:*

94-100 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

59 and below = F

[OPT] **Course Policies**

*If the instructor has any strong concerns, policies or expectations, include them here, i.e. readings must be done before the class meets, tardiness is frowned upon, etc.*

**Attendance/ Participation Policy**

The iSchool expects students to attend all classes except in cases of emergency.

Student Code on Attendance: <http://studentcode.illinois.edu/article1/part5/1-501/>

*Describe any other requirements for attendance, participation, class conduct, etc. Note any requirements regarding excused absences, late work, make-up exams, use of electronics, etc. Class discussion/participation grades must be based on the quality of what was said and how it added to the discussion, rather than the quantity of the participation by a student. Class discussion/participation should evaluate actual participation and not mere attendance. For a graduate level course, attendance is expected, and should not be counted toward the final grade.*

*Example attendance policies:*

1. *If you have an emergency, communicate with the instructor as early as possible to prevent negatively impacting your grade. Students missing more than one class—or who regularly arrive late or leave early—will not pass the class unless alternate arrangements are made.*
2. *Enrollment in this course includes expectation of regular attendance. If you find you must miss (or have missed) class, contact the instructor as soon as possible. Students  
   may miss one class session with no penalty; thereafter, each unexcused absence will result in your grade being lowered by one step (for example, an A- will become a B+). Repeated tardiness or leaving sessions early may be considered an unexcused absence unless alternate arrangements have been made with the instructor.*

[OPT] *Example class conduct language:*

1. *Students share some of the responsibility for fostering an inclusive classroom. Students are expected to be respectful of others' perspectives and lived experiences during class discussion.*
2. *Students are expected to demonstrate respect for the ideas and opinions of all other members of the class at all times. Failure to observe this course requirement can result in a failing course participation grade, and may result in a failing grade for the course.*

**Academic Integrity**

The iSchool has the responsibility for maintaining academic integrity so as to protect the quality of education and research in our school and to protect those who depend on our integrity. Consequences of academic integrity infractions may be serious, ranging from a written warning to a failing grade for the course or dismissal from the University.

See the student code for academic integrity requirements: <http://studentcode.illinois.edu/article1/part4/1-401/>

[OPT] *Example academic integrity statements:*

1. *Please review and reflect on the academic integrity policy of the University of Illinois,* [*http://studentcode.illinois.edu/article1\_part4\_1-401.html*](http://studentcode.illinois.edu/article1_part4_1-401.html)*, to which we subscribe. By turning in materials for review, you certify that all work presented is your own and has been done by you independently, or as a member of a designated group for group assignments.*
2. *If, in the course of your writing, you use the words or ideas of another writer, proper acknowledgement must be given (using \_\_\_\_\_\_ style). Not to do so is to commit plagiarism, a form of academic dishonesty or plagarism. Please be aware that the consequences for plagiarism or other forms of academic dishonesty will be severe. Students who violate university standards of academic integrity are subject to disciplinary action, including a reduced grade, failure in the course, and suspension or dismissal from the University.*

**Statement of Inclusion**

[**http://www.inclusiveillinois.illinois.edu/mission.html**](http://www.inclusiveillinois.illinois.edu/mission.html)

As the state’s premier public university, the University of Illinois at Urbana-Champaign’s core mission is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, and their intersections.

**Week-by-Week Topic and Assignment Schedule**

*This section should EITHER*

* *include chronological list of the topics that will be covered, readings, and assignments, including due dates OR*
* *link to an online learning management system (LMS) with that information.*

*Consider including a statement regarding possible changes, e.g., “Schedule and readings subject to change.”*

**Accessibility Statement**

To obtain accessibility-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TTY), or e-mail a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).

[OPT] *Exemplar language:*

*To insure disability-related concerns are properly addressed from the beginning of the semester, I request that students with disabilities who require assistance to participate in this class contact me as soon as possible to discuss your needs and any concerns you may have. The University of Illinois may be able to provide additional resources to assist you in your studies through the office of Disability Resources and Educational Services(DRES). This office can assist you with disability-related academic adjustments and/or auxiliary aids. Please contact them as soon as possible by visiting the office in person: 1207 S. Oak St., Champaign; visiting the website:* [*http://disability.illinois.edu*](https://www.google.com/url?q=http://disability.illinois.edu&sa=D&ust=1554320104283000&usg=AFQjCNFMdQmkGPHmJdkMyVBNSJ_WvllGGA)*; calling (217) 333-4603 (V/TTY); or via e-mail*[*disability@illinois.edu*](mailto:disability@illinois.edu)*. NOTE: I do not require a letter from DRES in order to discuss your requested accommodations.*

**[OPT] Land acknowledgement Statement**

*Adopted by the University of Illinois in 2018*

More information: <https://chancellor.illinois.edu/land_acknowledgement.html>

*As a land-grant institution, the University of Illinois at Urbana-Champaign has a responsibility to acknowledge the historical context in which it exists. In order to remind ourselves and our community, we will begin this event with the following statement. We are currently on the lands of the Peoria, Kaskaskia, Peankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. It is necessary for us to acknowledge these Native Nations and for us to work with them as we move forward as an institution. Over the next 150 years, we will be a vibrant community inclusive of all our differences, with Native peoples at the core of our efforts.*

*Land Acknowledgement Statement Suggested by Native American House:   
I/We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.   
As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.*

**[OPT] Resources to help you succeed:**

Instructors may wish to include a section with advice and resources for student success.

**[OPT] Library Resources**

<https://www.library.illinois.edu/infosci/>

**[OPT]** Writing and Bibliographic Style Resources

The campus-wide Writers Workshop provides free consultations. For more information see<http://www.cws.illinois.edu/workshop/>

The iSchool sponsors a Writing Resources Moodle site<https://courses.ischool.illinois.edu/course/view.php?id=3389>

And provides access to writing coaches who offer free consultations here:<https://publish.illinois.edu/ischoolwritingresources/>

**Additional Resources:**

* Center for Innovation in Teaching & Learning
  + Purposes of a Syllabi, <https://citl.illinois.edu/teaching-resources/course-preparation/creating-a-syllabus>
  + Guidelines to the Organization and Contents of a Syllabus, <https://citl.illinois.edu/docs/defaultsource/default-document-library/organization-of-syllabus.pdf>
  + CITL resources on grading:  [https://citl.illinois.edu/citl-101/measurement-evaluation/exam-scoring/assigning-course-grades](file:///C:\Users\kmcdowel\Library\Containers\com.microsoft.Word\Data\Downloads\%20https:\citl.illinois.edu\citl-101\measurement-evaluation\exam-scoring\assigning-course-grades)
  + Course and syllabus design: <http://cte.illinois.edu/resources/topics/course_plan.html>
* Student Learning Outcomes (SLOs): <https://provost.illinois.edu/assessment/learning-outcomes-assessment/what-islearning-outcomes-assessment/#categories> ).
* University of Illinois Student Learning Outcomes https://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/campus-student-learning-outcomes/
* Graduate College, requirements and recommendations for syllabi: <http://www.grad.illinois.edu/courses-syllabi>
* Guidelines to the Organization and Contents of a Syllabus,<https://citl.illinois.edu/docs/defaultsource/default-document-library/organization-of-syllabus.pdf>
* Inclusion by Design:
  + About: <https://www.facultyfocus.com/articles/course-design-ideas/inclusion-by-design-tool-helps-faculty-examine-teaching-practices/>
  + Tool: <https://drive.google.com/file/d/0B0ulz5eHbyjYdmY0eF9ablRRcHM/view>
* Diversity checklist: <https://racebridgesstudio.com/creating-a-classroom-diversity-checklist/>
* Graduate college guidelines for participation/discussion grades:<https://grad.illinois.edu/content/participation-grade-guidelines>

Course context visual example:

\*https://provost.illinois.edu/assessment/learning-outcomes-assessment/assessment-at-illinois/campus-student-learning-outcomes/