

**Course Prefix: Course Name**

**Quarter, year**

**UW Resources on syllabus design and policies:**

College of the Environment:

<https://environment.uw.edu/intranet/academics/curriculum/proposing-a-new-course/>

UW:

<http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/>

<http://www.washington.edu/teaching/teaching-resources/>

Registrar's Office:

<https://registrar.washington.edu/staffandfaculty/syllabi-guidelines/>

Faculty Council on Academic Standards (FCAS) guidance on syllabus "best practices"

[https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/71/2018/11/30085744/FCAS-Syllabus-Guidelines\\_113018\\_Final.pdf](https://s3-us-west-2.amazonaws.com/uw-s3-cdn/wp-content/uploads/sites/71/2018/11/30085744/FCAS-Syllabus-Guidelines_113018_Final.pdf)

## **1. Description**

A paragraph that explains the motivation for the class. Typically used for advertising the class, for course justification in applications to the UW curriculum committee, and for broad course comparisons.

For example, provide an introductory description of the subject area. and explain the relevance of this area to the aquatic sciences. Provide example topics that the subject area covers. Describe the broad goals of the class and explain how they relate to the rest of the curriculum.

## **2. Learning Objectives**

Describe the overall aim of the class – consider the knowledge the students will acquire as well as the skills that the students will develop. Follow by providing specific learning objectives. These objectives should map onto the syllabus of the class, either through the content itself, or through the way that the class is taught. The use of [Blooms taxonomy](#) in the definition of learning goals is strongly encouraged.

*Best practices:*

- Please consider the need for pre-requisites (usually required for 300 and 400 level classes)
- Please consider relationship with the broader curriculum. How is this class related to other classes, especially classes in the same subject area?
- Are the content and skills relevant to the level that the course is taught at?

### 3. Course Instructors

Add contact details

### 4. Meeting times, location and office hours

Lecture, lab location, and policy on office hours

### 5. Textbook(s)

State whether required or recommended, whether copies have been ordered at UW bookstore

### 6. Technology

A brief description on whether online sites such as Canvas will be used, how materials will be disseminated, how students might be expected to respond to assignments (eg submit online), and whether there is an explicit expectation for checking email for course communications.

If necessary, include a statement on the appropriate use of electronic devices in the classroom.

### 7. Teaching methodology

Use this section to briefly explain how the learning goals (section 2) may be achieved through course activities. Explain what activities will be covered in each course component (This section can be relatively brief but provide sufficient information for students and curricular evaluation).

For example, the following questions might be considered for each relevant course component:

**Lectures:** What format will be used? Will students be required to complete readings or online quizzes before the class meets? How will lecture sessions be conducted (eg lectures, problem solving, group work, computing, use of classroom response systems, worksheets)?

**Discussion sections:** What are the broad goals for these sessions? How will students prepare for these sessions (for example, read papers, post discussion questions before class, produce materials for leading sections). How will learning be evaluated?

**Labs:** What are the broad goals for the labs (eg interpretation, application, analysis)? How are the labs structured? Does each lab session stand alone, does the work involve field research, will the students conduct independent research projects? What will students need to do to prepare for the labs? What will students submit for evaluation?

**Field Trips.** What are the broad learning goals for the field trips (eg address specific questions, learn field techniques, develop datasets for later analyses)? Describe where the students will go, and what they need to do to prepare for the trips. What will students submit for evaluation?

**Research project(s):** Briefly describe the aim of the project and explain how the results will be disseminated. Will students produce a paper or give an oral presentation? Provide brief guidance on format and length. What support will be provided to assist the

development of the project (in-lab discussions, online peer review, group work, data analysis sessions, rubrics, meetings with instructors)?

**Written Assignments(s):** Briefly describe the aim of the project and explain what information will be gathered to support the assignment. Provide brief guidance on format and length (for example, research proposals, short essays, review papers). What support will be provided to assist the development of the project (in-lab discussions, online peer review, group work, data analysis sessions, rubrics, meetings with instructors)?

**Exams:** What format are the exams and how does this format assist evaluation of learning? How frequent are the exams? Are the exams cumulative?

## **8. Coursework and Grades:**

Describe the distribution of points between the various activities.

Please describe your grading philosophy. For example, what is the passing grade? Do the students need to obtain a minimum grade for specific components of the course? Will you grade on a curve? How will points be adjusted to a 4.0 scale?

*Best practices:*

- Generally, attendance cannot be graded.
- Please avoid qualitative assessments (for example, if “participation” is part of the grade, provide a clear rubric that includes explicit activities, such as online responses, reflective writing, responses to clickers)
- Extra credit is discouraged by FCAS, but if it is used it should not be provided as a replacement for course material, should be offered to all students equally, and not be dependent on a specific time after class time (other recommendations - see link to FCAS document above)
- Peer evaluation should not replace instructor grading – it might be included in a grading rubric

Use the following resources for grading practices:

<https://depts.washington.edu/grading/>

<https://depts.washington.edu/grading/conduct/grading.html>

## **9. Inclusivity**

TBA – text being developed by committees.

College: <https://environment.uw.edu/about/diversity-equity-inclusion/college-diversity-committee/>

SAFS: <https://fish.uw.edu/about/diversity-equity-and-inclusion/>

## **10. Policy on late submissions and exam attendance:**

Find guidelines on this website:

<https://environment.uw.edu/intranet/academics/curriculum/proposing-a-new-course/syllabi-attendance-and-participation-policies/>

## 11. Accommodations:

Assignments and activities should be accessible to all students, including class trips or research in the field. In the latter cases, alternative assignments should be available to those who need them.

Use this website for guidance on Disability Accommodation:

<https://environment.uw.edu/intranet/academics/teaching/disability-accommodation/>

and a sample statement:

<https://environment.uw.edu/intranet/academics/teaching/sample-syllabus-disability-statement/>

The following policy on Religious Accommodations is required by UW. The text of the policy cannot be amended (<https://registrar.washington.edu/staffandfaculty/syllabi-guidelines/>).

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#)

## 12. Academic Integrity

Use this website for guidance:

<https://environment.uw.edu/intranet/academics/curriculum/proposing-a-new-course/>

Please \*also\* consider outlining ***your specific policy***. For example, how should treatment of primary literature be handled? Do you expect the students in collaborative settings to produce different figures, tables and captions?

Please describe ***the outcomes*** of academic misconduct. For example, will the students receive a zero on the assignment?

## 13. Field Trip Insurance

Use the following text for guidance:

Field trip insurance is strongly recommended for all students registered in any course that includes field trips. Students who do not have regular University of Washington health insurance or adequate personal coverage should consider obtaining a special short-term policy at \$.85/day for the course of the field trips. Applications are available here:

<http://f2.washington.edu/treasury/riskmgmt/> The completed application and payment

(made out to the University of Washington) must be made to the Cashier's Office, 129 Schmitz, before the trip.

## 14. Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

## 15. Schedule

There are a large range of formats that can be used here, but please provide clear information on the following:

- Detailed schedule (with readings) of lectures, labs, and discussion section, Schedule should reflect the level the class is taught at.
- Relationship between lab sections or discussion sections and the lectures
- Timing and deadlines of key student projects, assignments, and other required activities (quizzes, exams, papers)
- Please consider the relationship between the schedule and the learning goals – how are the latter met?

Week		Date	Lecture Topic	Readings	Lab session
<b>Wk01</b>	M				
	W				
	F				
<b>Wk2</b>	M				
	W				
	F				
<b>Wk3</b>	M				
	W				
	F				
<b>Wk4</b>	M				
	W				
	F				
<b>Wk5</b>	M				
	W				
	F				
<b>Wk6</b>	M				
	W				
	F				
<b>Wk7</b>	M				

	W				
	F				
<b>Wk8</b>	M				
	W				
	F				
<b>Wk9</b>	M				
	W				
	F				
<b>Wk10</b>	M				
	W				
	F				
<b>Wk 11</b>	W				