# [Course Number] Syllabus [Heading 1]

[This syllabus template has been created using a style sheet in Microsoft Word. To maintain the accessibility of this document, delete text as necessary and fill in your own, but preserve the formatting as best you can. The theme or style sheet levels are noted next to the respective sections of the template for your own reference. Remove all text that appears in brackets as you finalize your document.]

[Be sure to provide both a hard copy version of the syllabus and a digital copy to your students, and read the syllabus out loud on the first day of class, which is especially beneficial for students who have cognitive learning disabilities. Please keep in mind that you may have students in your courses who choose not to self-identify as having a disability.]

[If you have questions or would like support in using this syllabus template, please contact [DigitalAccessibility@Colorado.EDU](mailto:DigitalAccessibility@Colorado.EDU).]

[Call number and title of the course]

[Fall/Spring/Summer year, Number of credits, Date range of course duration]

## Instructor Information [Heading 2]

[Normal paragraph level] **Name:**

**Office Location:** [Building, room number]

My office hours are [on XYZ day(s), time(s) and, by appointment.]

You can reach me at [303-555-1234 or at [emailaddress@colorado.edu](mailto:emailaddress@colorado.edu)].

[You can read more about my academic work and research on my website.]

## Course Information [Heading 2]

[Normal paragraph level] Course prerequisites, place in sequence, etc.:

Course description and purpose:

## Learning Outcomes [Heading 2]

[Normal paragraph level] We will build on the following 3 primary learning outcomes throughout the term:

* First Outcome
  + Additional clarification
* Second Outcome
  + Additional clarification
* Third Outcome
  + Additional clarification

## Textbooks and Materials [Heading 2]

[Normal paragraph level] Textbooks: title, author(s), publisher, year, ISBN, price, where to purchase

[If possible, indicate whether the book is readily available in an audiobook or alternate format for accessibility.]

## Assignments [Heading 2]

[Normal paragraph level] [Describe all assignments in brief, indicating each type of assignment’s value and what your lateness policy is. Be sure to link each assignment back to the learning outcomes of the course to provide consistent and explicit expectations. If possible, create embedded hyperlinks to respective assignment sheets that have more information.]

### Written Assignments (x points each) [Heading 3]

[Normal paragraph level] [Indicate the type of writing to occur (genre and tone) and how it should be formatted (font, font size, page layout, citation style, etc.), as well as how it should be turned in (as a .docx file in the appropriate Canvas assignment, as a hard copy in class, etc.). Always connect assignments to the learning outcomes of the course: “This assignment connects to the XYZ learning outcomes of the course.”]

### Exams (x points) [Heading 3]

[Normal paragraph level] Explain the date(s) and format of any exams or tests in the course. Consider allowing more than one kind of format for major assignments to accommodate students with varied learning styles and/or disabilities. “This assignment connects to the XYZ learning outcomes of the course.”

### Homework, Lab Work, Etc. (x points each) [Heading 3]

[Normal paragraph level] [Specify where and how the work is to be done and how many of these assignments there are. “This assignment connects to the XYZ learning outcomes of the course.”]

### Extra Credit (x points) [Heading 3]

[Normal paragraph level] [Be sure to indicate whether or not you accept extra credit assignments, including the parameters of such work and its purpose. “This assignment connects to the XYZ learning outcomes of the course.”]

## Course Calendar [Heading 2]

[Provide a clear list of assignments and work to be done during the course, complete with dates and noted deadlines. If you use colored font to indicate emphasis, be sure that you are not relying on color alone to indicate important information to benefit colorblind students. Separate your course by units or by weeks of the semester.]

| **Week and Date Range or Units** | **Course Work** |
| --- | --- |
| **Week 1** [date to date] | [Clarify what work needs to be completed by class time. Specify when assignments are due, how they are turned in, and how many points each is worth (be redundant for clarity and consistency).] |
| **Week 2** [date to date] |  |
| **Week 3** [date to date] |  |
| **Week 4** [date to date] |  |
| **Week 5** [date to date] |  |
| **Week 6** [date to date] |  |
| **Week 7** [date to date] |  |
| **Week 8** [date to date] |  |
| **Week 9** [date to date] |  |
| **Week 10** [date to date] |  |
| **Week 11** [date to date] |  |
| **Week 12** [date to date] |  |
| **Week 13** [date to date] |  |
| **Week 14** [date to date] |  |
| **Week 15** [date to date] |  |
| **Week 16** [date to date] |  |

[Be sure to note important changes in the schedule and discuss these as a class. Make a revised version of the course calendar available both digitally and as a hard copy to ensure that all students are using the most up-to-date version.]

## Grading [Heading 2]

[Try to create a very clear grading scale for simplicity and transparency. If possible, provide direct links to pertinent areas of course content, such as rubrics to be used in evaluation. For example: “Please see the detailed rubric in our Canvas course site to see how the xyz assignments will be assessed.”

It is recommended that you utilize the Grades feature in Canvas to keep up with grading throughout the term and ensure that students always know their standing in terms of their overall grade. This clarity reduces student anxiety and helps the course proceed smoothly.]

## Using Canvas and Other Technologies [Heading 2]

[Indicate the degree to which your course will utilize Canvas and other technologies and what the instructions are for accessing these. Consider providing an in-class demonstration how to navigate the site and where content is located.]

## [CU Boulder Required Syllabus Statements:]

[Input the most recent version of the [Require Syllabus Statements](https://www.colorado.edu/academicaffairs/policies-customs-guidelines/required-syllabus-statements).]