## **Course Title**

### Instructor and About the Course

#### **Contact Information**

First Last:

Pronouns:

Email:

Office Location:

Office Hours:

#### **Instructor Bio**

When introducing yourself to students, aim to create a welcoming and friendly atmosphere by sharing a little about yourself. Start with your name, your role, and your background, especially as it relates to the course content. Adding personal or fun facts can help break the ice and make you more approachable. For example, you might share what inspired you to specialize in the subject, a favorite book or project related to the course, or even a hobby that connects to the topic. These details not only humanize you but also establish credibility and build rapport with students. Remember, a warm and engaging introduction can set a positive tone for the entire course!

#### **Communication**

All syllabi should specify communication criteria in clear concise language. Consider including the following:

1. What is your preferred method of contact? If email, include the specific email address you’d like students to use.
2. Are there additional contact options? (ex. Zoom, phone during business hours?)
3. When should the student expect a response from the instructor?
4. What should the student do when no response is received within the suggested timeframe?

#### **Course Description**

In most instances the course description should match that used in the official University of Colorado Boulder Course Catalog. Online course descriptions for most courses can be found in the [CU Boulder Course Catalog](https://catalog.colorado.edu/).

**[optional subsection] Instructor’s Take on the Course**

Add a personalized course description here.

#### **Course Objectives**

**[to faculty: Check with your department to see if there are established learning objectives for your course. If not, the information below will help you write them.]**

This section should have measurable course objectives to let students know what they will be able to do at the end of the course. To write the objectives, we strongly encourage using the Bloom’s Taxonomy Action Verb Chart that has been included with the course syllabus template.

At the beginning of the course when students are learning terms and getting familiar with the subject, the objectives can be written using verbs from level 1 (Knowledge) and level 2 (Comprehension). As students progress through the course and increase their knowledge of the topic, objectives can be more challenging and be written at level 3 (Application), and level 4 (Analysis). As students continue to increase their knowledge of the topic, the objectives should use verbs that are at levels 5 (Synthesis) and level 6 (Evaluation).

Below is an example of measurable objectives using Bloom’s Taxonomy Verbs.

1. Define the basic elements of project reporting. Level 1
2. Explain the importance of each component that comprises a project. Level 2
3. Apply project concepts, factors, and life cycle issues. Level 3
4. Examine and apply various methods used for project selection. Level 4
5. Evaluate, apply and assess project software to manage projects. Level 6

Your course may have only some of the Bloom's Taxonomy learning levels or all of them. This will depend on the educational level and content of your course.

#### **Prerequisites**

List any previous coursework required to participate and complete this course.

**[optional subsection] Course Specific Technical Requirements**

If you are using any special software or applications in the course outline that information here, including hardware students will need to have to access it.

#### **Required Learning Materials**

List both required and recommended texts including author’s names, edition numbers, and ISBN numbers when available. Also, list any alternative sources for required textbooks in the event that they are not available at the CU Boulder Bookstore.

If applicable, include any additional media, software, or streaming services students may need to access for course materials.

#### **Method of Instruction**

Explain how the content will be presented in the online format, what the LMS is, and what they can expect in an asynchronous setting. If you are teaching face-to-face or hybrid courses, adjust the information in this section accordingly.

**Student Responsibilities and Class Expectations**

Information in this section helps students approximate the time commitment required for successful completion of the course. The intention is to give students the opportunity to reconsider their course choices based upon the workload required of each course and their own prior commitments and obligations. Consider including the following:

* Required hours of work per week
* Level of readings if applicable (dense academic, quicker reads, etc.)
* Anything particular to the course that may require extra time or organization

Also describe what students can expect from you such as:

* Level of feedback you will provide
* Teaching philosophy and how it relates to your design of the class/the time they will spend

### Assignments and Grading

#### **Assignments**

This section of the syllabus should outline and describe in detail the number and types of assignments, readings, quizzes, exams, discussions, projects, and any other required responsibilities of the students. Include a general description of each type of assignment, specifying whether they will be completed individually or as part of a group. For group assignments, briefly explain how group work will be structured (e.g., team roles, collaboration expectations) and evaluated. Be sure to mention the approximate time commitment or workload for major assignments and highlight how they align with course objectives.

#### **Submission Policies**

It is important to communicate to your students how you expect them to submit any assignments. Be specific about:

* **Where to Submit:** Specify the platform (e.g., Canvas) or any other tool, like Studio, Google Drive folders, or URLs.
* **Late Work:** Outline expectations around late work including if you will accept it, how late submissions will affect the grade on an assignment, and any communication with you that needs to happen about late work.
* **[optional] File Formats:** Indicate the required file type (e.g., PDF, Word, or video formats). Canvas accepts most formats so unless the format you need is very specific you can leave this out.
* **[optional] Feedback Timeline:** When stating the submission policy, it is also advisable to include information regarding how long students should anticipate it should take for feedback on their submissions.

#### **Grading Criteria and Points Breakdown**

The syllabus should clearly outline how the student’s final grade will be calculated including points, weights and percentages of all assignments (where applicable). This could be communicated in a simple table such as the following:

Table 1. List of assignments with point values and percentages.

| Assignment Name/Type | Point Value (if applicable) | Percentage (if applicable) |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

Include grading details for specific assignments in the assignment prompt. Where feasible the use of a grading rubric is highly recommended.

#### **Grading Scale**

Grades will be assigned as follows:

Table 2. Grading scale showing letter grades (A to F) and corresponding percentage ranges.

| Grade | Percentage Range |
| --- | --- |
| A | 94-100 |
| A- | 90-<94 |
| B+ | 87-<90 |
| B | 83-<87 |
| B- | 80-<83 |
| C+ | 77-<80 |
| C | 73-<77 |
| C- | 70-<73 |
| D+ | 67-<70 |
| D | 63-<67 |
| D- | 60-<63 |
| F | <60 |

Note: This is the default grading scheme in Canvas. If you use a different grade distribution, you will need to set up a custom grading scheme.

### Course and University Policies

#### **Specific Course Policies**

Use this space to add all your policies specific to your course, for instance the use of textbooks during test, or requiring the completion of assignments on third party platforms (e.g. Cengage MindTap or Pearson MyLab)

#### **Course Plagiarism Policy**

Include details on your own plagiarism policy for this course. Review [Honor Code and Student Conduct](https://www.colorado.edu/sccr/) for University policies.

#### **Generative Artificial Intelligence (AI) Course Policy**

**[note to faculty: If you would like to develop your own Gen AI syllabus statement, consider using this free tool from Pepperdine University:** [**Generative AI Syllabus Statement Tool**](https://courses.pepperdine.edu/access/content/user/cheard/Twine/Generative_AI_Syllabus_Statement.html)**.]**

For detailed guidance on setting and communicating Gen AI policies, refer to the [CU Boulder CTL Generative Artificial Intelligence Syllabus Guidance.](https://www.colorado.edu/center/teaching-learning/media/1311)

#### **Inclusivity**

Check with your department for an inclusivity statement, if your department does not have an existing statement or does not require one, you can create your own.

When writing your inclusivity statement, emphasize your commitment to creating a learning environment where all students feel valued, respected, seen, and empowered to succeed. Highlight how your teaching practices, course design, and assessments ensure learning is accessible, relevant, and enriching for all.

#### **Online Communication Guidelines**

**[to faculty: you can use the default language below, adjust it to fit your course, or write your own]**

It’s important to create a respectful and supportive online learning environment for everyone. Here are some simple tips to keep in mind:

1. **Think Before You Post and Treat Others with Respect:** Messages online don’t include tone or body language, so they can be misunderstood. Take a moment to review your words before hitting “submit”. If you aren’t willing to say it to someone in person it should not be said online.
2. **Stay On Topic:** Discussions are an opportunity to connect with classmates and discuss the course material in a meaningful way. Stay focused on the course material and don’t use the discussion space for casual chats or unrelated topics.
3. **Avoid Using ALL CAPS:** Writing in all caps seems like you are virtually yelling. It can come across as rude. Use capital letters only when needed.
4. **Use Clear and Respectful Language:** Avoid abbreviations and written slang. Educational discussions are not text conversations. If you are going to use emojis make sure they are in context and appropriately placed.
5. **Value Everyone’s Time:** Classmates cannot respond to your post and the chance to foster discussion is lost if your post is late or done right as it is due. Please don’t wait until the last minute to post.

**University Policies**

If you are using the standard course template in Canvas, the University Policies are included in the CU Resources page which is linked from the home page navigation bar and the last section of the online syllabus.

**Required Syllabus Statements**

If you are using the CU Resources page in your course, each semester you will need to pull the [Required Syllabus Statements](https://www.colorado.edu/academicaffairs/about/policies-customs-guidelines/required-syllabus-statements) and update them on the first tab of the CU Resources page.

### Course Outline or Schedule

The course outline should be as detailed as possible and should present the student with information regarding the sequence, timeline, and due dates of course topics and assignments. Included learning materials, such as readings, media, and lectures for each week/topic.