**[XX0000] Syllabus**

**[Course Name, Section, and Credits]**

**[Class Day(s), Time, Location (include lab/recitation locations)]**

**[**[**Modality**](http://health.gatech.edu/coronavirus/students) **– f2f, hybrid, remote; synchronous/asynchronous]**

**Instructor Information**

|  |  |  |
| --- | --- | --- |
| **Instructor** | **Email** | **Office Hours & Meeting Link** |
| [Instructor Name] | [Email address] | [Meeting Link, Hours, Days] |
| **Teaching Assistant(s)** | **Email** | **Office Hours & Meeting Link** |
| [TA Name] | [Email address] | [Meeting Link, Hours, Days] |

**General Information**

**Description**

[Your course description should provide a brief introduction to the scope, purpose, and relevance of the course. Note also that the course description in your syllabus can go beyond the description in the course catalogue, provided it is consistent with that description. Aim to give students a sense of what is interesting/useful about the course, while avoiding the use of jargon and terms that students who haven’t yet taken the course might not understand.]

## **Pre- &/or Co-Requisites**

[If applicable, list pre-requisites here. In some instances you may also want to describe the background knowledge/experience that is most likely to lead to success in your course (this is often relevant in a graduate level seminar and upper-level elective courses).]

## **Course Goals and Learning Outcomes**

[Developing learning objectives is an important first step in course design, and they should be articulated on your syllabus as a bulleted list. Your learning objectives are meant to identify your main course goals for your students, in terms of the skills and knowledge they will develop in your class. They should be student-centered, action-oriented, and measurable, and they should reflect a big-picture view of the purpose of the course. One way to do this is to write them as a bulleted list of completions of this sentence starter: “Upon successful completion of this course, you should be able to…”. Aim for 3-5 learning objectives for a single course.]

**Course Modality Information**

Specify and elaborate on which of the 5 instructional modes your class will use. What does that mean for how we are going to meet, interact, and engage? X

**Calendar** (considerations: Clearly state when students will need to attend class in person. When students are not attending class in person, how should they engage in the course (e.g. remotely through live synchronous broadcast, complete specific course work asynchronously)?)

**Course Requirements & Grading**

[Use this chart to list a summary of the graded components in your class. Keeping the chart on the first page of your syllabus will help your students quickly answer their most pressing questions on the first day of class: What’s the workload like? How do I get an A in this course? Note also that you are expected to return a graded assignment or other meaningful performance feedback to your students prior to the deadline for withdrawing from classes – so that students can make informed decisions about withdrawal and their grade mode. In general it is good practice to give students multiple low stakes opportunities for performance assessment, prior to larger, high stakes events in your course.]

[Consider also**:** How might you need to be flexible with deadlines or submission format (e.g. physical vs. digital submission) to adapt to the heath situation?]

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Date** | **Weight (Percentage, points, etc)** |
|  |  |  |
|  |  |  |
|  |  |  |

**Description of Graded Components**

[Your syllabus should include extra details and information for each component of your students’ final grade. The idea here is to give your students a sense of what kind and quantity of work will be expected of them. Some things can be lumped together (e.g. midterms & final exams), but there should be a descriptive blurb associated with every component of your course that counts toward a student’s final grade. In cases where participation will be graded, you should explain how you will be assessing their participation (click [here](http://ctl.gatech.edu/resources/syllabus/policies) for examples). However, because of the health situation, please allow maximum flexibility with attendance. Consider telling students: “you are expected to attend the class sessions unless you have a compelling reason not to do so.” You can also include information about late-work policies, coursework resubmission, and information about how, where, and when assignments should be turned in. Finally, you should be sure to include information about how and where students are expected to turn in regular assignments.How might you need to be flexible with deadlines or submission format (e.g. physical vs. digital submission) to adapt to the heath situation? How can students request extensions on completing the course if they become sick]

**Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

[At Georgia Tech, grades are awarded on a scale of A-F with no +/- grades permitted. The grading scale inserted above is a standard option, but you are permitted to adjust your approach based on the needs and design of your particular course. In your syllabus you should define your approach to assigning grades so that students can clearly see the ways in which their work and grades earned along the way will contribute to their final grade in the course. Further, you should try to avoid situations where (for example) very low grades through the semester are translated into As and Bs at the end of the semester: it is good practice to aim for alignment between student grades along the way, and final grades assigned at the end of the semester.

According to policy, grades at Georgia Tech are interpreted as follows:

A Excellent (4 quality points per credit hour)

B Good (3 quality points per credit hour)

C Satisfactory (2 quality points per credit hour)

D Passing (1 quality point per credit hour)

F Failure (0 quality points per credit hour)

See <http://registrar.gatech.edu/info/grading-system> for more information about the grading system at Georgia Tech.]

**Extra Credit Opportunities**

[If applicable, include a statement about opportunities for extra credit and grade dispute policies here. Views on extra credit opportunities vary among faculty. You might decide not to offer extra credit opportunities because you want your students to work hard in class and spend time working on actual assignments, or because you think extra credit lowers academic standards. However, extra credit can also be a good learning opportunity because it gives students an additional chance to learn the material (especially students who are struggling in the course). It also reduces student anxiety and builds their motivation and confidence.]

**Course Materials**

## **Course Website and Other Classroom Management Tools**

[Your Canvas course website and other classroom technologies will be more important in the success of your course this year than ever before. Expand this section to helps students know how to navigate your Canvas site regardless of course mode. At minimum, please post your syllabus to your Canvas site. Which Georgia Tech [GT authorized technologies](https://gatech.service-now.com/home?id=kb_article_view&sysparm_article=KB0023604) will you expect students to use? (e.g. Turning Point Clickers)

**Course Text**

[List required course text books here, along with information on where to purchase/acquire them.]

## **Additional Materials/Resources**

[If applicable, include items like lab supplies and other materials that are required for your class. Alternatively, consider including optional/support materials, like additional books/readings that interested and/or motivated students might want to read.]

**More Support for Course Texts and Materials:** If they were on campus in a regular semester, students might have access to resources through the library or computer labs. But if students are not on campus, they may not have access to expensive texts, equipment or software. How might you anticipate these needs and help connect students to the resources they need to be successful in the course? Are there open educational resources that would be appropriate for your course?

**Course Expectations & Guidelines**

[In agreement with both best practices for teaching and learning and [Georgia Tech policies and procedures](http://ctl.gatech.edu/resources/rules-regulations), there are six types of policies that should be articulated in every Georgia Tech syllabus. In addition to the content below, you can find more sample policies, more information about Georgia Tech specific rules and regulations, and more suggestions for what to consider when setting each policy, by visiting our [Course Policies](http://ctl.gatech.edu/resources/syllabus/policies) page.

As you write this portion of your syllabus, use language that emphasizes your students’ role in the process, and aim for a tone that communicates both authority and approachability. Each policy should make it clear what is and is not expected/permissible in this class, what the rationale or motivation behind the policy is, what students need to do in extenuating circumstances, and what the consequences will be if they fail to live up to the expectations laid out in the policy. Finally, your policy should represent something that you are comfortable implementing consistently throughout the course.]

[How can you invite students to co-create these policies with you?]

**Health-Related Considerations**

[Expectations about masks, hygiene, self-testing, staying home if ill, accountability to other students in the class, maintaining community safety best practices. . See below for the USG’s statement on the requirement to use masks. See more of Georgia Tech’s statements in response to frequently asked questions related to [Covid-19 Information for Students here](http://health.gatech.edu/coronavirus/students), including what students should do if they are sick.)

***Current USG Language for Cloth Face Coverings***

Effective July 15, 2020, University System of Georgia (USG) institutions will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. All members of the campus community will be provided reusable cloth face coverings.

Face covering use will be in addition to and is **not** a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff or students.

There are a few exemptions. Reasonable accommodations may also be made for those who are unable to wear a face covering for documented health reasons.

For more information about face masks and coverings, review the [**guidelines from Human Resources**](https://hr.gatech.edu/face-coverings).

## **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

[**Digital proctoring** (considerations: Explain what procedures you will use for online exams, such as Honor Lock and Turnitin. Will students need access to specific technology if digital proctoring will be use? For example, students need access to a webcam, microphone, reliable high-speed internet, and the Chrome browser. . See below for a statement related to the use of Honorlock:)

* This course will use digital proctoring for exams (indicate all or some of the exams). The following are required of students: Please refer to these important Honorlock technical requirements:
  + Students must have a broadband internet connection
  + Students must have a webcam and microphone
  + Students must have a secure private location to take an exam
  + Students will be asked to provide a picture ID and take a picture of themselves via a webcam as part of the exam process
  + Honorlock is not compatible with Linux OS, Virtual Machines, tablets, or smartphones
  + Honorlock requires the installation of Google Chrome and the Honorlock Chrome extension

## **Collaboration & Group Work**

[The university’s Honor Code gives you the job of defining for your students the levels of collaboration that are permitted, as well what outside resources they are permitted to use (on assignments, exams, projects, etc.), and how they are supposed to report their use of those outside resources. Articulate your policy here.]

## **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

[Add any additional information related to COVID accommodations such as process for requesting official accommodations specifically related to pandemic conditions (e.g. mask wearing, high-risk health condition, etc).

## **Active Participation (instead of attendance)**

[Because of the pandemic, flexibility in attendance is extremely important. In fact you may consider emphasizing active participation in the course instead of attendance. At a recent meeting of the associate deans, they suggested using the following language: “You are expected to attend the class sessions unless you have a compelling reason not to do so." Also consider how the limited seating available on campus transportation may impact students’ ability to get to class on time.

[Some questions to consider: How will you encourage students to isolate/quarantine after exposure or positive test? What should students do if they need to miss class for any reason in order to make up the content/participation points missed? During a recent townhall, a presenter explained that taking attendance would be helpful for enabling contact tracing. How will you take attendance for this purpose (e.g. via TurningPoint polling)?]

Please also [see this catalog page](http://www.catalog.gatech.edu/rules/4/) for more information about institute expectations and restrictions around attendance, including information about excused absences.

## **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

[What will your policy be during the Fall 2020 taking into considering the potential realities of the pandemic impacting the course and the students? In what ways can you be flexible but still rigorous? How can students request extensions on completing the course if they become sick? Students need to know what your policy is on things like late assignments and missed exams. You should be as clear as possible about your rules and the consequences for your students if they do not follow them. You want to help students focus their efforts appropriately and also make it easy for you to be consistent throughout the course. Again, we must stress that given the pandemic, flexibility is extremely important. Note also that at Georgia Tech, some exceptions are made for “approved Institute activities” (e.g. field trips and athletic events) and religious observances. See [this catalog page](http://www.catalog.gatech.edu/rules/4/) for more information. Note also that instructors are encouraged to consider the impact of events like the [All-Majors Career Fair](http://www.careerdiscovery.gatech.edu/all-majors-career-fair), and off-campus interviews, and to plan accordingly.]

## **Student-Faculty Expectations Agreement**

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See [this catalog page](http://www.catalog.gatech.edu/rules/22/) for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

**Digital Etiquette**: (Because of the pandemic, more of the communication in your course will likely be digital than ever bere. Consider providing students with guidance on effective digital communication. What expectations do you have for how students should interact online? For example, do you expect them to turn on their cameras when attending or talking? How do have any guidelines for their contributions to written communication, for example in discussion boards or email?

## **Student Use of Mobile Devices in the Classroom**

[Because of the physical distancing required due to the pandemic, the use of mobile devices in the classroom will be important to facilitate active engagement during course sessions. To set this policy, consider how you will incorporate technology to facilitate student engagement. Let students know what they should bring to class in order to allow them to fully participate. What opportunities can you provide for students to practice using new/unfamiliar technology? Who can students reach out to if they have problems with the technology (e.g. Canvas support)?]

**Additional Course Policies**

[There are a variety of additional policies you might include in your in your syllabus, depending on your specific context and approach to your course. For example, many instructors include at least one of the following policies explicitly on their syllabus:

* Plan if Institute moves to fully online courses during semester
* accommodations for religious observances
* food and drink in the classroom
* freedom of expression and guidelines for discussion
* Institute-approved absences
* lab safety
* preparation for guest speakers
* re-grading and re-submission
* recording class activities

Click [here](http://ctl.gatech.edu/resources/syllabus/policies) for examples of additional course policies.]

**Campus Resources for Students**

[Students might not be aware of all available campus resources. In this section you can include specific resources that might help students succeed in you class (e.g. the library, The Communication Center, or The Center for Academic Success. Some faculty include resources that support students’ mental and emotional well-being (e.g. The Counseling Center, The Division of Student Life, or Women’s Resource Center). Including these additional resources on your syllabus communicates to students that you care about them and that you are committed to facilitating their academic progress. Click [here](http://ctl.gatech.edu/sites/default/files/documents/campus_resources_students_0.pdf) for a list of relevant campus resources available to Georgia Tech students.]

**Additional Syllabus Components**

[Depending on your specific context, as well as your own approach to your course and your teaching, you might decide to add other components to your syllabus. Research suggests that a more detailed syllabus is seen by students as a sign of teaching effectiveness, instructor approachability and flexibility, and as a motivating factor in class preparation. Additional information on your syllabus might include

* a statement of your teaching philosophy
* A statement about how you will support diversity, equity, and inclusion
* a statement about the importance of student mental health and well-being. If you have completed any training such as Safe Space, Trans 101 or QPR, you are encouraged to include this information
* rationale for your teaching techniques
* grading rubrics
* information about labs, recitations, etc.
* advice on how to succeed in your course.]

**Course Schedule**

[Include a clear course schedule for your students in this section, including the dates that specific students should plan to attend hybrid courses in person. List dates of classes (including scheduled holidays and breaks), the content covered in each class and what students must do in order to prepare, and due dates for assignments and exams. This section should help students stay organized during the semester. The section should also help establish a cognitive framework that helps students organize knowledge and skills they will acquire in the course. For a list of dates for the upcoming semester, organized by days of the week that your course is offered, visit the “List of GT Instructional Dates” section on [our Syllabus page](http://ctl.gatech.edu/resources/syllabus).]

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| --- | --- | --- |
| **Date** | **Topic** | **Reading, Notes, due dates, and more** |
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Alternative Format:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Prepare before class** | **Topic during class** | **Homework** | **Assignments Due** |
|  |  |  |  |  |
|  |  |  |  |  |