| Please be sure to use approved word processors (such as MS Word), which can do an [accessibility check](https://support.microsoft.com/en-gb/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f#:~:text=In%20Word%2C%20Excel%2C%20and%20PowerPoint,toolbar%20and%20choose%20Check%20Accessibility.) automatically, and export files to PDF [with accessibility enabled](https://support.microsoft.com/en-us/office/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed?ui=en-us&rs=en-us&ad=us).  **Every Brandeis syllabus must be accessible.** |
| --- |

# Course Title & Course Number

## Prerequisites for this course (if applicable)

# Welcome/Invitation to Learning

*Include a paragraph to explain the focus of the course and what students should be looking forward to in your course. This should be different from the concise text presented in the Bulletin and should sound as an invitation to learning. You may want to consider this* [*Annotated Syllabus*](https://app.cte.virginia.edu/files/view/224) *tool from the University of Virginia as you are developing your syllabus document.*

# Essential Logistics

*You may want to list course meeting times and location here instead of the header.*

## Professor *name, email, phone, office location*

## **Student hours** (aka office hours): *days, times, location* **Response time to e-mails:** *indicate how quickly you plan to reply.*

**Why come to student hours?** (optional) *Explain why it is important for students to seek one-on-one or small-group time with you (and/or your TAs).*

## Teaching Assistants (if you have them): *names and email addresses and their student hours*

## **Recitation** (or other mandatory scheduled hours if applicable) *days, times, location*

## Class communication

*Explain how you plan to communicate with the entire class and what expectations you have about students’ use of e-mail. Example:*

I will communicate important course updates through the Moodle message posts. Please be sure to check all notifications coming from Moodle in a timely manner. Please note that all Moodle communications as well as my personal messages will go only to your Brandeis e-mail account. I will answer students’ e-mails within 24 hours.

## Required books and other materials

*Describe all required materials for your course. Be clear on what books you expect students to purchase and what materials will be available through* [*Course Reserve*](https://www.brandeis.edu/library/teaching/reserves/index.html) *or otherwise. You may want to include the following statement here (NB: it concerns undergraduate students only):*

If you have difficulty purchasing course materials, please make an appointment with your Student Financial Services or Academic Services advisor to discuss [possible funding options and alternative solutions](https://www.brandeis.edu/student-financial-services/financial-aid/emergency-funding.html).

## Additional recommended readings and/or third-party instruments (optional)

*Consider including a note about additional required and recommended readings being posted on Moodle.*

# Learning Goals

*We recommend that you categorize these in some manner (see below for breakdown into skills, knowledge, attitudes/behaviors) and consider the* [*University Learning Goals*](https://www.brandeis.edu/registrar/bulletin/provisional/overview/statements/learning-goals.html) *and your program’s major/minor declared goals. There are many options for how you describe the course learning goals; choose whatever works best for you.*

## Core skills

*List core skills you want your students to have acquired, developed or enhanced at the end of your course. You might preface your Skills goals with something like*,

* If you complete all components of this course, by the end of the semester you will be able to… OR
* By the end of the course I/we want you to have learned how to….

*You may also add something like,*

We want your skills to last for years and for you to be able to use them in other settings. For example...

## Knowledge

*For Knowledge goals, you might write,*

* I/We want you to deepen your understanding of these topics …
* You will understand/have a deeper understanding of the following concepts…

*You may also add something like,*

We want your knowledge to last for years and for you to be able to apply your new knowledge in diverse settings. For example...

## Social justice, attitudes, and behaviors

*List key aspects of Social Justice, Attitudes, and Behaviors that you want students to gain.*

# Components of Course Work

## Homework

*Describe the types of tasks students are expected to do at home. You may also clarify what is allowed or not, e.g., students can work together but must write up their own work to turn in. Here is a sample text regarding group work:*

Group work and collaboration are essential to your learning. That said, all of your written work will be solo assignments and must be your original work and produced without the assistance of others unless I specifically state otherwise.

There are some approved resources for assistance such as BUGS tutors, academic advising, etc. If you have questions regarding this, it is your responsibility to contact me to clarify this information.

## Assignments

*Give a short paragraph on each type of assignment so students understand what they will do and when (even if approximately) they will need to turn work in. While you need to give students detailed descriptions of assignments somewhere, they can appear later in the syllabus, or in a separate file on Moodle, or linked from Moodle (e.g., a Google Sheet or Doc). If appropriate to your course, include a calendar of important due dates either here or in the section on Grading. As an alternative, you may specify frequency of certain types of assignments, e.g., standard homework assignments.*

## Participation and attendance

*If you take attendance, explain your expectations. This is also a good place to explain expectations for participation gently and clearly.* *If you grade participation (and attendance is part of participation), explain your expectations as clearly as possible. Describe what “good participation” looks like to you. If applicable, consider including invitations to engage with you before, during and after class, and explain how this engagement fits in class participation: e.g., if you practice* [*flipped classroom*](https://en.wikipedia.org/wiki/Flipped_classroom) *or* [*Just in Time Teaching*](https://en.wikipedia.org/wiki/Just-in-time_teaching)*, etc.*

## Quizzes and tests

*Describe how often and what kinds of quizzes students should expect in the course; will there be pop quizzes? How will students know what they will be quizzed on? If possible, include dates (even if approximate). Same information is needed for tests.*

## Final exam, presentation, paper

*Be sure to follow the official policy on finals, especially if you are teaching in Arts and Sciences, and inform your students. See #6 on the list of* [*official University policies*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*.*

**Course plan OR Critical Due Dates**

*Note that we recommend having a course plan that contains all readings/assignments as a separate document that is shared with students; however, it is a good idea to include important assignment dates in the syllabus document to help students better plan their studying time.*

# Evaluation and Grading

*Give a brief explanation of your grading approach, including exceptions to the grade scale or grade assignments (e.g., extra credit, “forgiveness points,” “dropping the lowest grade,” etc.). You should also add a description of criteria by which students’ work will be evaluated for each graded element of the course. Students will understand how to monitor the quality of their own work better if you offer them a checklist or rubric before each graded element is due and invite their discussion of how those criteria apply to real-world examples of work in the discipline.*

*If your grading system is non-traditional (e.g., master grading, specs grading, etc.), you need to explain it here. Below are two samples of evaluative frameworks.*

*A. (If you don’t use a points system, delete the second column.)*

| **Course work component** | **Points** | **%** | **Notes** |
| --- | --- | --- | --- |
| Assignment 1 |  |  |  |
| Assignment 2 |  |  |  |
| … |  |  |  |
| **Total Points** |  | **100%** |  |

*B.*

| *Class Element* | *Grade Percentage* |
| --- | --- |
| *In-class participation* | *15%* |
| *Quizzes and/or Tests* | *20%* |
| *Assignments* | *30%* |
| *Exams or Projects* | *20%* |
| *Final exam or Project* | *15%>* |

## Grades for the semester

*Brandeis does not have one grading scale. This is one example of a grading scale.*

*Some instructors also add the following statement:*

I will use the following to assign grades based on the course averages while reserving the right to assign higher grades than those specified below.

|  |  |  | 87-89.9% | B+ |  | 77-79.9% | C+ |  | 66-69.9% | D+ |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| > 93% | A |  | 83-86.9% | B |  | 73-76.9% | C |  | 63-66.9% | D |
| 90-92.9% | A- |  | 80-82.9% | B- |  | 70-72.9% | C- |  | 60-62.9% | D- |
|  |  |  |  |  |  |  |  |  | <60% | E (F) |

# Important Course Policies

#### *There are many policies that you might include here. Some of them are* [*required and others are recommended by the University*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*. Some policies listed here are examples of what you may want to include in the syllabus.*

## Expectations for student contribution to coursework (University required text)

## *You can copy the required statement from* [*this page*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*.*

## Academic honesty (University required text)

## *You can copy the required statement from* [*this page*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*.*

## Use of generative AI tools (University required text)

## *You can copy the required statement from* [*this page*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*. You may want to explore* [*this library of AI*](https://www.brandeis.edu/teaching/resources/syllabus/ai-statements.html) *policies for use or inspiration.*

## Accommodations (University required text)

## *You can copy the required statement from* [*this page*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*.*

## Respectful environment

Brandeis University is committed to providing its students, faculty, and staff with an environment conducive to learning and working, where all people are treated with respect and dignity. Please refrain from any behavior toward members of our Brandeis community, including students, faculty, staff, and guests, that intimidates, threatens, harasses, or bullies.

OR *You can copy the required statement from* [*this page*](https://www.brandeis.edu/teaching/resources/syllabus/policies.html)*.*

## Missed classes/assignments

*Clearly describe what students should do if they get sick and how they may make up for a missed class, assignment, quiz, etc. You may want to add the following text:*

If you have a truly major health or family emergency, please contact me as soon as possible so we can make sure you stay on track.

*You may want to add a summary of the University’s policies regarding* [*religious observance*](https://www.brandeis.edu/registrar/calendar/religious.html) *here.*

## Laptop computer and cell phone use

## *Clearly describe your expectations and any enforcement mechanisms you plan to use (if any).*

## Learning Management System (LMS) usage

*Explain how you expect students to use Moodle*. *For example, you can describe important sections of the course page, the use of specific activities/functions or your use of the Moodle grade book.*

# Student Support

*Consider including* [*this link*](https://www.brandeis.edu/support/undergraduate-students/index.html) *in your syllabus and/or posting it on the course page and adding the following statement on success:*

Success in this course depends heavily on your personal health and well-being. **Recognize** that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your other professors and I strongly encourage you to **reframe** challenges as unavoidable pathways to success. **Reflect** on your role in taking care of yourself throughout the academic year, before the demands of exams and projects reach their peak. Please feel free to **reach out** to me about difficulties you may be having that may impact your performance in this course as soon as it occurs and before it becomes too overwhelming.