

This syllabus template is a guide to assist you in creating a syllabus that is student-centered and clearly communicates your course goals.

We have created a framework to build out your syllabus, but every course and instructor is unique, please adjust this template to best suit your needs. Please [click here to view examples of syllabi](#) from UC San Diego educators.

If you are interested in receiving feedback on your syllabus and course materials please contact the Engaged Teaching Hub at the Teaching + Learning Commons: engagedteaching@ucsd.edu



Course Title

Quarter, Year

Class Location

Class Days and Times

Course Description

Whether you prefer to lead in with a relevant quote or visual or your course title, your syllabus sets the tone for the course. This is a place to explain to students what your course is about and get them excited about the topic. What is valuable or relevant about your course in the context of a student's life and beyond?

Instructor

Include your name, office, and contact information. Keep in mind that it is helpful for students to have varied ways to contact you.

Additionally, if you have a course or personal website please provide this information here.

Office Hours

Include the location and time of your office hours. Try to find times that are mutually convenient for you and your students and explain the purpose of office hours in your first class.

One way to increase availability for office hours is to integrate virtual office hours. All UC San Diego staff and faculty have access to a Zoom Pro account, for unlimited video meetings. Please [fill out this form](#) to request a Zoom Pro account.

IA/TA

Include your IA/TA name(s), office(s), and contact information(s).

Include the location and time of your IA/TA's office hours. Try to find times that are mutually convenient for you and your students.

Teaching Philosophy

This is your opportunity to share your research and teaching practice while presenting your philosophy as an educator.

Inclusion Statement

Express a commitment to creating a learning environment that supports diversity of thought, perspective, experience, and identities. Encourage students to participate in discussions and contribute to the field from their perspective. Invite anonymous feedback as an option. [Click here for sample inclusion statements.](#)



Course Expectations

This could be in narrative form or you could include a table like the below:

What I expect of you	What you can expect of me
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each lecture, lab, and office hour meeting.
Be attuned. Keep up with readings and lab assignments, as each one builds on the previous one.	Responsiveness. To respond to emails within 24 hours. For those that know me already, you know that I usually respond faster than this. Emails received on weekends or while I'm traveling may take longer.
Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego's Principles of Community and Conduct Code .	Timely feedback. To make every effort to return graded assignments within one week of the submission date and to post solutions or code as soon as is reasonably possible after the submission date.
Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's Policy on Integrity of Scholarship . Then, take the integrity pledge!	Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Be flexible. Sometimes my schedule gets affected by unavoidable work travel, necessitating some office hour rescheduling at the last minute.	Reasonable accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.

Course Learning Outcomes

Upon completion of this course, students will be able to:

Course learning outcomes should be measurable and describe the skills-sets students will walk away with upon completion of your course.

[Click here](#) for a brief screencast on writing effective course learning outcomes.

Course Materials and Tools

Text/Readings/Other Material

Include your course texts or any materials students should reference or purchase to be successful in your course.

CANVAS: Learning Management System

Login: UC San Diego Active Directory credentials

[View sample CANVAS Courses](#)

[Request a course shell to practice using canvas](#)

[Submit a Canvas request](#)



Grading Information

Summary of Grade Criteria

Assignment	Points	Weight
Discussion x 5		%
Quizzes x 10		%
Assignments x 2		%
Final Exam		%
Self-Checks x 10	ungraded	
Labs	ungraded	
		100%

Grading Scale

A = 90-100% **B** = 80-89% **C** = 70-79% **D**=60-69% **F** = 59%-below

Grading Procedure and Feedback

Describe how students will be graded and evaluated: On a curve or absolute scale? When are assignments and activities due? Define when students should expect to receive feedback. Clarify the form of evaluation and feedback and provide examples where appropriate (digital feedback, handwritten feedback, rubric/grading forms, peer reviews, etc.)

Attendance and Participation

Share your policy on attendance and class participation. This is a good place to note that absences for religious belief, observance, or practice will be accommodated where reasonable.

Extra Credit

Describe your policy for extra credit, how to earn extra credit and the value of each extra credit activity here. Remove if not applicable.

Late or Missing Assignments

Describe your policy for late or missing assignments, how to notify you, how many points are deducted, deadlines, etc. here.

Course Schedule

Creating a table with course topics and aligned activities will help students navigate the course and reinforce how learning outcomes are assessed through multiple activities throughout the duration of the course.

Week	Topics	Activities, Assessments, and Due dates	Learning Outcome
1	4/2 "Introduction" 4/4 "Principles of Speech" 4/6 "Planning a Speech"	Reading: Chapter 1 Discussion: Introduce yourself (due 4/6)	1.1 1.2

UC San Diego Principles of Community

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UC San Diego community. UC San Diego faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

[Click here for the complete UC San Diego Principles of Community in English and Spanish.](#)

Student Resources for Support and Learning

ACADEMIC SUPPORT

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning Commons	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support
Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
Technical Support	Assistance with accounts, network, and technical issues

STUDENT RESOURCES

Basic Needs	Provides access to food, housing, and financial resources
Counseling and Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming
Community Centers	As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students



	and contribute toward the evolution of a socially just campus
Counseling and Psychological Services	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
Office for Students with Disabilities	Documents students disabilities, provides accessibility resources, and reasonable accommodations
Triton Concern Line	Report students of concern at (858) 246-1111

Additional Optional Information

Subject to Change Policy

Include a statement indicating that the information contained in the course syllabus, other than the grade and absence policies, may be—under certain circumstances such as mutual agreement to enhance student learning—subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Letter of Recommendation Policy

Share your guidelines about writing letters of recommendation. How much lead time do you require and what materials should students have prepared before making this type of request? This is also an opportunity to encourage students to engage in active class participation and demonstrate qualities that they would like included in a letter of recommendation.

Technology Policy

When is it appropriate to use devices in your course? Articulate if students should or should not have devices accessible for certain parts of your course.