

## Syllabus Template Materials

October 2, 2017

The syllabus is an important instrument for communicating essential information to students about the course content and structure, and the methods by which learning outcomes will be assessed. The order in which the various elements appear is at the discretion of the instructor, and some elements may or may not be relevant to the particular course. However, while every course is different, some information should be included in order to comply with University and Faculty policy.

It is recommended that all course syllabi should include (See Appendix A, page 7):

- Intended Student Learning Outcomes;
- Grading Scheme and Method (three options are discussed);
- Calculator Policy (if applicable);
- Statement on Academic Integrity;
- Turnitin Statement
- Statement of Copyright of Course Materials;
- Privacy Statement for Instructors Who Use External Software in Their Course;
- Accessibility Statement;
- Accommodations Statement;
- Academic Considerations for Students in Extenuating Circumstances; and
- Statement on the Location and Timing of Final Examinations.

### 1. **Intended Student Learning Outcomes**

Learning outcomes are broad yet direct statements that describe the knowledge, skills, and attitudes that students should reliably demonstrate as a result of undertaking an educational experience.

- Course learning outcomes should remain consistent across different offerings and delivery methods. If your department has already identified student learning outcomes for this course, or has included the learning outcomes as part of a curriculum submission, they should correspond.
- If you are identifying the intended student learning outcomes for this course for the first time, we suggest you discuss them with your Undergraduate Chair, colleagues in your subject area or your department.
- Select verbs that accurately describe the complexity of learning intended.
- For further information and examples of student learning outcomes, see the Arts and Science website.

#### **Intended Student Learning Outcomes**

To complete this course students will demonstrate their ability to:

- 1.
- 2.
- 3.
- 4.
- 5.

## 2. **Grading Scheme and Grading Method**

As Academic Regulation 7.2.1 –*Provision of a Written Outline*, points out that:

Before the end of the second week of the term in which a class starts, instructors must provide a written outline of the basic features of the class. At a minimum, the class outline should include a description of the class objectives and a clear statement of the basis on which final marks are assigned. Instructors should specify the term work expected and weight, if any, that it will contribute to the final mark (<http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-7>).

### Grading Method

As part of the Grading Scheme, instructors should select *one of the three* Grading Method Statements (as determined by your Department, based on the Arts and Science Policy on Grading, see: [http://www.queensu.ca/artsci/sites/default/files/Policy\\_on\\_Grading.pdf](http://www.queensu.ca/artsci/sites/default/files/Policy_on_Grading.pdf) ) to clarify how the final grade in the course is determined: letters in, letters out; numbers in, letters out; mixed marking.

a. Sample syllabus text for the “letters in, letters out” method:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

#### **Arts & Science Letter Grade Input Scheme**

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (O)	0

#### **Queen’s Official Grade Conversion Scale**

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

b. Sample syllabus text for the “numbers in, letters out” method:

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

**Queen’s Official Grade Conversion Scale**

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

c. Sample syllabus text for mixed marking:

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

**Arts & Science Letter Grade Input Scheme**

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

**Queen’s Official Grade Conversion Scale**

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

### **3. Calculator Policy**

Please use your Department's Calculator Policy or the following for those courses in which calculators are used in tests and exams:

As noted in Academic Regulation 9.2, Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the **Casio 991** series calculator is permitted and is the **only approved calculator for Arts and Science students**. This calculator sells for around \$25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

### **4. Statement on Academic Integrity**

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see [www.academicintegrity.org](http://www.academicintegrity.org)) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at [Integrity@Queen's](mailto:Integrity@Queen's) University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

### **5. Turnitin Statement**

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

### **6. Copyright of Course Materials**

Please see Appendix B (page 8) for discussion of copyright options.

## 7. **Privacy Statement for Instructors Who Use External Software in Their Course**

This course makes use of [name of software or company] for xxxxxxxx. Be aware that by logging into the site, you will be leaving onQ, and accessing [the name of company's] website and [name of software application]. Your independent use of that site, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to [name of company's] terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.

Links to the most common websites used by instructors are listed below:

- Crowdmark - <https://crowdmark.com/privacy/queens/>
- Pearson & Peer Scholar- <http://www.pearsoncanada.ca/pearson-canada-at-a-glance/legal/privacy-statement>
- Wiley - <http://ca.wiley.com/WileyCDA/Section/id-302344.html>
- McGraw Hill - <https://www.mheducation.ca/privacy/>
- Turnitin - [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)
- Rosetta Stone (formerly Tell Me More)  
- [http://resources.rosettastone.com/CDN/us/agreements/US\\_Privacy\\_Policy-102513.pdf](http://resources.rosettastone.com/CDN/us/agreements/US_Privacy_Policy-102513.pdf)
- Coglab - <https://coglab.cengage.com/info/privacy.shtml>

## 8. **Accommodations Statement**

The Queen's University Equity Office has shared the following statement on their webpage for your use <http://www.queensu.ca/equity/accessibility/policystatements/accommodation-statement>

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

## 9. **Academic Considerations for Students in Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.

## 10. Location and Timing of Final Examinations

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.”

The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

## Appendix A

### SYLLABUS TEMPLATE

[Course Name]

[Course Number]

[Course Term, Year]

[Date, Time and Location of Course]

Instructor: [Name]

Instructor Contact Information: [...]

Office Hours: [...]

TA: [Name]

TA Contact Information: [...]

Office Hours: [...]

Intended Student Learning Outcomes [See Section 1]

Course Outline

Textbooks/Readings

Grading Scheme [See Section 2]

[Component 1	XX%	Due Date 1
Component 2	XX%	Due Date 2
Component 3	XX%	Due Date 3

Grading Method [See section 2]

Late Policy

Calculator Policy [If applicable, see Section 3]

Academic Integrity [See Section 4]

Turnitin Statement [If applicable, see Section 5]

Copyright of Course Materials [See Section 6 and Appendix B]

Privacy Statement for Instructors Who Use External Software in Their Course [See Section 7]

Accessibility Statement [See Section 8]

Accommodations Statement [See Section 9]

Academic Considerations for Students in Extenuating Circumstances [See Section 10]

Statement of the Location and Timing of Final Examinations [See Section 11]

## Appendix B

### Notes on Copyright in Course Materials by Laura Murray and Mark Swartz, October 2012

Some questions and concerns have arisen about the Faculty's advisory on copyright notices on syllabi and course websites.

#### Context

The Faculty's initiative arises out of an incident in which a student sold course materials to a commercial study prep service. The professor discovered this and requested that the service remove his material and refund money to students who had used it. He was successful, but sought language that would make such an event less likely.

While commercial appropriation of instructional material is problematic, protective gestures have to be balanced against longstanding traditions of sharing teaching materials more widely, not to mention more recent "Access to Knowledge" and "Open Access" philosophies. Many instructors do not wish to discourage students from sharing course materials widely and even perhaps in ways not anticipated.

The Faculty is not mandating a single approach to this issue. We articulate here options that instructors may wish to consider.

#### 1. Do nothing.

Any written or visual material an instructor produces is automatically copyrighted, and an instructor may pursue any violator of that copyright whether or not a notice is placed on the course material. Copyright does not dampen any ordinary use colleagues or students would make of the material.

#### 2. Put a copyright notice on your materials: © Your Name 2012

A bit more forceful than the former and may discourage some uses but not legally different.

#### 3. Put a Creative Commons licence on your materials:



<Course name> syllabus 2012 by <instructor name> is licensed under a [Creative Commons Attribution-NonCommercial 3.0 Unported License](https://creativecommons.org/licenses/by-nc/3.0/).

Instructors may include a gloss for those not familiar with Creative Commons, something like: "Materials generated by instructors of this course may not be posted to commercial course material sites without permission. However, they may be used and adapted, with attribution, for noncommercial purposes."

To procure a CC license, go to [creativecommons.org](https://creativecommons.org). Creative commons licenses are in widespread use in government and educational institutions. They affirm an open approach to knowledge sharing. Instructors should not use a CC license on materials that might be licensed for commercial purposes in the future — for example in the case of lecture posted for a course that might be used in future as part of a textbook. (As copyright only applies to *particular expressions* of ideas, however, materials may be licensed with CC and reworked to get around this issue if need be — different wordings or presentation make it a different work for copyright purposes.) Avoid the variant licenses: "attribution noncommercial" is the standard one. This approach could be combined with the following option to clarify the status of third-party materials

**4. For OnQ or other online platforms where the instructor is incorporating material for which he or she does not own the copyright, consider explaining the status of those materials:**

“This material is designed for use as part of <Course Name> at Queen<sup>1</sup>s University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here:

<http://library.queensu.ca/copyright.>”

**Questions? Contact Mark Swartz, [copy.right@queensu.ca](mailto:copy.right@queensu.ca).**