Course Title, Catalog Number—Section Number, Term

(e.g., News Literacy, JAMS 304-001, Insert Term and Year)



**Class Meeting Times**: Day(s) of week and hours of the day the class meets.

**Meeting Modality/Location**: Building and Classroom Number, Online Via Zoom in Canvas course, Online Asynchronous, etc.

**Instructor’s Name, Email, and Contact Preferences**:

**Instructor Office Hours**: Office hours must be included and cannot be only “By Appointment” (consult your department chair for the number of office hours required, usually 1-3 hours per week)

**Teaching Assistant Name(s) and Contact: Include if applicable**.

**Prerequisites and/or Special Skills Required**: At minimum, include the course prerequisites as listed in the UWM course catalog.
 **Course Description**: Include topics that will be covered; at a minimum, this may be the catalog description. Emphasize the relevant, big questions underlying your course.

**Course Objectives:** Include a list of course student learning outcomes that describe what skills/knowledge/abilities students are expected to acquire.

**General Education Requirement (GER) Outcomes (if applicable)**: If this is a GER course ([search here](https://uwm.edu/pathway-advising/wp-content/uploads/sites/506/2020/06/General-Education-Requirements.pdf)), you must include the GER category, applicable GER outcomes (and UWS Shared Learning Goals if applicable), and how the outcomes will be achieved and then assessed; refer to this [GER Criteria Syllabus Template](https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/GER-Criteria-Syllabus-Template-2.pdf) and the [GER Composite Document](https://uwm.edu/secu/wp-content/uploads/sites/122/2022/11/Composite-Document-2022.pdf)

 **Course Format**: (e.g., lecture, discussion, hybrid, as appropriate) – If the course is online or hybrid this must be explicitly stated in the syllabus. If the class is hybrid, the syllabus must explain which aspects are online and which are face-to-face.

**Course Learning Format and Interaction\*:** Describe how students will learn through the in- and out-of-class and/or online format. For example, “Each class period will include some lecture, interactive group activities, and individual writing.” or “The online weekly reading postings will be in the course online program, Canvas.” or, (for online) “Weekly recorded lectures will be assigned with brief, written summaries/quizzes/posting due each Thursday.”

**Time Investment**: Students are expected to invest a minimum of 48 hours per semester per credit hour of the course. The syllabus should provide the total hours of time investment broken into meaningful categories. (Note: the total number of hours required is the same for undergraduates and graduate students in a U/G course). Following is a sample syllabus statement: “A three-credit course consists of at least 144 hours of time spent on the course, so for every hour spent in the classroom, you can expect at least two hours of coursework outside the classroom. In this course you should expect to spend at least 5-6 hours per week outside of class for reading, writing, and research, for a total of at least 9-10 hours of work per week.” Read the [UWM Credit Hour Policy](https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/2838_Credit_Hour_Policy.pdf) and see [suggested syllabus workload statements](https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Workload-Statements.pdf).
 **Significant Course Due Dates:** Include a listing of major assignment due dates (i.e., papers, projects, presentations, tests; (additional details will be included later in the syllabus). Include the time and date of the final exam, with “location TBA”, available here: [Final Exam Schedule](https://uwm.edu/registrar/students/enrolling/final-exam-schedule/).

**Important UWM Dates:** Include the drop/add important term dates on your syllabus. Course dates can be found at [the Registrar’s Add/Drop Calendar](https://uwm.edu/registrar/dates-deadlines/add-drop-calendar/) and the [Registrar’s list of Important Dates By Term](https://uwm.edu/registrar/dates-deadlines/important-dates-by-term/).

|  |  |
| --- | --- |
| First day of classes | Insert date |
| Last day to add, change to/from credit/no credit audit status | Insert date |
| Last day to drop without a “W” | Insert date |
| Last day to drop | Insert date |
| Spring Break | Insert date |
| Last day of classes | Insert date |
| Study Day | Insert date |
| Final examination period | Insert date |
| Graduation Ceremony | Insert date |
| Grading deadline | Insert date |

**Required Readings and Cost:** Include the full citation and ISBN number for required readings. Students may purchase materials from our virtual bookseller, Follett. Including a retail price is recommended (e.g., “ISBN 978-00226805368, Price approximately $40”). Best practice includes providing a copy of any required texts in the [UWM Libraries Equipment and Reserve Services](https://uwm.edu/libraries/media/reserve-services/) and posting a copy of the first two weeks of reading on Canvas.

**Recommended Readings (if applicable)**: Include the full citation and ISBN number of these readings.

**Location of Readings (if applicable)**: If readings are provided, explain where students can locate the readings (e.g., provided in Canvas, handouts, the library course reserves).

**Safety Policies (if applicable)**: Include risk management and safety procedures (e.g., in lab courses).

**Special Out-of-Class Requirements (if applicable):** Include any special requirements (e.g., field trips, required events).

**Technology Requirements (if applicable)**: If the course is online, you must provide the minimum technical requirements and necessary computer skills needed, along with contact info for technology help (e.g., “UWM Help Desk: (414) 229-4040, helpdesk@it.uwm.edu, [GetTechHelp.uwm.edu](https://uwm.edu/technology/help/)”).

**Course Interactions**: Specify expectations for how students will interact with (1) the instructor, (2) each other, and (3) the course content.

GRADING & ASSIGNMENT POLICIES

**Assignment and Grading Policies**: Describe all categories of assignment, including homework and larger projects, and give weights to each required learning activity (e.g., percentages that add to 100%, point allocations for each assignment component). Be sure to include an assignment and grade it in Canvas within the first 3-4 weeks of the class to give students an early indication of their performance.

Courses that include both undergraduate and graduate students (U/G courses) must specify how graduate students will have unique work or expectations accounting for 33.33% of their grade and contain separate undergraduate/graduate grading schemes. ([Faculty Document 3196R1](https://apps.uwm.edu/secu-policies/storage/faculty/3196R1_GFC_916_reqs_CLEAN.pdf).)

A Grading Scheme Table is recommended (example below, including both low and higher stakes activities).

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment/Quantity** | **Where Submitted?** | **Date(s) Due** | **Point Value** |
| Course Pre-Survey | Qualtrics link | Insert date | Insert pts. |
| Weekly readings (11, 2 points each) | Canvas | Insert date | Insert pts. |
| Argumentative Essays (3, 10 points each) | Canvas | Insert date | Insert pts. |
| Group Investigative Analysis |  |  | Insert pts. |
|  Group Problem Identification  | In class | Insert date | Insert pts. |
|  Problem Context Research  | Canvas | Insert date | Insert pts. |
|  Data Evidence  | Canvas | Insert date | Insert pts. |
|  Data Analysis and Criteria  | Canvas | Insert date | Insert pts. |
|  Preliminary Solutions  | In class | Insert date | Insert pts. |
|  Solutions Critique  | In class | Insert date | Insert pts. |
|  Draft | Canvas | Insert date | Insert pts. |
| Revision  | Canvas | Insert date | Insert pts. |
| In-Class Case Analyses (8, 2 points each) | In class | Insert date | Insert pts. |
| **TOTAL** |  |  | **Add Points** |

**Grading Scale**: Below is a sample table. Consult with your department for grading scale levels.

|  |  |
| --- | --- |
| A | 93—100  |
| A- | 90—92  |
| B+ | 87—89 |
| B | 83—86 |
| B- | 80—82 |
| C+ | 77—79 |
| C | 73—76 |
| C- | 70—72 |
| D+ | 67—69 |
| D | 63—66 |
| D- | 60—62 |
| F | 0—59  |

**Attendance Policies**: Explain expectations for attendance. If “class participation” is part of the grade, this must be explained. If attendance is required, explicitly tell students and list detailed consequences for absences.

**Assignment Policies on Makeup or Late work:** First, specify if late work is accepted, during what time period, and provide details of if/how a grade reduction will occur. Second, it is recommended to include a statement concerning “extenuating” circumstances, such as: “Students with personal or medical emergencies should contact their instructor as soon as possible. Late policies may be adjusted with appropriate documentation.”

**Calendar of Assignments:** Include a calendar/chronology of topics for each class period (or week, etc. for asynchronous online courses) with specific due dates for all coursework (e.g., readings, exams, term papers, projects) that is more detailed than provided on page 1. It is critical to student success to provide students with early feedback within the first three to four weeks of class (before the drop dates) and frequent low-stakes assignments that allow them to gauge their class performance.

## UWM POLICIES & RESOURCES

 **UWM Syllabus link:** You must include a link to the [Secretary of the University’s Syllabus Links website](https://uwm.edu/secu/syllabus-links/) which contains a list of syllabus links to policies pertaining to students with disabilities, absences due to religious observation, students called to active military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complain procedures, grade appeal procedures, LGBT+ resources, and final exam policies.

The entire document of syllabus links need not be included (though you may do so if you like), but consider including a bulleted list of some of the items, such as:

* If you need special accommodations to meet any of the course, please contact me as soon as possible (and visit [The Accessibility Resource Center](https://uwm.edu/arc/)).
* Students will be allowed to complete examinations or other requirements that are missed because of a religious observance or call to active military duty.

**Academic Integrity Policy\*:** Include information on what is expected behavior for using and citing the work of others. Providing examples of what is and is not acceptable behavior helps students understand and follow the policy. Here is additional UWM [information on academic misconduct](https://uwm.edu/deanofstudents/academic-misconduct-2/). Moreover, for online courses, see [CETL’s tips on academic integrity in online learning for instructors and students](https://uwm.edu/cetl/resources/academic-integrity-in-online-learning-tips-for-instructors-and-students/).

**Statement on the use of Artificial Intelligence Engines in completing course assignments\*:** Include an explicit statement that explains what AI use is and is not allowed in this class, as well as how AI use should be cited. See the [CETL page on AI](https://uwm.edu/cetl/ai-and-chatgpt3/), which includes information, sample syllabus statements and resources. It is also important to talk with students about this policy as you discuss assignment expectations.

**Department Policies (if applicable):** If your department has special policies on class cancellations, incompletes, etc. please list them here.

## UWM RESOURCES FOR STUDENTS\*

**Support U**
Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office.

Also see UWM’s [Mental Health Resources website](https://uwm.edu/mentalhealth/)

**Tutoring / the Writing Center!**
If the SSC or your department offers tutoring for your course, please list details on the syllabus and encourage students to seek help before falling behind. It is helpful to normalize using tutoring by explaining that these services are for all students and often the difference between a B grade and an A grade is taking advantage of campus resources.

If your class involves writing, include encouragement along the following lines:
Students are encouraged to take advantage of free one-on-one consultations from [The Writing Center](https://uwm.edu/writing-center/)

**For online learners:** If the class is online, consider including the following:
Students are encouraged to review [CETL’s tips on how to be a successful online student](https://uwm.edu/cetl/be-a-successful-online-student/)

**More Student Resources:** See [CETL’s List of Student Resources](https://uwm.edu/cetl/resources/student-resources/) and the [Dean of Students’ List of Student Resources](https://uwm.edu/studenthandbook/student-resources)

**Instructor statement of support:** Instructors are encouraged to close the syllabus with a personal statement of support, such as “If there is anything I can do in order to help you succeed in the course, please do not hesitate to reach out!” or “I realize reading this syllabus from beginning to end makes the course look daunting! Please know that I am aware of how much I am asking from you. Even so, I believe each and every one of you can succeed in this course, but that will require you to work hard and reach out when you need help!”

# About this Document:

# This document, as distributed, complies with the [UWM Uniform Syllabus Policy](https://apps.uwm.edu/secu-policies/storage/faculty/1895R6%20-%20Uniform%20Syllabus%20Policy.pdf), which lists required syllabus elements.

# **\***The syllabus elements marked above with an asterisk are not required by the UWM Uniform Syllabus Policy but are recommended as a best practice to improve student success. This includes the entire final section on “UWM Resources for Students.”

# This document was also prepared with inclusion and accessibility in mind.

# If referring to students, please use non-binary pronouns such as “they/them” and refrain from “his/her.”This document passes the “Accessibility Checker,” located in the “Review Tab.” For accessibility,

* We have used descriptive hyperlinks rather than specific addresses (since screen readers will spell out a link as “h-t-t-p-s,” etc.).
* “Styles” have been applied to all emphasized text, headers, and sub-headers.
* If any images are included, be sure to include alt text for the image. This is unnecessary if the image is only decorative – in which case, right click on the image, choose view alt text, click the box to Mark as decorative.
* Regarding Tables, note screen readers and text-to-speech tools like Immersive Readers will read left to right across all columns of the first row before proceeding to read each subsequent row. This explains for example the format of the Grading Scale table above – formatted to read each row all the way across yields “A, 93-100, A-, 90-92,” etc., which makes more sense than if the table were 2 rows with the first A, A-, etc. and the second all the score ranges, which would be read “A, A-, B+, … etc.” then “100 to 93,” etc. In a lengthier table like the Grading Scheme Table above, it is recommended that you identify the header row by selecting it, then using the “Table Design” menu, then selecting “Table Style Options,” and checking “Header Row.” Again, as screen or immersive readers will read each row, left to right, please avoid merging cells.

For future document preparation, you may read more about using [Word’s Accessibility Checker](https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d).