# [Course Title]

[Course Code] [Course Number] [Section Number] [Term] [Year]

The University of North Carolina at Chapel Hill



## Course Information

**Credit Hours:** [credit hours – confirm in the [Catalog](https://catalog.unc.edu/course-search/) and [Connect Carolina](https://connectcarolina.unc.edu/)]

**Target Audience:** [first-year students]

**Meeting Pattern:** [meeting pattern – e.g., MWF 8am-8:50am, TTH 9:30am-10:45am; confirm in [Connect Carolina](https://connectcarolina.unc.edu/)]

**Instructional Format:** in-person [confirm in [Connect Carolina](https://connectcarolina.unc.edu/)]

**Classroom or Location:** [classroom or location – e.g., room & building; any off-campus locations and/or field sites; confirm in [Connect Carolina](https://connectcarolina.unc.edu/)]

## Instructor Information

**Name:** [name – some instructors also like to provide specific information about pronouns or how students should address them, e.g., they/them/theirs, she/her/hers, he/him/his, Dr., Prof., etc.]

**Email Address:** [instructor’s official UNC email address]

**Office Location:** [office location]

**Office Hours:** [office hours – instructors should hold 3 office hours per week for a standard 3-credit course]

**Teaching Philosophy:** [teaching philosophy – some instructors like to provide information about themselves and/or their teaching philosophy]



## Course Content

### Course Description

[Enter your course description here. This can be an expanded version of the official description provided in the [Catalog](https://catalog.unc.edu/course-search/)]

### Course Texts & Materials

[List required or recommended texts and materials for students, note how they will be made available (e.g., free PDF text posted to Sakai by the instructor, available for purchase at the UNC student stores, etc.), and any estimated costs associated with purchasing texts and materials]

### Class Expectations

[Include a statement outlining expectations for work outside of class and any other class expectations the instructor(s) would like to set]

### Course Goals & Student Learning Outcomes (SLOs)

[It is important for students to understand what they will accomplish by taking this course. Course goals are not simply statements about course topics; they are descriptions of competencies that students should expect to develop in this course. For instructors, they provide a framework for organizing and synthesizing the course material. [Tips for writing SLOs](https://www.celt.iastate.edu/instructional-strategies/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/)]

### IDEAs in Action General Education Curriculum

#### First-Year Seminar

**Student Learning Outcomes:**

* Connect with a faculty member early in the educational process.
* Learn intensively among a small cohort of students.
* Apply methods for how scholars pose problems, discover solutions, resolve controversies, and evaluate knowledge.
* Produce knowledge through self-directed inquiry and active learning.

#### [IDEAS in Action Focus Capacity or Reflection and Integration Gen Ed #1]

[Each requirement in the IDEAs in Action curriculum has a set of standard student learning outcomes (SLOs). Please follow these instructions for adding SLOs to your syllabus for approved IDEAs in Action Gen Ed requirements. Please check the [Catalog](https://catalog.unc.edu/course-search/) each time the course is offered, as Gen Eds can change over time.

1. Search for your course in the [Catalog](https://catalog.unc.edu/course-search/) or check the Faculty Center in [Connect Carolina](https://connectcarolina.unc.edu/). Approved IDEAs in Action attribute codes and descriptions will be listed on your course.
2. For each approved Gen Ed attribute, add the student learning outcomes (SLOs) and questions for students to your syllabus using the information from the [Catalog’s IDEAs in Action Learning Outcomes webpage](https://catalog.unc.edu/undergraduate/ideas-in-action/#learningoutcomestext)]

**Student Learning Outcomes:**

**Questions for Students:**

#### [IDEAS in Action Focus Capacity or Reflection and Integration Gen Ed #2]

 [Repeat steps noted under the IDEAS in Action Gen Ed #1 heading for any additional IDEAs in Action Gen Eds the course has been approved for]

**Student Learning Outcomes:**

**Questions for Students:**

#### [IDEAS in Action Focus Capacity or Reflection and Integration Gen Ed #3]

 [Repeat steps noted under the IDEAS in Action Gen Ed #1 heading for any additional IDEAs in Action Gen Eds the course has been approved for]

**Student Learning Outcomes:**

**Questions for Students:**



## Course Assignments & Assessments

### Assignment Descriptions

#### [Assignment/Assessment #1]

[Describe assignment #1, provide due dates, and indicate what percentage the assignment will contribute to the final grade (e.g., 10% of the final grade). If applicable, consider describing the typical amount of time required to complete work for the assignment]

#### [Assignment/Assessment #2]

[Describe assignment #2 following the instructions listed under the assignment #1 heading]

#### [Assignment/Assessment #3]

[Describe assignment #3 following the instructions listed under the assignment #1 heading]

#### [Assignment/Assessment #4]

[Describe assignment #4 following the instructions listed under the assignment #1 heading]

#### [Assignment/Assessment #5]

[Describe assignment #5 following the instructions listed under the assignment #1 heading]

#### [Final Assessment]

[Like all undergraduate courses, the final exam period must be utilized for instructional hours. FY Seminar can use either a traditional final examination or an alternative activity or assessment. The First-Year Seminar Program recommends instructors consider alternative forms of assessment if possible. For instance, the instructor might identify a final project as more appropriate for evaluation of student performance in lieu of a traditional final exam.]

### Grading Scale & Schema

#### Late Work

[If applicable, provide information about how late work or missed work/exams will be handled; this is not required, but recommended.]

#### Grading Rubrics

[If applicable, provide grading rubrics or information for any assignments, like presentations, or student participation. Grading rubrics can serve as rules that you will use to assign grades]

#### Grading Scale

[Provide information about converting students’ final averages to letter grades. More information about the grading system is available on the [Registrar’s website](https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/). Denote to which decimal place (if any) you will round final grades (e.g., if you will round grades to the tenth or hundredth decimal). Please note that UNC does not use the A+ or D- letter grades]

| Numeric Grade (%) | Letter Grade |
| --- | --- |
| 93.5 and above | A |
| 89.5 – 93.4 | A- |
| 86.5 – 89.4 | B+ |
| 82.5 – 86.4 | B |
| 79.5 – 82.4 | B- |
| 76.5 – 79.4 | C+ |
| 72.5 – 76.4 | C |
| 69.5 – 72.4 | C- |
| 66.5 – 69.4 | D+ |
| 59.5 – 66.4 | D |
| 59.4 and below | F |

Table a: Grading Scale Table

## Course Schedule

[Insert a weekly or daily schedule. Please add assessment/exam dates, assignment due dates, course topics, units/modules, and University Holidays, once determined. Please note that use of the final exam period is required as instructional hours.

### [Unit/Module #1]

| Class (Date/Week) | Topic(s) | Readings & Assignments Due |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table b: Unit/Module 1 Schedule

### [Unit/Module #2]

| Class (Date/Week) | Topic(s) | Readings & Assignments Due |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table c: Unit/Module 2 Schedule

### [Unit/Module #3]

| Class (Date/Week) | Topic(s) | Readings & Assignments Due |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table d: Unit/Module 3 Schedule

### [Unit/Module #4]

| Class (Date/Week) | Topic(s) | Readings & Assignments Due |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Table e: Unit/Module 4 Schedule

### [Unit/Module #5]

| Class (Date/Week) | Topic(s) | Readings & Assignments Due |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| [Final Exam Period] | [Final Assessment] | [Final Assessment] |

Table f: Unit/Module 5 Schedule



## Policy Statements

### Academic Policies

#### University Class Attendance Policy (**required** statement on syllabi)

University Policy: As stated in the University’s [Class Attendance Policy](https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office (UAAO) website](https://uaao.unc.edu/sample-page/) provides information and [FAQs for students](https://uaao.unc.edu/faqs-for-students/) and [FAQs for faculty](https://uaao.unc.edu/sample-page/) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators](https://gvsc.unc.edu/), and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

#### Honor Code Statement (**required** statement on syllabi)

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult [studentconduct.unc.edu](https://studentconduct.unc.edu/).

#### Syllabus Changes (**required** statement on syllabi)

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

#### Acceptable Use Policy (recommended statement on syllabi)

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University’s technology resources responsibly, consistent with the University’s mission. In the context of a class, it’s quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others’ intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](https://policies.unc.edu/TDClient/2833/Portal/KB/ArticleDet?ID=131247), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the [Safe Computing at UNC](https://safecomputing.unc.edu/) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

#### Data Security & Privacy (recommended statement on syllabi)

[UNC-Chapel Hill Privacy Statement](https://www.unc.edu/about/privacy-statement/): Sakai’s Discussion Forum, Assignments, DropBox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

#### Grade Appeal Process (recommended statement on syllabi)

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

### Services & Student Support Policies

#### Accessibility Resources & Services (ARS) (**required** statement on syllabi)

Accessibility Resources and Service (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to reach out to ARS to discuss.

#### Counseling & Psychological Services (CAPS) (**required** statement on syllabi)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](http://care.unc.edu) website is a placeto access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

#### Title IX Resources (**required** statement on syllabi)

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University’s Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu).  Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at [safe.unc.edu](https://safe.unc.edu/).

#### Policy on Non-Discrimination (recommended statement on syllabi)

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s [Policy Statement on Non-Discrimination](https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at [safe.unc.edu](https://safe.unc.edu/)) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.

#### Diversity Statement (recommended statement on syllabi)

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

#### Undergraduate Testing Center (recommended statement on syllabi)

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

#### Learning Center (recommended statement on syllabi)

Want to get the most out of this course or others this semester? Visit UNC’s Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance.  Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

#### Writing Center (recommended statement on syllabi)

For free feedback on any course writing projects, check out UNC’s Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don’t even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.