Syllabus Checklist

Course information

- [ ] Course title, number, section
- [ ] Date (semester and year)
- [ ] Course meeting days and times, room and building
- [ ] Instructor's name and title
- [ ] Instructor's office location and office hours
- [ ] Instructor's telephone number, e-mail address, web page
- [ ] Course prerequisites
- [ ] Description of the course — While this may be the course description from the registrar's office, you may put it into your own words.
- [ ] Course rationale — Explain why the course is being offered, why it is relevant, why it is placed at that point within the curriculum.
- [ ] Learning objectives — Describe what students should know or do as a result of completing this course.
- [ ] Required resources — Include the textbook edition.
- [ ] Where texts are available — Campus bookstore? Library reserve? Online?

Assessment/Grading information

- [ ] Brief description of each major graded requirement and corresponding percentage or point value
- [ ] Due dates for assignments, projects, quizzes, exams (this could also be placed in the course schedule)
- [ ] Grading scale
- [ ] Expectations for class attendance and participation (if applicable)

Course Statements

- [ ] **Statement regarding academic integrity/dishonesty/plagiarism (required)**
- [ ] **Notice to students with disabilities (required)**
- [ ] Coronavirus health and safety statement
- [ ] Assignment submission/late work
- [ ] Classroom conduct

Course schedule

- [ ] Topics
- [ ] Homework with date/week
- [ ] Assessments with date/week
- [ ] Learning objectives or objective numbers (optional)

School/Department Requirements

- [ ] School or department-specific syllabus requirements or guidelines

Additional (Optional) information

- [ ] Additional, optional syllabus statements (see pp. 2-5)
- [ ] Teaching philosophy
- [ ] Statement about course delivery or technology
- [ ] Rubrics
- [ ] "How to succeed in this course"
- [ ] Helpful resources and/or FAQ

Suggested Syllabus Statements

See Regional Campus Policies (Word Document File) for information specific to your regional campus.

Academic Integrity and Disability Services statements are required. Additional statements listed here are optional.

Academic Integrity

Include repercussions for academic integrity violations.

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. For hands-on practice, complete the Understanding and Avoiding Plagiarism tutorial.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Religious Observances

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

From Faculty Assembly, December 2020

Health and Safety Statement

In the midst of this pandemic, it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. While in class, at a minimum this means that you must wear a face covering and comply with physical distancing requirements; other requirements may be added by the University during the semester. These rules have been developed to protect the health and safety of all community members. Failure to comply with these requirements will result in you not being permitted to attend class in person and could result in a Student Conduct violation. For the most up-to-date information and guidance, please visit coronavirus.pitt.edu and check your Pitt email for updates before each class.

Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see:
: https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices.

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online: https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form. You may also choose to report this to a faculty/staff   member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to   maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Sample Remote Instruction Statements (use as applicable to you)

- Due to a need to manage my risk of contracting the novel coronavirus, I will not be teaching face-to-face this semester.
- Face-to-face learning opportunities will be provided on x dates in x ways. Announcements about any changes to the face-to-face plan will be made via Canvas.
- There will be no in-person instruction during the week of August 19, 2020.
- The number of students in the classroom will be limited.
- Masks or face coverings secured over mouths and noses will be required.
- Stay engaged in the course by communicating and interacting with me and your classmates.
- We will all be as flexible and adaptive as possible.

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

From SEPC, May 2010

Email Communication

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Gender Inclusive Language Statement (from [Pitt GSWS](#))

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Content Warning and Class Climate Statement (from [Pitt GSWS](#))

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

Statement on Scholarly Discourse (from a [California State University course: Race, Racism and Critical Thinking](#))

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance

connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night:
University Counseling Center (UCC): 412 648-7930
University Counseling Center Mental Health Crisis Response: 412-648-7930 x1
Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police:
On-campus: Pitt Police: 412-268-2121
Off-campus: 911

Syllabus Functions Checklist

Use this list to identify the functions you would like your syllabus to serve. Review your syllabus to determine whether it serves those functions.

DOES YOUR SYLLABUS…
- ❑ Create the type of first impression you would like to convey?
- ❑ Set the tone for the course?
- ❑ Serve as a planning tool for you?
- ❑ Serve as a planning tool for students?
- ❑ Motivate students to set academic goals?
- ❑ Communicate important information about the course?
- ❑ Act as a contract between you and your students?

Flex@Pitt Syllabus Considerations

Use this list to help you think through revisions you may want to make to your syllabus while teaching during the pandemic using the Flex@Pitt model.

Here are some things to consider for your syllabus. For suggested language, see Sample Remote Instruction Statements on p. 3):

- **A general statement acknowledging the unusual nature of the current semester.** Explicitly acknowledge that the semester will involve a number of new and unfamiliar practices. The number of students in the classroom will be limited, class start times will be shifted, and masks will be required. In addition, some students may not be present in the classroom. Those students who participate from a remote location will need to put forth extra effort to engage in the course, communicate/interact with their instructors and classmates, and participate in course activities. Similarly, in-class students should make an extra effort to include and collaborate with remote students. Above all, students should try to be as flexible and adaptive as possible.

- **A statement about course delivery**. Will all students be in the classroom at the same time? Will they attend face-to-face in rotating cohorts? What are the instructions if they'd like to participate synchronously and remotely? How will you communicate updates to them if the university is forced to move to fully remote delivery again?

- **Information about course materials and how to access them**. Provide your students with descriptions of the formatting of your exams and links to Canvas tutorials on how to complete quizzes or submit assignments. If you use Canvas rubrics (which helps clarify your expectations and increase grading efficiency), refer students to Canvas to view rubrics.

- **A statement about attendance.** Face-to-face attendance cannot be required this semester. Will you assess participation? If so, how? What should a student do if they or a family member become seriously ill?

- **Technology requirements**, including equipment (https://www.technology.pitt.edu/services/computer-purchasing-students) and recommended internet access information.

- **A detailed course schedule**. First, be mindful of academic calendar changes that have been instituted for the semester. Second, be clear about what's happening when and where. For example, list videos to watch before class and create a visual indicator for flipped videos (such as placing them in their own

rows that fall before the corresponding class session or bolding them). It can also be helpful to include a statement indicating that the course schedule is subject to change, but that students will receive notice of any changes at least a week before they occur.

- **Additional syllabus statement language**, including institutional and departmental statements. For instance, students will be required to wear masks properly in face-to-face classes. That should be indicated on the syllabus.

- **A participation and/or class ground rules statement.** What does good participation look like in your class? How many times should students check your Canvas course shell or their email per week? What are your expectations for participation during synchronous face-to-face or remote class sessions? You may want to leave this section of your syllabus blank and collaborate with students to generate a participation statement or class ground rules. Working with students prompts them to think about what constitutes good participation and generates buy-in.

- **Flexibility.** In the spring, students indicated that they appreciated when faculty were flexible during spring without sacrificing too much rigor. Can you allow students to request extensions or give them a few grace periods per term while still meeting teaching and learning goals? If so, build flexibility into your participation and assignment submission guidelines.

- **An updated student resources list.** You will want to include current information on where students can seek physical and mental healthcare and what types of new support services are available to them. See the Student Affairs' Health and Wellness website at https://www.studentaffairs.pitt.edu/shs/ for additional information.