**New Course Checklist**(Syllabus development: <http://teaching.utoronto.ca/teaching-support/course-design/developing-a-syllabus/>)

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| --- | --- | --- |
| **Did the course receive the appropriate approvals?** | **Yes/No** | **Comments** |
| 1. **Consultation and Approval**    1. Divisional Curriculum Committee    2. Multi-Divisional approval if teaching faculty and/or intended target audience is outside Division offering course. |  |  |
| **Does the syllabus include the following?** | **Yes/No** | **Comments** |
| 1. Administrative details    1. Title and course code    2. Location, days, time    3. Instructors contact info, office hours    4. Pre-requisites    5. TA info if appropriate |  |  |
| 1. **Description**    1. General overview    2. Target audience    3. Goals: what course aims to provide    4. Objectives: what students will learn/be able to do by the end?    5. Description of Components/modules/weekly content |  |  |
| 1. **Assessment**    1. How students will be evaluated       1. Formative feedback       2. Summative feedback    2. Description of assignments, relative weights and due dates       1. Plan to provide at least one grade and narrative feedback to students **before the drop date**    3. Analytic or holistic rubric describing how work/performance will be assessed**\*** |  |  |
| 1. **Learning Resources**    1. List of required and optional readings/texts    2. Other resources (eg videos, grey literature, reports)    3. How to access the above (eg portal) |  |  |
| 1. **Policy statements (SGS and departmental)**    1. Penalty for late submission    2. Academic integrity    3. Accessibility and accommodation    4. Use of Turnitin (if necessary)    5. Other |  |  |

**\*Rubrics**: Instructors are encouraged to communicate their assignment expectations to students by providing either analytic or holistic rubrics. These can be included in the course syllabus or on a separate handout to students.

**Analytic Rubric:** Specifies criteria for each component of assignment and provides feedback on each. Each component can be weighted according to its relative importance.

**Holistic Rubric:** Defines overall quality of assignment. Does not provide feedback or indicators for specific components.

For more information and examples, visit:

[www.cmu.edu/teaching/assessment/assesslearning/rubrics.html](http://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html)

The **Course Reserves and Syllabus Service** makes your course readings available to students while respecting Canadian copyright provisions and existing U of T licensing agreements:

<https://onesearch.library.utoronto.ca/copyright/course-reserves-and-syllabus-service>

The **Green Courses** program recognizes courses where steps have been taken to reduce the use of paper (e.g. by double-siding course documents). To learn how to get your course recognized, visit:  
<http://www.fs.utoronto.ca/SustainabilityOffice/Programs/GreenCourses/>

The **Zero-to-Low Cost** project addresses the systemic double payment for course materials by U of T students, by providing an alternative to the use of course packs, which often include material already electronically available to students through the UTL collection. To learn more or to participate in the project, visit:   
<https://onesearch.library.utoronto.ca/copyright/services/ztlcc>

**Sample Statements for your Course Syllabi**(taken from the UofT Centre for Teaching Support & Innovation (<www.teaching.utoronto.ca>)

**Academic Integrity**:

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences: (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>)

University of Toronto’s policy regarding plagiarism:  
<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Potential offences include, but are not limited to:

*In papers and assignments:*

•Using someone else’s ideas or words without appropriate acknowledgement.

•Submitting your own work in more than one course without the permission of the instructor.

•Making up sources or facts.

•Obtaining or providing unauthorized assistance on any assignment.

*On tests and exams:*

•Using or possessing unauthorized aids.

•Looking at someone else’s answers during an exam or test.

•Misrepresenting your identity.

**Accessibility and Accommodation**:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University’s courses and programs. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>

**Turnitin.com:**  
[Turnitin.com](http://turnitin.com/) is a tool that will assist in detecting textual similarities between compared works. Students must be informed at the start of the course that the instructor will be using Turnitin.com.  
**The course syllabus must include the following statement (as is):**

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.