*Example Syllabus Template*

**Course name, number and designator**

**[e.g. CHL5122H Y – Introduction to Qualitative Research]**

**SYLLABUS – [TERM, eg. Fall 2020]**

**Contact Information**

*[Instructor/Co-Instructors and TA names and emails.*

*Describe instructor’s individual practice for responding to student queries (business hours, how many days to responded, preferred method of contact)]*

**Course Meeting Information**

*[Provide meeting information, including:*

* *When In-Person Delivery: Day, time, building and room*
* *When Remote Delivery:* 
  + *Synchronous meeting day, time, and modality (e.g. Zoom, Blackboard Collaborate, Teams)*
  + *Asynchronous activity expectations]*

**Acknowledgment of Territory**

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to work on this land together.

**Prerequisites:**

*[Provide the pre-existing conditions required to participate in the course.*

*Example …This course is intended for students in the 2nd year of the Master’s program or any year of the PhD program. Students must have, or be concurrently taking, a graduate level course in either quantitative methods (e.g., CHL5201 or equivalent) or qualitative methods (e.g., CHL5221, JRP1000 or equivalent). The course is designed for students who have a foundation in one strand of research (qualitative or quantitative), in order that they can focus their learning on developing a foundation in the other strand and understanding how the strands can be mixed. The course is not recommended for students who do not already have a foundation in either quantitative or qualitative methods.]*

**Course description**

*[A brief paragraph describing the purpose, learning objectives, and goals of the course]*

**Evaluation**

*[Provide a clear breakdown of the work required in the course, including due dates and assignment weights.  In addition, provide an overview of each assignment and its assessment criteria. (Detailed information can be included in the course syllabi or provided as an appendix or separate document, e.g. “Additional information about each assignment (including grading rubrics) will be posted on Quercus.”.)]*

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| *Item* | *Description* | *Weight* | *Date Due* |
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*[Include information on how to hand in assignments such as:*

* *Filenames should be formatted: lastnamefirstname\_[coursecode]\_Assignment#.*
* *Assignments can be submitted through the Quercus course*
* *Turn-It-In ]*

**Course/departmental/divisional policies**  
*[Outline departmental, divisional, or their own policies regarding:*

* *expectations for participation and attendance*
* *deadlines for assignment submissions*
* *submission methods (e.g. in person or electronically through Turnitin.com)*
* *extensions or penalties for late work*

*E.g. Points will be deducted for handing in assignments late, unless permission is obtained ahead of time (5% if turned in 1 day late; 10% 2 days late; 15% 3 days late and so on). Extensions will only be granted in circumstances that are unavoidable and unpredictable (e.g., illness, emergency). Late assignments will not be accepted after marked assignments have been returned.]*

**Recordings of Webinar Sessions**  
Recordings of webinar lecture sessions held within the context of this course will be archived and posted to Quercus to support access to course content by all students. These resources are intended to be used as a student study aid and are not a substitute for participation.

Video recordings will primarily capture the instructor and onscreen content. Students will not be visible on video recordings unless their webcam is enabled. Your voice, however, may be captured as an audio recording if you ask a question in class. The same holds true for questions posted in the chat tool. Please speak to the course instructor(s) if you have any concern about your image, voice or text being recorded, to determine if alternative means of participating are possible.

Course videos may not be reproduced, posted, or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Recordings may be saved to students’ laptop for personal use.

Students may not create additional audio or video recordings without written permission from the instructor since recordings will be provided for all lectures. Permission for such recordings will not be withheld for students with accommodation needs.

**Respect for classmates**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. U of T does not condone discrimination or harassment against any persons or communities.

**Academic integrity**

Students must adhere to the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). **It is your responsibility to know what constitutes appropriate academic behaviour.** You are responsible for ensuring that you do not act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, personating another person, and committing plagiarism. For more information see [U of T Academic Integrity](https://www.academicintegrity.utoronto.ca/) website.

Academic integrity includes understanding appropriate research and citation methods. If you are uncertain about this, please seek out additional information from the instructors or from other institutional resources. In particular, the following tip sheet provides clear and helpful information about appropriate academic citation: <http://guides.library.utoronto.ca/citing>

**Accessibility**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me/us and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>.

**Key Resources and Supports for DSLPH Graduate Students**

* [DLSPH Covid Information](http://www.dlsph.utoronto.ca/live-updates-on-covid-19-from-dlsph/)
* [DLSPH Student Resources (Policies, Financial Aid, Health and Wellness, etc.)](http://www.dlsph.utoronto.ca/students/current-students/)

**Required texts or readings**

1. *Provide the details of any required texts for the course, including URLs where students can obtain copies*
2. *Indicate if any of the details for accessing via library services*
3. *Include additional recommended readings if applicable*
4. *Indicate what material is also (or exclusively) available on the course web site (if applicable)*

**Week-by-week breakdown of in-class activities**  
*Provide a weekly breakdown of the material to be covered in class, activities and assignments. Required and recommended readings may also be included.*

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| Session/Date | Topic | Readings and  Assignments Due | Lead Instructor  *(optional)* |
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