*Example Syllabus Template Last updated 5 May 2021*

**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., CHL5201H or equivalent) or qualitative methods (e.g., CHL5221H, JRP1000H 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.”).* If *Participation* is included as an item in the overall course grade, a rubric for its assessment should be available to students. See Appendix A *]*

|  |  |  |  |
| --- | --- | --- | --- |
| *Item* | *Description* | *Weight* | *Date Due* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*[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 shell*
* *Turnitin ]*

**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>.

**Turnitin**“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”.

Note: Students are permitted, under our conditions of use, to opt-out of using Turnitin. If a student chooses not to submit their assignment through Turnitin, instructors will need to find alternative arrangements to check their work as rigorously. (It should be noted that very few students choose to opt out.) Students cannot be penalized for choosing to opt out. If students choose to opt out, they should let their instructor know well in advance of submitting their paper. Ideally, they should communicate this during the first class, when the instructor is reviewing the course outline. In this case, you may ask them to submit all of their rough work for an assignment or you may have a short meeting with them and ask pointed questions about their research methodology. Instructors should not be asking students to do anything that might be perceived as additional work. We ask that instructors consult with the Centre for Teaching Support & Innovation when establishing these alternatives

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| Session/Date | Topic | Readings andAssignments Due | Lead Instructor*(optional)* |
|  |  |  |  |
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**Appendix A: Templates for Assessing Student Participation**

**Purpose & Overview**

The purpose of this document is to assist DLSPH Instructors with creating rubrics for assessing student participation. Instructors can adopt and adapt this content however makes sense for the context of their courses and grading practices.

Two rubric templates are included. The first is for assessing student participation in synchronous discussions either in person or virtual. The second is for assessing student participation in asynchronous online discussion forums.

These templates use a basic 4-level grading system; 1 being the “highest” and 4 the “lowest”. Instructors can adapt this system and replace the numbers with grading appropriate terminology as needed. In addition, the top two levels could be considered a Credit (CR) assessment vs No Credit (NCR) for the bottom two levels.

For additional assessment rubrics examples and information visit the **U of T Centre for Teaching Support & Innovation (CTSI)** assessment resources here: <https://teaching.utoronto.ca/teaching-support/strategies/continuity-planning/online-remotely-pnt/assessing-learning/>

The **Association of American Colleges and Universities** also hosts a repository of rubrics for assessing areas related to student participation such as teamwork and oral communication: <https://www.aacu.org/value-rubrics>

# Synchronous Participation[[1]](#footnote-1)

This rubric can be adopted and adapted to assess student participation on synchronous in-person or virtual discussions.

| **Component** | **Credit (CR)** | **No Credit (NCR)** |
| --- | --- | --- |
| **1****(highest)** | **2** | **3** | **4****(Lowest)** |
| *Conduct* | Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.  | Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others’ ideas.  | Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to ad hominem attacks when in disagreement with others.  | Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others’ ideas, or resorts to ad hominem attacks.  |
| *Ownership/Leadership* | Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.  | Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.  | Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion. | Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.  |
| *Contributing* | Contributes arguments or positions that are reasonable and supported with evidence from the readings, relevant experience, and understanding to reinforce concepts with peers. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation. | Contributes arguments or positions that are reasonable and mostly supported by evidence from the readings, relevant experience, and understanding to reinforce concepts with peers. In general, the comments and ideas contribute to the group’s understanding of the material and concepts. | Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings, relevant experience, or understanding to reinforce concepts with peers. Comments or questions suggest a difficulty in following complex lines of argument or student’s arguments are convoluted and difficult to follow.  | Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.  |
| *Listening* | Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.  | Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants. | Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.  | Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities. |
| *Reading* | Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings. | Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions. | Student has read the material, but comments often indicate that he/she didn’t read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.  | Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion. |

# Asynchronous Participation (Online Discussions)[[2]](#footnote-2)

This rubric can be adopted and adapted to assess student participation on asynchronous online discussion forums.

| **Component** | **Pass** | **Fail** |
| --- | --- | --- |
| **1****(Highest)** | **2** | 3 | **4****(Lowest)** |
| *Relevance of Post*  | Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas. Posting integrates assigned content and makes strong connections to practice.  | Posting addresses most of the prompt(s) and demonstrates mild understanding of material with well-developed ideas. Posting references assigned content and may not make connections to practice | Posting fails to address all components of the prompt. Makes short or irrelevant remarks. Posting lacks connection to practice. | No posting. |
| *Quality of Post*  | Appropriate comments: thoughtful, reflective, and respectful of other’s postings. | Appropriate comments and responds respectfully to other's postings.  | Responds, but with minimum effort. (e.g. "I agree with Bill") | No posting. |
| *Contribution to the Learning Community*  | Posts meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to topic; shares relevant experience or understanding to reinforce concepts with peers. | Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely; shares relevant experience or understanding to reinforce concepts with peers. | Minimum effort is made to participate in learning community as it develops. | No feedback provided to fellow student(s). |
| *Mechanics* | Writing is free of grammatical, spelling, or punctuation errors. | Writing includes less than 5 grammatical, spelling, or punctuation errors. | Writing includes 4-5 grammatical, spelling, or punctuation errors. | Writing contains more than 5 grammatical, spelling or punctuation errors. |

1. Adapted from Relearning by Design, Inc., 2000 and accessed April 8, 2021 <https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html> [↑](#footnote-ref-1)
2. Adapted from University of Iowa Sample Online Discussions Rubric Accessed April 8, 2021 <https://teach.uiowa.edu/sites/teach.uiowa.edu/files/wysiwyg_uploads/sample_online_discussions_rubric.pdf> [↑](#footnote-ref-2)