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| *See the Centre for Teaching Support & Innovation for guidance on developing a course syllabus:* [*https://teaching.utoronto.ca/resources/developing-a-course-syllabus/*](https://teaching.utoronto.ca/resources/developing-a-course-syllabus/)    *For the 2022-2023 academic year, anticipate and prepare for a higher than typical rate of absence among faculty, staff and students which may impact in-person activities. When preparing your syllabi, consider the weighting of assignments and assessments as well as have a plan in place for the scenario where faculty, instructors or TAs are not available.* |

*Example Syllabus Template*

**Course name, number, and designator**

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

**SYLLABUS – [TERM, e.g., Fall 2021]**

**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, 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 the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

**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]*

**Learning Outcomes**

[Include a description of learning outcomes that student should achieve through the course. See CTSI resources on developing learning outcomes here <https://teaching.utoronto.ca/resources/dlo/>]

**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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Assignment Instructions

*[Include detailed instructions regarding format and word count* and *how to hand in assignments such as:*

* *Filenames should be formatted: lastnamefirstname\_[coursecode]\_Assignment#.*
* *Assignments can be submitted through Quercus*
* *Plagiarism Detection Tool]*

**Grading and Penalties**

The University of Toronto Grading Policy specifies the meaning of grades and grade scales for graduate students as well as general policies regarding grading practices. <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>

Instructors are advised to specifically note the following sections

* *“1.2. Consequences for late submission”* which specifies *“…instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases, a late penalty is normally not appropriate. Where an instructor intends to accept and apply penalties to late assignments, this must be set out clearly in the course syllabus.”*
* *“1.3. Changes to the method of evaluation”* which specifies *“…after the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class.”*

Based on the above policies, instructors are advised to detail if late assignments will be accepted and the associated penalties as well as penalties for non-compliance with assignment requirements such as format and word length in the course syllabus. For example:

* *Late assignment penalties: 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.]*
* *Exceeding word limit:* A grading penalty will be applied to assignments that exceed the prescribed word limit will. Deductions will be: 10 percentage points for excess length of between 10 and up to 20 percent, and 20 percentage points for excess length of between 21 and up to 30 percent. Assignments with excess length of over 30 percent will be assigned a grade of 0.

**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, electronically, or through the plagiarism detection tool)*

**Satisfactory Performance and Good Academic Standing**

Students are reminded they must achieve satisfactory performance to remain in good academic standing and continue with their program. According to the School of Graduate Studies (SGS), “Satisfactory performance in a degree program requires the completion of every course taken for graduate credit with a grade of at least a B– “. For a full description of these requirements please see the SGS Calendar section *“7 Good Academic Standing and Satisfactory Academic Progress, Time Limits, Supervision, and Candidacy”* and section *“7.4 Satisfactory Completion of Graduate Courses”. (https://sgs.calendar.utoronto.ca/general-regulations#7)*

**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 including the following:

* This tip sheet provides clear and helpful information about appropriate academic citation: <http://guides.library.utoronto.ca/citing>
* This site offers a series of scenarios to help students understand how to prevent themselves from being subject to academic offence allegations <https://www.utm.utoronto.ca/academic-integrity/students/scenarios>
* Before handing in assignments students can also review this [academic integrity checklist](https://teaching.utoronto.ca/teaching-support/strategies/a-i/appendix-2/) provided by the UofT Centre of Teaching Support & Innovation:
  + I have acknowledged the use of another’s ideas with accurate citations.
  + If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
  + When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
  + I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
  + My references include only the sources used to complete this assignment.
  + This is the first time I have submitted this assignment (in whole or in part) for credit.
  + Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
  + This is the final version of my assignment and not a draft.
  + I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
  + I understand the consequences of violating the University’s Academic Integrity policies as outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019).

**Plagiarism Detection [optional]**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool 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 tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

**Accessibility**

Students with diverse learning styles and needs are welcome in this course. 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>.

**Video and Audio Recordings**   
*Note that permission from students is not required to record a lecture online or in-person. However, if the voices or images of students will be collected in the recordings, then there needs to be a statement on the syllabus communicating this information.*

*The Centre for Teaching Support & Innovation provides information about syllabus statements for lecture capture, and language for various course activities such as recording for remote/online courses, permissions for downloading content as well as for in-class student recordings of course content and permissions for audio recording.* [*https://teaching.utoronto.ca/resources/developing-a-course-syllabus/*](https://teaching.utoronto.ca/resources/developing-a-course-syllabus/)

*This resource includes four examples in two categories.*

* *Instructor Recording in Remote/Online courses*
  + *Example 1: Notice of video recording and sharing (Download and re-use prohibited)*
  + *Example 2: Notice of video recording and sharing (Download permissible; re-use prohibited)*
* *In Class Student Recording of Course Content*
  + *Example 1: Instructor Permits Audio Recordings (No Distribution Rights)*
  + *Example 2: Instructor Forbids Audio Recordings*

**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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**Student Support Services**

**Student Mental Health Resources**

* [U of T’s Central Hub for Student Mental Health Resources](https://mentalhealth.utoronto.ca/)
* [SGS Graduate Wellness Services](https://www.sgs.utoronto.ca/resources-supports/graduate-wellness-services-at-sgs/)
* [Student Life Health and Wellness](https://studentlife.utoronto.ca/department/health-wellness/)
* MySSP: 1-844-451-9700 (or use the app)
* Good2Talk: Call: 1-866-925-5454 or Text: GOODTOTALKON to 686868

**Tri-Campus Sexual Violence Prevention and Support Centre (“The Centre”).**

* The Centre has a location on all three campuses to help students who disclose to access supports and, in cases where the student chooses to formally make a report, the Centre will explain the process, and facilitate the making of the report to the University and/or to the Police. The Centre can be contacted through its confidential phone at 416-978-2266 or [thesvpcentre@utoronto.ca](mailto:thesvpcentre@utoronto.ca).
* Students are encouraged to call or email for an appointment, which will be booked as soon as possible. **Students in crisis or in need of immediate support related to sexual violence can contact Women’s College Hospital Sexual Assault Care Centre at 416-323-6040.**

**Office of the Ombudsperson**

* As part of the University’s commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson is devoted to ensuring procedural fairness and just and reasonable outcomes.
* The Ombudsperson offers confidential advice and assistance for complaints and concerns and can recommend changes in academic or administrative procedures where this seems justified. For information, see<https://governingcouncil.utoronto.ca/ombudsperson>.

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

| **Resource** | **Summary Description** |
| --- | --- |
| [The Office of Graduate Affairs](https://www.dlsph.utoronto.ca/administration/graduate-affairs/) | Provides a variety of services, including academic, program and personal advising. DLSPH students that require any assistance or information regarding coursework extension, program requirements, etc.. |
| [Graduate Department of Public Health Sciences Student (GDPHS) Handbook](https://www.dlsph.utoronto.ca/gdphs-handbook/) | This resource provides comprehensive information on getting started, enrolment, policies and procedures, financial matters, awards and funding opportunities, student services and more. |
| [DLSPH Student Resources](http://www.dlsph.utoronto.ca/students/current-students/) | This resource site includes information for incoming students, the GDPHS Student Handbook, program requirements, policies and forms, online learning resources, timetables, course database, information for international students, professional opportunities, mentorship program, health & well-being, public health students’ association, and PhD Final Oral Exams. |
| U of T [Graduate Student Union](https://utgsu.ca/) | The UTGSU is a voice for over 18 500 students as well as a platform for community building and services. UTGSU supports and advocates on behalf of graduate students. |
| [Health Sciences Writing Centre](http://www.hswriting.ca/) (for DLSPH PhD students) | The Health Sciences Writing Centre provides free individualized, confidential writing instruction to:   * Develop your writing skills * Improve your capacity to plan, organize, write, and revise academic papers (in any subject!) * Manage ESL/EFL language challenges   The Centre works with all students, for all assignments, at all stages of the writing process. Visit the website to book an appointment or for more information. |
| [UofT Academic Success Centre](http://www.asc.utoronto.ca/) | Offers group workshops and individual counselling to develop strategies for a range of learning challenges such as time management, stress and anxiety, memory, exams, note taking, textbook reading, concentration. |
| [UofT Career Services](http://www.careers.utoronto.ca/) | Provides opportunities to meet employers, industry experts and alumni; strategies to Identify goals and navigate career decisions; and  resources: Improve your resume, interviews, and online presence. |