

**UNIVERSITY OF CALIFORNIA, MERCED**

[Course Title]

[Semester/Year]

[Class location]

[Class Meeting time(s)]

**Instructor:** [Name] [Office, e-mail, phone]

**Office Hours:** [scheduled + by appointment? Virtual Office Hours?]

**I. Course Description:** Why does this course exist? How does it fit in with the rest of the field/area's curriculum?

**II. Course Goals and Outcomes:**

- a. **Course Goals:** What general learning goals is the course designed to achieve? A well stated goal has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.)
- b. **Learning Outcomes:** By the end of this course, what do you want your students to be able to do? List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (on their exam, paper, project, homework, etc., or in class discussion) is a reflection of their thinking. If certain psycho-motor skills are intended to be developed, the evidence will be in doing (as in a lab course where actions like titration, completing successful assays, collecting meaningful data and analyzing it are regular expectations) they should be articulated as clearly as possible.

**III. Format and Procedures:** How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly

**IV. My Assumptions:** This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors. Does the instructor have a unique operational definition for some of the core course concepts? What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know up front?

**V. Course Requirements:**

- a. Class attendance and participation policy:

- b. Course readings:
- c. Required and supplemental readings:
- d. Course assignments and projects:

**VI. Grading Procedures:** Keep in mind, as you decide the weighting for the different assignments and tasks you give students it will have a major impact on their effort distribution. For example, if you have many homework assignments and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students' grades is based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

**VII. Academic Integrity:**

- a. Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. [*Optional: For this course, collaboration is allowed in the following instances: list instances.*]
- b. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
- c. During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

**VIII. Accommodations for Students with Disabilities:** University of California, Merced is committed to creating learning environments that are accessible to all. If you anticipate or experience physical or academic barriers based on a disability, please feel welcome to contact me privately so we can discuss options. In addition, please contact Student Accessibility Services (SAS) at (209) 228-6996 or [disabilityservices@ucmerced.edu](mailto:disabilityservices@ucmerced.edu) as soon as possible to explore reasonable accommodations. All accommodations must have prior approval from Student Accessibility Services on the basis of appropriate documentation.

If you anticipate or experience barriers due to pregnancy, temporary medical condition, or injury, please feel welcome to contact me so we can discuss options. You are encouraged to contact the Dean of Students for support and resources at (209) 228-3633 or <https://studentaffairs.ucmerced.edu/dean-students>.

- IX. Tentative Weekly Schedule:** It's always strategic to include a "Subject to Change" clause to accommodate for necessary adjustment (i.e. guest presenters, student needs, cancelled classes, etc.) over the course of the semester.

<b>Wk .</b>	<b>Weekly Topic &amp; Learning Goals</b>	<b>Learning Outcomes</b>	<b>Readings</b>	<b>Assessments</b>
<b>1</b>	Topics/major concepts covered & intended learning goals	Desired learning outcomes for students by end of the week	Required: [Text] Ch. # Supplemental: [Text] Ch. #	Quiz Journal entry Assignment
<b>2</b>				
<b>3</b>				
<b>4</b>				Midterm #1
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				Midterm #2
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				Midterm #3
<b>13</b>				
<b>14</b>				
<b>15</b>				In-class final exam and research paper due