

R'Course Syllabus Template

TITLE:

DEPARTMENT:

COURSE FACILITATOR:

Include contact information for yourself and for how you want students to be able to meet with you.

FACULTY MENTOR:

FACULTY MENTOR ROLE:

Briefly describe the faculty mentor and their involvement in the creation of the course, as well as any other communication and support that you decide on together. This should include an explanation that they will be the instructor of record, and their role will include giving everyone the final grades of S/NC. How often will you meet? How will the instructor of record supervise you as a facilitator?

COURSE DESCRIPTION:

What is the nature of the subject matter or content of the course? Describe your course idea in a paragraph. (Think of information that a potential student would want to know to be interested in taking your course).

KEY LEARNING OBJECTIVES:

*Create **specific, attainable, and measurable** statements describing what you want the students in your R'Course to know by the end of the course. For example, if you are teaching an R'Course analyzing race in Disney movies, two objectives might be: 1. "At the end of the term, participants will be able to **define** critical race theory and describe its use in film analysis." 2. "At the end of the term, participants will be able to **analyze** the role of race in Disney productions and the representation of marginal cultures such as migrants, children, and people of color."*

At the end of the term, participants will be able to . . .

- 1. Objective 1*
- 2. Objective 2*
- 3. Etc. (anywhere from 2-5 objectives can be appropriate)*

ASSESSMENT:

*How will you be able to tell that students have learned the above information in your objectives? (oral exam, presentation, final, paper, creative project, etc.) Please **describe in detail** the objective, what they are to do (prompt), how they are to submit it, and how they will be graded (with a rubric).*

EVALUATION OF STUDENT PERFORMANCE

What will students be required to do to pass the class, and how much weight will each requirement have toward the final grade (S/NC)?

Classroom attendance and participation cannot be more than 20% combined of the total grade for the course.

Activity	Points possible (or percentage)

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METHODS OF INSTRUCTION:

What will you do to make sure students can meet the objectives? Discussion? Collaborative learning? Screenings? Guest speakers (no more than 1 Guest speaker per course)? Think of ways you will want your students to learn your material that aren't based solely on lectures and passive learning.

READINGS AND RECOMMENDED TEXTS:

Please list all of the articles, books, and other resources you will use in the course. Be specific and list your readings here as well as in the weekly schedule where you will use them. Please indicate how students will need to obtain their readings? Do they need to purchase anything or will you provide the readings for them?

WEEKLY SCHEDULE:

Show topics, readings, and assignments for each week. Please be detailed in your weekly topic descriptions and provide evidence that you understand how the weekly topics relate to your course description and learning objectives. Make sure to add the appropriate readings and assignments with each weekly topic so that we can gauge course workload. (Remember this is a 1-unit course).

Date	Workshop Topics	Required Readings and Resources	Assignments Due
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

ACADEMIC ACCOMMODATIONS

Students are encouraged to take an active role as their own advocates. They are not required to identify themselves as having a disability; however, students are not eligible for accommodations unless they self-identify. Students are responsible for visiting the SDRC office (Student Disability Resource Center, 125 Costo Hall (951) 827-4538, <http://sdrc.ucr.edu/>, and obtaining and delivering letters detailing appropriate accommodations to each of their instructors in a timely manner every quarter.

Instructors are responsible for assisting in providing accommodations; students are required to make requests in an appropriate and timely manner. Ordinarily, required accommodations are described in a letter, which is given to the instructor by the student. Classroom accommodations may involve providing space for a sign language interpreter or real-time captionist, asking students to clear a path for wheelchair users, announcing need for note takers, for example. Some accommodations, such as materials in Braille, large print, or electronic format, readers, and special equipment for testing or composing papers, are provided outside of the classroom by SDRC.

ACADEMIC RIGHTS AND RESPONSIBILITIES

Please consult with your faculty member / department on the best ways to articulate this for your discipline. For example, “All students, faculty, and staff are responsible for understanding and complying with the University’s stated academic requirements. Students should feel free to express their thoughts and opinions in an academic forum. Assignments must be completed by the student for whom the work is assigned and without unauthorized aid of any kind.”

ACADEMIC INTEGRITY

At UCR we are committed to upholding and promoting the values of the Tartan Soul: Integrity, Accountability, Excellence, and Respect. As a student in this class, it is your responsibility to act in accordance with these values by completing all assignments in the manner described, and by informing the instructor of suspected acts of academic misconduct by your peers. By so doing, you will not only affirm your own integrity, but also the integrity of the intellectual work of this University, and the degree which it represents. Should you choose to commit academic misconduct in this class, you will be held accountable according to the policies set forth by the University, and will incur appropriate consequences both in this class and from Student Conduct and Academic Integrity Programs. For more information regarding University policy and its enforcement, please visit: conduct.ucr.edu.

Instructors: Please define your specific expectations for academic integrity in your class, such as materials students are/are not allowed to use in exams, sources students may/may not use in completing assignments, and your policy on working together, as these are some of the most common violations we see. It is expected that you will ask for clarification if you have questions or concerns regarding any of the above expectations.

Thank you for participating in the class!

TECHNOLOGY POLICY

Describe your policy for devices during class.