# UM Syllabus Template

Below you will find a template for use at the University of Manitoba that conforms to the requirements of ROASS (including ‘Schedule A’). You are welcome to adopt and adapt this template for your own use. Each syllabus item required by ROASS is marked by the word ROASS in square brackets, as in [ROASS]. Instructions and ideas are in standard text form, while text that you can copy and paste into your own document is in italics. Additional information for each section is available in a separate syllabus resource guide, available at <https://umanitoba.ca/centre-advancement-teaching-learning/support/syllabus-resources>.

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## Course Details [ROASS]

### **Course Title**

### **Course Number**

### **Term**

### **Credit Hours**

### **Pre-requisites**

### **Class Times & days**

### **Class location**

### **Lab/tutorial times & days**

### **Lab/tutorial location**

## Instructor Contact Information [ROASS]

### **Name**

Provide your name and if you have a preference for how students should address you. Consider including a photo, link to a welcome video, and your own personal pronouns; see the syllabus resource guide for more information.

### **Email**

Provide your email address and indicate if email is your preference for how students should contact you. You can also indicate if there is a specific time frame you will respond to emails within (e.g., 24 hours during the week). If you have any preferences or etiquette requirements for how students should correspond with you via email, consider creating a “Course Communication” policy provided in the course policies section of the syllabus. In that policy, you might also choose to provide the time frame in which you will respond to emails rather than including it here.

### **Office location**

### **Office Phone**

Provide your office phone number and indicate if this is your preference for how students should contact you.

### **Office/Student/Learner Hours**

Provide information on the dates/times you are available to meet with students and how students can make an appointment to meet with you during or outside of those hours.

## Traditional Territory/Land Acknowledgment

When we go to celebrations, we often connect to spirit, be it through sound, at a cultural gathering, listening to the heartbeat of the drum, katajjaq (Inuit throat singing), or a Métis fiddle, instruments made of the land. We as humanity are like those instruments, we are connection to the land, we are land. Land connects and sustains us, and we learn from land that teaches people responsibility by honoring and acknowledging her gifts. We are all interconnected. (Leah Fontaine, 2022)

A land acknowledgment addresses the cultural practices of connecting to land that Leah describes above, and is one step towards reconciliation, decolonization, and Indigenization. The current UM land acknowledgment is as follows:

*The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.*

We encourage you to consider developing a personalized land acknowledgment; see the syllabus resource guide for more information.

## Equity And Inclusion Commitment

Many instructors include a statement describing their personal commitment to equity, diversity, inclusion, and anti-oppression. This might include respect for student identities, a commitment to taking action against forms of oppression in and out of the classroom, and willingness to support students by removing barriers to their learning and connecting them with needed supports. See the syllabus resource guide for more information.

## Course Description [ROASS]

### U of M Course Calendar Description

In this area duplicate the content from the University of Manitoba course catalogue. Doing this provides continuity for the students who choose to take your course based on the description they read in the calendar. Also, add in any explicit or implicit requirements for the course.

### **General Course Description (sometimes titled Course Overview)**

Based on the U of M course calendar description, write a simplified course description for students and describe the value of the course from your perspective as the instructor. For example, how does the course fit into the broader program of studies (i.e., particularly relevant for professional programs)? Which students would benefit most from taking the course (i.e., someone with interest in the field vs. someone who needs a foundational course for a particular discipline)? If there is experiential learning (EL) in the course, include any additional information the students should know (i.e., EL type, specific expectations, guest speakers, employers/partners, off-site activities, or benefits for students).

To ensure ROASS compliance, you should also talk about the course goals: broad, general statements of what you want students to learn. The goal specifies the big picture or general direction or purpose of the course (e.g., This course will facilitate the development of scholarly writing skills). Instructors may receive course goals from their department or be required to develop their own.

## Course Learning Outcomes [ROASS]

Learning outcomes are specific statements about what students should be able to know and/or demonstrate at the end of the course. Learning outcomes should be measurable using active verbs, written from the student’s perspective, and be at the appropriate level of learning. Typically learning outcomes are stated as follows:

*By the end of this course, you should be able to:*



Five to seven learning outcomes is typical for a standard course.

For more information, see the syllabus resource guide.

## Course Materials [ROASS]

### **Required Materials**

#### **Readings**

Identify for students what they need to read for class (e.g., textbooks, journal articles, etc.) and where they can find it. Be aware of copyright laws when using readings.

For textbooks, be sure to provide the author(s), title, date (and edition), publisher, cost and availability. It is also helpful to indicate the rationale for the textbook and how it will be utilized. Indicate whether students absolutely must have a certain edition or whether an older edition would suffice. You may also want to consider using one or more open educational resources (OER) in lieu of, or in addition to, a textbook, to help keep costs low for students. Visit [UM Libraries](https://umanitoba.ca/libraries/help-and-services/instruction-support/open-educational-resources) (<https://umanitoba.ca/libraries/help-and-services/instruction-support/open-educational-resources>) for more information and support.

There are many options to make readings available to students: e-reserves, library reserves, bookstore course pack, web links on your webpage, UM Learn. Add a link to the [University of Manitoba Bookstore](https://umanitoba.ca/bookstore/) (https://umanitoba.ca/bookstore/) and [University of Manitoba Libraries](http://umanitoba.ca/libraries/) (<https://umanitoba.ca/libraries/>) or other online sources. The list of readings should conform to the citation format (e.g., APA, MLA, Chicago, IEEE, etc.) which you expect your students to use in their assignments/papers etc.

#### **Supplies**

Identify for students what supplies they need for the class/lab (e.g. lab equipment, art supplies). Explain why these supplies are needed, how much they cost, and where they can be purchased.

#### **Technology**

Indicate if there are any of the following technologies are required for course completion, where to obtain them, the cost (if applicable), and where information can be found regarding how to use them:

* Specific software (e.g., operating system, web browser, packages/programs, apps)
* Hardware (e.g., hard disk drive, graphic card, sound card, memory)
* Peripherals (e.g., webcam, microphone), subscriptions
* Plug-ins (e.g., QuickTime Player, Java)

#### **UM Learn**

Explain how to access the course shell and navigate around it. You might also demonstrate this at the first class.

### **Recommended Materials**

#### **Readings**

#### **Supplies**

#### Technology

## Course Schedule [ROASS]

Begin this section with a disclaimer (e.g., This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students but such changes are subject to [Section 2.8 of ROASS](http://umanitoba.ca/admin/governance/governing_documents/students/278.html) (https://umanitoba.ca/governance/governing-documents-academic#responsibilities-of-academic-staff-with-regard-to-students).

The schedule should include a general idea of the content covered in each class, dates and times of classes, including missed classes due to holidays or other commitments of the instructor. It also includes dates of assignments/quizzes/exams and the date for voluntary withdrawal. Columns for a suggested table format are below. If there is experiential learning that includes guests, off-site activities, or other important scheduling information, clearly identify any additional expectations (such as travel or location changes).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Class Content & Teaching Strategies** | **Required Readings or any Pre-Class Preparation** | **Evaluation** |
| Enter the week number here. | Enter the date here. | Enter any details for the week here. | Enter any details for the week here. | Enter details such as type of assessment, due date, and the weighting of the assessment as a percentage of the total course grade. |

## Course Evaluation/Assessments [ROASS]

### Summary

Consider inserting a table or a pie chart showing a summary of the breakdown of all course assessments and how much they are worth toward the final grade.

### Assessment Descriptions **[ROASS]**

It is strongly recommended that the syllabus contain the details for all of the assessments in your course (i.e., anything that will be graded: projects, presentations, tests, exams, essays, participation, etc.). However, if the details are not provided, a statement must be included indicating where assignment details will be provided (including instructions, grading scheme, or rubrics). If there are experiential learning assessments with which students may not be familiar, pay particular attention to outlining the rationale and expectations of these assessments (i.e., critical reflection expectations or requiring completion of particular assessments).

Clearly describe the nature and purpose of each assessment, including its connection to course learning outcomes. One possible organization is as follows:

* **Title/Type of Assessment:**
* **Goal:** How is this assignment connected to the learning objectives for this course? (i.e., addresses learning outcomes 1-3 & covers Unit 1-3).
* **Procedure:** What are the steps to complete this assignment?
* **Submission Guidelines:** Do you want the paper uploaded to UM Learn, emailed, a print copy, etc. How, when and where?
* **Evaluation Criteria:** Grading rubric and any other factors contributing to evaluation.

### Assignment Feedback **[ROASS]**

In this section, explain what form of feedback you will provide to students: formative (i.e., feedback while learning is still in progress; not typically graded) or summative (i.e., feedback when something is complete; typically graded). Indicate the method in which your feedback will be delivered (e.g., hardcopy, by email, video, audio, in UM Learn, etc.).

Indicate when students can expect to receive feedback and/or grades on submitted work (e.g., within one week).

Note: It is recommended that students receive a sufficient percentage of their final grade prior to the Voluntary Withdrawal date, which will allow students to make a decision about completing or withdrawing from the course.

## Labs/Tutorials

### Expectations

Similar to the broader ‘expectations’ section below, here you can describe specific expectations for laboratory settings (e.g., how to handle equipment, communication with lab TA, need to complete safety trainings and where/how to do so).

### Lab Schedule **[ROASS]**

A suggested table format is below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Lab Content & Teaching Strategies** | **Required Readings or any Pre-Class Preparation** | **Evaluation** |
| Enter the week number here. | Enter the date here. | Enter any details for the week here. | Enter any details for the week here. | Enter details such as type of assessment, due date, and the weighting of the assessment as a percentage of the total course grade. |

**Grading [ROASS]**

Indicate your grading scale. You may also want to include statements regarding the following:

* Whether extra credit opportunities will be available
* Your policy concerning rounding (final) grades

A sample grading scale table is given below.

|  |  |  |  |
| --- | --- | --- | --- |
| Letter Grade | Percentage out of 100 | Grade Point Range | Final Grade Point |
| A+ | 95-100 | 4.25-4.5 | 4.5 |
| A | 86-94 | 3.75-4.24 | 4.0 |
| B+ | 80-85 | 3.25-3.74 | 3.5 |
| B | 72-29 | 2.75-3.24 | 3.0 |
| C+ | 65-71 | 2.25-2.74 | 2.5 |
| C | 60-64 | 2.0-2.24 | 2.0 |
| D | 50-59 | Less than 2.0 | 1.0 |
| F | Less than 50 |  | 0 |

## Expectations

This section gives you a chance to be more transparent about academic and non-academic behaviours that lead to success in your course. You can describe for students what a successful student typically does in this course (e.g., review of course materials, completion of pre-work, asking for help, etc.). You might also include your expectations for student behaviour in the classroom and share what students can expect from you in terms of your behaviour. Be sure to reference the [Respectful Work and Learning Environment Policy](http://umanitoba.ca/admin/governance/governing_documents/community/230.html) (<https://bit.ly/3aMl7nE>) so that students are aware of what it contains.

You might use this section as a starting point for an in-class conversation to foster dialogue about the differing expectations all participants in a learning community bring to any teaching and learning space. See the syllabus resource guide for more information.

## Course Policies [ROASS]

Policies listed in this section are typically ones specific to you and your course, rather than the broader institutional policies listed in the next section. However, there may be overlap in some instances, particularly in your specific approach to some of the general UM policies that are required to be included under ROASS (e.g., academic integrity). Ensure that your course policies align with applicable department-specific and/or faculty-specific policies.

### Academic Integrity **[ROASS]**

The University of Manitoba’s policy for academic integrity is located within the Student Discipline Bylaw and Student Academic Misconduct Procedure.In addition to drawing students’ attention to the policy and procedures as listed in the UM Policies section below, it is important to include an academic integrity statement pertaining to your course and/or discipline. Here is an example of a general statement that you may wish to include:

*Each student in this course is expected to compete their coursework and programs of study with integrity by making a commitment to the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage.*

You may also want to refer to specific course requirements for demonstrating academic integrity when completing individual and group work. Here are two examples; please revise or add more course-specific requirements as necessary. See the syllabus resource guide for more information.

#### Example 1

*In this course, academic integrity looks like referencing the work of others that you have used and completing your assignments independently unless otherwise specified. For assignments/projects where you are encouraged to work in a group or team, ensure that your assignment/project is completed with integrity. You must also do your own work during exams.*

#### Example 2

*Please refer to these specific course requirements for academic integrity for individual and group work in this course:*

1. *Unless otherwise stated, complete your assignments, quizzes, tests, and exams by yourself with no help from your class peers, family members, or from tutors that are not approved by the instructor. If you are in need of assistance, please contact the instructor immediately for support and/or to arrange for approved supports.*
2. *Do not share course materials (e.g., notes, exam questions, assignment instructions, article) that have been created by the instructor or were authored by another person. Unpermitted sharing of such materials with your peers or with note-sharing companies, such as One Class, Course Hero, or Chegg (or other similar websites), is a violation of Copyright Law.*
3. *Group members must ensure that a group project adheres to the principles of academic integrity. This means that all students are required to check that all sourced material has been cited and referenced.*
4. *Students should review specific instructions concerning study groups and individual assignments.*
5. *Do not submit lab reports or other types of assignments already graded in another course.*

*Plagiarism, duplicate submission, cheating on quizzes, tests, and exams, inappropriate collaboration, academic fraud, and personation are violations of the Student Discipline Bylaw and will lead to the serious disciplinary action. Visit the Academic Calendar, Student Advocacy, and Academic Integrity web pages for more information and support.*

### Accessibility **[ROASS]**

In this section, you should affirm your commitment to working with students to meet their needs in terms of academic accommodations. Encourage students to connect with Student Accessibility Services (SAS) to facilitate the implementation of accommodations.

#### Example 1

*The University of Manitoba is committed to providing an accessible academic community.* [*Students Accessibility Services (SAS)*](https://umanitoba.ca/student-supports/accessibility) *(*[*https://umanitoba.ca/student-supports/accessibility*](https://umanitoba.ca/student-supports/accessibility)*) offers academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations.  Students who have, or think they may have, a disability (e.g., mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.*

520 University Centre

(204) 474-7423

*[Student\_accessibility@umanitoba.ca](mailto:Student_accessibility@umanitoba.ca)*

### Attendance **[ROASS]**

List any expectations you have for class attendance here. Give careful thought to those expectations to ensure that some students will not be unfairly impacted (e.g., students observing religious holidays, with disabilities, facing food and housing insecurity, those who are parents, etc.): see the syllabus resource guide for more information. If you do intend to penalize students for missing class, you must clearly indicate this to students. Keep in mind the University of Manitoba’s [Self-Declaration for Brief and Temporary Student Absences Policy and Procedure](https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences).

### Assignment Extension and Late Submission Policy **[ROASS]**

Clearly describe your policies around assignment submission and consider how to balance your needs with providing students the flexibility they need to succeed (see the resource guide for more information). Remember to describe:

* Late assignments (accepted/not accepted/accepted under certain circumstances)
* Missing assignments (are all assignments required to pass the course?)
* Extensions

Keep in mind the University of Manitoba’s [Self-Declaration for Brief and Temporary Student Absences Policy and Procedure](https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences).

### Class Communication **[ROASS]**

If you have any preferences or etiquette requirements for how students should correspond with you via email, you can include those here. You might also choose to provide the time frame in which you will respond to emails if you haven’t already do so under the ‘Instructor Contact Information’ section above.

#### Sample statement

*You are required to obtain and use your University of Manitoba email account for all communication between yourself and the university. All communication must comply with the Electronic Communication with Student Policy:* [*http://umanitoba.ca/admin/governance/governing\_documents/community/electronic\_communication\_with\_students\_policy.html*](http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_students_policy.html)*.*

### Recording Class Lectures **[ROASS]**

Consider your preferences about students recording class lectures. Many students find it a helpful aid for learning, particularly if you are not sharing a recording or slides yourself. On the other hand, many instructors are wary of copyright concerns and the ease of information-sharing on the internet. Either way, a statement about copyright should be included here (note: UMFA members own their course content; the university owns the content and copyright to courses created and taught by sessional instructors).

#### Sample statement

*No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from [YOUR NAME].  Course materials (both paper and digital) are for the participant’s private study and research.*

### Referencing Style

Be explicit about the referencing style you require. Then provide students with resources they can use to help them use this style in your course (e.g., referencing software such as Zotero; workshops and resources available through the library).

### Technology Use **[ROASS]**

Make a statement about student use of technology or non-use of technology (e.g., tablets, cellphones, laptops, etc.) in the classroom. Remind students that policies such as the [Respectful Work and Learning Environment policy (RWLE)](http://umanitoba.ca/admin/governance/governing_documents/community/230.html) (<https://bit.ly/3OxGtnd>) are applicable in all University-related activities, even ones happening in online environments such as social media platforms. Remind students that it is the general University of Manitoba policy that all technology resources are to be used in a responsible, efficient, ethical, and legal manner.

### Using Copyrighted Material **[ROASS]**

Include a statement about copyrighted material.

#### Sample statement

*Please respect copyright. We will use copyrighted content in this course. I have ensured that the content I use is appropriately acknowledged and is copied in accordance with copyright laws and university guidelines. Copyrighted works, including those created by me, are made available for private study and research and must not be distributed in any format without permission. Do not upload copyrighted works to a learning management system (such as UM Learn) or any website (e.g., Course Hero, Chegg, etc.), unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the* [*University’s Copyright Office website*](http://umanitoba.ca/copyright/) *(*[*http://umanitoba.ca/copyright/*](http://umanitoba.ca/copyright/)*) or contact* [*um\_copyright@umanitoba.ca*](mailto:um_copyright@umanitoba.ca)*.*

## UM Policies [ROASS]

In this and the next section, instructors need to list University of Manitoba policies and supports in accordance with the [ROASS Policy](https://umanitoba.ca/governance/sites/governance/files/2021-05/Responsibilities%20of%20Academic%20Staff%20re%20Students%20ROASS%20Policy%20-%202016_09_01.pdf) (<https://bit.ly/3zr66BR> ), [ROASS Procedures](https://umanitoba.ca/governance/sites/governance/files/2021-05/Responsibilities%20of%20Academic%20Staff%20re%20Students%20ROASS%20Procedures%20-%202016_09_01.pdf) (<https://bit.ly/3MqZeY7>), and [ROASS Schedule A](https://umanitoba.ca/governance/sites/governance/files/2021-05/Responsibilities%20of%20Academic%20Staff%20re%20Students%20ROASS%20Procedures%20-%20Schedule%20A%20-%202016_09_01.pdf) (<https://bit.ly/3tk5PNs>)

The Centre provides a sample document that meets the requirements for ROASS and Schedule A (the current document is available as a PDF and as a Word document:

* Centre’s sample of [Schedule A (PDF)](https://bit.ly/3NVSToL) (<https://bit.ly/3NVSToL>)
* Centre’s sample [Schedule A (Word)](https://bit.ly/3NVgLJ2) (<https://bit.ly/3NVgLJ2>)

We recommend separating these into policies and supports for ease of understanding by students. You may choose to simply attach Schedule A at this point, or you may wish to develop your own phrasing that points to the same and additional resources. More information is available in the syllabus resource guide.

## UM Learner Supports [ROASS]

In this section, instructors need to list University of Manitoba policies and supports in accordance with the [ROASS Policy](https://umanitoba.ca/governance/sites/governance/files/2021-05/Responsibilities%20of%20Academic%20Staff%20re%20Students%20ROASS%20Policy%20-%202016_09_01.pdf) (<https://bit.ly/3zr66BR> ), [ROASS Procedures](https://umanitoba.ca/governance/sites/governance/files/2021-05/Responsibilities%20of%20Academic%20Staff%20re%20Students%20ROASS%20Procedures%20-%202016_09_01.pdf) (<https://bit.ly/3MqZeY7>), and [ROASS Schedule A](https://umanitoba.ca/governance/sites/governance/files/2021-05/Responsibilities%20of%20Academic%20Staff%20re%20Students%20ROASS%20Procedures%20-%20Schedule%20A%20-%202016_09_01.pdf) (<https://bit.ly/3tk5PNs>)

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We recommend separating these into policies and supports for ease of understanding by students. You may choose to simply attach Schedule A at this point, or you may wish to develop your own phrasing that points to the same and additional resources. More information is available in the syllabus resource guide.