

## Syllabus Template Required and Suggested Language with Explanations

This table lists required and suggested sections for course syllabi. It also includes required or suggested language for each section. Suggested language can be modified to best fit your course. Finally, there is a column in the table that includes explanations for why each section should be in your syllabi (if applicable) and why the required or suggestion language reads as it does.

The table is designed to be used with the Syllabus Template but can be used with department or college specific templates, or an instructor’s individual syllabus template. Please note that all items marked as required **must** be included in your syllabi.

Area	Required or Suggested	Suggested or Required Language	Why This Language
<b>Land Acknowledgement</b>	<b>Suggested</b>	<p><b>Standard USask Acknowledgement:</b></p> <p>“As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you may spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places”</p> <p><b>Example Personal Land Acknowledgement:</b></p> <p>“I recognize that I’m on land considered sacred to the First Nations and Métis People who have and do call this home. I originally come from Treaty 4 territory in</p>	<p>The university encourages the use of a land acknowledgement in class syllabus, for use during classes, at events, and other times where members of the community come together.</p> <p>You may use the standard USask acknowledgement, but you may wish to personalize it to reflect who you are and where you come from, while recognizing where you are today, as an act of reconciliation.</p> <p>For assistance writing a personal land acknowledgement, please contact the GMCTL.</p>

		Regina. I come with respect for the land and for the people who have and do reside here.”	
<b>Required and Recommended Resources</b>	<b>Suggested</b>	<p><b>Suggested Language:</b></p> <p>To maximize your learning opportunities the following resources are required (or recommended if applicable):</p> <ul style="list-style-type: none"> <li>- Any required textbooks (purchased or open)</li> <li>- Any required access codes</li> <li>- Any required lab supplies</li> </ul>	<p>This makes it clear to students what they may need to purchase or access.</p> <p>If you’re using an open textbook, please include the link to make it easy for students to find. You may wish to also note that the USask Bookstore provides a Print-on-Demand service for open materials.</p>
<b>Outcomes or Competencies</b>	<b>Required</b>	<p><b>Suggested Language:</b></p> <p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate ...</li> <li>2. Explain ...</li> <li>3.</li> </ol>	<p>If using Learning Outcomes - Learning outcomes make it clear to learners what they will learn and what they will be assessed on in a course.</p> <p>If using Competencies – Competencies make it clear to learners what skills they will be working toward mastering in the course.</p>
<b>Assessment – Types</b>	<b>Required</b>	<p><b>Suggested Language:</b></p> <p>Throughout this course your progress will be measured through a variety of types of assessments for which you will receive feedback and may or may not receive a mark.</p> <p>Assessments that will carry marks are:</p>	<p>This information will provide learners with valuable information about the types of assessments they can expect to see in the course.</p> <p>Including formative assessments (those without marks that allow students to receive feedback and</p>

		<p>1. [Assessment Name] – [how it fits in the grading scheme]</p> <p>Other types of assessments may include:</p> <ol style="list-style-type: none"> <li>1. Self or peer assessments</li> <li>2.</li> </ol>	<p>improve without penalty) can help put students at ease about their ability to do well in the course.</p>
<b>Assessment – Details</b>	<b>Required</b>	<p><b>Suggested Language:</b></p> <p><b>Assignment 1: Name of Assignment 1</b>  Value: xx% of final grade  Due Date: See Course Schedule</p> <p><b>Type:</b> Brief (1-2 sentences) description of how the assignment relates to the course.</p> <p><b>Description:</b> Detailed description of assignment expectations and procedures.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Assignment 1: Name of Assignment</b>  <b>Value:</b> x points - Your mark on this will apply toward the percentage allocated for Learning Outcomes y and z.  <b>Due Date:</b> See Course Schedule  <b>Description</b> Detailed description of assignment expectations and procedures.</p>	<p>This language will provide students with more clarity about the types of and expectations for the assessments in the course. The first example would apply if assignments are worth a percentage of the overall grade in the course.</p> <p>The second example would apply if assignments are worth points towards meeting particular learning outcomes in the course, with each outcome being worth a percentage of the overall grade.</p>
<b>Midterm Exams or Projects</b>	<b>Required if Applicable</b>	<b>Suggested Language:</b>	<p>Specify whether there will or will not be a midterm.</p>

		<p>There is no midterm for this course. See the descriptions of assignments for more details on how your mark will be determined in this course.</p> <p style="text-align: center;"><b>OR</b></p> <p>The midterm for this class will be held on [date and time].</p>	<p>You <b>must</b> include and should be sure to call to the students' attention, if the midterm will be held outside of normal class time.</p>
<b>Final Exam or Projects</b>	<b>Required if Applicable</b>	<p><b>Suggested Language:</b> There is no final exam for this course. See the descriptions of assignments for details about the final project.</p> <p style="text-align: center;"><b>OR</b></p> <p>The time for the final exam will be determined by the university. The exam will consist of [types of questions] and will take [amount of time]</p>	<p>Specify whether there will be a final exam, final project, or refer learners to the descriptions of assignments for details on how their mark will be determined.</p> <p>If there will be a final exam, you must include the information about the length and format in the syllabus.</p>
<b>Criteria to Pass</b>	<b>Required</b>	<p><b>Suggested Language:</b> Regardless of the marks you receive on assessments in this course, you must complete all assignments, quizzes, and exams to pass the course.</p> <p style="text-align: center;"><b>OR</b></p> <p>You must receive the points needed to pass the course, but your final project is the only one of the assessments that must be completed. The needed points can otherwise come from any or all the remaining assessments (e.g. quizzes).</p>	<p>You must provide students with a clear picture of what work must be done to pass the class.</p>

<p><b>Course Overview</b></p> <ul style="list-style-type: none"> <li>- <b>Why this course</b></li> <li>- <b>Who is the instructor (first person)</b></li> <li>- <b>Context of the course</b></li> </ul>	<p><b>Suggested</b></p>	<p><b>Suggested Language:</b>  This course will provide you with an introduction to Canadian history. It will lay a foundation to help you better understand where we have been, where we are now, and we're we could go as a country, including through reconciliation.</p> <p>I've been teaching History for five years, with an emphasis in American History. While this is my first year teaching this course, I hope that you find my passion for history to be infectious.</p> <p>I recognize that we're all still getting used to being back on campus. Like generations before us, these are challenging times, but also another chapter in both Canadian and world History. As we make our way through this chapter and this course, we will explore how the past connects to present events, while trying to be flexible and supportive of each other throughout uncertainty.</p>	<p>This is an opportunity to give the students a look at the course that isn't about grades and policy, but rather about the bigger picture, and the tone you hope the class will have throughout the term.</p>
<p><b>Learning Activities</b></p>	<p><b>Suggested</b></p>	<p><b>Suggested Language:</b>  Our in-class time will consist of a mix of lecture, discussions, and small group activities.</p>	<p>This will give students a preview of what they can expect class meetings to be like. Make sure that your learning activities align with both your learning outcomes and how you will be assessing students.</p>
<p><b>Class Schedule</b></p>	<p><b>Suggested</b></p>	<p><b>Suggested Language:</b>  Below you will find a tentative schedule for the topics, activities, and assessments in this class.</p>	<p>This will help students to plan the term for all their courses, extra-curricular activities, work, and family.</p>

		Week	Topics / Module	Learning Activities Including Homework	Assessment Due Date	
<b>Student Feedback</b>	<b>Suggested</b>	<p><b>Suggested Language:</b>            You will be provided opportunities throughout the term to provide feedback about the course. This will include the use of the University administered course feedback system, both partway through the class and at the end of term, and less formal methods. I value this feedback and use it to modify and improve the course to best meet student learning needs.</p>				<p>Informing your students how you make use of feedback increases the chance they will provide it and shows them that you listened, thus building rapport with them. Gathering feedback throughout the term can help instructors to see if students are on track and whether there are issues that need to be addressed (including whether students at the back of the room can hear you).</p>
<b>Experiential Learning Component</b>	<b>Required if Applicable</b>	<p><b>Suggested Language:</b>            As part of this course, we will be going into the community to learn from others about the Canadian History they've learned to help us to understand what voices are missing from existing learning resources.</p>				<p>This is to inform students that there is an experiential learning component and whether it will require time spent outside of the classroom.</p>
<b>Activities Outside of Class Time or Usual Location</b>	<b>Required if Applicable</b>	<p><b>Suggested Language:</b>            We will be taking two fieldtrips as part of this course. They will happen at the same time this class normally meets, but we will meet at the off-campus sites.</p> <p style="text-align: center;"><b>OR</b></p>				<p>This is to inform students of any class meetings that will happen outside of the normal class time or location.</p>

		<p>Instead of our class meeting at its normal time on March 2, you will need to attend the talk by a guest speaker that evening in Convocation Hall. There is no charge for this talk.</p>	
<b>Attendance</b>	<b>Required</b>	<p><b>Suggested Language:</b>  Attendance will not be monitored, but we will be doing a lot of active learning in this course. While I understand that illness or emergencies can result in you needing to miss class, it is in your best interest to attend as much as possible to get the most out of this course. It will also be important to your classmates as much of this work will be done with others in the class.</p>	<p>This is to provide students will clear expectations for attendance and how you will monitor it, if at all.</p>
<b>Participation</b>	<b>Required</b>	<p><b>Suggested Language:</b>  Activities in this course will include small group discussions and collaborations. It is important that you participate to the best of your ability for your classmates and to get the most out of this class. There is no grade directly attached to participation, but you will do better in the course if you engage during our class meetings.</p> <p style="text-align: center;"><b>OR</b></p> <p>This course will make use of the discussion forums on Canvas. Your participation in these discussions is important for your learning and as such will carry a mark. See the description of assessments for more details.</p>	<p>This is to provide students with clear expectations for their participation and how you will monitor it, if at all.</p>

<b>Use of Technology – Recording the Course</b>	<b>Required</b>	<p><b>Suggested Language:</b> I will not be recording this course. If you wish to do so, please come speak to me.</p>	You are required to tell students if you are recording the course (and under what conditions) and whether they may record it. Remember, even students who come to class find it helpful to record lectures.
<b>Use of Technology – Other Student Uses</b>	<b>Suggested</b>	<p><b>Suggested Language:</b> I understand that many of you prefer to take notes on your devices. Please make sure that the volume is off and avoid doing anything that may be a distraction for those around you. If you receive a phone call, refrain from answering it. If you must answer it, please step outside to do so.</p>	Inform students of your expectations for their use of technology during class.
<b>Respect for Others</b>	<b>Suggested</b>	<p><b>Suggested Language:</b> Please be respectful to all members of this class. We will establish a class agreement around this within our first two class meetings. This will be how we are all expected to behave in this class. Continued disrespect toward any member will result in disciplinary action.</p>	This is to help set the tone for the class and the behavioural expectations for all members of the class.
<b>Late and Missing Assignments</b>	<b>Required</b>	<p><b>Suggested Language:</b> I recognize that all our lives can be hectic. If an assignment is going to be late, please let me know and we can discuss options. In return I ask that you show me the same understanding if marking takes longer than expected.</p> <p style="text-align: center;">OR</p> <p>Assignments turned in late will be docked marks for each day. Missed assignments will count as zeros.</p>	You must inform students of your policies or practices for late and missed assignments.



<b>Integrity</b>	<b>Required</b>	<p><b><u>Integrity Defined (from the Office of the University Secretary)</u></b></p> <p>The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct &amp; Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.</p> <p>All students should read and be familiar with the Regulations on Academic Student Misconduct (<a href="https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php">https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php</a>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<a href="https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIAPPEALS">https://secretariat.usask.ca/student-conduct-appeals/academic-misconduct.php#IXXIAPPEALS</a>)</p> <p>For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <a href="https://library.usask.ca/academic-integrity#AboutAcademicIntegrity">https://library.usask.ca/academic-integrity#AboutAcademicIntegrity</a></p> <p>You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic</p>	
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<b>Copyright</b>	<b>Required</b>	<p>Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property and cannot be shared without written permission. If materials are designated as open education resources (with a creative commons license) you can share and/or use in alignment with the <a href="#">CC license</a>. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <a href="http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a>).</p> <p><b>Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's "Use of Materials Protected By Copyright" Policy available at <a href="https://policies.usask.ca/policies/operations-and-general-administration/copyright.php">https://policies.usask.ca/policies/operations-and-general-administration/copyright.php</a>. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy or by the university Copyright Guidelines (available at <a href="https://library.usask.ca/copyright/general-information/copyright-guidelines.php">https://library.usask.ca/copyright/general-information/copyright-guidelines.php</a>) and requires permission from the copyright holder.</b></p> <p>For more information about copyright, please visit <a href="https://library.usask.ca/copyright/">https://library.usask.ca/copyright/</a> where there is information for students available at</p>	

		<p><a href="https://library.usask.ca/copyright/students/your-course-materials.php">https://library.usask.ca/copyright/students/your-course-materials.php</a>, or contact the University's Copyright Coordinator at <a href="mailto:copyright.coordinator@usask.ca">mailto:copyright.coordinator@usask.ca</a> or 306-966-8817.</p>	
<b>Access and Equity</b>	<b>Required</b>	<p><b>Required Language:</b></p> <p><b>Examinations with Access and Equity Services (AES)</b></p> <p>Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.</p> <p><b>Students who have disabilities</b> (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.</p> <p><b>Students who require accommodations for pregnancy or substantial parental/family duties</b> should contact AES to discuss their situations and potentially register with that office.</p> <p><b>Students who require accommodations due to religious practices</b> that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict</p>	<p>This information is needed by students who may need accommodations due to a disability, family status, and religious observations.</p>

		<p>do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.</p> <p>Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by <b>submitting a request to AES by the stated deadline</b>. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.</p> <p>For more information or advice, visit <a href="https://students.usask.ca/health/centres/access-equity-services.php">https://students.usask.ca/health/centres/access-equity-services.php</a>, or contact AES at 306-966-7273 or <a href="mailto:aes@usask.ca">aes@usask.ca</a>.</p>	
<p><b>Supports – University</b></p>	<p><b>Required</b></p>	<p><b>Required Language:</b>  <b>Academic Supports for Students</b>  Visit the <a href="#">Learning Hub</a> to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources, or book 1-1 appointments for help with</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Study strategies</li> <li>- Writing</li> <li>- Math and Statistics</li> </ul> <p>Enrolled in an online course? Explore the following resources</p> <ul style="list-style-type: none"> <li>- <a href="#">Online Learning Readiness Tutorial</a></li> <li>- <a href="#">Netiquette Guide</a></li> </ul> <p><b>Teaching, Learning and Student Experience</b>  Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to</p>	

		<p>students and the university community. For more information, see the students' web site <a href="http://students.usask.ca">http://students.usask.ca</a>.</p> <p><b>Financial Support</b> Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<a href="https://students.usask.ca/student-central.php">https://students.usask.ca/student-central.php</a>).</p>	
<p><b>Supports – University</b></p>	<p><b>Suggested</b></p>	<p><b>Required Language:</b> <b>Aboriginal Students' Centre (ASC)</b> The Aboriginal Students' Centre (ASC) is dedicated to supporting Indigenous student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The ASC is located in the Gordon Oakes Red Bear Students Centre, which is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<a href="https://www.facebook.com/aboriginalstudentscentre/">https://www.facebook.com/aboriginalstudentscentre/</a>)</p> <p><b>International Student and Study Abroad Centre (ISSAC)</b> The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a</p>	<p>This information will be valuable to the students in you course.</p>

		<p>Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit <a href="http://students.usask.ca">students.usask.ca</a> for more information.</p>	
<p><b>College or Department Supports</b></p>	<p><b>Suggested</b></p>		<p>This will depend on the supports available through your department and / or college. This information will be valuable for students, and they often don't know what is available.</p>