

# [Course name, number, and section]

# [Term, year]

# [Course format (ex: online, blended, or hyflex)]

# [Information for any synchronous meetings]

## Instructor Information

### **Instructor:**

### **Campus Office:**

### Email:

### Phone:

### Office Hours: **[Explain what office hours are and why students may take advantage of them. You might consider reframing the time as “student hours” or “drop-in hours” so that their purpose is clear, and the language is welcoming.]**

### Responsiveness: **[Describe what students can expect from you in terms of replies to messages. Specify days/times you’ll respond to messages (i.e., weekdays or between 9 AM and 8 PM).]**

**Course Personnel: [List contact information (i.e., office, email, phone number, and name) for any teaching assistants, graders, discussion leaders, lab instructors, etc.]**

## Essential Course Information

### Course Description

**[Insert the LOCUS course description here. Include major course topics and goals, as well as any prerequisites for the course. Consider elaborating on the organization, flow, or rationale for the course so students know what to expect.]**

### Learning Outcomes

**[Insert course learning outcomes]**

### Required Materials

**[Insert all required and recommended texts and programs students will need for the course. Consider listing the price, where materials can be purchased, and when materials will be needed.]**

### Modes of Instruction

**[Include all modes of instruction you plan to use in your course (i.e., in-person, synchronous, or asynchronous) and what tool(s) you will use for each mode (i.e., Sakai, Zoom). For synchronous sessions, make sure to state the days and times you will meet.]**

### Recommended Technology

The course is delivered [*online/blended*]. It is recommended that you have regular access to the following software and tools:

* The latest version of a [web browser](https://www.luc.edu/its/itrs/instructionaltechnologies/sakai/browserfaq/) such as Firefox. Tools such as VoiceThread work better with Firefox.
* Access to an active [e-mail account](https://outlook.luc.edu/). Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Access to Microsoft Word is available via [Microsoft 365](https://www.luc.edu/its/services/microsoft365/))
* [Antivirus software](https://www.luc.edu/its/informationsecurity/resources/antivirus/)
* Access to a Windows or Mac computer to complete assignments, in the event your mobile device does not meet the minimum recommended technologies needed to complete your coursework.

### Required Technology

**[Insert any specific technical requirements for third-party technology you use in your course.]**

## Assignments and Grading

### Summary of Assignments

**[Insert a summary of all assignments that students will complete. Include how much all assignments or categories of assignments will be worth and the total points or percentage possible for the course.]**

### Assignment Descriptions

**[Insert a brief description of each category of assignment here – e.g., “tests,” “discussions,” “papers,” etc. Consider briefly explaining the requirements of major assignments including how they will be evaluated. Briefly describe the purpose of the assignment and how it should be completed. Describe any policies around revision, extra credit, or grade appeal.]**

### Grading Scale

**[Insert the grading scale here– what points or percentages equal A, B, C, and so on? Consider listing additional information, if relevant, about your approach to grading (points, curves, percentages, etc.]**

### Late work and make up

**[Include a policy for acceptance of late work and/or processes for making up late work]**

### Academic Integrity

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity.

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:  
Submitting as one's own:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

Read through [Loyola’s full statement on Academic Integrity](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml) here.

### Student Participation

**[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?]**

#### Course Discussions

**[Insert guidelines for communication in course discussions. You can also consider gathering student feedback to collaboratively create** [**community guidelines**](https://teaching.washington.edu/topics/inclusive-teaching/inclusive-teaching-strategies/creating-inclusive-classrooms/developing-community-agreements/)**.]**

**[If your course includes synchronous sessions, consider adding a statement detailing your expectations for audio and camera during synchronous sessions. The following statement can be modified for your own use.**

**We recommend adding the following language to your syllabus so that participation expectations, including camera use, are established with students from the start of the course.]**

Please strive to be your best self in this online context: be respectful and patient with the instructor and your fellow classmates. The [LUC Community Standards](https://www.luc.edu/osccr/communitystandards/) also apply online. Students are expected to actively engage in course activities and discussions during synchronous sessions. The following list details my expectations for you in our synchronous sessions:

* **Login:** Join Zoom using your [LUC zoom account](https://loyola.screenstepslive.com/a/1016064-how-do-i-log-into-the-zoom-desktop-application). You can [update your name or add your pronouns through your Zoom profile](https://support.zoom.us/hc/en-us/articles/8715431556621-Changing-your-name-on-Zoom).
* **Camera use:** *Turn your camera on* during course discussions and activities. Video use in synchronous meetings can foster a sense of community which leads to more engaging discussions. Additionally, turning your video off may make it more difficult for your peers to understand you during discussions, especially for peers with hearing impairments. *Turn your video off* when you need a quick break, your background may be distracting, or you encounter connection issues.
* **Background:** Consider using a [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Changing-your-Virtual-Background-image) for your privacy and to limit distractions during synchronous sessions.
* **Audio:** *Unmute your microphone* to answer questions and engage in class discussions. *Mute your microphone* when you are not speaking to reduce background noise. Consider using a headset or headphones with a microphone to improve audio quality. When possible, try to connect in a quiet, distraction-free place.
* **Chat:** Use the chat window for questions and comments that are relevant to our class. Comments that are off topic make it difficult for me to address students’ questions about the course. Disrespect or hate speech will not be tolerated.
* **Session Recordings:** Do not share class session recordings with anyone who is not currently enrolled in this course section. Unauthorized student recording of classroom activities is prohibited. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be subject to the processes and procedures that uphold [Community Standards](https://www.luc.edu/osccr/communitystandards/). To request the use of assistive technology for an accommodation should direct such requests to the [Student Accessibility Center](https://www.luc.edu/sac/).

## Policies & Resources

### Student Code of Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate. It is the student’s responsibility to read and adhere to the [Loyola University Code of Conduct and Community Standards](https://www.luc.edu/osccr/communitystandards/).

### Guidelines for Recording Students During Online Classes

In this class, software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e., shortly after the course ends, per the [Sakai administrative schedule)](https://www.luc.edu/its/itrs/instructionaltechnologies/sakai/administrativeschedule/). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

### University Privacy Statement

Assuring privacy among faculty and students engaged in online and in-person instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or in-person classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered.

Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so **only** with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to [*please insert standards appropriate to your discipline, e.g., MLA guidelines*]*.* Read more about [LUC’s copyright resources](https://www.luc.edu/copyright/) online: [luc.edu/copyright](http://www.luc.edu/copyright).

### Intellectual Property

**[Insert a statement about your consent preferences for the use of your intellectual property, as well as a statement about your protection of student intellectual property in the course. The following statement can be modified for your use.]**

All lectures, notes, PowerPoints, and other instructional materials in this course are my intellectual property. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

### Statement of Diversity

**[Include a statement of diversity that aligns with Loyola’s anti-racism message. Visit** [**Diversity Statement on a Syllabus**](https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html) **from The Eberly Center at Carnegie Mellon University for information on composing your own diversity statement. The following statement was adapted from an example by The Eberly Center and can be modified for your own use.]**

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at LUC, will work to promote diversity, equity, and inclusion because diversity fuels excellence and innovation and aligns with the Jesuit ideals of the university. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Students in this course are encouraged to participate freely and share personal opinions, perspectives, and stories. There may be diverse, and perhaps contradictory ideas shared, in class. This variety is a strength of the academic community. Students are asked to show respect and treat peers in a way that validates various experiences and opinions based on a range of identities, including ability, economic class, ethnicity, faith tradition or no faith, gender identity and expression, nationality, religion, sexual orientation, veteran status, and their intersections.

Acts of bias, harassment, abuse, discrimination, relationship violence, sexual violence (i.e., sexual assault, sexual harassment, etc.), gender harassment, and stalking are not tolerated at Loyola. If you or someone you care about has experienced any one of these crimes and/or violations of LUC Community Standards, please know that you have rights, reporting options, and other support services available to you. Please visit [luc.edu/dos/gethelp/](https://www.luc.edu/dos/gethelp/)for more information.

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. In this course, we strive to provide an affirming environment for all students with regard to their names and gender pronouns.

If you wish, please share your gender pronouns with me and the class when you introduce yourself and you can [update your name or add your pronouns using your Zoom profile](https://support.zoom.us/hc/en-us/articles/8715431556621-Changing-your-name-on-Zoom). If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

### Land Acknowledgement

The Loyola University Chicago community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us. We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land. Visit LUC’s Faculty Center for Ignatian Pedagogy [land acknowledgement page](https://www.luc.edu/fcip/anti-racistpedagogy/anti-racistpedagogyresources/facultycenterforignatianpedagogylandacknowledgement/) for more information.

### Notice of Reporting Obligations for Responsible Campus Partners

**[The** [**Office for Equity and Compliance**](https://www.luc.edu/equity/)**recognizes that faculty may sometimes feel stuck between establishing trust and rapport with students and fulfilling the Responsible Campus Partner reporting obligations. The best way for faculty to navigate this tension is to be clear and transparent with their students about their role as a Responsible Campus Partner. The following language is recommended for inclusion in course syllabi, especially (though not exclusively) in courses dealing explicitly with topics such as sexual assault, women and gender studies, and other academic content that may elicit disclosures of past experiences with sexual violence and associated trauma. For more information, please visit** [**OEC Recommended Syllabus Language**](https://www.luc.edu/equity/otherresources/resourcesforfacultystaff/syllabuslanguage/)**. The following statement can be modified based on your use.]**

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](https://www.luc.edu/comprehensivepolicy/) (located at [luc.edu/equity](http://www.luc.edu/equity)). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](http://www.luc.edu/titleix) Coordinator.

As an instructor, I also have a mandatory obligation under [Illinois law to report disclosures of or suspected instances of child abuse or neglect](https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](http://www.luc.edu/equity) at [equity@luc.edu](mailto:equity@luc.edu) or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](https://www.luc.edu/wellness/gender-basedviolence/advocacyline/) at 773-494-3810.  [The Line](https://www.luc.edu/wellness/gender-basedviolence/advocacyline/) is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session.  Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed.  More information can be found at [luc.edu/coalition](https://www.luc.edu/coalition/) or [luc.edu/wellness](https://www.luc.edu/wellness/).

### Statement of Intent

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

## Student Support

### ****Requests for Accommodation****

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class.

Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential.

Please note that in this class, software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester.

For more information about registering with SAC or questions about accommodations, please contact [SAC](https://www.luc.edu/sac/) at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

### Technology Privacy and Support Information

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). ITS Service Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

Below you will find links to privacy policies as well as support documentation for the technology we’ll use in the course:

* [Sakai Privacy policy](https://content.sakai.rutgers.edu/access/content/public/privacy-policy.html)
* [Sakai Support Documentation](https://loyola.screenstepslive.com)

**[Inert here links to privacy policies and support materials for any other programs used in the course.]**

### Links to Resources

These resources may be of use to you in this course and throughout your education at Loyola University. These services are offered to help you achieve the best education possible.

* [Resource Rundown](https://www.luc.edu/sas/learningandacademicsuccess/resourcerundown/)
* [Library](http://libraries.luc.edu/)
  + [Subject Specialist](http://libraries.luc.edu/specialists)s
* [Student Accessibility Center](https://www.luc.edu/sac/)
* [Writing Center](http://www.luc.edu/writing/)
* [Ethics Hotline](https://www.luc.edu/csaa/)
  + Phone: 855.603.6988
* [Center for Tutoring and Academic Excellence](https://www.luc.edu/tutoring/index.shtml)
* [Loyola Bookstore](https://www.luc.edu/info/bookstore.shtml)
* [Financial Aid](https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_campaign=finaid-redirects&utm_source=finaid/index-html)
* [Wellness Center](https://www.luc.edu/wellness/)
* [Insert any other resources pertinent to the class]

## Weekly Schedule

*[This table in its current form is accessible. Please take care in making modifications. Changing fonts, colors, or cutting/pasting content may render the table and its contents no longer accessible to screen readers.]*

| Week | Dates | Topic | Assignments Due |
| --- | --- | --- | --- |
| Week 1 |  |  |  |
| Week 2 |  |  |  |
| Week 3 |  |  |  |
| Week 4 |  |  |  |
| Week 5 |  |  |  |
| Week 6 |  |  |  |
| Week 7 |  |  |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |
| Week 10 |  |  |  |
| Week 11 |  |  |  |
| Week 12 |  |  |  |
| Week 13 |  |  |  |
| Week 14 |  |  |  |
| Week 15 |  |  |  |