Note: instructions are in blue font. All required sections are highlighted in yellow.

Text

Description automatically generated

Official Title Course Number and Section

Course Meeting Day(s) and Time(s)

Class Location  
Credit Hours\_\_\_\_\_\_\_\_\_\_\_

Term/Academic Year

**Logistics/Contact Information (required)**

* Course Director / Primary Instructor: Telephone number/email address/office location and office hours
* Co-Instructor(s) (if applicable): Telephone number/email address/office location and office hours
* Teaching Assistant (if applicable): Telephone number/email address/office location and office hours

**Course Rationale (required)**Explain why the course is being offered, why it is relevant, how it fits within the curriculum/program

**Course Description (required)**

The description of the course from the University’s course catalog must be included. To locate: view the description in [PeopleSoft](https://www.technology.pitt.edu/user-guide-peoplesoft-mobile-vs-highpoint-campus-experience-cx) or contact your department’s student services coordinator(s).   
  
Instructors are also encouraged to include a more in-depth description of the course in addition to the official course description.

**Learning Objectives (required)**

Provide specific statements of the primary teaching (or learning) objectives for the course (usually 3 to 8). These statements must be expressed in terms of **measurable, behavioral outcomes**. The pedagogical standard to writing and creating effectively measurable objectives is using active verbs from Bloom’s Taxonomy. For instance, “understand a concept” is not measurable, but “apply this concept to do X” is. [Learn more](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/). Instructional designers from the [University Center for Teaching and Learning](https://teaching.pitt.edu) are also available to assist with creating objectives.   
  
**Teaching Philosophy (optional)**

Feel free to insert your teaching philosophy statement here or write one for the first time. Some things to consider including here would be answers to the following questions:

* What is your teaching philosophy?
* What is it important that your students know on day one about your teaching style?
* What’s important to you about being a teacher?
* What should be important to the students?

**Required Resources: Textbooks/Articles/Readings (required)**

List the required texts, including bound Customized Course Materials (course packs); whether texts have been ordered through the University Store on Fifth; and any other materials to be purchased, distributed in class, put on reserve by the instructor and/or are available online in CourseWeb or other sites.

**Supplemental Readings/Bibliography (optional)**

If relevant to the course content and instructional methods, provide a listing of supplementary bibliographic and other references. This might include University library and Internet-based resources.

**Canvas Instructions (if applicable)**

Include information on the class’ Canvas site. Optional but encouraged: include the instructor’s expectations for student participation online.

**Required or Recommended Software (if applicable)**

List any required or recommended software programs that are necessary for students to complete assignments or other projects in the course. Be sure to mention whether the software is available for discounted purchase from the University’s Software Licensing Service (details and list of software at: <http://technology.pitt.edu/software/for-students-software.html>).

**Required or Recommended Equipment (if applicable)**  
List any required or recommended equipment necessary for students to complete assignments of other projects.

**Class Expectations/ Behavior and Ground Rules (required)**

Detail your expectations of your students while in the classroom about cell phone and laptop usage, class attendance, and class attendance and participation. Also, insert here any policy (against or stipulations) for students recording your lectures or if you plan to record your lectures.

**Grading Scale (required)**

Indicate the scale or other logic to be applied in grading, for example:

90-100% A

80-89% B

70-79% C

60-69% D

< 60% F

**Student Performance Evaluation (Assessments and Weights) (required)**

Identify the assessments to be used in the evaluation of student performance and their approximate weights, (for example: final exam 50%; homework problems 30%; and article review 20%). Although these may be changed with due notice and justification, this information is imperative for shaping the student’s expectations and priorities for her/his investment in the course.

**Assignments and Descriptions (required)**

If the complexity of a student assignment(s) warrants detailed explanation, including due dates, it is best to address this in the syllabus as well as in written or oral instructions accompanying the assignment.

**Schedule of Sessions and Assignments (required)**

Provide a schedule of dates for each class sessions with:

* topic/focus of the session,
* learning objective of the session, (optional)
* assignments of readings and homework, (optional) and
* critical deadlines of projects/ papers, exams dates, holiday breaks (if any) and other key events.

If guest speakers are to be used, it is desirable to indicate this for the sessions affected. When including guest speakers on your syllabus, it’s always a good idea to identify their position and/or institution.

**Assignment Submission / Late Work Policy (required)**

Include assignment submission/late work policy.

**Disability Services Statement** **(required)**

The university’s disability statement (below) is required. The text must be included verbatim on all syllabi.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu,](mailto:drsrecep@pitt.edu) (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Academic Integrity Statement (required)**

The university’s academic integrity statement (below) is required. The text must be included verbatim on all syllabi.

Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](https://www.provost.pitt.edu/info/ai1.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](http://pitt.libguides.com/academicintegrity/plagiarism).

**Sexual Misconduct, Required Reporting, and Title IX Statement (required)**

The university’s Sexual Misconduct, Required Reporting, and Title IX statement (below) is required. The text must be included verbatim on all syllabi.

If you are experiencing sexual assault, sexual harassment, domestic violence, and stalking, please report it to me and I will connect you to University resources to support you.

University faculty and staff members are required to report all instances of sexual misconduct, including harassment and sexual violence to the Office of Civil Rights and Title IX. When a report is made, individuals can expect to be contacted by the Title IX Office with information about support resources and options related to safety, accommodations, process, and policy. I encourage you to use the services and resources that may be most helpful to you.

As your professor, I am required to report any incidents of sexual misconduct that are directly reported to me. You can also report directly to Office of Civil Rights and Title IX: 412-648-7860  (M-F; 8:30am-5:00pm) or via the Pitt Concern Connection at: [Make A Report](https://app.convercent.com/en-US/LandingPage/2d6327d5-9fec-ea11-a974-000d3ab9f296?_=1612800567898)

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as a relevant part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you wish to make a confidential report, Pitt encourages you to reach out to these resources:

* The University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
* Pittsburgh Action Against Rape (community resource): 1-866-363-7273 (24/7)

If you have an immediate safety concern, please contact the University of Pittsburgh Police, 412-624-2121

Any form of sexual harassment or violence will not be excused or tolerated at the University of Pittsburgh.

For additional information, please visit the [full syllabus statement](https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/responsible-employee-program-and-reporting#syllabus) on the Office of Diversity, Equity, and Inclusion webpage.

*From the Office of Diversity, Equity, and Inclusion*

**Equity, Diversity, and Inclusion (required)**The university’s Equity, Diversity, and Inclusion statement (below) is required. The text must be included verbatim on all syllabi.

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

**Copyright Notice (optional)**

The university’s Copyright Notice statement (below) is optional.

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

See [Library of Congress Copyright Office](https://www.copyright.gov/) and the [University Copyright Policy](https://www.policy.pitt.edu/sites/default/files/Policies/Community-Standards/Policy_CS_03.pdf).

**Health Sciences Library and Pitt Public Health Librarian (optional)**

If the course is research intensive, it is strongly recommended to include the information for the Health Sciences Library ([www.hsls.pitt.edu](http://www.hsls.pitt.edu)) and a statement about your expectation or recommendation for students to utilize the services and facility.

**University Writing Center (if applicable)**

If the course is writing intensive, it is recommended to include the information for the writing center on campus ([www.writingcenter.pitt.edu/](http://www.writingcenter.pitt.edu/)) and a statement about your expectation or recommendation for students to utilize the services.

**Accessibility (optional)**

The university’s Accessibility statement (below) is optional.

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C’s Web Accessibility Initiative and [Section 508](https://www.section508.gov/) guidelines. Specific details regarding individual [feature compliance](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) are documented and updated regularly.

**Content Warning and Class Climate Statement (optional)**

The university’s Content Warning and Class Climate statement (below) is optional.

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women’s Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you’d like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

From the [Gender, Sexuality, & Women’s Studies Program](https://www.gsws.pitt.edu/).

**Email Communication (optional)**

The university’s Email Communication statement (below) is optional.

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students.  Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

**Gender Inclusive Language Statement (optional)**

Below are two optional examples of gender inclusive language statements used in syllabi today. Schools and departments may adapt these examples for their respective syllabi as appropriate.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive 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. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Source: [Gender, Sexuality, & Women’s Studies Program](https://www.gsws.pitt.edu/)

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender.  Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.).  It also affirms non-binary gender identifications, and recognizes both gender identity and expression.  Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences.  Just as sexist language excludes women’s experiences, gendered language excludes the experiences of individuals whose identifies may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.  Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify.  People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns.

Source: [School of Social Work](https://www.socialwork.pitt.edu/)

**Health and Safety Statement (optional)**

The university’s Health and Safety statement (below) is optional.

During this pandemic, it is extremely important that you abide by the [public health regulations](https://www.alleghenycounty.us/Health-Department/Resources/COVID-19/COVID-19.aspx), the University of Pittsburgh’s [health standards and guidelines](https://www.policy.pitt.edu/university-policies-and-procedures/covid-19-standards-and-guidelines), and [Pitt’s Health Rules](https://www.coronavirus.pitt.edu/healthy-community/pitts-health-rules). These rules have been developed to protect the health and safety of all of us. The University’s requirements for face coverings will at a minimum be consistent with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html) and masks are required indoors (campus buildings and shuttles) on campuses in which COVID-19 Community Levels are High. This means that when COVID-19 Community Levels are High, you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility to have the required face covering when entering a university building or classroom. Masks are optional indoors for campuses in which county levels are Medium or Low. Be aware of your [Community Level](https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html) as it changes each Thursday. [Read answers to frequently asked questions regarding face coverings](https://www.coronavirus.pitt.edu/frequently-asked-questions-about-face-coverings). For the most up-to-date information and guidance, please visit the [Power of Pitt site](https://coronavirus.pitt.edu/) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

**Religious Observances Statement (optional)**

The university’s Religious Observances statement (below) is optional.

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

*From Faculty Assembly, December 2020*

**Statement on Classroom Recording (optional)**

The university’s statement on Classroom Recording (below) is optional.

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

*From SEPC, May 2010*

**Statement on Scholarly Discourse (optional)**

The university’s statement on Scholarly Discourse (below) is optional.

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other’s opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other’s positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

From a [California State University course: Race, Racism and Critical Thinking](http://www.csun.edu/~gm61310/classes/aas201/aas201syllabus.pdf).

**Your Well-being Matters (optional)**

The university’s statement on Scholarly Discourse (below) is optional.

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](https://www.thrive.pitt.edu/" \o "thrive.pitt.edu" \t "_blank) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](http://www.counseling.pitt.edu/) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

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Sources: University Center for Teaching and Learning, Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, and EPCC syllabus checklist.