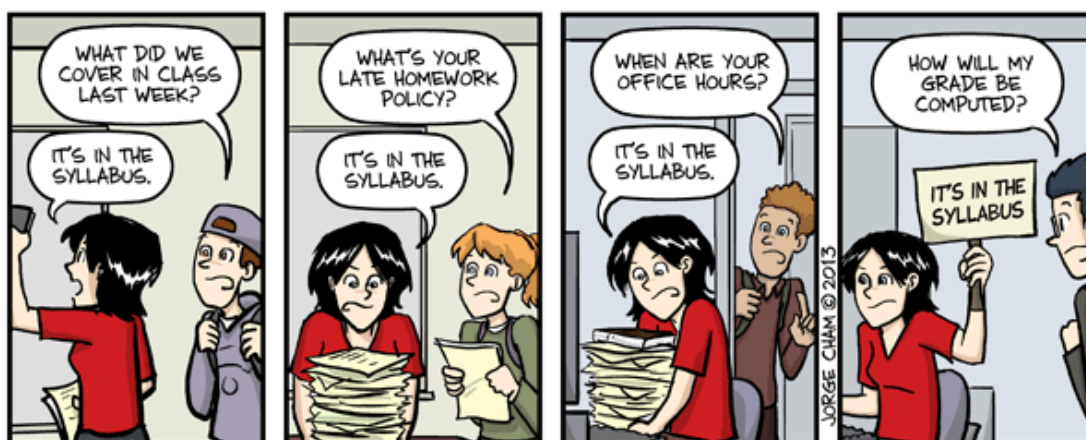


Syllabus Template

UC Student Council and Director of Education



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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Introduction to the document

This document is a syllabus template created by the UC Student Council and the Director of Education to support instructors in the development or revision of courses at University College Utrecht. Whether you are an instructor who is designing a new course or updating an existing course, this template offers guidance about the items that are important to include in your syllabus. There are many ways to construct an effective syllabus, and this document is intended to function as a resource, to be adapted as needed to suit individual course content and style.

The syllabus template is also intended to serve a secondary function in educating new students about the essential information that they can expect to be included in their course syllabus.

The template provides headings for the different sections of the syllabus and some explanation of these, as well as links to examples and suggestions drawn from existing courses that highlight the diversity of good practices of UCU teachers. These serve as useful points of reference and are not prescriptive.

The template is divided into two parts:

- Standard elements: essential elements of a course syllabus that help provide clarity for students about what is expected of them as participants.
- Optional additions: additions that depend on the nature of the course and are useful for providing clarity about unique aspects of the course or classroom culture.

Instructors who are producing a syllabus for a course for the first time can use the following pages of this document as starting point by filling in information relevant for their own course, and deleting links to examples and any optional additions that are not relevant.

If you have questions or feedback about using the template, you are encouraged to contact either the UC Student Council (ucu.studentcouncil@uu.nl) or the Director of Education (ucu.doe@uu.nl).

Course Title
Course Code (7.5 EC)

Semester Year
Time slot XX – Weekday TIME & Weekday TIME

Instructor:	Instructor name	phone	work phone number
Office:	Office location	e-mail:	work e-mail
Office Hours:	Day/time (virtual?)		(Teams link /other online contact)

Instructor:	Instructor (or TA) name	phone	work phone number
(or TA)			
Office:	Office location	e-mail:	work e-mail
Office Hours:	Day/time (virtual?)		(Teams link /other online contact)

Course Description

Include description of course (likely based on text in Osiris), including key topics to be addressed, intended audience, and curricular context.

Course Aims

Include aims (likely based on text in Osiris, can be related to assessments)
For level 1 & 2 courses, consider adding courses that can be accessed after completion.
[Example Aims](#)

Prerequisites

Identify prerequisite courses (fields / methods & skills courses) or other kinds of prerequisite knowledge, as relevant. These make clear material that course will build on and what prior experience and knowledge students will need to succeed.

Course format

Include description of course structure, proceedings and teaching methods special to course. Remember to share documents (incl. Powerpoints) in Sans Serif font in order to accommodate for students with different learning needs.
[Example Course Description](#)

Course materials

- Required books (textbooks with edition and ISBN)
- Other required readings and/or where to find them
- Suggested texts/ readings and/or where to find them

Evaluation/Assessments

Criteria follow below (totalling 100%)

assessment 1	--%
assessment 2	--%
assessment 3	--%

assessment 4
Et cetera

--%

Assessment 1

Description, aims, procedures for relevant submissions, other special instructions, criteria/rubric or instructions about where criteria can be found (appendices / VLE).

Assessment 2

Description, aims, procedures for relevant submissions, other special instructions, criteria/rubric or instructions about where criteria can be found (appendices / VLE).

Assessment 3

Description, aims, procedures for relevant submissions, other special instructions, criteria/rubric or instructions about where criteria can be found (appendices / VLE).

Assessment 4

Description, aims, procedures for relevant submissions, other special instructions, criteria/rubric or instructions about where criteria can be found (appendices / VLE).

Et cetera

Use description to link different assessments to the learning goals.

Attendance

Include description of instructor policy / procedures for class attendance and communicating about absences (note that UCU ARR stipulates mandatory attendance and instructs students to contact teacher and own tutor about missing classes). Include a sentence on involving the tutor in communication about missed classes.

[Example Attendance](#)

Technology use

Include description of instructor policy / expectations for use of laptops or other electronic devices during class sessions.

Learning Accommodations:

Include description of class policy / procedure for meeting accommodations for students with special needs.

Remember to share documents (incl. Powerpoints) in Sans Serif font in order to accommodate for students with different learning needs.

At the beginning of the course, discuss with students individually what type of accommodations would benefit them most.

[Example Academic Accommodations](#)

Preparing for class /study load

Provide instructor expectations about how students can best prepare for class and how much time they can expect to invest in that (note that any 7.5 EC class entails a nominal commitment of 210 hours, or 28 hours per EC, divided over the course of the semester).

[Example Study Load](#)

Extensions

Include description of any general policy / procedures for extensions that are not already covered by description of individual assessments. Include a sentence on involving the tutor in this process.

[Example Extension](#)

Academic Integrity and use of Gen AI tools

Include description of class policy / procedure and reference to relevant sections of UCU Academic Rules and Regulations.

[Example GenAI and Integrity](#)

Course Calendar

Week	Topics & Assignments
#	<u>Day/date</u> Topic/activity Reading <u>Day/date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
#	<u>Day/Date</u>

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#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading

	<u>Day/Time:</u> Assignment to be submitted
#	<u>DATES</u> <i>Midterm Break</i>
#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
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#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
#	Topic/activity Reading

	<u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted Conference Presentations
#	<u>Day/Date</u> Topic/activity Reading <u>Day/Date</u> Topic/activity Reading <u>Day/Time:</u> Assignment to be submitted
#	EXAM WEEK <u>Day/Time:</u> Assignment to be submitted

[Example Calendar](#)

Optional additions of potential added value:

1. Implementation of Interdisciplinarity
2. Resources that students can use to help with course requirements:
 - a. Futures Centre, Connect Centre.
 - b. UU resources / UU skills workshops:
 - a. <https://students.uu.nl/en/support-and-development/skills-lab>
 - b. <https://www.uu.nl/en/university-library/advice-support-to/researchers>
3. Extra material:
 - a. Foundational (things students are expected to know before the course)
 - b. Extra books or papers about the content.
4. Classroom culture:
 - a. Expectations not already covered by above.
 - b. Classroom rules.
 - c. Principled Spaces
 - d. Positionality statement of teacher(s)
 - e. Classroom Diversity Statement:
[Example Diversity Statement](#)

5. Additional cost during the course
 - a. For example, excursions and field trips including travel cost
 - b. The content they need for the class (e.g. films, plays, exhibitions or expensive books)
 - c. Student Aid fund