**[Course Number and Name]**

[Spring/Summer/Fall] Semester 20[XX]

[Meeting Days], [Time – Time]; [Room]

**Instructor:**

**Email:**

**Phone Number:**

**Office Hours:**

**Office Location:**

**Zoom/Canvas Conference Office Hours:**

[It’s good practice to identify your preferred method of contact/communication.]

**Required Materials**

[List references for books and other materials for the course here.]

**Course Description**

[The description should be from the course catalog; for courses that are special topics your department should approve the description. Here you should also indicate whether the course meets a GE requirement, what the pre/co-requisites are, and how many credit hours the course is too.]

**Course Outcomes**

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

 • …[example] identify the six major components of…

 • …

 • …

 • …

**Teaching and Learning Methods/Course Activities**

[Identify which of the following will be included in the class: Lecture, discussions, exploring case studies, experiential learning, problem-based learning, studio time, screenings, performances, presentations, demonstrations, rehearsals, critiques, group work, hybrid, flipped, etc.]

**Assignments**

[You can provide entire summary/details of assignments here or provide brief overview and elaborate in class, on handouts, or in Canvas.]

**Grading Policy**

Your grades of all assignments will be evaluated according to the following rubric:

|  |  |
| --- | --- |
| Excellent (100%) | Address the assignments thoughtfully and analytically with**excellent quality, setting a challenging task, demonstrating coherent and sophisticated organization, making effective connections between ideas and course materials, and beyond.** |
| Good (80%) | Address the assignments clearly and analytically, setting a meaning task, **demonstrating good organization, making effective connections between ideas and course materials**.   |
| Fair (60%) | Address the assignments with some quality, demonstrating some organization and connections ideas and course materials. The assignment **shows a need for some revision.** |
| Poor (40%) | Do not address the assignment adequately, displaying random and confusing organization, **demonstrating a need for significant revision.** |
| Not acceptable (0-20%) | The assignment is below the qualities listed in “poor.”  |

**University Drop and Withdraw policy**

Students may drop a full-term course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. For deadlines to withdraw from full-term, first, and second session classes, see the [U's Academic Calendar](https://registrar.utah.edu/academic-calendars/).

**Incomplete**

Incomplete grades will only be considered under the circumstances beyond the student’s control (serious illness or extreme personal hardship, etc.), and only when the student has a passing grade up to that point and has completed 80% and more of course work. [Guide to "Incompletes" (or "I" Grades)](https://www.finearts.utah.edu/images/pdfs-doc/A-Guide-to-Incompletes.pdf)

**Course Policies**

[Policies vary from course to course; here are some possible categories. Also, this can address faculty and student responsibilities – so you can add expectations about work outside of class, your grading turn around time, etc. – general expectations for instructor and students.]

*Attendance, Participation, & Punctuality:* [According to University policy, “***Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting”***(PPM, Policy 6-100III-O)]. [Students must register the class and be on the official roaster to attend the class]

*Food & Drink, Canvas, and Lab:*

*Electronic Devices in Class:*

[Example: Full engagement during class time is required, and disruption/distraction will not be tolerated. Please be aware that your laptop/mobile device screens are visible to those around you, including everyone sitting behind you. I strongly encourage you to think about issues of privacy and classroom/university decorum when using technological devices in the classroom, as well as to reflect on what strategies help you remain most engaged with class.]

*Academic Honesty and Integrity (including AI policy):*

**Any activity that tends to compromise the academic integrity of the University, or subvert the educational process is considered as academic misconduct** as per the University of Utah’s Student Code: <https://regulations.utah.edu/academics/6-410.php>

Examples of academic misconduct include (but are not limited to): plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. **Copying/claiming someone else’s words, ideas or works (i.e., essays term papers, images from internet, in part or in full) as your own is considered plagiarism.**

[This includes the use of generative **artificial intelligence (AI) tools** without citation, documentation, or authorization. A proper reference style should be used when using words or ideas of other people. If you have questions about plagiarism, paraphrasing, quoting, or collaboration, be sure to consult the course instructor. The instructor may elect to use a plagiarism detection service in this course, in which case your assignments will be submitted to and reviewed by such a service.]

Permission of Using Students' Projects for Educational Purposes:

[Students’ assignments and projects may be used as quality examples for future course materials and classroom learning. Materials will be used only for educational purpose. If you have any question or concerns with this, please talk with your instructor. If you would like to have your work excluded from such use, please write an email to inform the instructor.]

*[Optional - Theatre and Dance] Performance and Social Media:*

*[Optional - Film] Disclaimer:*

[Some writings, lectures, films (or other forms of art), and presentations in this course may include materials that conflict with some students’ core beliefs. The instructor *cannot* predict the nature of film production and class critique to make informed decision about which films or comments might be a problem to students’ core beliefs. No accommodation will be made with this regard. Please review the syllabus carefully before committing to taking this course.]

*[Optional - Film] Physical Requirements and Expectations*

[Film work is often physically demanding. Physical strength, agility, balance, alertness, and mental acuity are essential for satisfactory performance on a film set on a daily basis. You will be required to ascend and descend ladders, stand for extended periods, squat, kneel, crawl, and lift heavy items, among other tasks. It is crucial to prioritize the care and well-being of your body. I will ensure that you have adequate time to acclimate to the rigorous pace of the course. (Adapted from Uva’s *The Grip Book*)]

*[Optional - Film] Dress Code*

[Due to the physical nature of film work, students must wear long pants and closed-toe shoes, particularly when handling electricity; EH-rated shoes are recommended. Shorts, skirts, dresses, sandals, and flip-flops are not permitted. Students arriving in inappropriate attire will be asked to leave and will be marked as absent.]

**University Policies**

[The following statements are **required** on every course syllabus.]

***The Americans with Disabilities Act***. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>

***Addressing Sexual Misconduct***. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information.  If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.  For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.  To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

[recommended addendum] **Lauren’s Promise**: Lauren’s Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren’s Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren’s Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

## **Course Schedule**

**Date Topic/Discussion Reading**

***Week 1:***

Mon Jan 7 Course Introduction and

Syllabus/Schedule Review

Wed Jan 9 Important Definitions for the Course Chapter 1

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.