## Inclusive Syllabus Template

Within Undergraduate Education Initiatives (UEI), we develop innovative and interdisciplinary educational programs for undergraduate students. Our work is driven by our foundational belief that equity, and equity-informed practices should be at the center of all learning experiences. With special thanks to Symone Gyles, PhD candidate in the School of Education & Information Studies, and input from the Center for Education Innovation & Learning in the Sciences (CEILS), and UCLA Writing Programs, we have designed an outline of an inclusive syllabus to help you stride towards facilitating equitable practices in your class. We believe that it is our responsibility as educators to create safe, collaborative and inclusive learning spaces for our students, and to help make their transition into college as smooth as possible. We hope that this syllabus outline will help us as a collective to be inclusive to all our students by providing a structure to warmly welcome them to UCLA, clearly articulate learning goals and expectations, and support and guide them on a path towards success in their academic milestones.

Below you will find our designed inclusive syllabus for your use. This document is broken up into two parts:

1. [P art I: Syllabus Outline](#_PART_I:_Syllabus): This section of the document provides an outline of the inclusive syllabus. All section headers are bolded in black, and a description of what should be included in that section is written in blue. Below the description, there is a link that will take you to a page that provides examples from previous syllabi.
2. [Part II: Examples:](#_PART_II:_Examples) This section of the document provides examples to demonstrate how to write each section of the inclusive syllabus. These examples have all been collected from previous syllabi.

In creating this outline and providing these examples, we strive to make the process of creating an inclusive syllabus as transparent and clear as possible. We encourage you to cut and paste from the outline, and/or use the examples provided to help you write each section for your own class.

**Instructions to Use This Template:**

* 1. Create a copy of this template in your own Google Drive, or download it as a word document.
	2. All blue text in the “Syllabus Outline” explains what should be included in each of the sections and should be deleted once you write the section.
	3. Examples for each section can be found in the “Part II: Examples” section of the template.
	4. All the r ed text in the “Part II: Examples” indicate class-specific information.
	5. We encourage and recommend that you use positive, learner-centered information that provides your students with a welcoming and inclusive tone. For example, instead of using “student” or “instructor,” you can use “I,” “we” or “you.”
	6. Please see more resources on the [CEILS](https://ceils.ucla.edu/resources/teaching-guides/syllabus-design/) website

## Table of Contents for This Document for Instructors

 [Syllabus Checklist](#_Syllabus_Checklist)

 [Strategies to Engage Students in Your Syllabus](#_Strategies_to_Engage)

 [Inserting and Removing Bookmarks in your Google Doc Syllabus](#_Bookmarking_and_Downloading)

#### Intro: Welcome Message

1. [Syllabus Outline](#_Welcome_to_)
2. [Examples](#_PART_II:_Examples)

#### Table of Contents

1 [Syllabus Outline](#_Table_of_Contents_1)

#### Section 1: Meet your Faculty and TA

1. [Syllabus Outline](#_Meet_your_Faculty)
2. [Examples](#_Section_1:_Meet)

#### Section 2: Learning Goals

1. [Syllabus Outline](#_Learning_Goals)
2. [Examples](#_Section_2:_Learning)

#### Section 3: Course Organization

1. [Syllabus Outline](#_Course_Organization)
2. [Examples](#_Section_3:_Course)

#### Section 4: Course Materials

1. [Syllabus Outline](#_Course_Materials)
2. [Examples](#_Section_4:_Course)

#### Section 5: Succeeding In This Class and Cultivating an Inclusive Classroom Together

1. [Syllabus Outline](#_Succeeding_In_This)
2. [Examples](#_Section_5:_Succeeding)

#### Section 6: Assignments and Participation

1. [Syllabus Outline](#_Assignments_and_Participation)
2. [Examples](#_Section_6:_Assignments)

#### Section 7: Course Grading Scale

1. [Syllabus Outline](#_Course_Grading_Scale)
2. [Examples](#_Section_7:_Course)

#### Section 8: Courses and GE Credits

1. [Syllabus Outline](#_Courses_and_GE)
2. [Examples](#_Section_8:_Courses)

#### Section 9: Course Schedule

1. [Syllabus Outline](#_Course_Schedule)
2. [Examples](#_Section_9:_Course)

#### Section 10: Academic Accommodations

1. [Syllabus Outline](#_Academic_Accommodations)
2. [Examples](#_Section_10:_Academic)

#### Section 11: Other Campus Resources

1. [Syllabus Outline](#_Other_Campus_Resources)
2. [Examples](#_Section_11:_Other)

#### Section 12: Academic Integrity

1. [Syllabus Outline](#_Academic_Integrity)
2. [Examples](#_Section_12:_Academic)

## Syllabus Checklist

The following checklist is designed as a guide for the development of your course syllabus and includes required and recommended syllabus components. Please make sure these components are all present in your syllabus.

### Course Information

* + Course title, link to CCLE or Canvas, credit hours, location, meeting times, prerequisites, and course format
* Welcome Message
	+ Course description
* Table of Contents (if you have a long syllabus)
	+ Breakdown of each syllabus section
* Faculty and TA Contact Information
	+ Name, email, phone number office location, office hours, research interests/bio
* Learning Goals
	+ What students should know by the time your class is over
* Course Organization
	+ Course format
* Course Materials
	+ Required and recommended textbooks, lab books, technology, etc.
* Assignments and Participation
	+ Assignment description and components
	+ Participation requirements in your classroom
* Grading Scale
	+ Grading scale and points assigned to each assignment
* Course and GE Credits
	+ Requirements your course fills
* Course schedule
	+ Week-by-week breakdown of the course
* Academic Accommodations
	+ Process for students
* Campus Resources
	+ Academic, Mental health and psychical health resources
* Academic Integrity
	+ Classroom policy

## Strategies to Engage Students in Your Syllabus

Syllabi are important documents for students to read, understand and comprehend so that they can best succeed in your class. These documents, however, can be overwhelming due to the abundance of information that they contain. In order to ease student anxiety, we offer some strategies of ways in which you engage students with your syllabus and check for their understanding of this key document.

 **Strategy 1: Syllabus Walkthrough Video**

In this activity, you will create a video of yourself going through the syllabus and elaborate on the most important and significant parts of the syllabus. This can be provided to students ahead of time, and possibly followed by one of the assignments below. This walkthrough video can also include you introducing yourself and the course.

 **Strategy 2: Syllabus Scavenger Hunt or Quiz**

In this activity, you will give students a short quiz on the important content in your syllabus. This quiz is best given as an “open book” quiz so students can practice locating different content on the syllabus. Ideally, students should be able to answer questions as many times as it takes to get the correct answer. This can help to boost students' confidence, as they could receive an “100%” on their first quiz grade.

 **Strategy 3: Syllabus Annotation**

In this activity, students will annotate the syllabus based on a set of questions/prompts that you provide to them. This can be done by providing each student with a digital copy that they can mark up and return, a shared document that they can contribute to, or using a web annotation tool.

 **Strategy 4: Syllabus Icebreaker**

In this strategy, you can assign students to become “experts” on one specific section of the syllabus. Students can then either present the information to the class, or form small groups where they introduce themselves to their classmates and teach the other members in their group about their assigned section of the syllabus.

 **Strategy 5: Syllabus Reflection**

In this assignment, you will provide students with a set of questions that will ask them to reflect on different parts of the syllabus in class or as homework.

## Bookmarking and Downloading

 Inserting and Removing Bookmarks

Throughout this syllabus template, you will see bookmarks that can lead to specific sections in the syllabus. This is something you could do in your own syllabus to help your students easily navigate among the sections. Bookmarks can be inserted using the following steps:

1. Highlight the title of the section you want to create a bookmark for.
2. Along the top control panel, click “Insert” and then “Bookmark.” You should now see a little blue ribbon next to the section title.
3. Next, highlight the text you want to hyperlink to send you back to your bookmarked section
4. Right click on the text and select “Link”
5. Click on the option at the bottom that says “Headings and Bookmarks”
6. Click on your section title
7. The text should now turn blue, and there should be a hyperlink that takes you back to the section title you bookmarked
8. Repeat this process for all sections of your syllabus

\*If you need to remove a bookmark, simply click on the blue ribbon and select “Remove”

\*If you want to remove a link, simply click on the hyperlinked text and select “Remove Link”

 Downloading as a Word Document (maintaining hyperlinks)

To download the syllabus template to your computer as a Microsoft word document and maintain the embedded hyperlinks, please use the following steps:

1. Select “File” → “Download” → “Microsoft Word (.docx)”
2. The file will automatically download to your computer, and the hyperlinks will still be active.

 Downloading as a PDF (maintaining hyperlinks)

To download the syllabus template to your computer as a PDF and maintain the embedded hyperlinks, please use the following steps:

1. Select “File” → “Download” → “PDF Document (.pdf)”
2. The file will automatically download to your computer, and the hyperlinks will still be active.

## PART I: Syllabus Outline

**COURSE TITLE HERE**

Cluster #, Quarter/Year

Lecture: Date and Time

Link to CCLE or Canvas Webpage

INSERT IMAGE HERE

#### Welcome to !

*In this section, you will include the course description. These opening 1-2 paragraphs should be welcoming and invite students into your course and make them feel excited, and also at ease, about the work they will be doing this quarter. This is an opportunity to set the tone for the course and communicate to students the value this course will have in helping them to achieve their academic goals . In this section you should give a general overview of the topic, why this topic is important for students to learn, and what types of questions, theories, methods and analysis will students be doing in this class. At the end, it can be helpful to briefly explain to students how you will generally support them in this class to ensure their overall academic success.*

Please [click here](#_PART_II:_Examples) to view examples of “Welcome to” messages.

#### Table of Contents

This section provides hyperlinks to each section of your syllabus to make it easier for students to navigate the document. All hyperlinks are active, and will maintain the link even if the name of the section is changed.

1. [Meet Your Faculty and TAs](#_Meet_your_Faculty)
2. [Learning Goals](#_Learning_Goals)
3. [Course Organization](#_Course_Organization)
4. [Course Materials](#_Course_Materials)
5. [Succeeding In This Class and Cultivating an Inclusive Classroom Together](#_Succeeding_In_This)

 6. [Assignments and Participation](#_Assignments_and_Participation)

1. [Course Grading Scale](#_Course_Grading_Scale)
2. [Courses and GE Credits](#_Courses_and_GE)
3. [Course Schedule](#_Course_Schedule)
4. [Academic Accommodations](#_Academic_Accommodations)
5. [Other Campus Resources](#_Other_Campus_Resources)
6. [Academic Integrity](#_Academic_Integrity)

#### Meet your Faculty and TAs

*In this section, you should provide a brief introduction about the important teaching members for this class, as well as information about how office hours will work. Creating a table with all the professors, TA and other specialists information can be helpful so students can easily find all contact information. This table should include their name, teaching and research area/interests, email/office number and office hours.*

Please [click here](#_Section_1:_Meet) to view examples of “Meet you Faculty and TAs” sections.

#### Learning Goals

*In this space you should articulate the specific skills, concepts/knowledge, and approaches that you want your students to acquire through this course. These goals should be clear, specific and indicate a larger focus than just learning the material for this class, but also how these goals will help students in the future. Learning goals for your class can be adapted from the GE goals for the strand the course is under. The links are provided below:*

*Arts and Humanities (AH):*

 [*http://www.uei.ucla.edu/wp-content/uploads/2019/07/Arts-and-Humanities-Student-Learning-Goals.pdf*](http://www.uei.ucla.edu/wp-content/uploads/2019/07/Arts-and-Humanities-Student-Learning-Goals.pdf) *Society and Culture (SC):*

 [*http://www.uei.ucla.edu/wp-content/uploads/2020/05/SC-Learning-outcomes.pdf*](http://www.uei.ucla.edu/wp-content/uploads/2020/05/SC-Learning-outcomes.pdf) *Scientific Inquiry (FSI):*

 [*http://www.uei.ucla.edu/wp-content/uploads/2018/07/GE-FSI-Learning-Goals-Outcomes.pdf*](http://www.uei.ucla.edu/wp-content/uploads/2018/07/GE-FSI-Learning-Goals-Outcomes.pdf)

*For more information on writing learning goals, please check out the following resources:*

* 1. [*http://www.uei.ucla.edu/wp-content/uploads/2021/03/Guidelines-and-Recs-Final-Revisions\_03.0*](http://www.uei.ucla.edu/wp-content/uploads/2021/03/Guidelines-and-Recs-Final-Revisions_03.03.21.docx)

 [*3.21.docx*](http://www.uei.ucla.edu/wp-content/uploads/2021/03/Guidelines-and-Recs-Final-Revisions_03.03.21.docx)

* 1. [*https://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-ou*](https://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/)

 [*tcomes-and-measureable-learning-objectives/*](https://www.celt.iastate.edu/teaching/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measureable-learning-objectives/)

* 1. [*https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-obj*](https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx)

 [*ectives-learning-outcomes.aspx*](https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx)

* 1. [*https://www.bu.edu/cme/forms/RSS\_forms/tips\_for\_writing\_objectives.pdf*](https://www.bu.edu/cme/forms/RSS_forms/tips_for_writing_objectives.pdf)

Please [click here](#_Section_2:_Learning) to view examples of “Learning Goals” sections.

#### Course Organization

*In this section, students should be informed about how the class lecture will be organized, including the length of the lecture, length of the discussion session, what students should expect to occur during each lecture and discussion section (structure of the class), and any additional special considerations for the class due to particular circumstances (e.g. COVID-19). If you will be in an online setting, you should clearly state your expectations around privacy (include screenshots of recording), and video, audio and chat functions.*

Please [click here](#_Section_3:_Course) to view examples of “Course Organization” sections.

#### Course Materials

*In this section, you should list out any required materials that students will need in order to succeed in this course. If there is a textbook that they need to buy, provide them with all information on the book and where they can buy it. If materials will be posted on CCLE or Canvas, inform students where they can find it on the course website, and provide a link to it. In this space you should also inform students of any other necessary materials that they will need for this course (i.e. laptop, internet connection, website subscriptions, course reader etc).*

Please [click here](#_Section_4:_Course) to view examples of “Course Materials” sections.

#### Succeeding In This Class and Cultivating an Inclusive Classroom Together

*In this space, you should communicate your expectations to your students. This includes: how students can succeed in your class, how you will support them towards this success, and how you will make sure that you will cultivate an environment that will be inclusive, respectful and welcoming to all individuals. You should also state that if students have concerns about anything, that they should feel comfortable to reach out to you.*

Please [click here](#_Section_5:_Succeeding) to view examples of “Succeeding In This Class and Cultivating an Inclusive Classroom Together” sections.

#### Assignments and Participation

*In this section you should state how the final grade will be determined for this course. First you should list each item that students will be graded on, including any assignments, tests, quizzes, papers, attendance, participation, etc., as well as the percentage of the total grade that it will account for.* ***You should provide a description of each item, and explain, in detail, what it is, how it will be graded, how students should submit it, and how it is connected to the learning goals.*** *You should also inform students in this section about any opportunities for extra credit, as well as the grading scale for your class. NB:*

 *Criterion-based grading is required in order to maintain alignment across GE courses such as the*

 *Clusters and hew to inclusive practices (vs norm-based grading “on a curve”).*

*In striving towards equity, we encourage you to consider how assessments will function in your classroom. Literature has shown that learners differ in the ways that they navigate learning environments and are able to express what they know; therefore, we encourage you to provide a variety of methods for students to demonstrate their learning in your class. While we believe, and agree, that formative assessments should have a knowledge-based design to provide students with a space to exhibit understanding, we also believe that most, if not all, of these assessments should be designed primarily to help students develop their intellectual skills and their understanding of how to function in intellectual spaces (i.e., scaffold students’ learning). Therefore, in developing your formative assignments, we encourage you to consider more frequent, lower stakes assignments, that build towards a summative assessment (if necessary), to help students demonstrate iterative learning.*

*NOTE: If attendance/participation is part of your grading policy, please see our example “Participation Rubrics” below to help you clearly inform students how you view, and will grade participation in your class. You can find the links to these documents below:*

* [*Arts & Humanities/Society & Culture Rubrics*](https://docs.google.com/document/d/1j3ER9q3lXdbCGF5mmOY-wWQAAMxppRgoH2VZrL39qTg/edit)
* [*Science Inquiry Rubrics*](https://docs.google.com/document/d/1hLaV64BBzaPu9IxCz9w5gSmX4A-_mbPa3fy3H3W59r0/edit)

*Further, if writing assignments are part of your grading policy, we highly suggest that you read through the document, “*[*Best Practices for Teaching Writing in Cluster Seminars*](https://drive.google.com/file/d/1MyHyXWsg42ca84gdTqF9co4kbPBpH4wf/view?usp=sharing)*” to ensure that you are designing assignments to help students develop their academic writing skills.*

Please [click here](#_Section_6:_Assignments) to view examples of “Assignments and Participation” sections.

#### Course Grading Scale

*In this section clearly state the percentage range and the coordinating grade for that percentage. As noted*

 *above, criterion-based grading is required in order to maintain alignment across GE courses such as the*

 *Clusters and hew to inclusive practices (vs norm-based grading “on a curve”).*

Please [click here](#_Section_7:_Course) to view examples of “Course Grading Scale” sections.

#### Courses and GE Credits

*In this section please include any relevant information about what University or School/College requirements this course will meet for students. In this section, you should also link students to the GE requirements, W*[*riting II requirement,*](https://www.registrar.ucla.edu/Academics/Writing-II-Requirement) *and D*[*iversity requirement*](https://www.registrar.ucla.edu/Academics/Diversity-Requirement) *as relevant/needed.*

Please [click here](#_Section_8:_Courses) to view examples of “Courses and GE Credits” sections.

#### Course Schedule

*In this section you should provide students with a structured week-by-week schedule for the course so that they have a clear understanding of what will be happening each week, what readings, assignments or other course activities need to be completed to prepare for class, and any assignments that are due.*

*Please note, this section could also be pulled out of the syllabus and made into a separate, living document, on CCLE/Canvas that is easily accessible to students, and easily edited by you as your schedule changes during the quarter.*

Please [click here](#_Section_9:_Course) to view examples of “Course Schedule” sections.

#### Academic Accommodations

*This space should be used to explain to students with disabilities and accommodations that you are there to support them, and want them to have the correct resources to succeed in your class. You should also provide them with information for academic support services for students with disabilities.*

Please [click here](#_Section_10:_Academic) to view examples of “Academic Accommodations” sections.

#### Other Campus Resources

*This space should be used to provide students with a list of campus resources that are available to them to ensure that they are supported to succeed academically, mentally and emotionally and to normalize use.*

Please [click here](#_Section_11:_Other) to view examples of “Other Campus Resources” sections.

#### Academic Integrity

*In this section you should explain to your students the importance of academic honesty, and why it is essential that they hold themselves, and their peers to this highest level possible.*

Please [click here](#_Section_12:_Academic) to view examples of “Academic Integrity” sections.

## PART II: Examples

**Introduction: Welcome To !**

 Example 1: Biotechnology and Society

Some of you who have enrolled in this course are interested in STEM, but you don’t need to be a STEM major to enjoy and learn from this class. You’re probably aware that science is in the limelight as the world copes with the global SARS-CoV-2 pandemic. However, science and biotechnology have been subject to intensive scholarship, political debate, and social analysis from the beginning. The pandemic lays bare many of the questions that have repeatedly arisen when we consider how science interacts with society: who benefits the most from scientific advancements, and who is left out; who makes decisions about how these benefits are allocated; how do scientists, regulators, and the public make decisions in the face of scientific uncertainty and risk; how do inclusion of under-represented groups in STEM and science-based activism create more inclusive medicine and scientific scholarship; what kinds of scientific advancements are ethical and what kinds are not?

To explore these questions and more, we will use a case study approach, asking how science and society interact this Fall by examining Covid-19 (Unit 1), GMOs (Unit 2), and the Do-It-Yourself Biology movement (Unit 3). In Winter, we will explore Epigenetics, Metabolism, and Environmental Exposures (Unit 1), ideas about Health, Wellness, and Cure (Unit 2), and Assisted Reproductive Technologies (Unit 3). Within each unit, we (your professors) will each introduce key disciplinary questions, theories, and methods that pertain to both the topic at hand but also apply to analysis of any scientific technology.

Specifically, you will learn about the processes of scientific inquiry to acquire foundational scientific knowledge and critically evaluate data from the fields of molecular biology and virology, reproductive biology, and epigenetics (for Foundations of Scientific Inquiry GE Credit), closely analyze literature and cultural artifacts to understand the historical, social, cultural, economic, and political underpinnings of scientific technologies, and develop complex reasoning and data evaluation skills to create informed perspectives on scientific technologies and their uses (Arts and Humanities and Society and Culture GE Credits). By incorporating lectures from multiple professors in every unit, our goal is to bring our disciplinary perspectives into conversation with one another, highlighting the necessity of employing an interdisciplinary approach to analyses of biotechnology. We are aware that given the pandemic, the college experience looks different for you than anticipated, but we are committed to creating an open, inclusive space to build community in these uncertain times. We are here to support you and help you succeed. We look forward to going on this journey with you!

 Example 2; Political Violence in the Modern World

This course explores the causes, dynamics, and consequences of political violence. Political violence has a broad definition and can include anything from extra-legal warfare, ethnic cleansing and genocide, civil war, riots and pogroms, terrorism and state repression, revolution and counter-revolution, and more. As such, political violence is not a modern phenomenon: rather, it has been a part of the human experience from antiquity to the present day. And yet, unique to the modern era has been an effort to understand and

reduce political violence through the creation of legal, governmental, non-governmental, and academic institutions. Despite these efforts, the modern era has experienced unprecedented political violence in both scope and breadth. Political violence remains a vexing and important problem for governments, communities, and ordinary people worldwide.

Our course will focus primarily on genocide -- what international criminal and human rights lawyer William Schabas calls the “crime of crimes” -- but throughout, we will attend to how genocide intersects with many of the other forms of political violence mentioned above. Our goal is to take an interdisciplinary perspective to examine political violence. We will read theoretical and empirical works from history, comparative literature, sociology, political science, psychology, and more, and we will also use art, film, literature, diaries, memoirs, and news media to think critically about violent conflict.

 Example 3: Evolution of the Cosmos and Life

In the Evolution Cluster we will explore the emergence of the universe and its contents — from the Big Bang to the formation of our solar system, and then the development of life on Earth. The emphasis is on the scientific process, answering the question “How do we know that?” and applying this to the astronomical, geological and biological processes that have shaped the evolution of our world from its beginning to the very recent arrival of humans. In the Fall quarter we will focus on the origins of the Universe through the formation of the Earth; in Winter quarter we focus on the evolution of life on Earth through our emergence as a species; and in the Spring quarter we will offer a collection of seminars that offer in-depth exploration of one or more topics discussed during Fall and Winter. Our goal in this course, more so than teaching you scientific facts, is to help you learn how science gets done, so you are better able to evaluate science as it relates to your daily life in terms of news, politics, medicine, climate change, etc.

\*\*Please click h ere to go back to the syllabus template outline.\*\*

# Section 1: Meet Your Faculty and TAs

 Example 1: Fill In

In order to enhance your success in this class, you will be supported throughout the quarter by our team of instructors and graduate teaching assistants (TAs). Please remember that we are all here to help you and welcome all the questions or concerns that you may have. Each of us has office hours -- a time to talk informally or ask for clarifications or help. You are/are not (choose) required to make an appointment for office hours. During these times, we are available to answer any questions you have related to lectures, reading, assignments, tests, or chat about your interests in the subject or trajectories for the future. Office hours are a very relaxed, casual space that are designed to support you in whatever ways you need. Feel free to come alone, or drop in with a friend. We encourage collaborative learning in this space, and we hope that you will reach out to us as instructors as well as to your peers to help you succeed in this class.

We do realize that everyone’s schedule is different and understand if you cannot make the designated office hours. Please email any of us or your TA, and we will make sure that we work to find a time that works best for you. Always remember, we are here to support you!

 Faculty

You will have (insert #) professors who will co-teach this class. All professors come from a variety of disciplinary backgrounds, and work together to cohesively teach this course to provide you with the best learning opportunities possible.

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Field of Study/ Teaching &/or Research Interests | Contact information: Email / Phone Number/ Office # | Office Hours |
|  |  |  |  |

 Teaching Assistants

Each TA will facilitate (insert #) discussion sessions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Field of Study/ Teaching &/or Research Interests | Contact information: Email / Phone Number / Office # | Office Hours | Discussion Section # |
|  |  |  |  |  |

 Inquiry/Library Specialists

Our class specialists are here to support your research needs throughout the quarter. We will be completing multiple class assignments including (insert name) (see more information in “Assigments and Participationt”), which will require you to access a variety of resources. These specialists are here to help you with your research needs. Please feel free to reach out to them with any questions you may have!

|  |  |  |
| --- | --- | --- |
| Name | Title / Area of Expertise | Contact information: Email / Phone Number / Office # |
|  |  |  |

 Example 2: Food: A Lens for Environment and Sustainability Faculty Office Hours:

Shanna Shaked, Center for Education Innovation and Learning in the Sciences By appointment only -- no regularly scheduled office hours until winter quarter s haked@ceils.ucla.edu

Ariel Levi Simons, Institute of the Environment and Sustainability Office Hours: Tuesdays 3:00 pm- 4:00 pm and by appointment

 levisimons@ucla.edu

Moana McClellan, Institute of the Environment and Sustainability Office Hours: Thursdays 3:00 pm- 4:00 pm and by appointment

 moana@ioes.ucla.edu

Jennifer Jay, Department of Civil and Environmental Engineering and Institute of the Environment and Sustainability

Office Hours: By appointment -- no regularly scheduled office hours until winter quarter. jennyjay@ucla.edu

Teaching Assistants Office Hours:

Carlin Soos, Department of Information Studies

Office Hours: Thursday 12:30 pm - 2:30 pm or by appointment, via Zoom

 carlinsoos@gmail.com

Jessica Heckman, Institute of the Environment and Sustainability

Office Hours: Tuesdays 1:00 pm - 3:00 pm or by appointment, via Zoom jheckman710@gmail.com

Paul Stainier, Institute of the Environment and Sustainability

Office Hours: Tuesdays 3:00 pm - 5:00 pm or by appointment, via Zoom

 pstainier@ucla.edu

Aron Montenegro, World Arts and Cultures/Dance

Office Hours: Mondays 5pm - 6pm or by appointment, via Zoom

 montenegro@ucla.edu

Course Inquiry Specialist: Please contact the Food Cluster Inquiry Specialist for help with writing and research assignments, or anything else you would like to discuss!

Taylor Sieverling, Ecology and Evolutionary Biology

Office Hours: Mondays 12:00pm-2:00pm or by appointment, via Zoom tjane2001@g.ucla.edu

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 2: Learning Goals

 Example 1: Frontiers in Human Aging

#### Overall Course Aims

* + To increase understanding of the multidisciplinary nature of major complex phenomena; • To strengthen writing and oral communication skills;
	+ To develop critical, interpretive, and analytical skills from both media and scientific literature.

#### Specific Objectives

* + To illustrate the interdisciplinary relationship between:

🕘 Biological foundations of aging,

🕘 Psychological and social constructions of aging,

🕘 Policy implications of aging;

* + To explore diversity in human aging across the life course;
	+ To sensitize students to principles of successful and intergenerational aging;
	+ To appreciate continuity of aging over the life span within a socio-historical context; • To facilitate “hands-on” and virtual experiences with aging;
	+ To introduce viable career opportunities in the fields of gerontology Example 2: Biotechnology and the Society

These are some skills that we hope you will cultivate by the end of this course. The activities and assignments we’ve laid out below (see “How Your Learning Will Be Assessed”) will help you attain these goals and apply your knowledge to debates in science and society outside of class.

* + - Define biotechnology and identify applications of this term beyond genetic engineering
		- Understand contemporary debates about Covid-19, GMOs, and Do-It-Yourself Biology using basic knowledge, methodologies, and theoretical frameworks from science, sociology, gender studies, and bioethics
		- Apply conceptual frameworks and knowledge from science, sociology, gender studies, and bioethics to critically evaluate specific scientific and biomedical debates
		- Evaluate scholarly literature to construct and convey logical arguments for and against particular applications of biotechnology in society in discussions and through writing
		- Evaluate data by visualizing and interpreting graphs and/or data tables
		- Convey the ways in which axes of identity (race, class, gender, ability, citizenship, and more) intersect and relate to experiences with and perspectives on biotechnology and medicine
		- Identify key themes and course questions (e.g., ownership, access, risk management, ethics) that can be applied to any biotechnology, including those *not* discussed in this class
		- Successfully collaborate with your peers to build community, support each other’s learning, and work effectively as a group

 Example 3: Political Violence in the Modern World By the end of this course, you should be able to:

* Define and distinguish various forms of political violence.
* Understand debates and controversies around the antecedents, dynamics, and consequences of political violence.
* Recognize and understand disciplinary and methodological differences in how social sciences, history, and literary and cultural studies approach the question of political violence.
* Gain in-depth knowledge about at least three distinct case studies of violence from different regions of the world.
* Develop familiarity with a variety of research methodologies, including the use of library resources to identify and locate relevant primary and secondary sources.
* Write analytical and research papers in accordance with various disciplinary traditions.

\*\*Please [click here](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 3: Course Organization

 Example 1: Fill In

This course will consist of one (insert time) long lecture, and one (insert time) discussion section per week. Attendance to lecture is/is not required, while attendance to your discussion section is mandatory. In the lecture, we will (insert lecture activities). In discussion sections, you will (insert discussion activities). Throughout the quarter, we will hold multiple review sessions prior to any exams to answer any questions about the course material.

We promise to strive during each class to create an environment that is engaging and welcoming to all students. During these times, we ask that you are flexible and patient as things can change quickly. We encourage you to constantly refer back to this syllabus, specifically the “Course Schedule” section, or CCLE, throughout the quarter, as there is a chance that the schedule can evolve as we learn more about your needs.

 If including COVID, add-in: Due to the ongoing COVID-19 pandemic, this course will be taught entirely online. When available, we will share with you recorded lectures on CCLE/Canvas for you to review as we understand that you may not be able to attend live lectures due to extenuating circumstances.

Discussion sections will not be recorded, and your attendance will be rquired. If you are unable to attend your scheduled section because of extenuating circumstances, please let one of the professors, and your TA know as soon as possible. Remember, we want to ensure your success in this class, especially during these difficult times, and will work with you to find a solution that best fits you.

For this course we will be using Zoom. The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a “reasonable expectation of privacy.” We encourage you to turn on your video during discussions, but understand that it is not always possible. When applicable, we welcome you to interact with your professors and classmates through the chat and audio functions. If you have any concerns, please feel free to reach out to one of the professors, or your discussion TA.

 Example 2: Political Violence in the Modern World

This course consists of two lectures (1hr 15min) and one section (1hr 50min) per week. Attendance for lectures is not mandatory, though highly encouraged, while attendance for sections is expected. Through the lectures, the faculty will present the three case studies in detail. During sections, you will discuss the weekly readings, develop your writing, and work on relevant essential skills to help you at college. There will be review sessions held during lecture throughout the quarter designed to address any questions about the course material and help prepare for the final.

Due to ongoing concerns regarding COVID-19, this course will be taught differently than it has been in the past. All lectures and discussion sections will be conducted remotely. We promise to do our best to deliver an engaging and fun course despite the challenges from posed by the pandemic. We ask that you, the student to please:

* Be flexible and patient with us and flexible as we adapt.
* Refer back to this syllabus and the section syllabus throughout the course, as it will evolve as circumstances change.
* Stay up to date on UCLA’s response to COVID-19 through this [website](https://newsroom.ucla.edu/stories/coronavirus-information-for-the-ucla-campus-community).
* Additional resources for remote learning are [here.](https://www.teaching.ucla.edu/resources/student-remote-learning)

 Example 3: Biotechnology and Society

**Remote Learning Materials:** Because our course will be virtual in Fall 2020, all class meetings will be conducted online via our course website (https://ccle.ucla.edu/course/view/20F-CLUSTERM71A-1 ). We will also use this site to post all assigned readings **(there are no books to buy!)**, share assignment details and submission portals, post links to exams, and hold our office hours. You can check out your progress on weekly assignments on MyUCLA Gradebook (NOT CCLE).

Accessing course meetings and materials will require an internet connection and a device to connect to the internet and complete assignments. WiFi connections can be unreliable and spotty (we’ve experienced this too!), so if you are concerned about your ability to submit assignments or follow along during live classes, please contact your GTA and Professor Rensel. Similarly, if you have any concerns about accessing technology or internet service, please let us know. We will figure out a way to help find the resources you need.

**Remote Lecture Structure & Attendance:** We encourage you to attend live lectures MW 12:30-1:45PM if you are able, as we will have interactive discussion and class polls during these sessions. Sometimes we will share pre-recorded mini lectures on CCLE/Canvas for you to review before attending class. We understand that you might not be able to attend live lectures if you live in a different time zone, have familial obligations, or have other extenuating circumstances. We will record all lecture portions of class and make them available on CCLE. Discussion sections will be held live at their scheduled times and, unless otherwise noted, will not be recorded. If you are unable to attend your scheduled section because of connectivity issues, time zone, or other extenuating circumstances, please let

Professor Rensel and your GTA know as soon as possible. We are committed to facilitating your success in this course in these difficult times and will work with you to find a solution.

**Remote Learning Privacy:** We will be using Zoom, CCLE/Canvas videos and other technologies in this course. The UCLA Student Code of Conduct, which includes Section 102.28: Expectation of Privacy, makes it clear that taking any screenshots or sharing any recorded materials or slides with anyone outside of this course is not allowed, as each of us has a “reasonable expectation of privacy.” We do encourage you to turn on your video during discussions if you are able but understand that this is not always possible. If you have concerns about participating over Zoom, please feel free to contact your GTA and Dr.

Rensel.

#### Technologies We’ll Use:

|  |  |  |
| --- | --- | --- |
| **Technology** | **What We’ll Use It For** | **How to Access** |
| Zoom | Holding class meetings; office hours; group meetings | Go to ucla.zoom.us to download your free Zoom pro account |
| CCLE/Canvas | Course announcements; resources; sharing assignments and syllabus; turning in assignments; linking to Perusall | https://ccle.ucla.edu/co urse/view/20F CLUSTERM71A-1 |
| MyUCLA | Posting and tracking your grades throughout the course | my.ucla.edu |
| Gradescope | Online open book examinations | via link on CCLE |
| Perusall | Annotating required texts for class meetings; gathering and annotating texts for GMO game | via link on CCLE |
| Slack | Sharing interesting sources; touching base; GMO game organizing and resource sharing | Create account at https://slack.com |
| Online Polling Tool (OPT) | In-class polls | Sign in via CCLE |
| Google Docs | In-class activities; organizing and documenting GMO game work with your faction | drive.google.com (part of your UCLA email account) |

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 4: Course Materials

 Example 1: Fill In

A textbook will not be required for this class, and all assigned readings will be posted to CCLE/Canvas in the folder for the corresponding week. Please make sure to check the current week’s folder for the most updated copies of all the course readings. The course website can be found here: (insert CCLE/Canvas link).

In order to complete all assignments, you will need an internet connection, and a device that can connect to the internet. We know that WiFi connections can be unreliable and spotty at times, therefore, if you are in any way concerned about submitting an assignment, please reach out to any professor or your discussion section TA. Further, if you have any concerns about access technology or internet service, please let us know so that we can determine the resources necessary to help you.

 Example 2: Food: A Lens for Environment and Sustainability

#### Textbooks and Supplementary Reading Materials:

* **Readings**: Your assigned readings will be posted on Perusall — a social reading app. Each week on Perusall, you will write 2 substantive, original comments on the readings and at least 3 responses to other students’ comments. If there are multiple readings for a specific week, please spread out your substantive comments and responses across the readings. Comments and responses to readings are due before Tuesdays lectures.
* **Textbook**: There is no assigned textbook for class, but you will be required to purchase iClicker Cloud; you can get a discounted price on iClicker Cloud by purchasing it through Perusall.
* **Course Web Site**: Course materials, including the syllabus and all announcements, are available at the CCLE/Canvas course web site at https://ccle.ucla.edu/course/view/21W-

CLUSTERM1B-1.

 Example 3: Frontiers in Human Aging

#### Required Texts and Materials

 Required (used for entire year). Access codes may be purchased through UCLA or online sources. Older editions will not be supported -- any discrepancies in content will be the responsibility of the student.

Hooyman, N.R. & Kiyak, H.A. (2018). *Social Gerontology: A Multidisciplinary Perspective*

(10th ed). Pearson Education.

Create an account and then enter your access code here: h ttps://console.pearson.com/enrollment/cec6ea Some laptops and mobile hotspots are available on loan from the library. You must first create an

account for the library’s ticketing system at https://jira.library.ucla.edu/servicedesk/customer/portal/3/create/195 and then make a request. This should be done as soon as possible as supplies are limited.

This course utilizes the APA style of reference (7 th edition). Additional information can be found at: American Psychological Association. (2019). *Publication Manual* (7th Edition).

APA.https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/apa\_overview\_and\_workshop.html <https://apastyle.apa.org/> (accessible through UCLA VPN or proxy server, or be on-campus)

#### Course Website

The class website is an integral component of the course and should be visited often. It includes information on the faculty, announcements, lectures, and the Discussion Board. Posting to the Board is

 encouraged and will be included in the evaluation of students’ participation (at least one post every 2 weeks).

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 5: Succeeding In This Class and Cultivating an Inclusive Classroom Together

 Example 1:

Your professors, TAs and support specialists are all here to make sure that you are safe, comfortable, heard and respected in this classroom space. We are committed to fostering a classroom environment that validates, protects and values all students, and will work together with you all to make sure we are actively working against, and addressing when needed, any form of harassment, discrimination, prejudice or inequalities that present itself in this course, through both dialogue, as well as course material. If at any time you feel as though someone, whether that be a professor, TA, or another student, or course material, is not adhering to these guidelines please reach out to us so that we may address the situation as quickly as possible.

 Example 2: Evolution and the Cosmos

**How to Succeed in this Course:** We Expect Students to Develop a “Growth” Mindset. If you receive a bad grade on assessment do you believe it is because you are just not good at this subject? Or do you see it as an indication that you need to study a bit harder in order to do well next time?

This is one small example, but you can absolutely change your mindset and approach challenges and successes to benefits your learning. We believe that all students have the ability to be successful in this course, and that failures or challenges should be viewed as learning opportunities. This includes those of you who would say that you’re not a ‘science person’. As you begin this course, please

consider what you need to do to develop a growth mindset, and approach all course activities and assessments accordingly.

There are many ways for you to show us what and how you are learning through your preparation, participation in lectures and discussion sections, and performance on quizzes, exams, and written assignments. This class is structured to help you and your classmates get the support and guidance you need to succeed. This may feel like a LOT of work, but it is intended to encourage practices that will help you learn the material better, and that you can take with you throughout your college career and beyond. This is a 6-credit class, which means you are expected to work an average of 15-18 hours per week on it, with a suggested breakdown as follows:

|  |  |  |
| --- | --- | --- |
| **Action** | **Description** | **Hrs/wk.** |
| **Ask questions!** | Many of us don’t like asking questions. We learn, however, that the smartest people we know are the ones who ask questions about anything that they don’t understand. If you don’t want to ask in class, ask in office hours, over the discussion forum, or in any other of the help resources. | **0.5** |
| **Complete readings and watch any lecture before class** | This will get you ready to learn the concepts in class. Before class you should read any provided texts, and watch any videos that we post. Do this actively, meaning without distractions so you can focus on what’s being said. You may want to do this multiple times, once without taking notes, and again while take | **3** |
| **Participate in live lectures** | Rather than passively listening and writing notes, this is a class very much about YOU doing and thinking. Attending class will reveal what you thought you understood but actually don’t quite understand. Come with questions and ready to interact with your fellow students. We will have questions for you to help you think more deeply about the material | **2.5** |
| **Attend our office hours or your TAs** | If you have unresolved questions, ask them on the course website, in office hours or in the Q&A session. Even if you think you understand the material, checking with someone is a great way to make sure. | **1** |
| **Go to the discussion section** | In your discussion sections your TAs will go over lab activities, help you with your writing and answer questions about course material. It’s also a great place to get to know your fellow students! | **2** |

|  |  |  |
| --- | --- | --- |
| **Preparation for lab****section** | There will usually be some lab activity and/or a reading and questions for you to do before discussion section. Since there will be time in section devoted to discussion of these assignments, it’s important to do them ahead of time | **2** |
| **Preparation for and****taking****bi-weekly quizzes** | The quizzes will be the primary way we will be assessing your grasp of the lecture material. You should take some time reviewing the material for the week before taking the quiz. | **2** |
| **Writing Assignment** | The writing assignment for the quarter will be ‘scaffolded’, meaning you will be turning in parts in stages - bibliography, outline, drafts, peer reviews, etc. So you will be working on it throughout the quarter. | **2.5** |

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 6: Assignments and Participation

 Example 1:

In this course, you will be graded based on your achievement (on criteria on rubrics) on the following activities:

|  |  |
| --- | --- |
| **Activity** | **Percentage of Grade** |
| Example: Attendance and Participation | 15% |
| Example: Reading Reflections (6 total) | 30% (5% each) |
| Example: Paper 1 | 15% |
| Example: Paper 2 | 15% |
| Example: Quizzes (5 quizzes) | 25% (5% each) |

Note: You will have the opportunity to earn up to % extra credit by .

 Attendance and Participation: \*Explain your policy and how, specifically, students should participate in your class.\*

 Reading Reflections: \*Explain to the students what is expected of them in their reflections, how often they will be given, when they will be due, how students should turn them in and how they will be processed by the teacher.\*

 Paper 1: \*Explain to students what types of papers they will have to write for the course, the purpose of the papers, the learning goals the paper intends to meet, and any length, font, margin, etc. parameters for the paper. You should also inform students when the paper will be due, and how they can submit the paper.\*

 Paper 2: \*Explain to students what types of papers they will have to write for the course, the purpose of the papers, the learning goals the paper intends to meet, and any length, font, margin, etc. parameters for the paper. You should also inform students when the paper will be due, and how they can submit the paper.\*

 Quizzes: \*Explain to students that in lieu of a high stakes midterm and a final, they will take 5 quizzes over the course of the quarter to demonstrate their learning. Make sure to indicate what material the quizzes will cover, the format, where/how they will complete it, how long they will have to complete it, and where they should turn it in.\*

 Extra Credit: \*Explain to students any possible opportunities for them to earn extra credit in your course. You should spell out exactly what the extra credit assignment(s) are, what extra credit percentage students can earn, and how it will be used to boost their final grade.\*

 Example 2: Evolution of the Cosmos and Life

**Grading:** This course will **not** be graded on a curve, meaning there is technically no limit to the number of A’s that can be earned – if you all do very well, you can all get an A. We do this so as not to discourage cooperation. You should be working with your fellow students, so you can all do well! The letter grade cutoffs on the right show your *minimum* grade based on percentage of points earned, but we may also adjust these cutoffs *in your favor* at the end of the quarter depending on how well the class does as a whole (e.g., 88% may get you an A instead of a B).

|  |
| --- |
| **Grading Scale**A-, A : 90–100% B-, B, B+ : 80–89.9% C-, C, C+ : 70–79.9% D-, D, D+ : 60–69.9% F : ≤59.9% |

|  |
| --- |
| **Grading Breakdown**Lab assignments / participation 30% Writing Assignment 30% Bi-weekly quizzes 30%Reading Quizzes 10%  |

Total 100%

**Lab/Discussion Sections:** Weekly attendance in sections is mandatory. Each section is two hours long and will meet on zoom. The activities in section are designed to help reinforce many of the topics you learn in class and give you an opportunity to ask questions and think about course topics in small groups.

**Writing Assignment:** You will receive credit for Writing II at the end of the year, so each quarter there will be a writing assignment due on Week 10. You will be guided through the writing process which will include a lesson on using the UCLA library and its resources, feedback on outlines and rough drafts, and peer review. Due dates for various parts of the writing assignment are shown on the lecture schedule.

Make sure to take advantage of the various writing resources available to you! Developing your writing skill is as important as anything else you will learn at UCLA, so visit the Undergraduate Writing Center and your Inquiry Specialist Emery Grahill-Bland early and often to help guide you through the writing process.

**Bi-Weekly Quizzes:** In lieu of a high stakes midterm and final, we will administer five quizzes throughout the quarter to assess your mastery of the course material. This will be a combination of multiple choice and short answer questions administered over gradescope to be completed within a 24 hour window. Do not collaborate on these quizzes. In order to remain adaptable to unforeseen world events, we may postpone or cancel a quiz.

**Reading Quizzes:** Before most lectures there will be a short quiz (3-5 multiple choice questions) on the readings for that lecture. This is just to encourage you to read ahead of the lectures, and only make up a small fraction of your final grade.

**Personal Problems:** We understand that sometimes life makes it difficult to focus on schoolwork, especially with the current situation of a pandemic and economic crisis. If you are having a personal problem that affects your participation in this course, please talk to us to create a plan. Please do not wait until the end of the quarter to share any challenges that have negatively impacted your engagement and academic performance. The sooner we meet, the more options we will have available to support your overall academic success. If you are not comfortable speaking with me directly, please utilize the other student resources provided above in order to understand how to best approach success in this course given your personal needs as soon as possible.

Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.

# Section 7: Course Grading Scale

 Example 1:

Your grade for this class will be dependent upon attendance/participation, reading reflections, papers and quizzes (change based on your assignments and participation material). The final letter grade you receive for this class will be based on achievement of criteria on rubrics (not on a curve) and based on the following scale:

A+: 97%-100% A: 93.1%-96.9% A-: 90%-93%

B+: 87%-89.9%B: 83.1%-86.9% B-: 80%-83%

C+: 77%-79.9%C: 73.1%-76.9% C-: 70%-73%

D: 59%-69.9%

F: 0%-58.9%

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 8: Courses and GE Credits

 Example 1: Food: A Lens for Environment and Sustainability

General Education (GE), Honors, and Writing Credit: This cluster will satisfy four course requirements in the following General Education areas:

* + 1 Foundations of Scientific Inquiry in Life Science with lab/demonstration credit
	+ 1 Foundations of Scientific Inquiry in Physical Science with lab/demonstration credit
	+ 1 Foundations of Society and Culture in Social Analysis
		- 1 of the following (you will choose which based on what GE credit you need): Foundations of Scientific Inquiry in Life Science (without lab), Foundations of Scientific Inquiry in Physical Science (without lab), Society and Culture in Social Analysis, Society and Culture in Historical Analysis

You receive College Honors Credit for all three quarters of the cluster course. If you need assistance with GE or Honors Credit or course enrollment, you can ask your academic counselor (College Counseling Service, AAP, or Honors).

UCLA has two writing requirements that you must complete: Writing I and Writing II. For Writing I, you can satisfy this requirement in one of two ways:

1. You may be able to place out of the Writing I requirement if you earned a score of 4 or 5 on the College Board Advanced Placement Examination in English.
2. If the above does not apply to you, you can satisfy the Writing I requirement by earning a grade of C or better in an English Composition 3 course at UCLA.

For Writing II, if you satisfy both the Writing I requirement *and* complete the entire yearlong

cluster with a grade of C or higher, the yearlong cluster counts towards your Writing II requirement for the College of Letters and Sciences Writing II requirement.

 Example 2: Political Violence in the Modern World

Upon completion of the entire year-long cluster, students will satisfy 4 courses in the following areas of General Education — 3 in *Society and Culture* (2 for *Historical Analysis* and 1 for *Social Analysis*) and 1 in Humanities (*Literary and Cultural Analysis*). They will also complete the Writing II and the Diversity requirement. Students can learn more about their GE requirements [here](https://www.registrar.ucla.edu/Academics/GE-Requirement/Campuswide-GE-Requirements-Overview), as well the Writing II requirement [here](https://www.registrar.ucla.edu/Academics/Writing-II-Requirement) and the Diversity requirement [here](https://www.registrar.ucla.edu/Academics/Diversity-Requirement). Each quarter-long component of the cluster earns 6 units of course credit for a total of 18 units for the year.

 Example 3: Mind Over Matter

**GE course Credits**: This class fulfills the following GE requirements: 2 Life science courses, 1 Society and Culture course, and 1 Arts and Humanities. If you drop the course after the first quarter you will receive only *Arts and Humanities* credit.

**Writing II Credit and GE Cluster courses:** This course fulfills the Writing II requirement for the university. **To receive Writing II credit, you must complete all 3 quarters of the course.** Writing is an integral part of this course, and you will spend a large amount of your time in discussion sections working on your writing projects. This work will include drafts and revisions, and you will receive extensive evaluation from your graduate Teaching Fellows, as well as guidance and comments from other students in the class. Through the continual process of writing, revision and discussion, you will hopefully learn how to become better writers by assessing the effectiveness of your written work, and evaluating its focus, organization, content, and expression.

**Please note** that you must complete English Comp 3 (Writing I or equivalent) by the end of your first year in order to receive Writing II credit through the cluster. You are strongly encouraged to complete English Comp 3 prior to the spring quarter since the spring course instructors will expect that you have prior college level writing experience, and from a practical standpoint, English Comp 3 course space is very limited in Spring quarter.

1. Log onto MyUCLA and check your Degree Audit to confirm that you are eligible to take English Comp 3 or 3D (Writing I).
2. Send a request via **email** to **w** **pinfo@humnet.ucla.edu no** **earlier than November 19**

**(Thursday of week 7).** Spaces are assigned on a first come first served basis. *(Note: emails received before this date will NOT be considered.)*

* + Include your name, email and University ID (no dashes or spaces) and list the lecture number of your top five (5) lectures in order of preference.
1. Check your Winter 2021 study list during your second pass.
	* The Writing Programs office will enroll you **during second pass.** *(Note: you may use all of your first-pass units to enroll in other courses.)*
	* If you do not get enrolled in a lecture by Friday, November 26, please contact the Writing Programs Office directly for further instructions.
	* You are welcome to enroll in a lecture of your choice during first pass.
2. You must leave enough room in your Winter 2021 course list to add 5 more units. If the addition of English Comp 3/3D (5 units) will put you over your unit maximum for the quarter, the system will not let

you enroll and you will lose your saved space in this course. Also, if you have any holds on your record, the system will not let you enroll and you will lose your saved space in this course.

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 9: Course Schedule

 Example 1: Fill In

\*Note: The schedule and readings are all subject to change. Please make sure you are frequently checking the syllabus and CCLE for all updated information.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Date** | **Topic** | **Readings** | **Assignments Due** |
|  |  |  |  |

 Example 2: Biotechnology and Society

Note: readings and schedule are subject to change. Check the course website and announcements frequently for updates.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title** | **Themes/Objectives** | **Readings** |
| October 5 (all instructors) | Welcome to Biotechnology and Society! | * What is biotechnology?
* Disciplinary approaches to biotech and society
* Soylent case study
 | 1,2 |

#### Unit 1: Covid-19

|  |  |  |  |
| --- | --- | --- | --- |
| October 7 (MR) | Cellular Genetics and Viruses | * DNA basics and replication
* DNA, RNA, and the Central Dogma
* How viruses use the process of DNA replication and gene expression in a cell
 | 3,4,5 |

|  |  |  |  |
| --- | --- | --- | --- |
| October 12 (RV) | Health Disparities & Inequity | * Social determinants of health
* Health disparities
* Scientific racism/sexism
* Biological determinism
* Environmental exposure
 | 6, 7, 8 |
| October 14 (MS) | Ways of Knowing Pandemics | * Pandemic data overview
* Models and forecasts
* Misinformation and the public reception of science
 | 9,10 |
| October 19 (MR) | Covid -19 Science | * Immune responses to Covid-19
* Vaccines:
	+ Clinical trials
	+ Approaches
 | 11,12,13 |
| October 21 (MR) | Ethics of Healthcare and Covid-19 | * Rationing of PPE, drugs, vaccines
* Bioethical principles
 | 14,15,16 |
| October 26 (all) | Covid-19 Objects | * Covid-19 object analysis
 | 17 |
| October 28 (all) | Q & A with Professors | * Unit wrap-up
* Roundtable
* Midterm prep
 |  |

**\*1st Midterm Exam Oct. 30 (open-book, online, individual) Unit 2: GMOs**

|  |  |  |  |
| --- | --- | --- | --- |
| November 2 (MR) | Introduction to GMO Debates and How to Make a GMO | * Recombinant GM methods and CRISPR
* Case studies: Golden rice
 | 18,19 |
| November 4 (RV) | Food Sovereignty and Bioprospecting | * Socio-political perspectives on patents and GMOs
* Biopiracy and prospecting
* Ways of knowing sovereignty
 | 20, 21, 22 |
| November 9 (MS) | Case Study: The Glowing Plant Project | * Regulatory Regimes
* Direct to Consumer GMOs
* Venture Capital and the promise of new markets
 | 23 |
| November |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 11 (NOCLASS) |  |  |  |
| November 16(RV) | Food Aid and Reproductive Justice | * Role of population debates in sustainability stories
* Role of food & agriculture within population debates
* Feminist critiques of population stories
 | 24, 25, 26 |
| November 18 (all) | Q & A with Professors | * Unit wrap-up
* Roundtable
* Midterm prep
 |  |

**\*2nd Midterm Exam Nov. 24 (open-book, online, individual) Unit 3: Do It Yourself Biology**

|  |  |  |  |
| --- | --- | --- | --- |
| November 23(all) | GMO Game Recap and Intro to DIY Biology | * What happened in real life?
* Comparing section outcomes
* Politics of food aid
* What is DIY Biology?
 | 27 |
| November 25(NO CLASS) |  |  | 28 |
| November 30(MS) | Amateurs and Citizens in DIYbio | * Garage Labs
* Experimental Programs in DIYbio
* What does DIYbio tell us about scientific practice?
 | 29 |
| December 2 (RL) | Stories We Tell about DIY Biotech | * DIY Bio and Ethics
* Bodily Autonomy
* Living Experiments & Transcorporeality
 | 30, 31 |
| December 7 (MS) | DIYbio and the FBI | * Recombinant DNA from Asilomar to the Garage
* The FBI’s relationship to DIYbio
 | 32, 33 |
| December 8 (RV) | Feminist Technologies and DIY Biology |  | 34, 35, 36 |

**\*Final Paper due Friday of Week 10**

**\*Final Exam Scheduling TBA**

Note: Readings were listed by number after this table but have been excluded here for length Example 3: Political Violence in the Modern WOrld

#### Week 3 ∙ January 19 and 21 ∙ Part 1: Memory / Part 2: Justice and Truth

 January 19: Indonesia 1965: Memory and Forgetting (Robinson)

Summary: A discussion of the reasons for the odd silence about the mass violence of 1965, focusing on the ways in which trauma, propaganda, and fear have combined to produce silence and inaction.

Readings:

* Michael G. Vann, “ [Suharto’s Shadow Still Lingers in Indonesian Museums](https://thediplomat.com/2019/02/suhartos-shadow-still-lingers-in-indonesian-museums/),” *The Diplomat*, February 6, 2019.

\* Optional:

* Mary S. Zurbuchen, “History, Memory, and the ‘1965 Incident’ in Indonesia,” *Asian Survey*

42, no. 4 (July/August 2002): 564-81.

* Geoffrey Robinson, *The Killing Season,* Chap 11, “Violence, Legacies, Silence,” p.292-313.

 January 21: Uneven Justice: The Holocaust on Trial (McBride)

Summary: Discussion of legal responses to Nazism and the Holocaust from Nuremberg to the present.

Readings:

* Rebecca Wittman, “Punishment” in *The Oxford Handbook of Holocaust Studies*, p.524-39.
* “Summary of Evidence from Defense Witnesses at Nuremberg Trial, August 1946” in

*Sources of the Holocaust*, ed. Hochstadt, p.261-5.

\*Section Work:

* Discuss readings.

\*Assignments:

* Drafts of your thesis statements for the Literature Paper are due by the time of your section.

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 10: Academic Accommodations

 Example 1:

In creating an inclusive classroom, we want to make sure that every student's needs and accommodations are met. If you have a disability that requires you to need extra assistance, extra time or adapted lessons, you are entitled to, and we encourage you to, reach out to the Center for Accessible Education (CAE) to discuss your accommodations. Once you register, please make sure your “Letter of Accommodation” is viewable to us, so we can be notified and ensure that we meet your requirements to support your learning. Website: [www.cae.ucla.edu](http://www.cae.ucla.edu/)

Phone Number: 310-825-1501 Campus Location: Murphy Hall A255

 Example 2: Frontiers in Human Aging

***Students with Documented Disabilities***

Students needing academic accommodations based on a disability should contact the [Center for Accessible  Education](https://cae.ucla.edu/) (CAE) at Murphy Hall A255 (310-825-1501). Students should contact CAE as soon as possible since reasonable notice is needed to coordinate accommodations.

Example 3: Biotechnology and Society

**Academic Accommodations:**

Unfortunately, the university system doesn’t always make it possible for everyone to do their best work. We want to make sure that you have every opportunity possible to succeed. If you have a disability, you are entitled to accommodations through the Center for Accessible Education (CAE; (310) 825-1501). We encourage you to contact CAE within the first two weeks of the term to discuss accommodations.

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*

# Section 11: Other Campus Resources

 Example 1:

 Academic Counseling

Academic Advisors aim to collaborate with you to support your academic, professional, and personal development. We encourage you to contact your academic advisor early and often to ensure your success during your first year.

Website: [h ttps://www.registrar.ucla.edu/Academics/Academic-Counseling](https://www.registrar.ucla.edu/Academics/Academic-Counseling)

 Title IX Office

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, 310.206.2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at 310.825.0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, 310.206.3417. Reports to law enforcement can be made to UCPD at 310.825.1491.

 Counseling and Psychological Services (CAPS)

CAPS provides counseling services to students who are in need of support in any way 24 hours a day, 7 days a week. Appointment can be made by contacting CAPS during their office hours Monday - Friday 9 am - 4 pm. Crisis support is available 24/7 by phone at 310-825-0768.

Website: [w ww.counseling.ucla.edu](http://www.counseling.ucla.edu/)

Phone Number: 310-825-0768

Campus Location: John Wooden Center, 221 Westwood Plaza

 Undergraduate Writing Center (UWC)

The UWC is available by appointment through 25 minute to 50 minute appointments to support your academic writing needs. They may also have 30 minute same-day drop-in appointments available. Please check their website to view availability and make an appointment. The UWC is open Monday - Thursday 10 am - 6 pm and Friday 10 am - 3 pm, with evening hours Sunday - Thursday 6 pm - 9 pm.

Website: [h ttps://uwc.ucla.edu/](https://uwc.ucla.edu/) Phone Number: 310-206-1320 Email: wcenter@g.ucla.edu Campus Location: Kaplan Hall A61

 UCLA Library

The UCLA library is a great resource to help you with any of your research needs, including finding relevant sources and evaluating their context. Please visit the library website for all your needs -

<https://www.library.ucla.edu/>.

There are MANY other campus resources that are available to support you in all aspects of your life. We encourage you to check out these websites to see any programs or supports on campus that may help towards ensuring your overall success at UCLA.

Campus-Wide Student Services: <https://www.studentaffairs.ucla.edu/student-services> Current Students Resources: [h ttps://www.ucla.edu/students/current-students](https://www.ucla.edu/students/current-students) Consultation & Response Crisis Resources: <https://studentincrisis.ucla.edu/resources> Student Affairs Guidebook: <https://www.studentaffairs.ucla.edu/guidebook>

 Example 2: Biotechnology and Society

**Providing Feedback to us and to your GTAs:** We encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren’t helping. We know that this is an especially challenging time, and we will provide a number of opportunities for feedback throughout the quarter. In addition, please feel free to communicate directly with us or with your GTA if there are ways that we can improve the course to better support your learning.

**Managing School and Life:** We understand that sometimes life makes it difficult to focus on schoolwork, especially in the midst of a pandemic and ongoing social upheaval. UCLA has some great resources for self-care in times of crisis (see

 https://[www.counseling.ucla.edu/resources/online-resources-apps](http://www.counseling.ucla.edu/resources/online-resources-apps) and

 https://risecenter.ucla.edu/visit-us). In addition, if you are having a problem that affects your participation in this course, we are here to help. Please get in touch with your GTA and Professor Rensel as soon as possible and we will create a plan. The sooner we meet, the more options we will have available to discuss to support your overall academic success. If you are not comfortable speaking with one of us directly, please utilize the other student resources provided on our course website in order to understand how to best approach success in this course given your personal needs as soon as possible.

**Resources for Wellness, Academics, Financial Assistance, Community Building:** Please see our course website for a comprehensive list of academic, health, financial, and community resources, and feel free to ask any member of the teaching team for assistance!

#### Title IX Statement:

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Vioelnce, 1st floor Wooden Center West, CAREadvocate@caps.ucla.edu (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached24/7at(310)825-0768. You can also report sexual violence or sexual harassment

directly to the University’s Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu,

(310) 206- 3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

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# Section 12: Academic Integrity

 Example 1:

Each of you has worked very hard to be here and brings a multitude of valuable and unique skills to UCLA and to this course. Unfortunately, the structure of academia, including STEM, is often

hyper-competitive, spurring anxiety, an “everyone for themselves” mentality, and a desire to “be the best”. All of these pressures can make it seem like plagiarism is the only option. However, plagiarism does everyone a disservice: it negates the hard work of the person whose work is plagiarized, it creates an unfair balance of effort among students, and most importantly, when someone plagiarizes it represents a lost opportunity to learn and to grow. We’ve designed this course to give you lots of opportunities to do your best work, with routine check-ins and opportunities for improvement. Please respect your classmates and yourself by not plagiarizing or cheating.

 Example 2: Evolution of the Cosmos and Life

Alternatives to Academic Dishonesty

1. Seek out help – Your professors and TAs are here to help you! Please speak with us if you are in need of speciality tutoring. Please see our contact information under “Meet Your Faculty and TAs.”
2. See a counselor – If you are feeling stressed due to academic or personal pressure, UCLA has an abundance of resources that are available for your help. Please see the contact information for these resources under “Other Campus Resources.”
3. Library - The library has an abundance of resources and librarians who are available to help you with all your research needs. Please see the contact information under “Other Campus Resources.”
4. Writing Center - If you are in a writing funk, struggling with writing a paper, or need help to make sure your ideas are concrete and flow well, the writing center has many appointments to help you with all this, and more. Please see the contact information under “Other Campus Resources.”

\*\*Please [click h ere](#_PART_I:_Syllabus) to go back to the syllabus template outline.\*\*