Sample Syllabus | Fall 2020

*This sample course syllabus includes recommended sections, and in some cases specific language, that instructors can use in their Distance Education course syllabi in Fall 2020. Instructors may also choose to address some of these topics in a separate course policies document rather than in the syllabus itself. We encourage instructors to customize their syllabi and course policies to reflect their own approaches to teaching.*

*Please note that the italicized text in this document is explanatory language directed to the instructor drafting the syllabus rather than to students, and thus should be deleted before the course syllabus is distributed to students.*

Course Title

LAW 5\_\_\_, Section \_\_

Term

## Instructor Information:

Instructor Name

Instructor Title

Instructor E-mail

Assistant/Contact Info

## Office Hours:

*All instructors are required to hold weekly office hours for students enrolled in their classes.* [*https://apps.law.uci.edu/intranet/fsi/faculty-policies/FacultyHandbook.pdf*](https://apps.law.uci.edu/intranet/fsi/faculty-policies/FacultyHandbook.pdf). *We recommend that each instructor hold two or more hours of office hours each week, by Zoom for Distance Education courses.*

Days of week and times for regular office hours (include instructions for scheduling appointments within or in addition to regular office hours, if applicable).

## Class Schedule:

Days of week and times for class sessions (include exam review session, if applicable).

Also consider including the link to your Zoom class session, or classroom number.

## Course Materials:

1. Required reading materials (e.g., casebooks, supplements, etc.)
2. Online materials that will be used (e.g., Canvas)
3. Any other recommended resources, such as articles, videos, websites, or podcasts.

## Course Description:

*Include a brief description of the course. Consider using this section to begin engaging students by explaining your goals for the course, its relevance, etc. If you submitted an official course description to the registrar when your course was listed in our course catalogue, you could paste it here (or go into more detail if you prefer).*

## Course Page:

*Sample instructions for using Canvas appear below:*

Students must use the [COURSE NAME] Canvas course page to submit homework and in-class assignments. To access the Canvas course page, please follow the instructions below:

1. Visit <https://canvas.eee.uci.edu>
2. Enter your UCInetID and password
3. [COURSE NAME AND NUMBER] should appear on the homepage. If the course does not appear, then click **Dashboard** on the left navigation to access the course. If you do not see COURSE NAME on your Dashboard, click on **Courses**, then **All Courses** to access the course. Be sure to click on the **star** next to [COURSE NAME] so it will appear in your Dashboard.

To learn more about how to use Canvas, visit <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>. If you are still having technical difficulties, email eee@uci.edu with the Canvas course page URL and a screenshot of your issue in the message.

## Learning Outcomes:

*ABA Standard 301 requires law schools to establish learning outcomes.* [*https://www.americanbar.org/content/dam/aba/administrative/legal\_education\_and\_admissions\_to\_the\_bar/standards/2019-2020/2019-2020-aba-standards-chapter3.pdf*](https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/standards/2019-2020/2019-2020-aba-standards-chapter3.pdf)*. UCI Law’s Institutional Learning Outcomes can be found at the following link:* [*https://www.law.uci.edu/academics/registrar/policies/institutional-learning-outcomes.html*](https://www.law.uci.edu/academics/registrar/policies/institutional-learning-outcomes.html)*.*

*All instructors must also publish learning outcomes for their individual courses in their course syllabi.* [*https://www.americanbar.org/content/dam/aba/administrative/legal\_education\_and\_admissions\_to\_the\_bar/governancedocuments/2015\_learning\_outcomes\_guidance.pdf*](https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_learning_outcomes_guidance.pdf)*. (See June 2015 ABA Managing Director’s Guidance Memo, page 4.)*

*Please use this section of your syllabus to specify the learning outcomes for your course, and to explain how the course will achieve them.*

## Grading/Evaluation:

*We recommend including the assignments/factors that will determine a student’s grade in the course, as well as their percentage contribution to the total grade (e.g., 10% class participation and attendance, 10% short papers, 20% midterm exam, 60% final exam). You should also include your assignment due dates, midterm exam dates, etc. in your syllabus. UCI Law’s Academic Rule IV requires that “[s]tudents shall be informed at the beginning of the semester as to the method of evaluation to be used, including the type of exam to be given.” Academic Rule IV also states that “[i]t is strongly recommended that a professor have a sample exam available for students for classes where the grade will be based in substantial part on an exam.”* [*https://www.law.uci.edu/academics/registrar/academic-rules.html*](https://www.law.uci.edu/academics/registrar/academic-rules.html)*.*

*You could also consider including your policy regarding late work, your participation policy, and related policies here (although you could alternately include these details in a separate course rules documents).*

## Attendance:

*UCI Law’s Academic Rule I.L. requires that students attend the classes in which they are enrolled. The rule also states that “[i]f a student must miss a class because of an unavoidable urgent matter, the student is responsible for contacting the instructor or the Assistant Dean for Student Services as soon as the problem presents itself.”*

*UCI Law’s Policy on Attendance and Verification of Student Identity requires instructors to use UCI Law’s Attendance App to verify attendance at each Distance Education course in order to comply with ABA Standard 306(f).* [*https://www.law.uci.edu/academics/registrar/policies/attendance-and-id.html*](https://www.law.uci.edu/academics/registrar/policies/attendance-and-id.html)*. If you need help setting up the Attendance App for your course, please contact your Faculty Assistant. UCI Law’s Policy on Attendance and Verification of Student Identity also requires instructors to include their attendance policies in their written syllabi or other course materials.*

*Under UCI Law’s Policy on Attendance and Verification of Student Identity, an instructor may prohibit a student from taking the final examination, submitting a final paper, or participating in or receiving credit for other graded class activities, if the instructor determines that the student’s attendance has been unsatisfactory. However, the instructor must first notify the student in writing of the unsatisfactory attendance record and warn the student about the consequences if attendance is not corrected. The student will have an opportunity after the warning to improve attendance in the course.*

*With the exception of the above requirements, instructors may apply their ordinary attendance policies to Distance Education classes. When considering adjustments to your attendance policies, please keep in mind not only the possibility of student illness, but also the fact that a number of our students are caregivers for children or other family members who are ill, and/or have children who are at home during the day due to school closures or reduced in-person school hours.*

*The following is a sample of one possible attendance policy:*

As an attorney, you will be expected to attend required court hearings, conferences, and client meetings. Similarly, you must be prepared for, arrive on time to, and attend all synchronous and asynchronous sessions of this class, as well as all other class-related meetings. You must be present on Zoom for the duration of all synchronous class sessions or class-related meetings; failure to attend a synchronous class by Zoom for its entire duration counts as an absence. You must also complete all other required synchronous and asynchronous course activities I assign, including viewing assigned pre-recorded lectures and completing other assigned learning activities.

UCI Law’s *Policy on Attendance and Verification of Student Identity* requires you to verify your attendance at every class session using UCI Law’s secure login and attendance password system (<https://apps.law.uci.edu/attendance>) (“UCI Law Attendance App”). Students must sign in to every class session by entering a “word of the day” that I will provide at the beginning of each class. It is a violation of the Honor Code to share the “word of the day,” to share your UCINetID credentials with anyone else, to login on behalf of another person to enter the “word of the day” for them, or to enter the attendance “word of the day” password when you are not present in the online class session.

If you must miss a class session or other class-related meeting due to an [unavoidable urgent matter OR illness or family care-related reason], please contact me **by e-mail before that class** to discuss your absence and request an excused absence. If you are not comfortable explaining the reason for your absence to me, please contact the Assistant Dean for Student Services, Kyle Jones. I understand the challenges the COVID-19 pandemic poses for normally expected levels of attendance. In light of that, I will be reasonably accommodating of health, childcare, and family-care related absences.

[Consider including based on your own course policies - An unexcused absence will result in a zero for that class with respect to both class participation and any work due. In addition, if you accumulate \_\_\_ or more unexcused absences, you will fail the course].

If you miss a class, you are responsible for learning the information you missed, including but not limited to by watching the course recording; accessing any handouts, assignments, or other materials that I distributed in your absence on Canvas or via e-mail; and handing in any assignments that were due in the class.

If you experience problems with internet connectivity during a synchronous class session, please join/rejoin the Zoom class session by phone at the phone number I provided together with the Zoom web link, and contact me after the class to discuss how to make up any portion of the class session that you missed.

Possible additional/alternative language: I understand the challenges the COVID-19 pandemic poses for normally expected levels of attendance and, in light of that, I will be reasonably accommodating of absences.

## Camera Policy:

*You may want to consider requiring your students to turn their cameras on during class for purposes of facilitating participation, engagement in the class session, and community-building. Alternately, you may want to recommend, but not require, that students turn their cameras on. Two sample policies reflecting alternate approaches appear below:*

[Cameras on required]

Student participation in class with video cameras on greatly enhances the online teaching and learning experience. Among other things, live video enables the instructor to assess student understanding more effectively than is possible with video off. It also facilitates community building. In order to facilitate student engagement in this course, students are required to appear on camera during the duration of synchronous class sessions and other class-related meetings. If a student cannot appear on camera, it is the student’s responsibility to explain promptly to me or to Assistant Dean for Student Services Kyle Jones the reason for not appearing on camera, in advance of the class session where possible. I have discretion to grant a requested exception to the camera requirement in a specific class session, or to count the failure to appear on camera as an absence.

[Cameras on recommended]

Participation with your camera on has the potential to greatly enhance the online teaching and learning experience, particularly when engaging in group work and presenting in class. Among other things, live video enables the instructor to assess student understanding more effectively than is possible with video off. It also facilitates community building. Nevertheless, it is understood that there may be a number of reasons why a student might be unwilling or unable to use video during a synchronous class. Thus, although I strongly urge all of you to participate with your video on, the only time it will be required is when you are on-call and during small group work.

## Class Recordings:

*We strongly recommend that instructors record all synchronous classes and make them available to all students in Canvas via YuJa (no questions asked), with the exception of clinical or other class sessions that contain attorney-client privileged communication.*

*We also strongly recommend that instructors announce at the start of each class or other recorded session that the session is being recorded, and explain how the recording may be used. In addition, you should provide students with options to address privacy concerns (e.g., changing their display names). You may also want to edit your Zoom settings to allow students to change their display names, to make sure that only the active speaker and screen are recorded, and to spotlight your own video when screen-sharing is on.*

*Below is sample language you can use in your syllabus regarding class recordings.*

Synchronous class sessions will be recorded, and class recordings will be made available to students. Class recordings are intended to allow a student to view a class the student missed due to an [unavoidable urgent matter (language used in Academic Rules) OR excused absence]. They are not a substitute for attending class. Watching a class recording after the synchronous class will only count as having attended that class if I have so indicated in writing.

Please note that student recording of Zoom class sessions by any means is prohibited. Replication, redistribution, sharing, or posting of a class recording without my express written permission is strictly prohibited. Students are also prohibited from taking screenshots during Zoom class sessions and/or pinning photos. Students who violate this policy are subject to disciplinary action under the Honor Code.

## Disability Services:

*The following is a sample policy:*

UCI affords all students with disabilities equal access under the law. If you are in need of accommodation under the Americans with Disabilities Act (ADA) or similar statute, you must contact the Disability Services Center (DSC) at (949) 824-6272, or preferably, complete the intake form available at this link: <https://portal.dsc.uci.edu/intake/>. DSC will contact you within 5 business days to schedule an appointment with the Law School DSC Counselor.

## Academic Integrity:

*The following is a sample policy:*

UCI takes academic honesty very seriously. You are responsible for knowing and adhering to the explicit details of our policies available at the link below: <https://www.law.uci.edu/academics/registrar/academic-rules.html>.

You are also responsible for ensuring that your conduct conforms with UCI Law’s Honor Code at all times (<https://www.law.uci.edu/academics/registrar/policies/UCI_Law_Honor_Code.pdf>).

In addition, you are responsible for complying with my specific instructions about the rules governing each individual and group assignment.

## Inclusivity Regardless of Citizenship:

*The following is a sample policy:*

The University of California supports all students regardless of immigration status. Thus, this course will work to make sure that all students feel included and respected in order to best heighten each student’s academic experience. If you feel that you need assistance because you are affected by either your immigration status or that of a loved one (family member, parents, friends, partner), please contact the UCI DREAM Center at dream@uci.edu.

## Student Health and Wellness:

*The following is a sample policy:*

Your instructors want you to thrive at UCI, and we believe that your physical and emotional well-being are the pathways to getting there. We encourage you to do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting educated about the effects of illicit drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the law school experience is learning how to ask for help.

Here at the Law School, Student Affairs and Student Services are available to help you with personal and academic advising, counseling, and referrals.    Please feel free to reach out to Dr. Jennah Jones, Assistant Dean for Student Affairs and Inclusive Excellence  (jjones@law.uci.edu, 949-824-1304) or Dean Kyle Jones, Assistant Dean for Student Services (kjones@law.uci.edu, 949-824-1384).

You should also consider reaching out to the **Counseling Center**([counseling.uci.edu](http://counseling.uci.edu/); 949-824-6457). The Counseling Center provides urgent care/walk-in services, crisis intervention, brief individual and couples counseling, groups, and workshops on a variety of personal and academic issues. There is a Satellite Office at the Law School, (and virtual Law School hours during COVID) where Dr. Diana Chan will provide short-term therapy to help you address your concerns.  You can schedule an appointment with Dr. Chan by calling 949-824-6457 - when you call, please specify that you would like to be seen by Dr. Chan during her virtual Law School hours.

If you are concerned about a life-threatening situation, we encourage you to contact the UCI **Police Department**at 9-1-1.

For more information on mental health resources, please visit our site: <https://www.law.uci.edu/campus-life/mental-health/>.

# Schedule for Class Sessions, Readings, and Other Assignments

*To ensure you have flexibility to adjust the pace of your class, we recommend including a disclaimer before your class and assignment schedule. Some example language is provided below:*

**This schedule serves as a general guideline for the semester. I may delete, add, or change readings or assignments as the semester progresses based on the progress of the class and other factors. You are responsible for keeping track of changes made to the syllabus, whether I indicate such changes in class, on Canvas, or by e-mail. Please note that in order to pass this course, you must complete every part of every assignment, graded or ungraded.**

*We recommend including a detailed breakdown of each class. You should consider including the following information:*

1. Class Date;
2. Subject(s) Covered or Class Description;
3. Any Assignments Due;
4. Readings; and
5. Learning Objectives.

The format used to deliver this information can vary. One sample format is provided below (the example assumes a class that meets on Mondays and Wednesdays in Fall 2020).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Class Subject(s)** | **Assignments** | **Readings for Class**  | **Learning Objectives** |
| Monday, August 17 |  |  |  |  |
| Wednesday, August 19 |  |  |  |  |
| Monday, August 24 |  |  |  |  |
| Wednesday, August 26 |  |  |  |  |
| Monday, August 31 |  |  |  |  |
| Wednesday, September 2 |  |  |  |  |
| Monday, September 7 | Labor DayNO CLASS |  |  |  |
| Wednesday, September 9 |  |  |  |  |
| Monday, September 14 |  |  |  |  |
| Wednesday, September 16 |  |  |  |  |
| Monday, September 21 |  |  |  |  |
| Wednesday, September 23 |  |  |  |  |
| Monday, September 28 |  |  |  |  |
| Wednesday, September 30 |  |  |  |  |
| Monday, October 5 |  |  |  |  |
| Wednesday, October 7 |  |  |  |  |
| Monday, October 12 |  |  |  |  |
| Wednesday, October 14 |  |  |  |  |
| Monday, October 19 |  |  |  |  |
| Wednesday, October 21 |  |  |  |  |
| Monday, October 26 |  |  |  |  |
| Wednesday, October 28 |  |  |  |  |
| Monday, November 2 |  |  |  |  |
| Wednesday, November 4 |  |  |  |  |
| Monday, November 9 |  |  |  |  |
| Wednesday, November 11 | Veterans DayNO CLASS |  |  |  |
| Monday, November 16 |  |  |  |  |
| Wednesday, November 18 |  |  |  |  |