

ABC 123: Course Title

Year, Section

Classroom Number (if applicable), Class Time(s), Place(s) (if applicable)

Instructor Information

- **Instructor Name:**
- **Office Location:**
- **Office Hours:**
- **Phone:** (416) 979 – 5000, ext. ~~-(Note: If your course is offered through remote delivery, we leave it to your discretion if you wish to provide a phone number or if you prefer to only use email)~~
- **Course Website:** my.ryerson.ca (for courses using D2L)
- **Email Address:** @ryerson.ca

Email Policy

Include any instructions or limitations on students' use of email in the course, as well as any preference for other means of contact.

Note: You can make it clear that, in accordance with the Policy on Ryerson Student E-mail Accounts (Policy 157), [Toronto Metropolitan University \(TMU\) Ryerson](#) requires that any electronic communication by students to [TMU Ryerson](#) faculty or staff be sent from their official [university Ryerson](#) email account. [Suggestions for setting expectations for students with regard to email.](#)

Course Description

Copy and paste the course description from the [Toronto Metropolitan University Ryerson](#) Calendar, which typically includes the course designation (Professional, Professionally-Related or Liberal Studies), hours per week, pre-requisites, anti-requisites, and any other course exclusions.

- **Note:**
[View undergraduate course descriptions.](#)

- [View graduate course descriptions.](#) ~~Undergraduate Course descriptions are available here.~~

~~Graduate Course descriptions are available here.~~

Course Details

Teaching Methods

A description of the teaching method(s) that will be used. If you will be using [any](#) technology, please indicate which technologies you will use (e.g. Zoom, Google Meet, Google Suite).

Note: You can also describe the format the class will take, for example, lecture, laboratory, studio, case studies, problem-based learning, seminar, field work, debate, oral presentation, or combinations of any of these options. You can also note if lecture content will be live, pre-recorded or if live sessions will be recorded depending on in person or remote learning.

Note: For remote teaching clarify how the course will be delivered (asynchronously vs synchronously) and which tools will be used for each aspect of the course.

Variations within a Course

In cases where there are multiple sections of the same course that share a common outline, students should be provided with at least a brief instructor-specific version.

Course Materials

Information about textbooks, course readings, and other course materials or equipment, and how to access them. Specific details on any instructional technology requirements in course work, assignments or exams.

Note: The University has issued a [minimum technology requirement for remote learning](#). If you require students to have access to specific equipment (webcam, microphone) or computer programs, let students know any necessary specifications and any supports that might be available to them. If you are using D2L Brightspace, you can direct students to [resources for using D2L Brightspace](#).

If using Zoom or Google Meet for class meetings, it is strongly encouraged that [student privacy](#) and access to technology be considered before students are asked to turn on their webcam video.

Course Learning Outcomes

Learning outcomes describe what students are expected to have learned or achieved; as a result, they usually describe what students will be capable of doing, or what evidence will be provided to substantiate learning.

Note: Learning outcomes identify the various specific pieces that go into the cultivation of the knowledge, skills and attitudes the program is intended to develop. Course learning objectives are the result or outcome of program learning experiences. For assistance with developing learning outcomes for your course, please see tips available in the [Best Practices in Course Design](#) provided by the Centre for Excellence in Learning and Teaching, or [book an individual consultation through the Centre's website](#).

OriginalityPlagiarism Detection and Virtual Proctoring

An indication of any requirement for the submission of work to an electronic ~~originalityplagiarism~~ detection service or the use of a virtual proctoring system. There is a statement which must be included if originality detection software is used (see below).

Virtual Proctoring Information (if used in this course)

Online exam(s) within this course use a virtual proctoring system. Please note that your completion of the exam will be recorded via the virtual platform and subsequently reviewed by your instructor. The virtual proctoring system provides recording of flags where possible indications of suspicious behaviour are identified only. Recordings will be held for a limited period of time in order to ensure academic integrity is maintained.

Access to a computer that can support remote recording is your responsibility as a student. The computer should have the latest operating system, at a minimum Windows (10, 8, 7) or Mac (OS X 10.10 or higher) and web browser Google Chrome or Mozilla Firefox. You will need to ensure that you can complete the exam using a reliable computer with a webcam and microphone available, as well as a high-speed internet connection. Full details are available on the "[Minimum Technology Requirements for Remote Learning](#)" web page. Please note that you will be required to show your Ryerson OneCard prior to beginning to write the exam. Should a student not have a OneCard, government issued ID can be displayed to the camera, showing only the picture and name (all other information can be covered by the student). A [virtual proctoring web page](#) that addresses privacy concerns and includes a FAQ is available for students.

Information will be provided prior to the exam date by your instructor who may provide an opportunity to test your set-up or provide additional information about online proctoring. Since

videos of you and your environment will be recorded while writing the exam, please consider preparing the background (room/walls) so that personal details are not visible, or move to a room that you are comfortable showing on camera.

Turnitin or another originality detection software (if used in this course)

Turnitin.com is a ~~n originality-plagiarism prevention and~~ detection and plagiarism prevention service to which ~~TMU Ryerson~~ subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is original/plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

Topics and Course Schedule (suggested template)

Note: ~~For remote teaching!~~ Let students know how they should be managing their time each week. You can even provide them with a [table estimating their time commitment](#) for each area of the course. Clarify deadlines for key course activities using the following template.

Week	Date	Topic	Readings
Week 1	Sept 6- <u>Jan 6-9-14</u>	<i>Example:</i> <ul style="list-style-type: none"> • Before class: Watch lecture video, complete readings, submit an 	<ul style="list-style-type: none"> • Chickering, A.W. & Gamson, Z.F. (1987) Seven Principles for

		<p>answer to at least two of the guiding questions in D2L</p> <ul style="list-style-type: none"> ● Attend <u>the three hour class lecture one of two one hour Zoom sessions during class time.</u> ● After class: Submit a reflection on the class discussion to D2L 	<p>Good Practice in Undergraduate Education. American Association of Higher Education Bulletin</p> <ul style="list-style-type: none"> ● Paulson, D.R. & Faust, J.L. Active Learning for The College Classroom.
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			

Evaluation

A list and (at least tentative) schedule of all assignments, exams, and other work to be graded, and general descriptions of these assessments.

A notice if any unscheduled evaluations will be used as part of the grading scheme (e.g. pop quizzes).

~~If the course is conducted online, the final exam will also be online;~~ if the course is conducted in-person, the final exam may also be in person, If the course is conducted online, the final exam may also be online; ~~subject to public health guidelines.~~ Check the final exam schedule one month prior to final exams for details.

An indication of approximately when the first assessment results or other grades will be returned to students (this should be before the last date to drop the class.) **Note:** For ~~Fall~~ Winter 2022, this must be before Friday November 18~~April 1~~, 2022.

A statement regarding how late work will be evaluated.

Assessment Weighting Breakdown (suggested template)

Evaluation Component	Percentage of Final Grade
Total:	100%

University Policies

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

Important Resources Available at Toronto Metropolitan University~~Ryerson~~

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Library Online Workshops](#).

- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 202~~0~~/~~Winter 2021~~/~~Fall 2021~~/~~Winter 2022~~ related to academic consideration. This statement ~~will be~~ ~~has been~~ built into the Online Academic Consideration System and ~~will is~~ also ~~be~~ on the [Senate website](#) (www.ryerson.ca/senate) ~~in time for the Fall term~~:

Policy 167: Academic Consideration for Fall 202~~0~~/~~Winter 2021~~/~~Fall 2021~~/~~Winter 2022~~ due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are ~~currently not~~ required to provide a health certificate. ~~All~~Other absences must follow Senate [Policy 167: Academic Consideration](#).

Also NOTE: ~~Outside of COVID-19 symptoms, the new~~ Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In the absence is more than 3 days in duration and/or is for a final exam/final assessment, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

- [TMU COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- ~~Ryerson~~[TMU COVID-19 Vaccination Policy](#)
- If taking a remote course, familiarize yourself with the tools you will need to use for remote learning. The ~~Remote Learning guide~~[Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L Brightspace, with or without [Respondus LockDown Browser and Monitor](#), [using D2L Brightspace](#), joining online meetings or lectures, and collaborating with the Google Suite.

- Information on Copyright for [Faculty](#) and [students](#).

Accessibility

- [Similar to an accessibility statement, use this section to describe your commitment to making this course accessible to students with disabilities. Improving the accessibility of your course helps minimize the need for accommodation.](#)
- [Outline any technologies used in this course and any known accessibility features or barriers \(if applicable\).](#)
- [Describe how a student should contact you if they discover an accessibility barrier with any course materials or technologies.](#)

Academic Accommodation Support

[Academic Accommodation Support \(AAS\) is the university's disability services office. AAS-who works directly with incoming and returning students looking for help with their academic accommodations. AAS works with any student who requires academic accommodation regardless of program or course load.](#)

- [Learn more about Academic Accommodation Support](#)
- [Learn how to register with AAS](#)

[Academic Accommodations \(for students with disabilities\) and Academic Consideration \(for students faced with extenuating circumstances that can include short-term health issues\) are governed by two different university policies. Learn more about Academic Accommodations versus Academic Consideration and how to access each.](#)

Wellbeing Support

[At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.](#)

[If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:](#)

- [Distress Line: 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support \(phone: 416-408-4357\)](#)

- Good2Talk: 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- Keep.meSAFE: 24/7 access to confidential support through counsellors via My SSP app or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- Centre for Student Development and Counselling: 416-979-5195 or email csdc@ryerson.ca
- Consent Comes First – Office of Sexual Violence Support and Education: 416-919-5000 ext: 553596 or email osvse@ryerson.ca
- Medical Centre: call (416) 979-5070 to book an appointment
- We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the Toronto Metropolitan University Mental Health and Wellbeing website. *At Toronto Metropolitan University Ryerson, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable.*
 - Ryerson Mental Health and Wellbeing

If support is needed immediately, you can access these outside resources at anytime:

- **Distress Line** — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)

Good2Talk — 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

(July 2022–Nov 2024)