XXXX1234: Course Title (Section YY)

Semester Year Syllabus

# Using this template

This template is intended to provide support for Boston College faculty and graduate student instructors who are designing course syllabuses. It is an entirely optional resource for you to use to the extent that you find it helpful. While it does include placeholders for all the institution-wide expectations for a syllabus (e.g. religious observance statements, disability accommodation statements, etc.), it may not include all syllabus expectations for your department or school. Checking with your Chair can help you understand any departmental expectations for your syllabus.

To use this template:

* Replace highlighted text with the relevant content for your course and remove the highlighting
* Delete items not relevant to your students/course (e.g. remove this section on how to use the template, delete TA details if your course does not have a TA)
* Save the file, upload it to Canvas, and consider [sharing it in Syllabus Search](https://cteresources.bc.edu/documentation/canvas-quickstart/share-your-syllabus/) so that BC students can access it when they’re registering for courses

For more information about the origins of this template and how to use it, as well as additional syllabus resources, see the [CTE’s resource page on Syllabus Design](https://cteresources.bc.edu/documentation/syllabus-design/). If you’d like to have a thought partner as you consider course and syllabus design questions, you can also email [centerforteaching@bc.edu](mailto:centerforteaching@bc.edu) to schedule a consultation with a CTE staff member.

## Accessibility Tip: Headers

[This template uses header styles in Word to create a more accessible document. If you want to change the formatting of the document, do so by [editing the header formatting in Word](https://support.microsoft.com/en-us/office/customize-or-create-new-styles-d38d6e47-f6fc-48eb-a607-1eb120dec563) rather than just changing individual styles of particular text.]

# Course Essentials

**Schedule**: Meeting Days & Times

**Location***:* Building & Room#

Lab/Discussion Meeting Time & Location: Day, Time, Building & Room Number

**Course Materials**: Canvas Course (create hyperlink)

## Accessibility Tip: Descriptive Links

This template assumes that the primary way students will access the course syllabus is digitally. Therefore, we’ve included tips that make digital documents accessible to students, including those who use screen readers and other assistive technology.

One accessible practice is to use descriptive links. Instead of copying and pasting in a hyperlink (i.e. [bostoncollege.instructure.com/courses/1613626](https://bostoncollege.instructure.com/courses/1613626)), create a descriptive link that tells readers where the link will take them (i.e. [Canvas Course](https://bostoncollege.instructure.com/courses/1613626) ). Learn how to [create a descriptive link in Word](https://support.microsoft.com/en-us/office/create-or-edit-a-hyperlink-5d8c0804-f998-4143-86b1-1199735e07bf).

# Course Welcome

A few sentences about who you are and why you are excited to teach this course.

# Instructor(s) & TA Information

**Instructor:** Full name, as you would like to be addressed by students

**Email**: @bc.edu email address

**Office hours**: time & location or instructions to book an appointment (e.g. scheduler link, instructions to email, etc.)

Brief description of how office hours work in your course and why students might choose to attend (e.g. “Meeting with students during office hours is one of the most rewarding parts of my job. I highly encourage you to use this opportunity to meet with me outside of class. You can use that time to discuss class material or assignments, concerns or challenges you are facing, ask for advice, or get to know me and/or the discipline better.”).

**Communicating with me:** Brief explanation of the best ways to make contact and the timeframe for expected responses (e.g. “If you need to communicate with me outside of class or office hours, please send me an email. You can typically expect a response from me within 2 business days, so please plan accordingly. For quick questions, you can always find me before or after class.”).

**Teaching Assistant:** Full name, as they would like to be addressed by students

**Email**: @bc.edu email address

**Office hours**: time & location or instructions to book an appointment (e.g. scheduler link, instructions to email, etc.)

2-3 sentences about who the TA is and their role supporting student learning in the course.

**Communicating with TA:** Brief explanation of the best ways to make contact and the timeframe for expected responses.

# Course Description & Learning Goals

## Course Description

Include course description from the course registration system or craft a description with this particular class context in mind. The course description often provides a big-picture overview of what’s at stake in the course, why it might matter to students, the field, and to how we live.

## Learning Goals

The learning goals (or learning outcomes or objectives) describe the specific skills and content knowledge that students will grow over the course of the semester. [See our resource on learning](https://cteresources.bc.edu/documentation/learning-objectives/) objectives for support in articulating your learning goals or email [centerforteaching@bc.edu](mailto:centerforteaching@bc.edu) to schedule a consult.

## Syllabus Design Consideration: Student Motivation

The expectancy value theory of motivation ([Wigfield, A., & Eccles, J. S. 2000](https://www.sciencedirect.com/science/article/pii/S0361476X99910159?via%3Dihub)) argues that human beings are motivated when they believe the task in front of them is worthwhile and when they believe that they can accomplish the task. In some courses — those that reside within students’ self-aware area of interests or are directly connected to students’ post-college goals — students are likely innately motivated. In required courses outside of students’ majors, instructors may find themselves working a little harder to activate and sustain students’ motivation.

The way you describe your course and articulate your learning goals can help students make connections between their own interests and goals and the work of the course. For example, you might use the course description to articulate why the course matters to students, to their communities, to the discipline, and/or to the world. You might also include a section on “transferable skills,” or expertise that students will be developing in your course that they are likely to draw on in other parts of their lives, even if they never take another course in your discipline (e.g. teamwork, media literacy, quantitative analysis, etc.). For inspiration on how you might frame those transferable skills, you can see the [sample skill building & career readiness syllabus statements](https://cteresources.bc.edu/documentation/sample-syllabus-statements/skill-building-career-readiness/).

# Required Texts & Tools

## Textbook

Textbook information, including ISBN

## Additional Materials

Any required supplies, equipment, etc. that students must purchase

## Technology

Any hardware, software, or subscriptions students must be able to access

# Assignment Due Dates & Course Expectations

## Graded Course Components

This list includes all the graded components of the course and how they factor into your final grade. Look below for more details about individual assignments, and see the Course Schedule at the end of the syllabus for a big picture view of what is due when.

A list of all the graded course component and the associated percentage of the final grade.

Reading Responses: 10%   
Participation: 15%   
Science Communication: 15%   
Midterm Exam: 15%

## [Assignment Title/Graded Component]

*Assignment Due Date* (if relevant)

For each assignment, include brief description of the assignment, instructions for submission (e.g. in-class, via Canvas, etc.), and you can also add a link to any additional existing materials (e.g. Canvas assignment page, criteria for assessing the assignment, etc.)

## [Assignment Title/Graded Component]

*Assignment Due Date* (if relevant)

For each assignment, include brief description of the assignment, instructions for submission (e.g. in-class, via Canvas, etc.), and you can also add a link to any additional existing materials (e.g. Canvas assignment page, criteria for assessing the assignment, etc.)

## [Assignment Title/Graded Component]

*Assignment Due Date* (if relevant)

For each assignment, include brief description of the assignment, instructions for submission (e.g. in-class, via Canvas, etc.), and you can also add a link to any additional existing materials (e.g. Canvas assignment page, criteria for assessing the assignment, etc.)

## Participation

A description of what “participation” means in your course, how it is evaluated (e.g. through attendance, by submitting in class exercises, by actively contributing to small group work, etc.), and how it factors into a student’s final grade.

## Assignment Feedback Expectations

A description of where students can expect feedback (e.g. in Canvas, a returned hard copy, etc.), approximately how quickly they can expect to receive feedback, and what they should do if they have questions or concerns about their feedback.

## Attendance Policy

This is a placeholder policy. You can review and adapt other [sample attendance policies](https://cteresources.bc.edu/documentation/sample-syllabus-statements/attendance-policy/) if you want to implement a different policy.

This is a conversation class, which means a major part of the work of the class comes from our discussions. The texts are not the class! Attendance at all sessions is important. You may miss up to three sessions for any reason with no penalty.  Beyond these three, each absence will lower your grade by three points unless we have come to an agreement in advance (regarding medical concerns, for example). You'll be responsible for making up missed work and material for any missed class.

## Late Work Policy

Describe if late work will be accepted, any consequences associated with turning in work late, how students can access extensions if you offer them. For example, you might implement **a late bank**, where students have X number of grace period days that they can use over the course of the semester, or you might identify “**best by” dates and final due dates** for each assignment. The best by date identifies when a student can get the most out of the assignment and best pace their learning. The final due date identifies the last point at which student learning still benefits from completing the assignment. You can also not accept late work but **drop the lowest assignment** or two in each assignment category.

# Student Wellbeing & Success Resources

In addition to the learning support available to you inside the context of this course, you have access to several resources on campus that are intended to support your wellbeing and academic success. If you feel like you need a little support — as we all do at different times — I encourage you to reach out to someone on campus.

## Accessibility & Accommodations

This is a placeholder language about a *required* course policy. You can review and adapt other [**sample accessibility language**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/accessibility-and-accommodations/) if you want to communicate about accommodations in a different way to students.

I am committed to supporting the learning of all students in my class. If you have already registered with [Connors Family Learning Center](https://www.bc.edu/content/bc-web/academics/sites/connors-family-learning-center/services/ADHD-Learning-Disability-Support-Services.html) (learning disabilities and ADHD) or [Disability Services](https://www.bc.edu/content/bc-web/offices/student-affairs/sites/dean-of-students/disability-services.html) (all other disabilities) and have your letter of accommodations, please meet with me early in the course to discuss, plan, and implement your accommodations in the course. If you have or think you have a disability but are not registered, the Connors Family Learning Center and Disability Services websites provide information on the registration process.

## Religious Observation Accommodations

This is a placeholder language about a *required* course policy. You can review and adapt other [**religious observation accommodation sample syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/religious-accommodation/) if you want to communicate about those accommodations in a different way to students.

As an instructor at Boston College, I welcome students of diverse religious backgrounds into my classroom as part of my larger commitment to educating whole persons. I also know that when students are able to bring all of themselves into the classroom, everyone benefits from the diversity of perspectives and backgrounds present, resulting in more robust scholarly engagement. Additionally, under [Massachusetts law](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter151C/Section2B), students have the legal right to religious accommodation. Please let me know if a requirement for this course conflicts with your religious observance so that we can figure out a way for you to observe your religious practice and complete the requirements for this course. If at all possible, please contact me about any potential conflicts within the first two weeks of the course.

## Mental Health & Wellness

This is a placeholder language about an *optional* course policy. You can review and adapt other [**mental health and wellness syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/financial-insecurity-basic-needs/) if you want to communicate about the mental health resources in a different way to students.

If you are experiencing stress that is making it difficult for you to focus in learn, please reach out to me if you feel comfortable doing so. You can also access various supports on campus.

The **Center for Student Wellness** provides support and self-care resources if you are feeling stressed and facing challenges with time management, sleep, or substance use. Among other programs, they offer peer Wellness Coaching appointments to help you create an actionable plan to reach your wellness goals. Visit [CSW’s website](https://www.bc.edu/content/bc-web/offices/student-affairs/sites/center-for-student-wellness/programs-services/wellness-coaching.html) to schedule a meeting with a trained peer Wellness Coach, or to learn more about resources to help you prioritize your mind, body, and soul this semester.

[**University Counseling Services**](https://www.bc.edu/content/bc-web/offices/studentaffairs/sites/health-wellness/counseling/get-help.html) provides free, confidential mental health services, including individual and group sessions. You can make an appointment by calling (617) 552-3310. If you need to speak with someone right away, same day appointments are available. If you need to speak with someone outside of office hours (8:45 – 4:00) you can call the Psychological Emergency Clinician at (617)-552-3310, ext. 2.

## Name Change & Pronoun Resources

This is a placeholder language about an *optional* course policy. You can review and adapt other [**name change & pronouns resource syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/lgbtq-and-nonsexist-language/) if you want to communicate about those resources in a different way to students.

Class rosters and University data systems are provided to faculty with the student’s legal name and legal gender marker. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. You can also [update your name and pronouns in Canvas](https://cteresources.bc.edu/documentation/canvas-guide-for-students/setting-pronouns-and-changing-your-display-name/) at any time. If you’re interested in updating your name in other campus systems, the [Name Change resource from the Office of Student Services](https://www.bc.edu/content/bc-web/offices/student-services/registrar/name-change.html#tab-update_your_legal_name_with_the_university) outlines your options. Additionally, if these change at any point during the semester, please let me know and, if you would like to, we can develop a plan to share this information with others in the class in a way that works for you.

If you are looking for additional support as you prepare to discuss your name or pronouns on campus, you are encouraged to contact Alison Park (she/her, [alison.park.2@bc.edu](mailto:alison.park.2@bc.edu)), Associate Director, [Thea Bowman AHANA and Intercultural Center](https://www.bc.edu/content/bc-web/offices/student-affairs/sites/ahana/about.html). Learn more about the resources available at the [LGBTQ Support website](https://www.bc.edu/content/bc-web/offices/studentaffairs/sites/ahana/programs-services/lgbtq-support.html).

## English Language Learner Support

This is a placeholder language about an *optional* course policy. You can review and adapt other [**English language learner support syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/esl-students/) if you want to communicate about ESL support in a different way to students.

Boston College welcomes students from around the world and recognizes the unique perspectives international students bring enrich the campus community. To empower students whose first language is not English, Boston Colleges makes ESL specific resources available on campus, including ESL writing support and conversation appointments through the [Connors Family Learning Center.](https://www.bc.edu/bc-web/academics/sites/connors-family-learning-center.html)[Book a tutoring session](https://www.bc.edu/content/bc-web/academics/sites/connors-family-learning-center/services/Tutoring-information.html) through the CFLC website.

## Financial Insecurity & Basic Needs

This is a placeholder language about an *optional* course policy. You can review and adapt other [**financial insecurity & basic needs syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/financial-insecurity-basic-needs/) if you want to communicate about those financial support resources in a different way to students.

I understand that the majority of college students experience some type of financial insecurity at some point—from confusion about debt or financial aid to lack of steady income to housing insecurity—and that these stresses can impact their lives on campus. Students do not need to navigate these challenges on their own. Students who are feeling overwhelmed or confused about their financial situations can connect with the [Student Financial Aid Office](https://www.bc.edu/bc-web/offices/student-services/financial-aid/undergraduate.html), the [Montserrat Office](https://www.bc.edu/bc-web/offices/mission-ministry/sites/montserrat.html) or the [Dean of Students](https://www.bc.edu/content/bc-web/offices/student-affairs/sites/dean-of-students.html) to talk through available support options.

In addition, all of the materials for this course are available on course reserves at the library. Please speak to me if it is a financial hardship for you to access anything you need for the course.

## Title IX & Sexual Misconduct

This is a placeholder language about an *optional* course policy. You can review and adapt other [**Title IX & Sexual Misconduct syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/title-ix-and-sexual-misconduct/) if you want to communicate about the resources for survivors in a different way to students.

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking, Boston College policies require that, as your instructor, I share this information with Tracy Kennedy, Boston College’s Interim Student Affairs Title IX Coordinator ([StudentTitleIX@bc.edu](mailto:StudentTitleIX@bc.edu)). Tracy will contact you to let you know about accommodations and support services at Boston College as well as options for holding accountable the person who harmed you. You are not required to speak with her.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to me, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

* [BC’s Sexual Assault Network](https://www.bc.edu/content/bc-web/offices/studentaffairs/sites/womens-center/programs/sexual-assault-network.html) (SANet), available 24/7 at 617-552-2211
* Women’s Center (Maloney 441) [Care Team Drop-In Hours](https://www.bc.edu/content/bc-web/offices/studentaffairs/sites/womens-center/programs/sexual-assault-network.html).
* [University Counseling Services](https://www.bc.edu/content/bc-web/offices/studentaffairs/sites/health-wellness/counseling/get-help.html) at 617-552-3310
* [Boston Area Rape Crisis Center (BARCC),](https://barcc.org/) available 24/7 at 800-841-8371 and via chat ([services available in Spanish](https://barcc.org/es/))
* [Fenway Health](https://fenwayhealth.org/care/behavioral-health/violence-recovery/), a LGBTQ+ focused care center, available at 617-927-6250

If you are a survivor or someone concerned about a survivor and need immediate information on what to do, the [You Are Not Alone Guide](https://www.bc.edu/content/dam/bc1/offices/StudentAffairs/main/pdfs/yana_webversion.pdf) summarizes options and resources.

## Bias-Related Incident Reporting

This is a placeholder language about an *optional* course policy. You can review and adapt other [**bias-related incident reporting syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/bias-related-incident-reporting/) if you want to communicate about incident reporting in a different way to students.

In order to advance Boston College’s goal of creating a community in which everyone is treated with respect, dignity, and compassion and where acts of prejudice, hatred, and discrimination are not tolerated, the university created the [**bias-related incident reporting form**](https://cm.maxient.com/reportingform.php?BostonCollege&layout_id=1). This form allows targets and witnesses to hate crimes or bias-related incidents to easily report the behavior and get connected to networks of care. In subsequent conversations with the Dean of Students Office, students can also get a better handle on the available institutional processes for addressing harm. You can learn more about the process — including the university’s definition of a bias incident — at the [Hate Crimes & Bias-Related Incidents Protocol website](https://www.bc.edu/content/bc-web/offices/studentaffairs/sites/dean-of-students/policies-expectations/bias-related-incident-response.html).

# Community Expectations

## Commitment to Inclusion

This is a placeholder language about an *optional* course policy. You can review and adapt other [**Commitment to Inclusion syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/commitment-to-inclusion/) if you want to communicate your approach to inclusive teaching a different way.

Human connection is the heart of a modern liberal arts education. *We can’t learn without you.*Arrive prepared and ready to think out loud and share confusions. Class meetings involve discussions in a variety of formats, some experimental and perhaps unfamiliar. These varied structures enable different forms of thinking and analysis; they also accommodate diverse personalities and learning styles. In all settings, collaborate thoughtfully and respectfully with your peers. When you disagree with or don’t understand something you hear, ask questions. Your peers’ questions are as important as mine, so listen carefully.

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

## Classroom Technology Policy

This is a placeholder language about an *optional* course policy. You can review and adapt other [**technology policy syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/technology-in-the-classroom/) if you want to articulate a different approach to your students.

You are welcome to use a laptop or tablet in this class as long as it contributes to your learning. This class, once again, is discussion based. This means that all students are expected to actively listen to one another in order to participate in classroom activities. If you are unable to contribute to the discussion or are otherwise distracted by your computer, cell phone, or tablet, I will ask that you refrain from using it in class. There will be some class sessions where we will use technology together, and in those instances, all students should make arrangements to bring a laptop or tablet to class. If you have any questions or concerns, please be in touch with me.

## Academic Integrity

This is a placeholder language about a *required* course policy. You can review and adapt other [**academic integrity syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/academic-integrity/) you want to describe academic integrity expectations in a different way.

The Boston College community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the associate dean and the Committee on Academic Integrity. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see [Boston College’s academic integrity policy](https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#academic_integrity_policies).

## Generative AI

This is a placeholder language about an *optional* course policy. You can review and adapt other [**Generative AI syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/genai/) if you want to communicate your Gen AI use expectations in a different way.

Artificial Intelligence (AI) Tool Usage: AI tools can generate text, images, and other media very quickly. Since a central goal of this course is to help you become independent and critical thinkers, using Generative AI tools to create text, video, audio, or images that end up in your work (assignments, activities, responses, etc.) may be considered a violation of academic integrity policies. Before choosing to use Gen AI for coursework, reach out to me about appropriate and inappropriate uses. If you choose to use Gen AI to complete assignments, indicate on your assignment how the technology was used. If any part of this policy is confusing, please reach out to me for a conversation before submitting your work.

## Class Recording Policy

This is a placeholder language about a *required* course policy. You can review and adapt other [**class recording policy syllabus statements**](https://cteresources.bc.edu/documentation/sample-syllabus-statements/fall-2020/) if you want to describe students’ rights and responsibilities regarding class recordings in a different way.

Boston College seeks to protect the integrity of what transpires in the classroom among students and professor, any course materials prepared by the professor, and the privacy of students and faculty. With this in mind, you are prohibited from recording (audio or video) any lectures, seminars, or other classroom activities without the express permission of the instructor and peers, including transcriptions created with the help of Gen AI tools. Authorized recordings and all other course materials (including any materials posted on Canvas) may only be used for the purposes of an individual’s (or group’s) study in the course, and may not be shared with any wider audience on or off campus unless the instructor has explicitly given such permission.

# Course Schedule

Include an overview of class sessions and associated homework or other student responsibilities. You can review and adapt [sample calendar templates for the Spring 2026 semester](https://drive.google.com/drive/folders/1lctJXsxEE7kfbkZBAFPdYx0tl1mvJTBN) if you want to work from a formatted template that accounts for the BC calendar.