**UO Remote Summer: Syllabus ‘Starter’**

**Course Description Revised to Highlight the Remote/COVID Context**

Consider updating your student-facing course description to include a personal, in-your-voice statement about the course values and broad goals.

**Tip:** The knowledge and capacities students are developing in your classes may have particular urgency in this time of crisis. And the study, career readiness, and resilience skills of remote learning might be important to point out to students so that they can better build, track, and use them in other contexts.

Example: In this extraordinary time, I am committed to our course—to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. We cannot meet in person, but we can:  

* Be moved and challenged by X, Y, Z (in course materials and big issues/questions);
* Practice A & B, which are cross cutting, transferrable skills;
* Engage in ethical dialogue that widens our perspectives and deepens our knowledge;
* Affirm our hopefulness about the future by continuing to learn and answer questions/practice skills/examine subjects that are perhaps more relevant now than ever/that give us context to understand our present moment/that help us appreciate the beautiful even in a time of great challenge.]

**Course Policies**

**Communicating with Me**

Establish clear means of communication including a backup plan. You can [bridge your office phone number to your cell phone](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101082) as one way students can reach you during office hours. Also, [UO Voicemail can send sound files of your messages to your email address](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=73583). Students can check their communications settings and even receive class notifications via text. Many instructors find it helpful to indicate their typical response times to emailed questions and on submitted work.

**Tip**: Springstudents reported finding the variety of ways faculty are setting up course sites in Canvas, the number of non-Canvas platforms faculty are using, and the many notifications and emails they receive confusing. Try setting up regular patterns of communication (like a weekly preview and checklist sent every Monday).

Example: Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

Every Monday I will send an email that previews exciting, critical concepts we’ll work on that week and a checklist of the week’s due dates.

I will host “live” office hours through [Zoom/Canvas Conferences] each week on [day/time] and also have a running discussion forum on our Canvas called “Class Questions and Answers” for the entire group to ask and answer. I welcome meetings outside my regular office hours, too, knowing that there is considerable uncertainty in all of our lives right now. Just email me or call me at [office number] to set a time. If you experience Internet access challenges, my office phone is a good way to reach me.

If you contact me with a question, I will try to respond within one business day. I typically provide feedback on assignments within one week.

**Academic Integrity for Remote Learning**

In addition to including the University’s standard misconduct statement in the syllabus, consider giving specific guidance about what this means in your remote course.

**Tip:** The Office of Student Conduct and Community Standards recommends that instructors:

* Tell students that you will report all suspected cases of academic misconduct to the [Office of Student Conduct and Community Standards](https://dos.uoregon.edu/academic-misconduct).
* Be clear about the consequence for academic misconduct in your course (e.g. “if you do not adhere to these expectations regarding academic integrity, you will receive a failing grade for this course”).
* Clarify if and how students are permitted to collaborate with each other.
* For assignments and assessments, clearly outline what, if any, resources students are permitted to use.
* Specify whether students are permitted to record your class sessions.

Example 1: The [University Student Conduct Code](https://dos.uoregon.edu/conduct) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in response to the exam prompts.

Example 2: The [University Student Conduct Code](https://dos.uoregon.edu/conduct) defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then email or call me.

**Technical Requirements**

### Inform students of the main platforms you will use, how to access support, and what to do in the event of a technological failure.

### Example: Log into [canvas.uoregon.edu](http://canvas.uoregon.edu/) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the [Canvas support page](https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=38635). Canvas and Technology Support also is available by phone or live chat: [541-346-4357](tel:+15413464357) | [livehelp.uoregon.edu](https://livehelp.uoregon.edu/)

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ [web page on going remote.](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263)

**Class Materials** 

Let students know how they can access your course materials.   
  
***Digital Materials from UO Libraries’ Collection***

UO Libraries offers these guides and repositories if you seek to replace print materials:

* [eBooks](http://librarysearch.uoregon.edu/) (limit material type to eBook)
* [Online Journals](https://browzine.com/libraries/38/subjects)
* [Open Educational Resources](https://researchguides.uoregon.edu/c.php?g=897514&p=6475856)
* [Streaming Video Databases](https://researchguides.uoregon.edu/find-videos-films/streaming_video)
* [Digital Collections](https://library.uoregon.edu/digital-collections)

If you don’t find your course materials in its current digital collection, UO Libraries may be able to purchase them. To learn more, see the [Library Services for Remote Teaching](https://library.uoregon.edu/remote-teaching) page reach out to your [Subject Specialist Librarian](https://library.uoregon.edu/subject-librarians) for help finding alternate formats and options.

***Physical Materials from UO Libraries***   
The UO Libraries are providing both physical pickup locations (Knight Library Pickup Window, Law Library for law materials) and home delivery services of general collection materials for faculty and students. Materials can be returned either via the Knight Library book drops or via mail. Faculty and students can also request scans of portions (no more than 20%) of printed material. For more information email [ecirc@uoregon.edu](mailto:ecirc@uoregon.edu), or contact the library’s [chat reference service](https://library.uoregon.edu/ask).

***DuckStore Materials***Textbooks and digital course materials may be purchased or rented in-store or online through [UODuckStore.com](https://uoduckstore.com/); print materials will be shipped free within the United States to UO students.

**Fluidity, Attendance, Participation**

[UO Academic Council](https://senate.uoregon.edu/2020/05/01/academic-council-updated-academic-continuity-expectations/) has defined remote courses beginning summer term as including live engagement. The Council 

* Expects instructors to provide live engagement during the scheduled meeting times, including at least 50% planned and structured content delivery or discussion.

Live engagement is distinct from office hours.

* Allows instructors to count attendance and participation as part of the grade provided they have reasonable ways for students to complete make-up assignments for missed class sessions or participation points without loss of credit. Instructors must communicate these policies in their syllabi. Instructors who are unsure whether they are making reasonable accommodations should confer with their unit heads for guidance.
* Informs instructors that they may modify course expectations such that required work is reduced or grading schemes are adjusted provided they can still meet course learning objectives.

Consider signaling that the situation we’re experiencing is fluid and, thus, uncertainty may impact the class plan and, potentially, their participation in the class. Be ready to equitably handle requests for extensions or accommodations as students deal with illness, family issues, lack of Internet connection, etc.

**Tip:** Instructors are reminded that they are able to apply flexibility to any assessment as well as alternative assessments where necessary to address external variables that are disruptive to student performance. Unit heads can be excellent sounding boards and sources of guidance on these matters.

Example: As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. Though attendance and participation account for 10 percent of students’ grades, I have developed and posted to Canvas daily make-up activities which may be used up to five times by any student for any reason. During this unusual time, I encourage you to talk with me about what you are experiencing so we can work together to help you succeed in this course.

Barring a specific need for adjustment, graded work is always due in this course Sundays at 11:59pm—I hope this regular deadline simplifies what you need to keep in mind about the routine of the course.

**Accessibility**

Some students with disabilities or medical conditions may encounter barriers with remote instruction. As students make these known, encourage them to contact the [Accessible Education Center](http://aec.uoregon.edu/) so that appropriate accommodations can be determined. (Contact AEC with questions; guidance on [accessible digital content is here](https://aec.uoregon.edu/best-practice-guidelines-creating-accessible-digital-content).)

UO Standard Syllabus Statement: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**Discussion and Engagement Guidelines for Remote Participation**

As in face-to-face classes, guidelines for how students engage in discussion create a useful set of shared expectations for the class. Consider establishing participation guidelines and discussing and modifying them in conversation with the class.

Example:

General Guidelines for Remote Class Participation

1. **Participate and Contribute**: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

**Use Proper Netiquette**: Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.

1. **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).
2. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
3. **Help Everyone Learn**: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Specific guidelines for best practices using Canvas Discussion:**

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
3. Be supportive and considerate when replying to others’ posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions.  After submitting, use the edit feature to make corrections and resubmit (don’t create a new or duplicate post that corrects your error).
6. Contribute and interact often!

**Specific guidelines for best practices using Zoom:**

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the [UO Service Portal](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101392).
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—when you can, I value video on.
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
6. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
7. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
8. For help and troubleshooting with Zoom, visit the [UO Service Portal](https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101392).