Syllabus 'Starter'

# Information for Instructors

The first two pages of this document are for instructors. The remainder of the document can be used as a template for your syllabus and shared with students. The purpose of, formatting for, and sections for the Syllabus ‘Starter’ are noted below, as well as guidance on how to use it and additional considerations.

## Purpose of Syllabus ‘Starter:’

The intent of this page is to make meeting new syllabus requirements and integrating recommended sections and language easier for instructors. All undergraduate courses (with five or more students) are [required by UO Policy to have a syllabus](https://provost.uoregon.edu/syllabus-requirement-policy). This "Syllabus Starter” resource provides framing and example language for some of the required elements as well as other sections that you may wish to consider in crafting and communicating your distinctive course policies.

## Formatting for the Syllabus ‘Starter’

After the first two pages, the remainder of the document can be used as an accessible template for your syllabus. Accessibility features of this document include heading structure, appropriately descriptive links, and use of lists. Learn more about making accessible digital documents by taking the UO’s [Digital Content Accessibility Training.](https://digitalaccessibility.uoregon.edu/training/content)

## Sections of Syllabus ‘Starter:’

Sections that are required by the University are noted with an asterisk (\*).

### Introduction to Course and Instructor

* Instructor Information\*
* Office Hours\*
* Course Description
* Course Objectives\*
* Core Education Fulfillment (if applicable)\*
* Course Modality
* Technical Requirements

### Course Policies

* Communicating with Me: How and Why
* Classroom Community Expectations (or “Classroom behaviors”)\*
* Course Materials\*
* Absences\*
* Course Deadlines and Late Work
* Grade Policies\*
* Student Deadlines and Late Work
* Content Warning
* Artificial Intelligence Use

## How to use the Syllabus ‘Starter’

Find the brief “key” to using it below, and follow the steps in “editing this document.”

### Key to this document:

* Language placed within “[ ]” is guidance for instructors
* Sample language, which can be modified or replaced with your own version, is in green

### Editing this document

As you use this document, you will want to:

* Keep required language
* Keep required sections (noted with an asterisk) but add/modify text for your context
* If you keep or modify the example language, change the text color to black
* Delete the guidance to instructors (text within “[ ]”) after you have considered or applied it
* **Erase the “Information for Instructors” portion.**

## Additional Syllabus Considerations

We know that traditional syllabi tend to be dense, complex documents. When the complexity of a syllabus increases, students' ability to—and motivation for—engaging with it can seem to decrease. We appreciate approaches we’ve heard from UO instructors to help students engage with the syllabus, and we believe there are a number of ways to design an effective syllabus that go beyond a text-dense document. In addition, using welcoming language in the syllabus that affirms a growth mindset can help increase student success and close equity gaps, particularly for Pell-eligible and first-generation students. Find resources we recommend around designing and promoting interactive engagement with the syllabus on the [Syllabus Starter](https://teaching.uoregon.edu/starter-syllabus) web version of this resource.

# Introduction to Course and Instructor

## Course and Instructor Information:\*

[Include course title and Course Reference Number (CRN).

Include instructor(s) name, office/room number, uoregon e-mail address, and any other means of contact desired. These are minimum requirements by UO policy.

Some faculty choose to share personal pronouns in their syllabus. The Division of Student Life has a [website dedicated to personal pronoun use](https://studentlife.uoregon.edu/pronouns).]

Office Hours\*

[Include office hours, room location (and, if providing remote office hours, a link) and a statement indicating how to contact the instructor for an appointment outside of office hours. Please note guidance from the University Senate that all instructors, regardless of course modality, should “provide live, synchronous options for students to meet with them (e.g. office hours) for a minimum total of two hours per week during their teaching terms. This should be a mix with both scheduled times and by-appointment times.”

In addition to giving your hours, consider explaining somewhere in your syllabus what sort of reasons students might come to office hours.]

## Course Description

[Consider updating your student-facing course description to include a personal, in-your-voice welcome, including a statement about the course values, broad goals, or important questions you will address together.]

### Sample Language:

Welcome! I am committed to the success of all students in this course, and I look forward to the learning, questioning, and growing that we will do together this term. The goals of this course are:

* Be moved and challenged by X, Y, Z (in course materials and big issues/questions);
* Practice A & B skills, which you will use across other courses and in your careers
* Affirm our hopefulness about the future by continuing to learn and answer questions/practice skills/examine X subjects

## Course Objectives\*

[Provide students with a list of the course objectives. Objectives should be written as statements that specify student actions that are observable through the activities of the course. “By the end of the course, students should be able to...[verb] + [object].” For more information, check out our [Aligned Course Design page](https://teaching.uoregon.edu/resources/aligned-course-design).]

### Sample Language:

By the end of the course, students should be able to:

* Describe the history of American immigration policy.
* Create a marketing plan for a non-profit organization.
* Compose an essay using a deliberate writing process with emphasis on inquiry, audience, research, and revision.
* Describe the cultural forces (history, social values, economic practices, and politics) that shape the professional practices in a target culture.
* Predict and explain the electronic and molecular structure of common substances using models.
* Design and carry out scientific experiments as well as accurately record and analyze the results of such experiments.

## Core Education Fulfillment (if applicable)\*

[In addition to the learning objectives, if a course meets any Core Education Requirements, include a statement about which requirements it meets and why. You can find guidance on the [Required Syllabus Content webpage](https://provost.uoregon.edu/syllabus-requirement-policy).]

## Course Modality

[At times, students are unclear about whether face-to-face courses have a remote option. If you are teaching an in-person course, consider raising this directly to calibrate student expectations.]

### Sample Language:

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a disability, you can request those by working with the Accessible Education Center.

## Technical Requirements

Inform students of the main platforms you will use and how to access support.

### Sample Language:

Canvas is the place to go for course information and engagement outside of class time.

To access our course Canvas site, log into [canvas.uoregon.edu](http://canvas.uoregon.edu/) using your DuckID. If you have questions about 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 (541-346-4357) or by [live chat on the Live Help webpage](http://livehelp.uoregon.edu/).

# Course Policies

## Communicating with Me: How and Why

[UO students report finding the variety of ways instructors set up course sites in Canvas and the many notifications and emails they receive confusing. Many instructors report having to answer numerous communication-related questions. To establish clear means of communication, try summarizing:

1. How you will communicate with the class (and possible response times to individual emails or submissions)
2. How students can communicate with you and
3. Why they might want to communicate with you.

While #3 may feel self-evident, giving all students a sense of what you can support them with is particularly important for students who do not yet have experience with posing questions to or getting support from instructors, or students who may be hesitant to ask.]

### Sample Language:

#### How will I communicate with you?

Our class will communicate through our Canvas site. Announcements and emails are archived there, 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 post an Announcement that previews critical concepts we’ll work on that week and a checklist of the week’s due dates. You can also find this information in the overview page in each Canvas module.

I get in touch with individual students when needed through email. When giving feedback on assignments, I do so in Canvas, and turnaround time for feedback is generally one week.

#### How can you communicate with me?

If your question (or comment) is

* *a practical, yes/no* one about an assignment, reading, or other component of our class, please post your question on the Discussion thread titled “Class Questions and Answers,” which I respond to daily, and where your peers can also pose questions and share answers.
* *about a technical challenge* with Canvas or another technology, please contact the UO Service Portal.
* *about course content or activities, about something personal, time sensitive, or something else* that doesn’t feel like it fits above, please reach out to me by email or by attending office hours!

I try to respond to questions within one business day.

Why should you communicate with me?I enjoy talking with students about our course material! Are you confused or excited about something? Wondering how what we’re learning relates to current events, career choices, or other classes you can take UO? Please be in touch! Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. I believe every student can succeed in this course, and I care about your success.

Office hour details  
**When & where:** I will host office hours each week on [day/time] and at [location]. I welcome meetings outside my regular office hours as well. Just email me or call me at [office number] to set a time.

**What:** During office hours, students bring in a wide range of concerns, questions, and successes. We might talk through a specific concept or problem to clarify it, might think together about an issue a student is curious about that relates to the class, might discuss a student’s post-graduation goals, might identify more supportive methods to study for a future exam or to begin a project, or any number of other topics. Some students have never been to an instructor’s office hours—if that is you, please change that this term by attending! Feel free to come with a peer if that is useful for you. 

Regardless of the format, I look forward to connecting!  
  
Classroom Community Expectations (or "Classroom Behaviors”)\*

[The Senate has noted that syllabi should include policy on “classroom behavior.” We encourage thinking about the "classroom" as all sites where students are engaged with each other, whether face to face in a physical classroom or in an online space (like Canvas Discussion).

It is useful to be transparent about expectations you hold for students (and that they can hold for one another) and about expectations your students can hold for you.]

### Sample Language:

All members of the class (both students and instructor) can expect to:  
*Participate and Contribute:*  All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and in small groups as well as submitting questions prior to class or engaging with Discussion posts.

We will establish more specific participation guidelines and criteria for contributions in our first weeks of the term.    

*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.    

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don’t hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

#### Guidelines for using Canvas Discussion:

* Use subject lines that clearly communicate the content of your post
* Write concisely, and be aware that humor or sarcasm doesn’t always translate in writing.
* 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.
* Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
* 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).
* Contribute and interact often!

## Course Materials\*

[Let students know what materials are required and how they can access materials for your class.

Consider using free or low-cost materials if you do not already; recent Student Experience Survey responses (as summarized in the [Practitioner Guide: Accessibility](https://provost.uoregon.edu/analytics/practitioner-guides/accessibility#5-affordability)) indicate that free or affordable materials are among the most common recommendations students have to increase access to your course. Find out more about how to find or make free or low-cost course materials—and the support that is available to you—by visiting UO Libraries’ [Open Educational Resources and Textbook Affordability webpage.](https://library.uoregon.edu/oer/)

After you’ve identified what course materials students will need, you may wish to remind students that if they have difficulty purchasing necessary textbooks or other course materials, they can apply for a [Textbook Subsidy](https://basicneeds.uoregon.edu/academic-resources/) through UO’s Basic Needs program.]

## Absences\*

[The University Senate recently legislated a “[Course Attendance and Engagement](https://provost.uoregon.edu/course-attendance-and-engagement-policy)” policy with the goal of increasing transparency and equity in how course policies are applied at UO. Instructors can find information on implementing this policy on the ["Enacting the Senate’s ‘Course Attendance and Engagement’ Policy" page](https://teaching.uoregon.edu/enacting-senates-course-attendance-and-engagement-policy-0). Instructors have the discretion to decide what attendance policy best supports their courses (including a no-penalty policy), but all syllabi should:

* **Make attendance and make-up policies and their impact on grades explicit.** The policy states instructors should “Outline any requirements for attendance, how absences affect grades and the conditions under which coursework can be made up.”
* **Have a “reason-neutral” policy**. Instructors who require attendance and/or penalize absences "[...] shall not ask for reasons for absences and shall not distinguish between ‘excused’ and ‘unexcused’ absences since there is no equitable way to confirm the veracity of student-provided reasons or documentation outside the university context.” This means a course with an absence penalty policy would treat X number of absences for any student in the same manner.
* **Specify the few exceptions UO has identified to the policy**
  + Exceptions to this reason-neutral provision include instances that conflict with accommodations from the Accessible Education Center, religious observances, pregnancy and parenting, military deployment, or university-sponsored events.  In these cases, it is up to the student to ask for accommodations and provide the necessary documentation prior to missing class or turning in late work, usually at the beginning of the term.
  + In addition, you may be asked to provide an exception in specific instances by either the Office of Investigations and Civil Rights Compliance (if they are working with students experiencing sexual harassment or gender-based violence or who are pregnant or parenting and have specific needs) or by the Dean of Students, if a student has an Emergency Academic Notification. In these cases, the request would come directly from the UO unit, not the student.
* **Advise students who experience extensive absences.** "Course attendance and engagement policies are meant to address common student absences or late work over the course of a term. Instructors should know how to advise students with extraordinary circumstances which might cause extensive absences or late work about their options. Advising students about their options might take the form of including them in your syllabus and noting them to individual students. For instance, instructors may wish to let students know that the units or processes below may be options:
  + [Withdrawal and Grade Change dates and processes](https://registrar.uoregon.edu/calendars/academic). In some cases, the best option is for a student to withdraw or change their grading option while they manage their situation. See  [Academic Advising’s Registration Decisions page](https://advising.uoregon.edu/registration-decisions) on options for students in terms of withdrawal and grade changes.
  + [Incomplete](https://registrar.uoregon.edu/current-students/incomplete-policy). If an unexpected situation happens toward the end of the term and a minor but essential requirement hasn’t been completed, an Incomplete may be appropriate.
  + [Student Petitions](https://advising.uoregon.edu/student-petitions). students also have petition options after the term if they were unable to make changes during the term due to their situation.

For courses that have an engagement policy instead of an attendance policy (such as asynchronous online courses), "syllabi shall outline requirements for engagement, what constitutes lack of engagement, and if and how missed engagement opportunities can be made up."]

Sample Language A (with grade penalty):  
In-class work is central to meeting our learning objectives. Students may miss four classes this term, regardless of the reason, not including exam days. This means we do not have “excused” or “unexcused” absences except—as is the case for all UO classes—in the cases of religious observances, specific AEC accommodations, military deployment, and University-sponsored events with signed documentation presented as early in the term as possible but at least a week ahead of the planned absence or need for accommodation.

Difficult or complex situations that may impact attendance occur for many of us during a term. This policy means that absences are available both for students who do want to reach out about their experiences and students who do not.

If you are feeling ill, please stay home and use one of your four absences. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them.

Because in-class work is central to meeting our learning objectives, students who miss six or more classes may fail the course.

Your success is genuinely important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

Sample Language B (no grade penalty):  
This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We’ll have discussions, small-group activities, and do other work during class that will be richer for your presence, and that you won’t be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss X or more classes will be able pass this course.

That said, if you are feeling ill, please stay home to heal and avoid infecting your classmates. Please take absences only when necessary, so when they *are* necessary, your prior attendance will have positioned you for success.

If you must miss a class please fill out the [absence report form.](https://lor.instructure.com/resources/30f8469edcc045b3aaf1e6a535301b9b?shared)

## Student Workload and Time Use

[Giving students a breakdown of how much time you expect they spend each week can help them make realistic decisions about their workloads and establish a rough estimate of what kind of time it may take to succeed on you assignments. UO’s [Credit Hour and Student Workload Policy](https://provost.uoregon.edu/credit-hour-and-student-workload-policies-policy) states that each credit hour for an undergraduate course should amount to 30 hours of student work throughout the term. A graduate course is 40 hours of work throughout the term per credit hour.]

### Sample Language A

This is a 4-credit hour course, so you should expect to complete 120 hours of work for the course—an average of about 12 hours each week (this includes time in-class). My estimate for time usage for activities and assignments in an average week is below – some weeks may have shorter or longer time commitments either by design or due to course scheduling.

* In-class meetings: 3 hours
* Pre-class reading: 4 hours
* Weekly writing reflection: 1 hour
* Discussion board: 30 minutes
* Research, drafting, editing for mid-term paper or final project: 3 hours

I encourage working ahead of due dates. Reading a chapter or two each day is much easier than trying to finish a novel just before class. Doing a few hours of work each week on your mid-term paper is much easier than staying up all night before the day it is due. I hope these time estimates help you plan for success.

### Sample Language B

Because this is a 3-credit hour course, you are expected to complete 5-6 hours of work each week for the class (outside of our meeting times). While some weeks may require less than 5 hours, please note that you have a research paper due in week 5 and one in finals week. During those weeks you may need to commit more time than average to write and polish this work. Please try to plan accordingly.

## Course Deadlines and Late Work

[Communicate transparently about assignment deadlines and (if applicable) any available flexibility. In addition, you may wish to remind students what the UO deadlines are for term, such as deadlines to add or withdraw from a class. If you do remind students of these, we recommend reminding students that you believe all of them can succeed in the course.]

### Sample Language A:

*Course assignment deadlines:*

Assignments in this course are always due on Sundays at 8:00pm. Although deadlines are firm, I have built flexibility into the course in two ways:

* All students have up to two “oops tokens”—opportunities to turn in an assignment up to one week late for any reason, no questions asked (except for final papers or projects due in week 10 or finals week).
* Your lowest assignment score will be dropped.

I hope both the regular deadline and some built-in flexibility supports your work in the course.

### Sample Language B:

In this course you will see “best by” due dates. This kind of deadline does not prescribe penalties for lateness, but does communicate to you when you should strive to have your work completed to succeed in this class. While you may turn your assignments in at any time, you will find that a pattern of late submissions will not support your learning, as we will have moved on to additional concepts. Feedback for assignments submitted after the “best by” date may receive delayed feedback. For best learning results, submit assignments within the “best by” window, and get my feedback within the week!

## Grading Policies\*

[Describe your grading scheme and any related policies (find more information at the [Registrar's University of Oregon Grading System page](https://registrar.uoregon.edu/current-students/grading-system)). Include or link to grading criteria and expectations, such as grading rubrics.]

## Content Warnings

[Some instructors use or are considering using content warnings in their course. The [University of Michigan defines content warnings on their Inclusive Teaching website](https://sites.lsa.umich.edu/inclusive-teaching/an-introduction-to-content-warnings-and-trigger-warnings/) as “verbal or written notices that precede potentially sensitive content. These notices flag the contents of the material that follows, so readers, listeners, or viewers can prepare themselves to adequately engage or, if necessary, disengage for their own wellbeing.”

In situations where content may be unexpected or particularly graphic, we have heard from some students, such as those with PTSD, that they benefit from a content warning to remain present in their learning experience.

Below are two examples of content warnings: one from Dean Jennifer Espinola (School of Law), and one from the University of Michigan’s “[Introduction to Content Warnings and Trigger Warnings,](https://sites.lsa.umich.edu/inclusive-teaching/an-introduction-to-content-warnings-and-trigger-warnings/)” (their document also includes a variety of additional examples).]

### Sample Language A (from Dean Espinola)

We deal with several topics in this class that could elicit a strong emotional response based on your history, experiences, identities, and other factors. Those topics include sexual violence, harassment, and discrimination. Please take care of yourself as you engage with this material and be sure to seek out support as needed, which may include campus resources such as the UO Counseling Center.”

### Sample Language B (from University of Michigan):

The content and discussion in this course will necessarily engage with racism every week. Much of it will be emotionally and intellectually challenging to engage with. I will flag especially graphic or intense content that discusses or represents racism and will do my best to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.

## Generative Artificial Intelligence Use

[We strongly encourage instructors to have an explicit policy about GenAI in their course syllabus, including any relevant distinctions between GenAI use (as process) and GenAI content (as product). If instructors allow for GenAI use for certain tasks or assignments, they will also want to specify in policy what extent additional GenAI use for other course activities or assignments is allowed, if at all. We encourage instructors to reinforce their expectations in assignment instructions and in conversation with students. The sample course policies below (based on [helpful considerations](https://genai.sites.gettysburg.edu/positions-and-policies/) articulated by Josef Brandauer and Melissa Forbes at Gettysburg College) indicate a range of options that instructors can adapt depending on their specific course context and student learning goals.]

### Sample Language (requires GenAI use for certain tasks or assignments):

Learning to use GenAI tools [such as ChatGPT or whichever the course requires….], and recognize their pluses and minuses, are important emerging skills. Students in this class will thus be required to use specific GenAI tools to complete certain assignments. Instructions and guidelines for required GenAI use will be provided in class, and we will thoroughly discuss and debrief our class engagement with GenAI.

### Sample Language (allows for use but requires proper citation of GenAI content):

Students may use GenAI tools in this class to help with course work and assignments. Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you include in your assignment submissions any *content*that is generated by GenAI, such as text, images, graphics, etc., you must cite the GenAI tool that is your source, in the same way that you must cite any content you use from other sources, such as books, articles, videos, the internet, etc. In class and on Canvas, I will provide guidelines for how you need to cite GenAI as well as other sources. I will also provide helpful resources for how best to use GenAI to support your learning process and work. Although open use of GenAI is allowed in this class, be advised that GenAI suggestions or content can be inaccurate, incomplete or otherwise problematic; using GenAI can impact negatively the quality of your work and your grades.  I welcome questions and discussion about GenAI use in this course – let’s talk!

### Sample Language (allows for use but requires specifying how used and citation):

Students can use GenAI tools in this class to help with course work and assignments.  Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you use a GenAI tool, you need to document your use, including the tool you use and when, where, and how in your work process you used it (for example: “I used ChatGPT to generate an outline for my paper, which I then revised before writing my first draft” or “I used slidesAI.io to create the slidedeck style for my presentation.” etc.). In certain cases, as part of your documentation, I may ask you to submit any GenAI results you obtained, so you need to keep GenAI-created drafts and logs of your interactions with GenAI tools; failure to provide such documentation may result in a grade reduction in certain instances. I will provide helpful resources for how best to use GenAI to support your learning process and work.

Along with documentation of your GenAI use, you are also required to cite GenAI if you use any GenAI-created content in your work submissions, for example text or images or graphics generated by GenAI tools. Please use standard APA or MLA citation guidelines for GenAI, as indicated here: [MLA Style Center](https://style.mla.org/citing-generative-ai/) and [APA Style Blog](https://apastyle.apa.org/blog/how-to-cite-chatgpt).

### Sample Language (allows for certain GenAI uses but prohibits GenAI content):

Students can use GenAI tools in this class to help with certain aspects of course work and assignments. This includes brainstorming ideas, creating a paper outline, or summarizing research findings of articles. However, you cannot use content such as text or graphics created by GenAI tools in your work; rather, you must be the author/creator of your work submissions. For example, you can use a GenAI tool to suggest a paper outline based on a draft you provide it, but you cannot submit a paper with text generated by GenAI as if the text is your own writing. Be advised, in accordance with UO policy, if I believe you’ve handed in work created whole or in part by GenAI tools, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. So, if you are in doubt or have questions about a particular GenAI tool and if its use is okay, check in with me and let’s discuss!

### Sample Language (allows use only with permission for specific tasks/assignments):

Students may use GenAI tools in this course only with explicit instructor permission for certain tasks or on certain assignments. I will clearly indicate when you can use GenAI and provide clear guidelines for which GenAI tools are allowed and in what ways you can use them. I will also indicate how you will document your use of GenAI. In accordance with UO policy, if I believe you’ve handed in work created in whole or in part by GenAI tools used without permission, I may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. The bottom line is, unless permission has been given, you should not use GenAI in this course. If in doubt, ask!

### Sample Language (does not allow GenAI use for process or creating content):

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you’ve completed for previous courses or are developing for other courses this term also should not be submitted for this course.  In accordance with UO policy, if I believe you’ve handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

# University course policies

Please read and make sure you are familiar with the important policies that apply to all UO courses, which can be found at [University Course Policies: a Guide for Students](https://teaching.uoregon.edu/university-course-policies).