Created for the MPA program by J. DeShazo, Nov. 2018;

Revised by E. Shiau, Aug. 2021;

**Revised for the entire POLS department by T. Dark, March 2023.**

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**California State University, Los Angeles**

**Department of Political Science  
  
Guide for New Instructors**

The Political Science Department provides the following material to assist new and current instructors. This document is intended to serve as a guide; it does not replace College or University policies and procedures as outlined in the [University’s Faculty Handbook](https://www.calstatela.edu/academicsenate/handbook). If you have a question regarding procedures or the class you are teaching, please contact the department chair. More information about the department can also be found on the department website: <https://www.calstatela.edu/dept/pol_sci>.

About the Department

Faculty and students of the Department of Political Science engage in teaching and learning–critically and systematically–about government, politics, public affairs, and public policy in the United States and the world. Political Science courses embrace elements of the liberal arts, social sciences, and citizen education. The department offers three degree programs: Bachelor of Arts in Political Science, Master of Arts in Political Science, and Master of Public Administration.

The Bachelor of Arts in Political Science provides pre-professional education for careers in government, non-profit organizations, teaching, and business, as well as for admission to graduate and law school. Students may choose from four options: General Political Science, Global Politics, Prelegal Studies, and Public Administration. The department also offers minors in General Political Science, Prelegal Studies, Public Administration, and Global Politics to students majoring in other subjects. The two graduate degree programs prepare students for professional careers in government, public service, public sector management, international relations, and teaching. The department’s graduate and undergraduate courses help prepare students for more effective civic engagement and participation in an urban and global context.

***Mission Statement***

The mission of the Department of Political Science is to combine teaching, research, and scholarship to educate students to:

* Think critically and systematically about government and politics across local, national, and global settings;
* Prepare for successful careers and graduate study in law, public service, politics, international affairs, and numerous other fields;
* Become active and informed citizens through an understanding of American politics and society; and,
* Contribute to the discipline of political science through professional participation and scholarly activities in academic and civic communities.

***Department Student Learning Outcomes***

The Political Science Department has designated the following Learning Outcomes for undergraduate Political Science majors:

1. Active Citizenship and Civic Engagement - Students should demonstrate knowledge of U.S. political institutions and processes, including the importance of civil society and community involvement. They should have an understanding of contemporary political issues, local and national problems, and their historical contexts.

2. Critical Thinking and Political Communication - Students should demonstrate critical thinking skills through their understanding of the theories and methods, both qualitative and quantitative, of political science, and should have the capacity to present and defend their views effectively in written and/or oral format.

3. Political Power and Decision Making - Students should demonstrate an understanding of the institutions and processes in which political decisions are made, and the values, interests and other sources of influence that inform those decisions.

4. Foundations of Political Science - Students should have a basic knowledge of the content of the major subfields in political science: American Politics, Comparative Politics, International Relations, and Political Theory.

5. A Global Perspective - Students should develop a comprehension and appreciation for the diversity of political institutions and traditions constructed by humans globally, and an understanding of the dynamic relationship between local, national and global contexts.

Teaching Resources

This section provides guidelines on a number of aspects related to teaching.

***CalStateLA Account and Portal***

After you have completed your processes with the human resources department, you will be able to set up your CalStateLA account. To set up your CalStateLA account, visit this link: <https://id.calstatela.edu/>. Setting up an account will allow you to access the MyCalStateLA portal, campus Wi-Fi, university computers and more. After setting up your account, you can access many important services through the MyCalStateLA Portal at <https://my.calstatela.edu>. Through this portal, you can access your:

* Cal State LA email account
* Class roster and mechanism to submit course grades through Golden Eagle Territory (GET)   
  (for information: <http://www.calstatela.edu/registrar/get-facultystaff>)
* Canvas, which is the campus learning management system   
  (for more information: <https://www.calstatela.edu/cetl/edtech/canvas>)
* Zoom for remote class meetings or office hours  
  (for more information: <https://www.calstatela.edu/cetl/edtech/zoom-0>)
* Bookstore Adoptions and Insights Portal (where you indicate your course textbooks)

You should communicate with your students using your Cal State LA email account (please avoid personal email); students also should contact you using their Cal State LA account or via Canvas. You also can visit the campus Golden Eagle One Card office to obtain your employee ID, which can be used to access certain classrooms with digital keypads and check out library materials. Information about the Golden Eagle One Card office can be found here: <http://www.calstatela.edu/gec>.

***Syllabus Development***

The Center for Effective Teaching and Learning on campus has developed a very useful **syllabus template** and **checklist** here: <https://www.calstatela.edu/cetl/syllabus>. Note that the CETL template (available also in **Appendix A** of this document) is a model, and some parts may be appropriately revised, condensed, or skipped.

In general, the course syllabus must provide students with the following information:

1. Department, Program, Course Number and Title, Term
2. Basic Information: Course meeting time and place, instructor name, contact information, office hours
3. Course Description: Explain topics, concepts, or skills students can expect to be addressed in this course. The course description also addresses the goal or rationale of the course. It explains how the course relates to primary concepts and principles of the discipline.
4. Learning Outcomes: Specify which **departmental learning outcomes** (see above) will be met in the course. You may also develop specific substantive learning outcomes for your particular course.
5. Course Content: Schedule, outline, meeting dates and holidays, major topics and sub-topics, readings and/or assignments due.
6. Student Responsibilities: Particulars and rationale for assignments, papers, projects, quizzes, exams, reading requirements, participation, due dates, etc. Policies on late attendance or work, missed work, extra credit, etc. Particulars can include the format of exams or assignments, content requirements and expectations for papers or projects, page length requirements, single or double spacing requirements etc.
7. Grading Method: Clear, explicit statement of assessment process and measurements.
8. Materials and Access: Required texts and readings. How to get materials, including relevant instructional technologies. Additional resources such as study groups, etc.

You also can request prior syllabi from the Political Science Department. The Department staff can assist with providing you with sample syllabi.

Note that **Appendix B** contains the substantive Cal State LA requirements for the POLS 1000 course, and these should be kept in mind as you design a syllabus for that class.

***Ordering Books***

If you intend to assign books for your class, please place your book order adoptions through the campus bookstore. Students can purchase books through any vendor; however, the books must be stocked in the campus bookstore for accessibility purposes. To place your book order adoptions, log into <https://my.calstatela.edu> and look for the Bookstore Adoptions and Insights Portal on the left hand menu. Alternatively, the direct link to the portal can be found here: <https://aip.bncollege.com/app/courselist/>. Once you are listed as an instructor for a course, you also should receive an email notice to adopt your course books.

Not every class will utilize books as part of assigned readings. You are free to use textbooks, academic books, journal articles, reports, media articles etc. for your assigned readings. If you do not plan to adopt a book for your course, please indicate this in the portal. The University also has guidelines for textbook adoptions that keep affordability and accessibility in mind. Please see this link: <https://www.calstatela.edu/FacultyAffairs/textbook-policies-and-guidelines>.

***Assigned Readings***

If you intend to assign materials other than books, such as journal articles or government reports, you can use the campus learning management system (Canvas) to upload all of the assigned materials or links to where the material can be found. The campus library provides access to academic databases where journal articles can be searched and downloaded. Please see this link to search library resources: <https://www.calstatela.edu/library>. Campus computers are automatically connected to the library’s e-resources; however, you will need to use your campus login if you are accessing library materials off campus. Please see here for instructions: <https://www.calstatela.edu/library/campus-access-library-resources>. The University librarian assigned to the Political Science Department Jayati Chaudhuri can also assist with library resources questions. Her email is [jchaudh5@calstatela.edu](mailto:jchaudh5@calstatela.edu).

***Canvas***

Use of the campus learning management system, Canvas, is not required, but **highly recommended**. Students and faculty find that accessing course materials and submitting assignments through Canvas facilitates the organization of the course. Every course is assigned a Canvas shell, and all registered students in a class are automatically added to the shell. Canvas can be used to:

* Post files, readings, lecture notes, video clips etc.
* Send class announcements from the instructor that automatically go to all students
* Engage students through discussion forums created on Canvas.
* Receive written assignments or other files, which creates a central repository of files for instructors.
* Administer other types of assignments, such as online quizzes
* Post comments and grades on student work
* Schedule meetings with students through the Canvas calendar
* Facilitate group work with group project pages created for students

Setting up a Canvas shell takes some time and effort. The University’s Center for Effective Teaching and Learning (CETL) has resources on how to utilize Canvas, including workshops: <https://www.calstatela.edu/cetl/edtech/canvas>.

***Course Enrollment***

**Minimum and Maximum Enrollment.** A minimum enrollment is needed for a class to avoid cancellation. Accordingly, there is always the possibility that a class will be canceled at the beginning of the semester (or shortly before) if it does not reach the required number (usually at least 50 percent of the designated course limit). Conversely, some courses fill to their limit, and students may ask the instructor to be admitted over the official course size. Note that the over-enrollment of a class is *entirely at the instructor’s discretion*. If you wish to permit a student to enroll in the class over the limit, you need to provide the student’s name and CIN to the department’s Administrative Support Coordinator; once received, the ASC will arrange a permit for the student and notify them (you do not need to take any additional steps). Please consult with the department chair if you would like to admit more than two or three students to a class over the limit, *as the designated classroom for the course may not accommodate any increase* (not an issue if the course is online).

**Student Withdrawals.** Students can drop a class on their own without instructor permission during the first six days of the semester. After that, students can withdraw from a class only with the signatures of the instructor and Department Chair. It is the responsibility of the student to obtain your signature on the form and forward it to the Department Chair. After the 11th week of the semester, students only can withdraw from a course for “extremely serious and compelling reasons,” such as medical issues, military deployment or changes in employment hours. Students also will need to obtain the instructor’s signature as well as the signatures of the Department Chair and Associate Dean on the withdrawal form.

***Office Hours***

The purpose of office hours is to provide reasonable opportunities and access for student-faculty interaction outside the classroom. Faculty members who teach six units or fewer will schedule a minimum of one office hour per week. Faculty members who teach more than six units will schedule a minimum of two office hours per week. Faculty members shall schedule office hours consistent with the mode of instruction, e.g., face-to-face, online, hybrid, or field-based modes. The Political Science Department provides instructors with an office space to use. Please contact the Political Science Department office for your assigned office space. Information about office hours can be found in the Faculty Handbook: [http://www.calstatela.edu/academicsenate/handbook/ch6#office](http://www.calstatela.edu/academicsenate/handbook/ch6%23office)

***Classroom Access and Technology***

You can find your assigned classroom on GET. Here is a link to a campus map: <https://www.calstatela.edu/univ/maps>. It is helpful to visit your classroom before the start of the semester to ensure that you can find the classroom and are familiar with the classroom layout and technology. Classrooms should be unlocked unless the classroom requires keypad access. If the building or classroom is locked for some reason, you can call Public Safety at 323-343-3700 to access your classroom. You would have to present your Cal State LA ID to the public safety officers. If the classroom requires keypad entry, you will have to link your Cal State LA ID to a PIN in the Golden Eagle Office where you obtain your ID (One Card).

Most classrooms are equipped with a computer, projector and document camera. See here to look up the technology capabilities for a specific classroom: <http://www.calstatela.edu/its/technology-classrooms>. You can either log onto the classroom computer with your Cal State LA ID and password, or bring a laptop and connect it to the projector. If you have a laptop, sometimes it is a good idea to bring it to class on the first day just in case the logon does not work. The Political Science Department also may have teaching aids available for use or loan, such as laser pointers, microphones, dry erase markers etc. If you would like to switch your classroom for any reason, please contact the Political Science Department staff or Chair to see if there are any alternative spaces available.

The campus library also provides access to communal meeting spaces for faculty and staff, for example, to host professional speakers or events. Please see the Library for more information: <https://www.calstatela.edu/library/rooms>.

***Calculating and Posting Final Grades***

The components of a student’s final course grade should be communicated clearly in the syllabus along with the grading scale used for the course. Once these components are publicized in the syllabus, it is highly recommended that they do not change during the semester so that course expectations are clear and consistent. Canvas or any other application can be used to calculate final grades; however, final grades for each student must be separately submitted on GET (Canvas and GET are not connected to one another). The University will set a deadline when all final grades are due. The deadline is posted on the MyCalStateLA portal homepage once you log in. You also can contact the Administrative Support Coordinator for the department if you are unclear about the deadline for posting final grades. See also the Information Technology Services Web site for information about online grading using GET: <http://www.calstatela.edu/registrar/get-facultystaff>.

**Incomplete Grades.** Students who do not complete the work for a particular course due to extenuating circumstances may be granted an “incomplete” grade with the instructor’s permission. An incomplete grade cannot be granted when it is necessary for the student to attend a major portion of the class when it is next offered or if the student is failing the class. In GET, you can enter an Incomplete grade and submit an Incomplete Grade Agreement, which requires you to describe the reason for the incomplete, the student’s current grade, the deadline for submitting the work, and the outstanding work in the course. More information can be found here: [https://csula.sharepoint.com/sites/Divisions/Registrar/Faculty/Pages/GET-Incomplete-Grade-Agreement.aspx](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcsula.sharepoint.com%2Fsites%2FDivisions%2FRegistrar%2FFaculty%2FPages%2FGET-Incomplete-Grade-Agreement.aspx&data=04%7C01%7Ceshiau%40calstatela.edu%7C7f794d7c7537483e08fd08d91c9299df%7Cce8a2002448f4f5882b1d86f73e3afdd%7C0%7C0%7C637572238259587429%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=keZcJbQSjLDEVBBR84KF8zqDseIniTd%2BqvwH2p5I9Uo%3D&reserved=0).

Students have up to, but no longer, than ONE calendar year to make up the incomplete regardless of breaks in attendance, a leave of absence, etc. The official policy states that the single year may be extended prior to the expiration of the one-year period by the College Graduate Dean “for contingencies such as, but not limited to, military service and health problems or an incapacitating nature verified by a physician’s statement.” Incomplete grades that are not made up become graded IC (Incomplete Charged) and are factored into the overall GPA as a grade of “F.”

**Grade Disputes.** If a student disputes the grade awarded in a course, there is a university process for resolving grade disputes. The first step is for the student to contact the instructor to attempt to resolve the grade dispute informally. If there was an error in calculating or inputting the grade, then the instructor can request a grade change (see below). If the instructor stands by the grade and the student continues to dispute the grade, then the Department Chair will mediate to try to resolve the dispute. If that process also does not result in a satisfactory outcome, then either the Associate Dean can engage in mediation or a student can directly file a formal appeal. The appeal along with any evidence is reviewed by the Academic Appeals Board. A hearing then may be held where the instructor and student testify before the Appeals Board. The University’s academic grievance policy can be found here: <https://www.calstatela.edu/sites/default/files/users/u133901/grade_appeals_academic_grievance_policy.pdf>.

**Grade Changes.** To change an incomplete grade to a letter grade or to fix an error after grades are submitted on GET, instructors may submit an online change of grade request. A link to the change of grade request form can be found at <https://my.calstatela.edu> on the right hand menu. The change will be sent to the department chair for approval before being recorded.

***Office for Students with Disabilities***

Students with disabilities are supported through the campus Office for Students with Disabilities. If a student requires class accommodations, such as a notetaking service or an extended period to take exams, you will be notified through email by OSD and provided instructions for the accommodation. Students must be registered through OSD to receive class accommodations. At the beginning of the first class, you can remind students to let you know privately if they need accommodations and that they should be registered through OSD to receive accommodations. Information about OSD also should be included in the syllabus (see template for required language). More information can be found at <http://www.calstatela.edu/osd>.

***Academic Honesty***

Student expectations regarding academic honesty can be found here: <http://ecatalog.calstatela.edu/content.php?catoid=25&navoid=2524>. Depending on the infraction's severity, consequences can involve academic penalties and administrative sanctions. Information about the University’s academic honesty policies also should be included in the syllabus (see template for required language). As a tool to ensure academic honesty, you have access to Turnitin through Canvas, which can scan student deliverables for plagiarism. More information about Turnitin can be found here: <http://www.calstatela.edu/cetl/edtech/turnitin>. CETL also provides a helpful [handout on how to reduce cheating on course exams and assignments](https://www.calstatela.edu/sites/default/files/groups/CETL%20%7C%20Educational%20Technology%20Support/pdf/cetl_rethinking_cheating-032620.pdf).

***Faculty Evaluation Processes***

Instructors who teach during the regular academic year (Fall or Spring semester) may be subject to the University’s performance review processes. The College of Natural and Social Sciences and the Department Chair will notify faculty who are subject to review processes. The review process, conducted by the Department’s Committee C (which consists of tenured faculty), usually requires the submission of a personnel file that summarizes the instructor’s teaching activities and qualifications as well as a peer teaching observation. The policies regarding the College’s evaluation processes can be found here: [https://www.calstatela.edu/academicsenate/handbook/ch6a#temporary%20instructional](https://www.calstatela.edu/academicsenate/handbook/ch6a%2523temporary%252520instructional). If you are subject to a faculty evaluation process, you can reach out to the Department Chair for more information or guidance regarding the process.

**Tips for Effective Classroom Management**

Students commonly have questions about assignments, the instructor’s expectations, or the material. You should be prepared to address each question. In the event you do not know the answer to a student’s question, it is acceptable to tell students that you will answer the question once you know the answer. Here are some tips for effectively managing your course:

**Communication:** Regular communication with your students is important. Approximately one week before the class begins, instructors typically communicate information and expectations regarding the first class meeting (location, time, expected activities etc.) and share the course syllabus. If for some reason the course syllabus is not ready to be distributed, then it is appropriate to tell students that the syllabus will be forthcoming. Instructors should communicate with students through Cal State LA email or through Canvas. Checking your Cal State LA email regularly also is recommended to ensure you receive messages from students or from the Department or University.

**Assignments:** Assignments should be developed transparently so students understand the purpose of the assignment, the required tasks, and the criteria for success. CETL utilizes the [Transparency in Learning and Teaching (TILT) framework](https://www.calstatela.edu/cetl/transparency-learning-and-teaching-tilt) to help faculty develop transparent assignments. For example, it is helpful to provide a rationale for course assignments so that students can see the connection between the course material and the assignment, and the value and goals of completing the assignment. Clearly tell students when assignments are due and how the assignment should be submitted. Are students expected to submit their work in Canvas, to your email account, or hand in a printed copy during class? Are assignments to be completed individually or with a partner/group?

**Evaluating Student Work:** Give students a clear understanding of how their work will be evaluated. What are the minimum requirements for the assigned work? It may be helpful to provide students with a grading rubric to make the evaluation of their work transparent and to provide a rationale for the grade. More information on rubrics can be found here: <https://www.calstatela.edu/cetl/rubrics>. Grades on individual assignments should be returned to students as soon as practical so they have a sense of their performance in the class.

**Classroom Expectations:** In the first class, you should set classroom expectations clearly. For example, what do you expect in terms of the use of technology (e.g. smart phones, tablets and laptops), classroom attendance and participation, and general conduct in the classroom? Some instructors develop “classroom agreements” with students in terms of the nature and tone of the class (e.g. be respectful, listen actively, do not interrupt etc.).

**Class Flow:** A 6:00-8:45 pm class may seem like a lot of time to fill. Consider breaking up the class into multiple modules that involve different activities, such as lecture, small group discussion, small group or individual problem solving, case analysis, student-led discussion, student presentations, short reflection exercises etc. Breaking up the class and involving a variety of activities can help students stay engaged. Research also has demonstrated that student attention span wanes after 15-20 minutes of lecture material. If you have an extended lecture, consider breaking up the most important points into 15-20 minute modules with brief activities interspersed throughout the lecture, such as brief peer discussions, exercises where you check for understanding, or 1-minute reflection papers. Also in a 6:00-8:45 pm course, a 15-minute break in the middle of the class is required.

**In-Class Participation:** If you expect students to participate in class, you should be able to ensure all students are given the same opportunity to participate. If one student is participating more frequently than others, ask for someone who has not yet participated to answer a question or provide a comment. Remind students to think about when to “step up” and when to “step back.” Alternatively, you can ask students to divide into pairs/groups to complete a short in-class assignment and then debrief after the assignment is completed to ensure all students are given the same opportunity to participate successfully in class. You can set the tone for in-class participation during the first class meeting by notifying students of your expectations.

**Creating an Inclusive Classroom Environment:** Possible strategies to create a more inclusive classroom as developed by the [Center for Excellence in Learning and Teaching at Iowa State University](https://www.celt.iastate.edu/teaching/creating-an-inclusive-classroom/creating-an-inclusive-learning-environment/) include:

* **Examine your assumptions.** Some instructors assume that students share their own background, but this is not necessarily so. Do you find yourself addressing students as if they all share your social identities?
* **Learn and use students’ names.** Even in large classes, you can start with a few names and build up. At the very least, let students know you are making an effort to do so.
* **Model inclusive language.** For instance, avoid using masculine pronouns for both males and females. When you use U.S. English idioms, explain them for the benefit of non-native English speakers.
* **Use multiple and diverse examples.** Multiple examples increase the likelihood of students relating to at least one of them. Take care to include examples that work across cultures.
* **Establish ground rules for interaction.** If adopted, these may assure that students are being inclusive and respectful. In order to generate maximal buy-in into the ground rules, you may choose to involve the students in the process of establishing them.
* **Examine your curriculum.** Are certain perspectives systematically not represented in your course materials (e.g., a course on family focusing only on traditional families, or a course on public policy ignoring race issues)?  Neglecting some issues may imply a value judgment, which can alienate certain groups of students.
* **Strive to be fair.** It is crucial to be perceived as fair, both in grading and in implementing course policies. Perceptions of unfairness can induce feelings of learned helplessness, which are highly demotivating for students.
* **Be mindful of low ability cues**.In their efforts to help students, some instructors inadvertently send mixed messages (e.g., “Sure, I’ll be happy to help you with this; I know girls have trouble with math.”). These cues encourage attributions focused on permanent, uncontrollable causes, which diminish students’ self-efficacy. Instead, it is more productive to focus on controllable causes, such as effort.
* **Provide accommodations for students with disabilities.** Instructors are required by law to provide reasonable accommodations to students with documented disabilities.
* **Don’t ask people to speak for an entire group.** Students of underrepresented identities sometimes report either feeling invisible in class or sticking out like a sore thumb. This experience is heightened when they are addressed as spokespeople for their whole group and can have implications on performance.

**Remote Instruction:** The COVID pandemic in many instances forced a transition from in-person courses to remote formats. Based on faculty reflections and student feedback, the following key takeaways have been learned from the remote teaching experience:

* Thoughtful reflection and planning is needed to develop effective and meaningful ways to deliver the course content
* A one-size-fits-all approach likely would not be possible given differences in course content, faculty teaching styles and faculty capacities
* A combination of asynchronous and synchronous formats may be most effective and meet different student needs and learning styles (e.g. hybrid model). Asynchronous activities can include viewing recorded lectures or supplementary videos or engaging in guided discussion forums online to deepen understanding of reading materials. Synchronous activities can include live Zoom class meetings to help with student learning and engagement, and Zoom breakout rooms for small group discussions with peers.
* Keeping the course organized supported by Canvas is key (e.g. posting syllabi, lecture materials, course readings, assignment drop boxes with reminders etc.)
* Regular and consistent communications and expectations from instructors is needed and appreciated
* The most significant challenge to remote instruction is maintaining student engagement and motivation. Strategies to facilitate this include utilizing live Zoom class meetings with small group discussions that allow students to connect with their peers, and encouraging the use of cameras during live Zoom class meetings to build rapport (although this cannot be required) etc.
* Checking in with students and having flexibility to accommodate student needs (e.g. course delivery, assignments, workload, deadlines) can support a positive experience. Students sincerely appreciate encouragement, compassion and understanding.

Teaching and Technology Resources

Cal State LA’s Information Technology Services provides assistance with activating your MyCalStateLA ID, accounts and passwords, campus email, and GET access.

ITS: <http://www.calstatela.edu/its/helpdesk/gettingstarted>

The University also provides free or discounted software, such as Microsoft Office and SPSS, to eligible students, faculty, and staff for use on their personal devices such as laptops or home computers. See here for more information: <https://www.calstatela.edu/its/software/personal-computers>

The **Center for Effective Teaching and Learning** (CETL) is a resource for instructors who need assistance with Canvas, the learning management system used at Cal State LA. CETL also offers several workshops regarding best practices in teaching on various topics, such as grading, syllabus design, exam design, inclusive teaching and more. CETL also holds drop-in office hours where instructors can obtain teaching support.

CETL: <http://www.calstatela.edu/cetl/about-cetl>

***APPENDIX A***

*Revised 8/7/2020 by CETL Staff – JSG  
(For most current template, see* [*https://www.calstatela.edu/cetl/syllabus*](https://www.calstatela.edu/cetl/syllabus)*)*

DELETE THIS PAGE OF INSTRUCTION   
AFTER COMPLETING YOUR SYLLABUS

# HOW TO USE THIS TEMPLATE TO UPDATE YOUR PREVIOUS SYLLABUS

## Read Me First

This template meets the syllabus requirements as outlined in [the Faculty Handbook](http://www.calstatela.edu/academicsenate/handbook) (under **The Class Syllabus**). Items that are optional are designated as such within the template. Information in [brackets] are items that you need to insert or replace. This version of the template includes information needed for an Online/Hybrid course using Canvas, the institution’s learning management system. This template also follows the CSU QOLT (Quality Online Learning & Teaching) and National QM (Quality Matters) standards of online learning best practices.

## How to Create an Accessible Syllabus with This Template

You will see text surrounded by [brackets] as such, which you can highlight and delete. The text gives you some suggestions as to what to include in that section.

1. Method A
   1. Save this template on your desktop.
   2. Make a copy of the template named after your course.
   3. Highlight the text that you want to change and type directly over it. Text in the template will be replaced.
2. Method B
   1. Open both your previous syllabus and this template in Word.
   2. In your previous syllabus, copy the text that you want to transfer. The information will be saved on your Clipboard.
   3. In this template, highlight the corresponding text/location for your copied information and paste over the text/location. The new Styles of text will conform to the Styles prescribed in the template.

## How to Share Your Accessible Syllabus

1. Check Your Document in Microsoft Word
   1. Use the [Accessibility Checker in Microsoft Word](https://support.office.com/en-us/article/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f)
   2. Refer to the [Rules for the Accessibility Checker](https://support.office.com/en-us/article/rules-for-the-accessibility-checker-651e08f2-0fc3-4e10-aaca-74b4a67101c1)
2. Upload Your File to Canvas
   1. Save your file in Microsoft Word or [convert to an accessible PDF](https://support.office.com/en-us/article/create-accessible-pdfs-064625e0-56ea-4e16-ad71-3aa33bb4b7ed)
   2. [Upload the file to your Canvas Course](https://community.canvaslms.com/docs/DOC-13033-415241383)
   3. [Add the file to a Canvas Module](https://community.canvaslms.com/docs/DOC-12689-415241427)

California State University, Los Angeles

School/Department/Division

Course Number, Title, Section, Semester, and Year

# COURSE INFORMATION

## Instructor Information

**Instructor**: (Your name)

**Office Location**: (Building and room number)

**Telephone**: (area code) (telephone number) **Email**:(Your email address)

**Office Hours**: (Days and time, if fully online specify virtual meeting room)

## General Course Information

**Class Days/Time**: (Days and time)

**Classroom**: (Building and room number, if fully online delete this line)

**Prerequisites**: (If none, delete this line) **GE Category**: (If none, delete this line) **Course Fees**: (If none, delete this line)

## Course Description

**University Catalog Description:** [Insert course description from the catalog]

[Add a personal and/or departmental description here. Start with a statement describing the purpose of this course like how this course is important to the discipline and/or how it will help students meet personal/academic/career goals.]

## Student Learning Objectives and Course Learning Objectives/Outcomes

[Define the learning objectives/outcomes, in language and terms that help students recognize how these learning objectives/outcomes will benefit their learning. The department learning outcomes are on p. 2 of this guide.]

### Department Student Learning Outcomes

Upon successful completion of this course, students will be able to:

* Department SLO1 (insert SLO 1)
* Department SLO2 (insert SLO 2, etc.)

### Specific Course Objectives

Upon successful completion of this course, students will be able to:

* CLO1 (insert course learning objective 1)
* CLO2 (insert course learning objective 2, etc.)

## Course Structure

This course is to be conducted [entirely online/hybrid, express here whether it is a hybrid or fully online course]. You will participate in the course using Cal State LA learning management system(s) [Canvas](https://canvas.calstatela.edu/).

# REQUIRED COURSE MATERIALS

## Textbook

[Insert the complete textbook citation here. Include ISBN and where students can buy the text. If you are using an online textbook, include information any licensing or login instructions.]

**Title:**

**Author:**

**Edition:**

**ISBN:**

## Other Readings

[Insert the list of any additional readings here. Include how these reading can be accessed.]

## Other equipment / material requirements (optional)

[Include as necessary e.g., if students need any specific software or hardware to do homework, worksheets, calculators, etc. specify the details here.]

## Computer Requirements

[Identify any computer hardware/software requirements students will need in order to succeed in your course e.g. microphone, web camera, headphones, download plug-ins needed to run software simulations from publisher, etc.]

You will need to have an up-to-date browser, operating system and some additional software on your computer to take this class. Check the [ITS Helpdesk Student Resources page](http://www.calstatela.edu/its/helpdesk/studentresources). Some of the documents in this course will be available to you in PDF form. You will need to download and install [Adobe Acrobat Reader software](https://get.adobe.com/reader/) on your computer.

# COURSE POLICIES

[Use this section to explain your expectations for participation, attendance, arrival times/tardies, behavior, safety, cell phone use, etc.]

# COURSE COMMUNICATION

## Interaction with Instructor

[The Instructor will make every effort to communicate frequently with students through announcements and postings within Canvas. Questions of a more personal nature can be sent to the instructor via email [[instructor@calstatela.edu].](mailto:instructor@calstatela.edu)

As a student, you should expect to receive assignment feedback and responses to postings within 48 hours. The instructor will post an announcement alerting the students if he or she will be unavailable for more than a day.]

## Questions

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments.

## Discussion Forums

[If you are using discussion forums. Please indicate the frequency, grading, and your expectations.]

## Netiquette

[When posting on the discussion boards and chat rooms it is important to understand how to interact with one another online, ***netiquette***. You can read more about the rules of netiquette at [15 Rules of Netiquette for Online Discussion Boards](http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/).

## [Virtual] Office Hours

[Twice a week I will be available for virtual office using ***Zoom Meeting***. The link will be available in our Canvas course for easy access. (Optional) You can also use the **Chat** features of Canvas to hold virtual office hours. Both Zoom and Chat allow you the option to meet in real-time (synchronously) with your students.]

## Turnaround/Feedback

[During the week (M-F) I will check messages and monitor the *Muddiest Point* discussion several times a day. If you have a concern and send me an email message, you can expect a response within two days.]

# ASSIGNMENTS AND GRADING POLICY

[Insert your enumerations and brief descriptions for the course assignments here, and indicate how each assignment is aligning with the learning objectives/outcomes. Include information about due dates and assignment weights. Specify grading policies including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work, and what constitutes a passing grade for the course. Include the date of the final exam/s. If you grade on participation, indicators on how participations will be assessed should be included.]

## In Class Participation:

## Attendance:

## Assignments:

## Homework:

## Quizzes:

## Exams:

## Grading Criteria

[This is a helpful statement to provide your students on how they can view their grades and how often should they be checking: You can view your grades using the GRADES button in the Canvas course navigation. Please check your grades regularly to make certain that I have received all your assignments. If you have a question about a grade, email me at [INSTRUCTOR CAL STATE LA EMAIL ADDRESS] Please do not post your personal concerns in a discussion forum.]

[Change the following tables according to your course grading criteria. This is a helpful example and table is created for your convenience to clearly illustrate the grading scale.]

|  |  |
| --- | --- |
| Assignment | Percentage |
| Exams | 20% |
| Quizzes | 10% |
| Discussions | 15% |
| Projects (3) | 45% |
| Participation | 10% |
| Total: | 100% |

## Grading Scale

|  |  |
| --- | --- |
| Letter Grade | Percentage |
| A | 90-100% |
| B | 80-89 % |
| C | 70-79 % |
| D | 60-69% |

To help understand how to read and access your grades on Canvas, explore this question: <https://community.canvaslms.com/docs/DOC-16532-4212829286>

## Rubrics

[Identify here if you are using Rubrics in any of the assignments in order to provide the student with specific and descriptive criteria to evaluate their work.]

# HELPFUL STUDENT RESOURCES

## Technical Resources

Information on Cal State LA technical support resources for students: [Technical Support Resources](http://www.calstatela.edu/cetl/technical-support-resources)

## Student Support Resources

Information on Cal State LA student support resources for students: [Student Support Resources](http://www.calstatela.edu/cetl/student-support-resources)

## Academic Support Resources

Information on Cal State LA academic support resources for students: [Academic Support Resources](http://calstatela.edu/cetl/academic-support-resources)

### Center for Academic Success

The Center for Academic Success (CAS) supports all students throughout their educational journey. You are encouraged to visit a CAS tutor for STEM, social science, or writing tutoring early in the semester. The academic services CAS provides are inclusive, engaging, challenging, and impactful. CAS tutors offer a one-on-one opportunity to discuss your assignments and will provide you with tools to become an independent scholar. The appointments are 30 minutes long. Log on to the Student Success Collaborative portal [to make an appointment online](http://www.calstatela.edu/undergraduatestudies/student-success-collaborative-ssc).

## Canvas Student Support

Information for students on how to be a successful online student and how to use Canvas:

* [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701)

## Glazer Family Dreamers Resource Center

The [Erika J. Glazer Family Dreamers Resource Center](http://www.calstatela.edu/gfdrc) promotes the success of undocumented students and students from mixed-status families at Cal State LA through a variety of resources, services, and community engagement opportunities. Such programs and services are weekly immigration legal clinics, California Dream Act Application for Financial Aid Assistance, and professional and academic development workshops.

# UNIVERSITY POLICIES

## Student Conduct

Information on student rights and responsibilities, standards of conduct, etc., can be found by visiting the Cal State LA [University Catalog Appendices](http://ecatalog.calstatela.edu/content.php?catoid=26&navoid=2721).

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes by visiting the [GET home page](https://cmsweb.calstatela.edu/psp/CLAPRD/?cmd=login&languageCd=ENG&). (Registrar news and information)

## Americans with Disabilities Act (ADA)

Reasonable accommodation will be provided to any student who is registered with the Office of Students with Disabilities and requests needed accommodation. For more information visit the [Office for Students with Disabilities](http://www.calstatela.edu/osd) home page.

## Attendance Policy

[Use the [Missed Class Time and Makeup Policy](https://www.calstatela.edu/academicsenate/handbook/ch5#missedclass) as a reference to create a student attendance policy.]

## Academic Honesty

[Use Cal State LA Academic Honesty Policy to address plagiarism.]

[**Sample Statement Academic Honesty**: Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with the [Cal State LA Academic Honesty Policy](http://ecatalog.calstatela.edu/content.php?catoid=26&navoid=2646) including [Appendix D – Academic Honesty](http://ecatalog.calstatela.edu/content.php?catoid=26&navoid=2646) and [Appendix E - Student Conduct / Student Conduct Procedures](http://ecatalog.calstatela.edu/content.php?catoid=26&navoid=2647). All work you submit must be your own scholarly and creative efforts. Cal State LA plagiarism as follows: “At Cal State LA, plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one’s own, without giving proper credit to the original sources.”]

[**Note**: This section addresses the institution policy of Academic Honesty. Also make sure if you are using Turnitin, you clearly communicate this to students. Here are some helpful links on how to ensure your students are made aware they will be submitting papers through Turnitin. See some [Turnitin Recommendations for Faculty](http://www.calstatela.edu/cetl/edtech/turnitin-recommendations-faculty).

[Use [Appendix E - Student Conduct / Student Conduct Procedures](http://ecatalog.calstatela.edu/content.php?catoid=26&navoid=2647) as a reference to address student code of conduct in Cal State LA.

[Include the [Student FAQ’s about Turnitin](https://www.turnitin.com/help_pages/student_faq.asp?r=87.6295589277586) in this section if you are using Turnitin.]

[**Sample Turnitin Statement**: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission.

Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. Please visit the [Turnitin Student FAQ](https://www.turnitin.com/help_pages/student_faq.asp?r=87.6295589277586) page for more information.]

# COURSE PACING GUIDE/SCHEDULE OF ASSIGNMENTS

[List and specify the weekly expectations, include topics, assignments needed to complete and any important reminders or special calendar events. Make sure if in a blended course to identify what assignments or activities need to be completed online and face-to-face. For a fully online make sure to specify all items they need to complete for that week, include readings or videos. It is also

recommended to include campus holidays or days where the instructor will not be present/available.]

## Schedule

### [Sample: Online]

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Readings, Assignments, Deadlines:** |
| 1  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 2  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 3  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 4  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 5  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 6  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 7  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 8  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 9  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 10  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 11  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 12  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 13  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 14  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| 15  mm/dd-mm/dd |  | * Expected Readings * Assignments Due * Prepare for topic |
| Finals |  | * Expected Readings * Assignments Due * Prepare for topic |

### [Sample: Face-to-Face]

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Readings, Assignments, Deadlines:** |
| 1  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 2  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 3  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 4  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 5  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 6  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 7  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 8  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 9  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 10  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 11  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 12  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 13  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 14  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 15  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| Finals |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |

### [Sample: Hybrid]

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Readings, Assignments, Deadlines:** |
| 1  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 2  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 3  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 4  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 5  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 6  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 7  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 8  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 9  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 10  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 11  mm/dd-mm/dd |  | Before Class   * Expected Readings * Activities   After Class   * Assignments Due * Prepare for topic |
| 12  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 13  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 14  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| 15  mm/dd-mm/dd |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |
| Finals |  | In Class   * Expected Readings * Activities   Online   * Assignments Due * Prepare for topic |

### Calendar of Assignments & Dates

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Points** |
| mm/dd |  | # points |
| mm/dd | HOLIDAY |  |
| mm/dd | Midterm Exam | # points |
| mm/dd |  | # points |
| mm/dd | Final Exam | # points |

***APPENDIX B***

**GENERAL EDUCATION REQUIREMENTS FOR AMERICAN INSTITUTIONS COURSE**

Any course or examination that addresses the Constitution of the United States, the operation of representative democratic government under that constitution, and the process of California State and local government must address all of the subject matter elements:

1. The political philosophies of the framers of the constitution and the nature and operation of United States political institutions and processes under that constitution as amended and interpreted.

2. The rights and obligations of citizens in the political system established under the constitution.

3. The constitution of the State of California within the framework of the evolution of federal-state relations and the nature and processes of state and local government under that constitution.

4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

**American Institutions Outcomes**

Students successfully completing the American Institutions requirement will be able to:

1. Demonstrate civic literacy that would enable them to participate effectively in a democratic society, including an understanding of the requirements of democratic citizenship.

2. Use inquiry processes, including qualitative reasoning and critical thinking to engage with contemporary and enduring questions regarding United States institutions and government.

3. Demonstrate understanding of ethical principles and values that have shaped United States institutions and ideals throughout the history of the United States and its government.

4. Demonstrate understanding of United States institutions and ideals within the context of a changing and diverse society, including the impact of government on the introduction and evolution of various cultures and institutions in the United States and the effect of new cultures and institutions on the structures and policies of federal and state government.

In addition, students successfully completing the requirement in U.S. Constitution/California state & local government will be able to:

1. Demonstrate understanding of Americans’ and Californians’ political behavior within the frameworks established by the United States and California Constitutions.

2. Understand the effects of historical, technological and economic changes on government and the effects of governmental policy on technological and economic change.