# Table of Contents:

I. Inclusive Section Syllabus Sample ................................................................. 2  
II. Sample Diversity Statements for Section Syllabi ........................................... 6  
III. Quick Tips ........................................................................................................ 7  
IV. Resources ......................................................................................................... 8  
V. Complete Course Syllabus Template ............................................................... 9  

©2017 UCLA Office of Instructional Development
I. Inclusive Section Syllabus Sample

English 110: Caribbean Literature
Discussion Section Policy Sheet
Fall 2000

TA: Jane Bruin
Email: janebruin@ucla.edu
Mailbox: Ackerman 100
Preferred pronouns: she, her, hers

Office Hours: Ackerman 101
M 11:30 a.m.–1:30 p.m. and by appointment
Section: Ackerman 102, 1A & 1B: W 11:00–11:50 a.m.

Section Goals:
Our primary goal in section is to conduct an in-depth exploration of literature and cultural contexts from and about the Caribbean through discussion and analysis. In section we will clarify challenging points raised in lecture and tackle questions suggested by your own interpretations of the texts. Section is a forum in which I hope you feel comfortable asking difficult questions, raising complicated issues about the texts, and taking risks as you formulate ideas about this period of literature in general and the assigned readings in particular.

At the end of this course, students will be able to:
1. Learning outcome 1
2. Learning outcome 2
3. ??

Section Requirements:
Use this section to establish the learning goals for your section. This is also the first opportunity for setting the tone. Note the language that promotes student engagement and collaboration, and a growth mindset: use of “we”, “I hope you feel comfortable asking difficulty questions”, etc.

Use this section to set expectations for your students—let students know that you have high expectations for them, but that they are capable if they do the work (wise feedback, growth mindset).

In-Class Participation:
• The first key to participation in section is attendance. I expect you to be present at and actively engaged in every section throughout the quarter.
• You should come to section equipped with ideas about the texts and questions you would like to pose as prompts for discussion. I am looking to see your regular active commitment to the study of our texts and to scholarly interactions with your classmates during section. This does not mean that you must present a developed thesis every time you raise your hand—section is a dedicated space for you to struggle through challenging passages and ideas—but I expect you to engage with the texts in a thoughtful and professional way.
• Attentive listening to your peers, completing the assigned readings on time, and bringing your books to class are integral to your active participation.
Requirements:

- **Two discussion questions prompted by the assigned readings will be submitted to me at the beginning of three section meetings (2 percent each). You will use at least one of the questions to start off our section discussions.**
  - These questions should not be fact-based or yes or no questions, but instead questions that open up discussion and require thoughtful interpretation of the text(s) as a response. Each question may address one text or tie in multiple texts assigned for the week.
  - You may decide for which sections you will prepare and submit questions, but please consider starting early in the term before papers and other school requirements become burdensome.

- **Two close reading essays (between 250–300 words) based on a specific text will be due week 4 and week 10 (2 percent each).** I will offer more specifics and help you prepare for these assignments in advance of the due dates.

- I will hand out smaller assignments over the course of the quarter, including requiring you to bring portions or full drafts of your papers to section to workshop with your peers. Other assignments may take the form of draft theses, paper outlines, or other exercises, as the class requires.

- **All assignments must be submitted to me at the beginning of section.** Please bring your own copies for in-class reference. None of the above assignments may be handed in late for credit without prior permission.

Classroom Etiquette:

- Be courteous to your classmates and me in order to make section a comfortable place for everyone.
- In order to promote active discussion, laptops or tablets may be used only for taking notes. Checking email, web browsing, and even Googling facts related to our discussion are prohibited. Cell phones must be turned off and off your desks.
Grading:
Two Discussion Questions = 2% x three submissions = 6% of grade
Close Readings = 2% x two submissions = 4% of grade
Attendance & Participation = 10% of grade
Total Participation = 20% of grade

Helpful Hints:
Reading: Finish the assigned reading before the corresponding lecture and actively make marginal notes throughout the text. This will help you identify questions and issues you would like to discuss in section or in a paper.

Plagiarism: Don’t do it. Plagiarism is defined as using another person’s language, ideas, or thoughts and representing them as your own. All evidence of cheating or plagiarism will be turned over to the Dean of Students. See the Student Guide to Academic Integrity (https://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf/) for more details. If you aren’t sure whether you are in violation of UCLA’s plagiarism code, please feel free to ask me!

Office Hours: These hours are for your benefit. During these times I am available for help, consultation, and discussion. Particularly in preparation for writing your papers, my office hours provide you with a chance for individual assistance with the development of your interests and ideas. Don’t be afraid to come talk to me!

Email: You are free to contact me through email, but please note that any emails I receive after 5:00 p.m. on Fridays will not be answered until the following Monday. In addition, I will not respond to essay-related emails received within 24 hours of any essay due date. I look forward to helping you develop ideas for your papers and encourage you to discuss your ideas, thesis statements, outlines, etc. with me as you write, but please plan ahead as I will not respond to last-minute questions.

Mailbox: When submitting materials to my mailbox, make sure my name appears on the first page (otherwise I may not receive it).
Campus Resources:

Accommodations for Students with Disabilities: If you wish to request an accommodation due to a suspected or documented disability, please contact the Center for Accessible Education (CAE) as soon as possible. Information can be found here: http://www.cae.ucla.edu/

Counseling and Psychological Services (CAPS): This is a multidisciplinary student mental health center for the UCLA campus. CAPS offers an array of free services including individual counseling. If you suspect you are experiencing mental health problems or just need someone to talk to, you can make an appointment at John Wooden Center West, facing Drake Stadium, second floor, 310-825-0768. http://www.counseling.ucla.edu/

Undergraduate Writing Center: Attentive and experienced readers work collaboratively with writers to tailor sessions to writers’ needs and concerns. They can assist you at any stage of your writing—creating an outline, crafting an introduction, revising a draft, or teaching you to proofread effectively. Make an appointment here: http://wp.ucla.edu/wc/
II. Sample Diversity Statements for Section Syllabi

Diversity Statement from the Department of Sociology at Brown University
(https://www.brown.edu/academics/sociology/diversity-statement):
The Department of Sociology embraces a notion of intellectual community enriched and enhanced by
diversity along a number of dimensions, including race, ethnicity and national origins, gender and
gender identity, sexuality, class and religion. We are especially committed to increasing the
representation of those populations that have been historically excluded from participation in U.S.
higher education.

Syllabus statement from University of Iowa College of Education:
Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well
served by this course, that students’ learning needs be addressed both in and out of class, and that the
diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to
present materials and activities that are respectful of diversity: gender, sexuality, disability, age,
socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated.
Please let me know ways to improve the effectiveness of the course for you personally or for other
students or student groups. In addition, if any of our class meetings conflict with your religious events,
please let me know so that we can make arrangements for you.

Syllabus statements from CSU Chico (https://www.csuchico.edu/diversity/diversity-inclusive-
teaching/syllabus-statement.shtml#diversity):

Diversity statement:
Students in this class are encouraged to speak up and participate during class meetings. Because the
class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this
class must show respect for every other member of this class.

Safe Zone Statement
I am part of the Safe Zone Ally community network of trained Chico State faculty/staff/students who are
available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you
connect with resources on campus to address problems you may face that interfere with your academic
and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My
goal is to help you be successful and to maintain a safe and equitable campus.

LGBTQ Equality Statement:
I am firmly committed to diversity and equality in all areas of campus life, including specifically members
of the LGBTQ community. In this class I will work to promote an anti-discriminatory environment where
everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place
at both institutional and personal levels. I believe that such discrimination is unacceptable and I am
committed to providing equality of opportunity for all by eliminating any and all discrimination,
harassment, bullying, or victimization. The success of this policy relies on the support and understanding
of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate
in, or condone harassment or discrimination of any kind.
III. Quick Tips

Things to keep in mind as you develop and run your class:

**Communicate clearly and effectively**
- Be mindful of idioms and other colloquial phrases
- If/when using acronyms, clearly state what they mean beforehand
- Employ these other “Communication Best Practices” from UCLA’s Office of Equity, Diversity and Inclusion

**Provide easy access to maps and/or information that point to gender-inclusive restrooms, accessible entrances, etc.**
- UCLA LGBT Resource Center’s All-Gender Restroom Map
- UCLA’s Campus Accessibility Map

**Signal your values clearly and throughout the class**
- Consult Penn State’s Diversity Checklist: Guidelines for Course Planning
  *Tips include developing a diversity statement for the course syllabus, being aware of representation used throughout the class (gender, race/ethnicity, other identities), provide an opportunity for students to give anonymous feedback*
IV. Resources

**UCLA Office of Equity, Diversity, and Inclusion**
Repository of research and tools for exploring pressing subjects such as immigration, classroom climate, implicit bias, confronting bias, and stereotype threat:
[https://equity.ucla.edu/know/](https://equity.ucla.edu/know/)

Communicating Mindset (handout)

Creating a Positive Classroom Environment for Diversity (handbook)

Student Demographics Dashboards
[https://equity.ucla.edu/public_accountability/bruinx-dashboards/bruinx-dashboards_student/](https://equity.ucla.edu/public_accountability/bruinx-dashboards/bruinx-dashboards_student/)

**UCLA Center for Education Innovation and Learning in the Sciences**
Links for info related to: Course Design, Active Learning, Facilitating Group Work, Inclusive Classrooms, and more
[https://ceils.ucla.edu/resources/](https://ceils.ucla.edu/resources/)

**Creating Inclusive Environments**

Humboldt State University Reading List for Inclusive Classrooms:
[https://www2.humboldt.edu/diversity/faculty-resources/recommended-reading#inclusive-classrooms](https://www2.humboldt.edu/diversity/faculty-resources/recommended-reading#inclusive-classrooms)

Carnegie Melon
[http://www.cmu.edu/teaching/design/teach/learningenvironment.html](http://www.cmu.edu/teaching/design/teach/learningenvironment.html)
V. Complete Course Syllabus Template

This template contains selected elements of an inclusive syllabus, as well as recommended language related to university policies and resources for students. It is designed to be adapted across disciplines and course types. Content should be customized to fit your course/section, we encourage copying the language for policies and resources directly from this template.

A note about language in creating an inclusive syllabus: tone is everything! The language that we use in our syllabus is often the first impression that students get of us as instructors and of our courses. Consider using language that fosters a sense of inclusivity and community, rather than one of threat and punishment. Use personal pronouns like “I,” “we,” and “you” rather than “instructor”, “TA,” or “students.” Avoid long lists of DON'Ts and language that sounds A good resource on the rhetoric of a syllabus can be found here: https://accessiblesyllabus.tulane.edu/rhetoric/

Resources for Syllabus Design:
CEILS Syllabus Design: https://ceils.ucla.edu/resources/teaching-guides/syllabus-design/

Tulane Accessibility Project: https://accessiblesyllabus.tulane.edu/

The Teaching Center: https://teachingcenter.wustl.edu/wp-content/uploads/2015/05/TTC_syllabus_template_20160701.docx


COURSE TITLE

Department, Course Number, and Section
Class Meeting Time(s) and Location(s)
Quarter Year

Instructor(s) (and TAs) name(s) and contact information
Email address
Office location; phone
Office hours
<You might also consider including your preferred gender pronouns>

<Instructors may want to indicate which is their preferred mode of contact (email, phone, etc.), as well as when and how students can expect a reply to any electronic communication: e.g., Please give me 24-48 hours to respond to email. Emails received after 5:00pm on Friday will not be answered until the following Monday, etc.>

<Faculty, consider adding contact Information for Teaching Assistants or other course support staff here, or on a separate document. TAs, consider including faculty or other support staff contact information also.>
COURSE DESCRIPTION
<1-3 paragraph description of the course. This is your opportunity to invite students into the course, set the tone, and communicate the value and importance of this topic. Why should students care about this course? What is compelling about this topic? Why are you as the instructor passionate about this? How does this course fit into a curricular pathway/major if applicable? Consider any global/national/regional current events or issues that can also help reinforce the importance of this topic.

Along with the topic and setting the tone of your course, the description may also include information about what type of course it is (e.g. lab, studio, discussion-based seminar, writing-intensive, multidisciplinary, etc.) as well as particular pedagogical strategies required (group work, fieldwork, etc.). List any course prerequisites.>

COURSE LEARNING OUTCOMES/GOALS
<Include 4-6 student-centered, measurable course goals or learning objectives– What should your students learn or be able to do as a result of participating successfully in your course? These broad course goals might also be included on the course website or CCLE.>

Students who complete this course successfully will be able to:
  • Learning outcome 1
  • Learning outcome 2
  • Etc.

REQUIRED TEXTS/MATERIALS/EQUIPMENT
  • List required texts, titles, and authors, as well as edition.
  • List any required materials or equipment (e.g. lab notebook, specific calculator, iClickers, etc.).
  • Include a note about where to obtain these materials.
  • Include a note about any electronically-available content posted on CCLE or other course website or any textbooks placed in library reserves.

STUDENT EXPECTATIONS
<In the following sections, include information that explains generally what your expectations of students are in terms of achievement (set high expectations!) and fostering an inclusive community of learning. Instead of presenting information as a list of DO’s and DON’Ts, try to use learner-centered language and a tone that communicates high expectations for students, but also reinforces that the classroom culture is one of a community and therefore they should be proactive about giving feedback and getting support as soon as it is needed (or before!).>

Daily Work/Homework
<Briefly describe what students will be required to do to prepare for class and/or to complete weekly homework and problem set assignments. This is an opportunity to explain how daily work helps you monitor student learning against learning outcomes for the course BEFORE exam time.>
Major Assignments/Exams: Descriptions
<Include a brief description of each of the graded components in enough detail that a student reading the syllabus will have a good general understanding of the amount and type of required work. >

Class Participation [could be combined with the Inclusive Learning Environment section]
<Describe the function of student participation within the course, as well as your expectations for how students should participate in class. This information should include whether participation is required, how it is assessed, etc. Carefully consider what “counts” as participation and how you might measure that—for example, not all students are as vocal as others, but this doesn’t mean they aren’t actively engaged.>

Inclusive Learning Environment/Class Participation
<You may want to include a personal statement on the type of classroom environment you wish to create for all learners. Some sample language is included below:

- Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

- I am firmly committed to diversity and equality in all areas of campus life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

In addition, you may wish to also include the following language regarding the UCLA Office for Equity, Diversity, and Inclusion:

UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website:  https://equity.ucla.edu/.

COURSE GRADING

Statement of Grading Approach or Philosophy
<Provide information about how grades will be calculated for the course. Emphasize the connection between your intended learning outcomes for the course as well as each week/unit and that the
assessments will be used to evidence their mastery of these learning outcomes. Design your assignments so that students have the opportunity to learn from mistakes and evidence improvement over time. A more flexible grading policy (one with more opportunity for improving grades) can support both your own stress levels and those of the students when performance on a particular assessment is low.

Do you currently grade on a curve, determine the distribution from a fixed mean, or assign a predetermined fixed percentage of A, B, Cs, etc.? All of these are examples of “norm-referenced grading”. If so consider reviewing the statement below and reviewing the report: Enhancing Student Success and Building Inclusive Classrooms at UCLA to understand the data that shows that these types of grading strategies are not inclusive teaching practices. Note: this is not to be confused with “normalizing” which is adjusting scores to address flaws in assessment design, poorly written questions, or differences in TA grading practices.

Explanation of Grading System
<Include homework assignments, major assignments, exams, presentations, etc. that together determine the final grade for the course, with a clear indication of the value of each. If relevant, include grade cut-offs or other information. Examples are included below>

- Paper/Exam 1: % of total grade or maximum points
- Paper/Exam 2: % of total grade or maximum points
- Paper/Exam 3: % of total grade or maximum points
- Paper/Exam 4: % of total grade or maximum points

OR

- Exams = XXX points
- Homework = XXX points
- Class Participation = XXX points

Sample Grade Cutoffs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
</tbody>
</table>

CLASS POLICIES
<The following are suggestions of policies that can help ensure your class runs smoothly. Larger sections may require more specific policies. As with the expectations above, use positive, inviting language to encourage students to come to you for help, rather than negative punishing language. At the same, it is possible to be firm. This is a great resource for sample language to use here: https://accessiblesyllabus.tulane.edu/rhetoric/>

Attendance Policy

©2017 UCLA Office of Instructional Development
Creating Inclusive Classrooms

Resource Pack

<If attendance will be required, indicate the number of classes that may be missed without a penalty, as well as the penalties that accrue thereafter.>

Late Work and Requests for Extensions

Policies on Missed Exams, Make-Up Exams or Quizzes

Regrading Policy
<If you will allow students to submit requests for regrades, indicate the procedure for submitting a regrade. We suggest you ask your students to submit the request in writing, by a specific date.>

Requests for Instructor Feedback on Drafts and Requests to Revise
<Include these policies if your course includes writing assignments or other major assignments that involve revision. Remember that you will need to be able to offer the same amount of feedback, and the same opportunities to revise, for all students.>

Technology Policy
<You may wish to include your policy for using technology in the classroom. Will you allow the use of laptops? For all things or only during certain portions? Cell phones? Tablets? This article on The Teaching Center at Washington University in St. Louis’s website includes research-based recommendations for what you might include in a policy on in-class use of laptops and other mobile devices: https://teachingcenter.wustl.edu/resources/getting-started/developing-course-policies-on-laptops-mobile-devices/ If you use an online discussion board, you might also consider a “digital etiquette” policy indicating guidelines for respectful online discussions.>

Academic Integrity
<Include any policies on plagiarism/cheating/academic integrity. You may also want to include the specific language from Student Code of Conduct found on the Dean of Students Office website below:>

With its status as a world-class research institution, it is critical that the University uphold the highest standards of integrity both inside and outside the classroom. As a student and member of the UCLA community, you are expected to demonstrate integrity in all of your academic endeavors. Accordingly, when accusations of academic dishonesty occur, The Office of the Dean of Students is charged with investigating and adjudicating suspected violations. Academic dishonesty, includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct. All evidence of cheating or plagiarism will be turned over to the Dean of Students for further examination and possible prosecution. See the Student Guide to Academic Integrity for more information:
https://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf
Creating Inclusive Classrooms
Resource Pack

The UCLA Library has also created a tutorial to guide students through how to avoid plagiarism, intellectual property theft, and violating file sharing rules here: http://guides.library.ucla.edu/bruin-success

<You may also wish to list some specific examples related to your course, such as:

- Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions.
- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.>

ACADEMIC SUPPORT RESOURCES
<Include any outside academic support students have available to them, including tutorials, library resources, centers, etc. General UCLA Campus Resources have been included below, but you could also include other tutoring centers that may be available for your department.>

In addition to office hours/tutorials/etc., additional support for this course can be found here:

**Academic Achievement Program (AAP):**
AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at http://www.aap.ucla.edu/

**Undergraduate Writing Center:**
The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Multiple locations and hours available. For more information or to schedule an appointment, visit http://wp.ucla.edu/wc/

**OTHER CAMPUS RESOURCES FOR STUDENTS**

**Bias Reporting:**
UCLA is committed to maintaining a campus community that provides the strongest possible support for the intellectual and personal growth of all its members – students, faculty and staff. Each must feel valued, welcomed and included. Acts intended to create a hostile climate that are directed at any of our members are unacceptable and have no place in our community. The True Bruin Respect program has been put in place to aid in responding to such

**Center for Accessible Education (CAE):**
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu)

**Counseling and Psychological Services (CAPS):**
CAPS supports student mental health needs as they pursue their academic goals. Their services are designed to foster the development of healthy well-being necessary for success in a complex global environment. CAPS offers a variety of services to meet student needs including: crisis counseling available by phone 24 hours a day/7 days a week 310-825-0768, emergency Intervention, individual counseling and psychotherapy, group therapy, psychiatric evaluation and treatment, psychoeducational programs and workshops, and campus mental health and wellness promotion. Please visit [http://counseling.ucla.edu](http://counseling.ucla.edu) for more information.

**LGBTQ Campus Resource Center:**
This resource center provides a range of education and advocacy services supporting intersectional identity development. It fosters unity; wellness; and an open, safe, inclusive environment for lesbian, gay, bisexual, intersex, transgender, queer, asexual, questioning, and same-gender-loving students, their families, and the entire campus community. Find it in the Student Activities Center, or via email [lgbt@ucla.edu](mailto:lgbt@ucla.edu). Visit their website for more information: [https://www.lgbt.ucla.edu/](https://www.lgbt.ucla.edu/)

**Sexual Harassment/Sexual Violence:**
Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, via email [CAREadvocate@careprogram.ucla.edu](mailto:CAREadvocate@careprogram.ucla.edu) or by phone (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator, 2241 Murphy Hall, via email at [titleix@conet.ucla.edu](mailto:titleix@conet.ucla.edu), or via phone at (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Faculty and TAs are required under the [UC Policy on Sexual Violence and Sexual Harassment](http://www.registrar.ucla.edu/Student-Records/Personal-Information/Preferred-First-Name) to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment. [UCLA's Preferred First-Name Policy for Students](http://www.registrar.ucla.edu/Student-Records/Personal-Information/Preferred-First-Name), with additional resources and information, may be found here.
DISCLAIMER

The instructor reserves the right to make modifications to this information throughout the quarter.

PRELIMINARY COURSE SCHEDULE

<Include dates you plan to cover specific topics (with reading assignments), the due dates for major assignments, and the due date for the final exam. Consult relevant academic calendars and keep in mind religious holidays and significant campus events. Even though some religious observances may not be official UCLA holidays, they may impact student attendance and performance.

Academic calendars can be found here: http://www.registrar.ucla.edu/Calendars/Annual-Academic-Calendar

Religious holidays and observances can be found here: https://equity.ucla.edu/religious-holidays-and-observances-2/.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assigned Readings/Homework</th>
<th>Major Assignments and Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL SECTIONS

<Additional section can and should be added as needed. Main section headings can use the HEADING 1 style while subheadings use the HEADING 2 style. Additional sections might include the following:

- Course bibliography
- Expectations and safety information for labs
- Information about collaborative group work design in your course
- Information about the role of TAs and Learning Assistants, if you have them
- Information about field experiences or other unique class sessions
- Information about structured feedback tools you may use, such as a mid-quarter evaluation tool
- Anything else that is important to share with students at the beginning of the quarter and should have its own section>