

# Audio Transcripts for Session 4.2

## Syllabus Clinic: Designing for Connection, Clarity and Change (xTLC)

### Slide 5 Welcome from Sanja

Hi everybody, my apologies for not being with you in person today, I'm joining in this way and it's my pleasure. I am Sanja Hinić-Frlog Associate Dean or Interim Associate Dean Teaching and Learning in the Dean's office. I'm also Associate Professor Teaching Stream in the department of biology right where I teach courses focused on anatomy, physiology, both human and animals, I teach a course about birds and a course about biomechanics. It's a pleasure to join you today!

### Slide 7 Advice for Preparing Course Syllabi at UTM

Before we focus on setting the tone for your course with policy in perspective, we wanted to highlight the Advice for Preparing Syllabi document that outlines best practices tied to UofT and UTM policies beyond the scope of what we are focusing in our presentation today. This document is available at the OVPAD website (we can share this presentation which has embedded links) or you can just google OVPAD Advice for Syllabi and the webpage with key documents should be your top choice. This webpage also UTM's policy document, Academic Handbook.

### Slides 15 -17 Beyond the Biography: Policy and Practice

#### Slide 15

As you are designing your weekly outlines or deciding on a modular approach to your course, we wanted to highlight some key aspects you should think about during the design process. It is important that your weekly outline plans match the contact hours listed for students in the Academic Calendar. At UTM, we are using a new Course Information Submission (CIS) in which you would submit your syllabi. The way that the CIS is built will already ensure that your weekly contact hours are outlined for you (this information is automatically loaded from the Academic Calendar and Timetable Builder and you don't have to double check this). However, you should keep these hours in mind when you are

building your weekly schedule. For example, if you are designing a flipped-course for your lectures, the hours that students are working in prepping for a lecture on their own should also be considered towards the total contact hours. If you do notice any inconsistency with the contact hours between the Academic Calendar and Timetable Builder/CIS, you can check in with your departmental undergraduate advisor or your associate chair, chair or program director.

## Slide 16

Your biographical data is also entered automatically in CIS but you have space to add information about your office hours and other communication policies that are important to you, like reminding students to only contact you using their @mail.utoronto.ca accounts.

## Slide 17

Finally, when you are planning your weekly activities in your course, you should check for any conflict with university closures and holidays (Important Dates, OR). You can also refer to the Multifaith e-calendar available through the EDIO.

## Slide 20 Learning Outcomes: Policy and Practice

Course learning outcomes define what students should be able to do or accomplish by the end of the course. Creating and using course learning outcomes in a course can be beneficial both in terms of expectation transparency for students as well as identifying curriculum plans and potential gaps in the curriculum by academic units. In the new CIS system, instructors will have to add course learning outcomes. If you are working on learning outcomes for the first time, please reach out to RGASC for assistance or Adriana or myself for additional resources.

## Slides 22 and 23 Assessment: Policy and Practice

### Slide 22

As Adriana mentioned, we use assessments to allow us and students to track how well learning outcomes were addressed in a course. Our policies related to assessments are both grounded in the fact that we use multiple methods of assessments but also allow us to embed those multiple and scaffolded assessments in the way that also takes into account student experiences not just in our own course but all the course, students are taking. For example, we have policies that...**[Reading from Slide]**

## Slide 23

These key assessment policies are also available to you as you are building your Marking Scheme in Step 5 in CIS. If your plans are not aligned with some of the policies, you will see an orange exclamation mark. This serves as a reminder for you to either reconsider your assessment plan, check in with your chair if you need any exceptions prior to syllabi submission and or leave a note for your chair explaining why an exception may be needed from a student experience or pedagogical perspective.

## Slide 26 Accessibility: Policy

It is important that we include Accessibility information in your syllabus. This information helps all students feel welcome and included in our courses. In Step 7 of CIS, you can choose which Policies related to Accessibility you want to include in your syllabus. Some, like Religious Accommodations are required. These policies are all pre-written for you (the ones with “View” only tab, like the Accommodation for Students with Disabilities and Equity and Academic Rights. Your departments may add some department-specific language for your to add (like the Academic Rights). Finally, you can also add personalized statements on inclusion in your classroom in Step 7 of CIS.

## Slide 28 Academic Integrity: Policy and Practice

Just like with Accessibility policies we showcased earlier, Step 7 of CIS also includes the Required and pre-populated Academic Integrity language that will be automatically included in all syllabi at UTM.

## Slide 29 Generative AI Policy

One additional note on Academic Integrity is that it can be often intertwined with how we think about using AI in our courses. We wanted to highlight that you as an instructor can choose how AI is used in your classes (can use, can use in specific ways, or cannot use). Specific language around these options is provided in the Item’s of note in the Advice for Preparing Syllabi – links to language are provided there. Whatever you decide to do as an instructor, we encourage you to evaluate what AI use means relative to ethics and environment and utilize resources on AI literacy for you, your students and your TAs as much as possible (information on AI literacy resources are also in the Advice for Preparing Syllabi).