

Yale

Full Course Title

Course Number(s)

Term Offered (e.g. Spring 2022)

Meeting Information

Days of Week & Times (e.g. Mon. 1:30 pm-3:20pm).

Please select a teaching day and time from Yale's standard meeting times. Residential College Seminars generally meet for 110-minutes, once a week. If you must meet at a time not listed below or require a longer meeting time, please email college.seminar@yale.edu about your request. <https://yalecollege.yale.edu/academics/teaching-resources/course-time-patterns>

Location:

Classroom locations will be determined by the University Registrar's Office in advance of the term.

Instructor(s)

Instructor Name(s) and pronoun(s)

Instructor Contact Information (e.g. email address and/or phone number)

You might also include information about how and when you would like to be contacted and when students might expect a response. Teaching fellow names, pronouns, and contact information may also be included here.

Office Hours

Some students may need an explanation to the purposes and benefits of office hours. [Click here for guidance on describing office hours and building in flexibility for in-person and zoom options.](#)

Course Description

Provide an overview of your course describing its scope and major themes. You might also use this space to welcome your students or share your interest in the discipline. [Click here for guidance on syllabus design from the Poorvu Center.](#)

Format

Residential College Seminars are in-person seminars. Please share any additional required participation (e.g. discussion sections, field trips, film screenings, etc.), as applicable.

Limited Enrollment

Admittance to Residential College Seminars is limited to 18 students, and enrollment is determined by instructor permission.

All Residential College Seminars applications on Yale Course Search will include a note asking students to indicate their residential college and "state briefly (under 1000 characters) your interest in this course and any relevant experience." If you have a special question you would like to include as part of application to your seminar, please note that responses will be limited to 1,000 characters.

[Review the Yale Registrar's Office course registration timeline.](#)

Learning Objectives

Learning objectives provide an opportunity to articulate the specific knowledge, skills and abilities you intend for your students to learn or develop by the end of the course. [Click here for guidance on writing learning objectives from the Poorvu Center.](#)

Required Materials

Describe required texts, computer software, and course materials and their cost estimates (if applicable). You may also provide advice on cost-effective means of obtaining course materials, such as through the [Yale Library](#) or other open-source materials. Instructors may also post materials on [Canvas](#), Yale's course management system, following fair use policies. [Guidance on using copyrighted materials](#) can be found on the Yale Library website.

Class Schedule including readings & assignments

Please include a week-by-week break down of class topics, assigned readings (including page numbers), and assignment due dates. Please note that most seminars require 80-120 pages of reading a week.

There are 13 weeks in a Yale term. Please refer to the [Yale College Academic Calendar](#), and the [Yale College Calendar with Pertinent Deadlines](#), for additional information. All undergraduate work is due on the last day of final exams. (This deadline cannot be extended by an instructor. Only a Residential College Dean has the authority to extend student work beyond the end of term.)

Assessments & Grading

Share with your students when and how they will receive feedback on their progress in the course, including [formative and summative assessments](#) as well as clearly articulated [grading breakdowns, practices, and policies](#).

Assessments should enable students to make and be graded on individual contributions. Most seminars assign papers. 20–25 pages of total writing per term is typical, unless it is a writing course. Up to 2 one-hour exams are permitted during class time. Final exams must be scheduled during exam week. Class attendance and participation can account for no more than 20% of the course assessment and no final examination or final paper or project should count for more than 40% of the student's course grade. Instructors are required to provide graded feedback by the 7th week of the term, in advance of the midterm date.

For additional guidance, see the [Handbook for Instructors of Undergraduates in Yale College](#)

Course Policies

Add any policies unique to this course, such as attendance, participation, and requests for extensions. Describe in what ways you provide flexibility for your students.

[Please note, the basic responsibility for permitting postponement of work during the term is the instructor's.](#) However, the residential college dean has authority to give permission, via a "Dean's Extension," for a student to make up work missed or delayed during the term in limited circumstances: because of an incapacitating illness or incapacitating condition of any kind, the death of a family member,

or a comparable emergency. The residential college dean also has authority to give permission to make up work missed because of the observance of religious holy days and because of participation required in intercollegiate varsity athletic events. Dean's Extensions cannot, however, excuse absences, which are entirely the purview of the instructor.

Academic Integrity

Instructors should include a statement that defines what academic integrity means for their course, tailored to their particular course assignment types. [Click here for guidance on writing an Academic Integrity statement from the Poorvu Center](#). Instructors may also want to consider additional language and guidance related to [ChatGPT](#).

Please note that all cases of suspected academic dishonesty must be referred to the Executive Committee. For additional information, please refer to the [undergraduate regulations](#) and [The Disciplinary Procedures of the Executive Committee of Yale College](#).

Diversity, Equity, Inclusion, & Belonging

Instructors are encouraged to share their commitment to diversity, equity, inclusion and belonging in their teaching and facilitation of the classroom community. [Click here for guidance on writing DEIB statements from the Poorvu Center](#).

Accessibility

Instructors are encouraged to share how they provide equitable academic experiences for all students—including students with disabilities—through their course materials, technology selections, and teaching approaches. [Click here for sample accessibility statements and writing guidance from the Poorvu Center](#).

Academic & Wellness Supports

When instructors endorse university resources on the syllabus, students are more likely to explore support resources and refer to them throughout the semester. [Click here for short descriptions and contact information for an array of Yale student resources](#) (e.g. writing, STEM & language tutoring, Academic Strategies Program, mental health & wellness resources). You are welcome to use the sample descriptions for resources aligned with your course and student population.