

## Friedman's Required Course Syllabus Format and Guidelines

**Please share a copy of your proposed Course Syllabus with the appropriate Division Chair or Program Director prior to submitting to C&D.**

**If you save this document template and enter your course information, please remember to delete any of the instructions/recommendations so they do not appear in the final version of your course syllabus.**

**NUTR XXX: Course Title**  
**Semester and year (e.g., Fall 2018)**

- Class Meetings:** *Day(s), time, and classroom location*
- Instructor(s):** *Name, contact information (email/phone/skype)*  
*(If more than one instructor, specify how students should contact each instructor)*
- Instructor Office Hours:** *Day, time, and location (in-person or online/phone/skype)*
- Teaching Asst.:** *If appropriate: name, contact info (email/phone/skype)*
- Teaching Asst. Office Hours:** *Day, time and location (in person or online/phone/skype)*
- Semester Hour Units:** *Insert 3 or 1.5, etc.*
- Prerequisites:** *Insert text as appropriate*  
*(Once course is approved by C&D, please check with Friedman's Registrar*  
*([michelle.frankfort@tufts.edu](mailto:michelle.frankfort@tufts.edu)) to ensure your course's prerequisite information mirrors*  
*content posted on Friedman's Course Catalog and in SIS where students officially enroll.)*
- Course Description:** *Full descriptive summary of course.*  
*(Once course is approved by C&D, please check with Friedman's Registrar*  
*([michelle.frankfort@tufts.edu](mailto:michelle.frankfort@tufts.edu)) to ensure course description mirrors content posted on*  
*Friedman's Course Catalog and in SIS where students officially enroll.)*
- Course Goals:** *Please list 3-5 course goals that describe broadly what students will learn and achieve by taking the course, using words such as know, learn, understand, or value. Goals are not typically measurable the way learning objectives are and are often measured through larger projects and assignments.*
- Example course goal: Students will learn how to use concepts and principles of ecology, together with plausible evidence, to describe the interactions of organisms with their environments and with each other.*
- Texts or Materials:** *Describe the required textbook(s), readings or other materials, including information about your use of [Canvas](https://canvas.tufts.edu) (<https://canvas.tufts.edu>) and your preferences, library facilities, and electronic resources. List the required optional reading that will be posted in Canvas under each lecture topic. If you are modifying a course syllabus, be sure to reference [Canvas](#) and remove any references to Trunk.*
- Academic Conduct:** *The following is required text that must be included in your course syllabus (you may wish to add specific details regarding particular assignments such as team projects): Each student is responsible for upholding the highest standards of academic integrity, as specified in the [Friedman School's Policies and Procedures Handbook](#) and Tufts University policies (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.*

**Classroom Conduct:** *Some instructors use this section to describe their expectations for attendance and behavior in the classroom, including preparation for class, participation in class discussion, use of electronic devices, etc. You may also wish to specify a communications policy, regarding how and when you would like students to email, call or schedule appointments outside of class.*

**Assessment and Grading:** *Describe the exercises, tests and other required activities, with a summary of assessment procedures for student feedback and letter grading. Typically, this includes a table of the percent weight assigned to each assignment in determining letter grades. The passing grade at the Friedman School is a B minus. Also, at Friedman an A+ grade and an A grade are both calculated as 4.00 grade points in a student's grade point average.*

**Grading Range:** *Students often inquire about a course's letter grade range. To avoid ambiguity, including information about how you will be grading students in your course is recommended. Please note a course's letter grade range is not set by the Friedman School—the grading range is at the instructor's discretion (and the default Grading settings in [Canvas](#) can be adjusted accordingly). Below is an example of suggested grading range text (adjust the numeric scores and measurement items for your course):*

*Grading for the course will be based on the below distribution:*

<i>Two in-class exams (20% each):</i>	<i>40%</i>
<i>Final Exam:</i>	<i>25%</i>
<i>Written out of class assignments:</i>	<i>20%</i>
<i>Elevator speech:</i>	<i>5%</i>
<i>Two TBL quizzes (5% each):</i>	<i>10%</i>

*A passing grade in the course is B- or better. Course grades will be based on the below (subject to revision during the course):*

<i>A</i>	<i>&gt; 94%</i>
<i>A-</i>	<i>90 - &lt;94%</i>
<i>B+</i>	<i>87 - &lt;90%</i>
<i>B</i>	<i>84 - &lt;87%</i>
<i>B-</i>	<i>80 - &lt;84%</i>

**Instructions for Submission of Assignments and Exams:** *Describe the specific exercises, tests or other assignments and their due dates, including any penalties for late or incomplete assignments. For example, you can state: Assignments received after their deadline will not be accepted or graded unless extension is approved in advance. Students who are unable to complete an assignment or exam on time for any reason should notify the instructor by email, text message, or phone call prior to the deadline, with a brief explanation for why the extension is needed.*

**Accommodation of Disabilities:** *Mandatory text for ALL course syllabi: Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.*

**Tufts WebEx:** *Consider including information about Tufts WebEx; recommended text: Friedman's on-campus courses may be offered by Tufts WebEx (<https://it.tufts.edu/webex>) on days when the Boston campus is closed due to weather or a temporary cancellation issue. Students should expect to be notified by email in the event that class is cancelled and will be provided with the WebEx link for students to use for any remote class sessions. Also, any relevant course slides or materials will be made available on [Canvas](#). The WebEx will be recorded and posted on Canvas when completed. If an on-campus Examination/Presentation was scheduled on a day when the Boston campus is closed due to weather or a temporary cancellation issue, the exam/presentation will be rescheduled for an alternate on-campus class session date.*

**Diversity Statement:** *Optional text for course syllabus: We believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in this course. We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We will present materials that are*

respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, socioeconomic status, citizenship, language, or national origin among other personal characteristics.

**Course Topics and Assignment Schedule at a Glance:** *Provide in this section a summarized list (quick view) of your course’s class dates, course topics, lecturers, and assignments for each class (as appropriate). Include at the end of this section the disclaimer: This schedule is subject to modification at the instructor’s discretion.*

DATE OF CLASS	COURSE TOPIC	LECTURER	ASSIGNMENTS DUE
September 4	Iron, Zinc & Copper	Abdula	N/A
September 6	Selenium	Hondal	Submit topic outline for mid-term paper

**Detailed Description of Course Topics, Assignment Schedule, and the Learning Objectives for Each Class Session:**

*For additional guidance with the following section, please refer to these sample existing Friedman course syllabi:*

[NUTR 0211](#), [NUTR 0238](#), and [NUTR 0245](#), as well as, [this depiction of Bloom’s taxonomy](#).

*The Learning Objectives in your syllabus should include the following in this order:*

- **Date of Class:** *List the date of the class session (should mirror quick glance schedule above)*
- **Course Topic(s):** *List the course topic(s) (should mirror quick glance schedule above)*
- **Learning Objectives:** *The Learning Objectives should serve to help meet the overall course goals. They should be specific, measurable, and observable. Please see the verb wheel based on Bloom’s taxonomy when considering appropriate language for learning objectives.*  
  
*This section should be itemized with a number or bullet; for each of the Learning Objectives (it is often desirable to describe each week’s material on a separate page, using a standard format—please see below for an example).*
- **Required Reading/Assignments:** *Include publishing year information (current and relevant, chapter, page numbers*

*At the end of the above section of the course syllabus, you may wish to repeat the following disclaimer: This schedule is subject to modification at the instructor’s discretion.*

**Sample Text for the Detailed Description of Course Topics, Assignment Schedule, and the Learning Objectives for Each Class Session:**

**Date of Class:** *September 4*

**Course Topics:** *Zinc and Copper*

**Learning Objectives:**

1. *Provide examples of mechanisms...*
2. *Explain regulations...*
3. *Describe dietary factors...*
4. *Provide examples of functions...*
5. *Differentiate implications of genetic defects...*

**Required Reading/Assignments:**

- *Smith, J., Salt Intake and Blood Pressure, August 2019*

- *Jones, P., Effects of Dietary Interventions, May 2019*

**Assignments Due (September 4):**

- *In-Class Quiz*