

**Boston University** Questrom School of Business

**XX### – Course Name**

***instructor names: Jane Doe, John Doe, & Dodo Doe***

***Jo Doe (course coordinator)***

***version: day-month-year***

***[Please be sure to read this Syllabus thoroughly prior to your 1st class session!]***

***[We know it is long, but it is an essential guide for the course!]***

1. **Course Administrative Details**
	* **instructor:** name, office number, email address, phone, social media handles
	* **office hours:** days/hours
	* **pre-requisites:** xxx
	* **TAs contact info/role, if appropriate**
	* **course dates/times/location & # credits**
2. **Course Description, Learning Goals, Structure, Diversity & Inclusion, & Materials**

*II.1. Course Description & Learning Goals*

* + Please add Course Description here.
	+ Please list Course Learning Objectives (ideally, 3-5) here
		- *note that a good learning objective is specific and measurable*

*II.2. Course Structure & Pedagogy*

* + If your course includes modules, please describe modules &/or intellectual trajectory of course here. (The SI422 syllabus shows an example of this.)
	+ If you wish, please include a description of course structure and/or pedagogy.

#### *II.3. Diversity & Inclusion Statement [a statement is required; specific language may vary]*

* In developing this course, I have aimed to be thoughtful about how identity and culture impact the course content.
* I invite you to share your personal experiences and perspective related to the course content. If there are topics or conversations that you feel would benefit from incorporation of social context, a differing perspective, or Questrom’s Office of Diversity & Inclusion, please inform me and I will explore resources and opportunities for us to engage a wide variety of perspectives in our classroom.

*II.4. Course Materials:*

* + Please list Course Materials (e.g., Reading Packet, Software, etc.) here, noting where students can obtain them and how much, if anything, they cost.

***[Syllabus template continues on next page with III. Course Policies...****]*

1. **Course Policies**

#### *III.1.Attendance Policy [a statement is required; specific language may vary]*

* + If your course distinguishes between “excused absences” and “unexcused absences,” please note that BU policy ([link here](https://www.bu.edu/academics/policies/absence-for-religious-reasons/)) and Massachusetts State Law consider absences for religious reasons to be “excused absences.”
	+ If your course attendance policy involves students losing points for missing class (or being late to class), please include details, e.g., “students who miss more than three sessions for any reason will have their course grade reduced by 10 points.
	+ An example policy appears below:
		- *Satisfactory class contributions require attendance at every session of the course; preparation of all materials for every session; and active, quality participation in class discussions. Simply attending class, however, does not constitute a positive contribution to class and will not yield high class contribution scores. Recognizing that you are facing complex demands on your time, we can excuse two absences during the term (for any reason). If you anticipate that you will need to miss three sessions or more, then you should take this course in another term. Students who miss 3 or 4 sessions will lose 3 and 6 points on their final course grade, respectively. Students who more than 5 sessions will have their final grades reduced an entire letter grade and students who miss more than 7 sessions may fail the course as a result. Assignments are always due at the beginning of class on their due date, even if students are unable to attend class that day.*

#### *III.2* *Academic accommodations for students with special needs: [a statement is required; specific language may vary]*

* In keeping with University policy, any student with a disability who needs or thinks they need academic accommodations must call the Office of Disability Services at 617-353-3658 or stop by 19 Deerfield Street to arrange a confidential appointment with a Disability Services staff member. Accommodation letters must be delivered to your instructor in a timely fashion (not later than two weeks before any major examination). Please note that accommodations will not be delivered absent an official letter of accommodation.

#### *III.3. Academic Integrity Policy [a statement is required; specific language may vary]*

* Note that some faculty will state Academic Integrity expectations for each course assignment and may prefer to articulate those expectations in the assignment description.
* The Questrom School has developed an Academic Conduct Code ([link here](http://questromworld.bu.edu/acc/)). In addition to stating course expectations for Academic Integrity, please alert students to the existence of this Code and include the link in your syllabus.

#### *III.4. Professional Conduct Policy and/or other course-related policies (optional)*

* Some courses also state expectations regarding professional conduct in and out of the classroom, including, e.g., use of laptop computers and other communication devices.

***[Syllabus template continues on next page with IV. Course Evaluation & Expectations...]***

1. **Course Evaluation & Expectations**

#### *IV.1. Course Evaluation*

* Please list all assignments, noting what fraction of the final grade each constitutes.
* An example table & associated notes appear below:
* *Grading:* The relative weighting of assignments in your course grade is as follows:
* ***Evaluation Activity Fraction of Course Grade***
* **Mid-Term Exam xx%**
* **Class Contributions xx%**
* **Team Project xx%**
* **Individual/Written Assignments xx%**
* **TOTAL 100%**
* **There will be absolutely no grade deflation in this course.** (There will also, however, not be any grade inflation.)Final course grades will be the result of a direct mathematical computation, based on the formula above.
* *If you have any questions about grades that you receive on particular assignments, you must raise them within two weeks of receiving your grade on that assignment. Unless we have made computational errors, we will be unable to alter grades after final grades have been determined. If you have particular grade-related considerations that you think are important, please raise these with your instructor as early as possible (during the first half of the semester at the latest!), so that your instructor can help you approach the course in a way that will help you achieve your best possible performance.*

#### *IV.2. Assignment Descriptions & Expectations*

* Please provide at least a cursory description of each assignment/grade component, along with any relevant notes or explanations.
* If the general Academic Integrity statement does not clarify expectations for each assignment, please state your academic integrity expectations for each assignment here: For example, can students work together on the assignments or should they work individually? If assignments are Individual Assignments, can students talk about them together? Can teams talk with other teams about their progress?
* Please note for each **exam**:
* what is the general format (e.g,. multiple choice, essay, etc; open-book, closed-book)?
* what %, if any, will be multiple choice?
* will it be cumulative?
* will it be returned to students for their retention?
* will old versions be posted for review?
* If a **project** is part of the course, will it be a Team or Individual Project:
	+ - if there is a Team Project, how will teams be assigned (i.e., randomly, self-selected, faculty-constructed, balanced by concentrations, etc.)
		- note that the UGPDC strongly recommends that teams not be constructed using a public “Four Corners Approach” (i.e., an approach that divides students based on observable characteristics, such as US-based vs. International Students)
* If **class contributions or class participation** constitutes 15% of the course grade or more…
	+ - please describe how points are assigned (and how lateness/absences affect this score)
		- please plan to provide mid-semester feedback (e.g., post scores and/or meetings)

***[Syllabus template continues on next page with V. Course Schedule...]***

1. **Course Schedule**
* ***Please list the following for each day of the course:***
1. ***topic of the day***
2. ***readings/other class prep materials/assignments***
3. ***either Daily Learning Goals or Class Preparation Questions***
	* *ideally, 2-5 learning goals or class prep questions that help students frame their expectations for what they will learn that day*
	* *note: these should not be a simple list of topics, (“e.g., contracts”) but should be specific statements of what students should ask themselves or should expect to learn in class*
	* *note that Class Prep Questions should focus students’ attention on applying course principles rather than on the details of the case or reading*

Session 1: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 2: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 3: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 4: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 5: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 6: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 7: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 8: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 9: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 10: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 11: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 12: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 13: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 14: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 15: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 16: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 17: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 18: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 19: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 20: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 21: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 22: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 23: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 24: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 25: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 26: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

Session 27: TOPIC *(date)*

*Assignment due (if any)*

*Reading #1*

*Reading #2*

*Reading #3*:

Learning Goals and/or Class Preparation Questions:

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx

***[Syllabus template concludes here.]***