

Syllabus Checklist.

Consider the following items as a foundation for a syllabus that helps students understand a teacher's expectations as well as basic course information. Including each item may not be necessary. Use this checklist as a guide for what might be included in a course syllabus.

- _____ A brief statement of overall course objectives that introduces students to what they should know and be able to do by the end of a course. Consider the personal tone set here as an important aspect of this statement.
- _____ A few words about course format, so that students know what to expect about how the teacher will be using class time.
- _____ A brief statement of expectations in terms of student responsibilities, clearly stating what the teacher expects (such as participation and the level of work).
- _____ A statement of what assessment techniques will be used to evaluate students, including information on grading policies.
- _____ A schedule of class dates and topics, along with week-by-week reading assignments.
- _____ Due dates for papers, exams, projects, and so on, including any policies about late assignments.
- _____ Any pertinent information about academic policies and procedures (such as class attendance, making up assignments, and university-wide policies).

"Nuts-and-bolts" information:

- _____ Course title, course number, and prerequisites.
- _____ Building and room number.
- _____ Instructor's name, phone numbers, e-mail address, and office hours.
- _____ Text(s) and supplemental readings; course web site.
- _____ Suggested bibliography.

Course Design Criteria

- ___ Are course goals explicitly stated in terms of learning outcomes?
- ___ Do assignments reflect course goals and are they likely to help achieve the stated course goals?
- ___ Are instructional approaches suitable to reach the course objectives (lecture, discussion, films, fieldwork, guest speakers)?
- ___ Are there a variety of approaches and types of assignments provided to reach a diverse range of student learning styles?
- ___ Is the course designed to provide activities that allow students to continually demonstrate their learning (such as ungraded activities, interactive periods in lecture, short writing assignments, and group work)?