

# Meadows Syllabus Template - Final (revised Spring 2016)

Note: Double listed courses (4000/6000 level, undergraduate/graduate credit) must have separate syllabi for each level. There must be a clear differentiation of expectations and course outcomes for graduate level credit.

## 1. Summary [REQUIRED in some form]

*Course Title*

Course Number (Units) Semester/Year

Meeting Time, Location

Grading Options (P/F? Different credit options?)

*Instructor Name*

Office, Email, Phone

Office Hours: when (1 hour/week required) + by appointment or virtual?

How to contact the instructor (email, phone etc.)

## 2. Rationale [RECOMMENDED]

This is an opportunity to set a tone through the use of compelling language. Why does this course exist? How does it fit into the rest of the curriculum?

## 3. Course Aims and Learning Outcomes [REQUIRED]

What will students be able to do by the end of this course? (If the course meets the General Education requirement for Arts, then list this.) As we add Divisional Learning Outcomes, we will need to add which ones are fulfilled in this course. List some (probably 3-8) specific learning outcomes you expect students to achieve. (Your assessments below should reflect what you want students to learn). If necessary, clarify the differences between the graduate/undergraduate, major/non-major students in the course (separate syllabi may be necessary). Most learning outcomes combine content or subject matter and an action from Bloom's Taxonomy:

Knowledge (define, repeat),

Comprehension (classify, convert),

Application (demonstrate, modify, arrange),

Analysis (infer, estimate),

Synthesis (create, design),

Evaluation (critique, justify, discriminate).

<http://www.clt.cornell.edu/campus/teach/faculty/Materials/BloomsTaxonomy.pdf>

#### **4. Course Requirements, Expectations, and Policies [REQUIRED]**

Include from the options below as appropriate. Some faculty have had great success using a Course Contract to confirm that students have read and agreed to the requirements, expectations, and policies for the course.

##### **4a. Attendance and participation policy**

(Is class participation necessary? Do you take attendance?)

Example:

3 unexcused absences will result in you being dropped from this course.

##### **4b. Other course specific policies**

Could include issues such as copyright/recording issues, lab fees, equipment use rules, civility, field trips, fieldwork, research guidelines, etc.

##### **4c. Course Materials**

Required and Recommended Texts

##### **4d. Assessments and Assignments**

Provide the number, date and type of assessments or assignments; where possible explain how they relate to the learning outcomes.

Grades: describe any grading options, give relative weighting or points for each assignment and clarify how you will assign final grades. Note that students study this carefully for your values and compute what they can most easily forfeit; so your most important learning objectives should be given the greatest weight. (There is more on this below under Grading Rubrics in the Appendix.)

Clarify the pass mark if there is a pass/fail option.

Provide length and due dates for all papers.

Clarify your policy on late submission or make-up quizzes. For example:

- No late submissions and no special pleading. I will always review questions and I am always willing to hear about problems, but it is unfair to the rest of this class, if those who complain get better grades. Tell me about problems, but any changes will be for the entire class or for next year.

**NOTE (the following is a minimum standard for your own protection): *All faculty should provide a minimum of two grades, assessments or other feedback in every Meadows course prior to the final exam or project. This feedback must be provided to the student in tangible form (either written or posted on the Blackboard or Access gradebook). One of these should be no later than mid semester and the other prior to the last day before a student can drop the course.***

## **5. SMU Course Policies [REQUIRED]**

The current versions of these policies are given below. For updates, watch for communications from the Provost's Office.

### **Academic Honesty and Misconduct**

You are bound by the Honor Code and the SMU Student Code of Conduct. For complete details, see: [http://www.smu.edu/studentlife/PCL\\_01\\_ToC.asp](http://www.smu.edu/studentlife/PCL_01_ToC.asp)

**Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

### **Excused Absences for University Extracurricular Activities:**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

## 6. Preliminary Schedule of Classes, Events and Assignments [RECOMMENDED]

There are lots of ways to present this:

(a) Date: **Topic**

Reading or more details.

(b) Table format:

Dates, Topics	Readings to be discussed	One Journal Entry	Assignment
<b>January 22</b> Topics/Major Concepts covered	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	
<b>January 29</b> What is learning? What are learning objectives?	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	Journal entry electronically submitted
<b>February 5</b> Motivating Students	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	Journal entry electronically submitted

## 7. Weekly Notes and Assignments [RECOMMENDED]

**Topic** (Week One)

**Basic (or Required) Listening/Art/Viewing/Content/Reading**

Course Notes, pages 1-20.

Text, pages 1-12.

**How to Study**

(1) Think about the different types of students in your classes and provide different suggestions for ways to study or approach the material.

(2) Questions to consider as you do the reading? Students bring a wealth of assumptions and often have no idea “how to read.”

**Assignment**

Instructions for any assignment

## **Notes**

Think about including names, new terms and dates that you do not want students to copy down in class.

## **Further Reading (or Bibliography)**

Model for students what real scholarship is and tell how to go further

## **Library Resource Information:**

See examples and resources for specific information about the Hamon.

## **8. Appendix and Options [RECOMMENDED]**

### **8a. Other Books and Reserve Readings**

### **8b. Web Sites**

Students will use the web. If you guide them, they might use it better.

### **8c. Assessment Details and Sample Questions**

Where appropriate, describe each assignment or provide sample questions from old exams.

### **8d. Grading Rubrics** (for every assignment)

These are hard to create, but they clarify (both for you and the student) what you expect from every assignment—and most of us end up developing one during the course of grading lots of the same assignment anyway. More importantly, they specify, both for professor and student, what you want students to learn from each assignment. They need to be specific to the type of assignment and discipline and should relate to the learning goals. Washington State University has been a pioneer in designing common rubrics even for very difficult things (like critical thinking), so this is an example that is often cited:

<http://wsuctproject.wsu.edu/> (select CT Rubric from menu on the left).