## 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         |
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| 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)?   |