

[Course Title]

[Interesting quote, motivating information].

[Semester]

[Class location]

[Class Meeting time(s)]

Instructor: [Name] [Contact information: e-mail, phone]
Office Hours: [scheduled? by appointment? Virtual Office Hours?]

I. Rationale:

[Why does this course exist? Why are you excited about teaching it?]

II. Course Aims and Outcomes:

Aims

[Thinking from the prospective students' point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally?]

Specific Learning Outcomes:

By the end of this course, students will:

[List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your outcomes should drive your assessment and grading. Kinds of evidence can be manifest in what students say, do, and think. What they say and do (as on an exam, paper, project, etc., or in class discussion) is a reflection of their thinking. Outcomes can involve both knowledge (e.g. "you will understand and be able to apply the requirements for federal court jurisdiction") and skills (e.g. "you will be able to accurately advise a client about X" or "you will improve your skills in working as a member of a team").]

III. Course Requirements: [Whatever tasks and assignments you include in your course should be designed to lead to the specified learning outcomes (final substantive knowledge and skills you want the students leave the course with) you have defined and specified earlier.]

1. Class attendance and participation policy:

2. Course readings:

(a) Required text(s):

(b) Background readings, supplemental readings available on TWEN or distributed by email?

(c) Any recommended student study aids?

IV. Grading Procedures: Grades will be based on:

[Keep in mind, as you decide the weighting for the different assignments and tasks you give students it will have a noticeable impact on their effort distribution. For example, if 100% of the grade is based on the final examination, students may invest less time and commitment to doing

other tasks unless they see how those tasks will benefit them in practice or on the final. If a certain percentage of the students' grades are based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?]

[If the class has a final examination, explain what materials, if any, a student will be permitted to bring to the examination room.]

V. Religious Observances

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.

VI. 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/provost/alec/dass> to begin the process. Once registered, students should then provide the letter of accommodation to Assistant Dean Steve Yeager to put accommodations in place in the law school.

VII. Excused Absences for Official University Extracurricular Activities

Students participating in an officially sanctioned and 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.

VIII. Tentative Course Schedule

Dates/Topics	Readings Assignments	Other Assignments
Week 1 (list specific dates) Topics/Major Concepts covered (if your class meets multiple times per week, consider a separate block for each class)	[Text] page #, additional readings	List other required class preparation
Week 2 This column is also a great place to list expected guest presenters		This column is also a good place to list due dates for projects
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		

Week 10		
Week 11		
Week 12		
Week 13		
Week 14		

IX. Additional Information

[Some assignments are too complicated to fit in a grid. You can provide more information about them here.]