

Checklist: Components of a Comprehensive Course Syllabus

Basic Information	Course Description	Materials
<ul style="list-style-type: none"> • name of university, semester, year • course title, number, unit value • course meeting times and location • instructor, GSI names • how to contact instructor/GSIs: <ul style="list-style-type: none"> – in-person office hours, times and location (with map if needed); drop-in or by appointment? – online office hours, times and how to access (URL) – email addresses – phone numbers (private office and department lines) – fax number – optional: times other than office hours when instructor can be reached – optional: home or cell phone number and limits on its use • instructor web page URL • course web page URL • online chat days, hours and access address, if available • group maillist address, if available 	<ul style="list-style-type: none"> • prerequisites <ul style="list-style-type: none"> – prior courses – knowledge/skills (needed to succeed in this course) – permission of instructor needed? • overview of course <ul style="list-style-type: none"> – what is the course about: its purpose, rationale? – what are the general topics or focus? – how does it fit with other courses in the department or on campus? – who is the course aimed at? – why would students want to take this course and learn this material? • student learning objectives <ul style="list-style-type: none"> – what will students be expected to know or do after this course? – what competencies/skills/knowledge will students be expected to demonstrate at the end of the course? • methods of instruction <ul style="list-style-type: none"> – lectures – discussion – group work – etc. 	<ul style="list-style-type: none"> • primary or required books/readings for the course <ul style="list-style-type: none"> – author, title, edition – costs, where available – availability of electronic or alternative formats, for students with disabilities • supplemental or optional books/readings • websites and links • other materials <ul style="list-style-type: none"> – lab equipment – art supplies – software – etc.

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 Adapted from "The Comprehensive Syllabus" in *Tools for Teaching*, Second Edition, forthcoming from Jossey-Bass
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Requirements	Policies	Schedule
<ul style="list-style-type: none"> • exams and quizzes <ul style="list-style-type: none"> – how many – what kind (e.g., open/closed book; essay/multiple choice) – type of knowledge and abilities tested – place, date and time of final exam • assignments/problem sets/projects/reports/research papers <ul style="list-style-type: none"> – provide general information on type, length, and when due (detailed information can be distributed during the term) – clarify the relationship between the learning objectives and assignments – identify criteria for assessing student work – indicate whether students submit their work online or in hard copy format – for research papers and projects: <ul style="list-style-type: none"> • introduce students to the steps in conducting research • create shorter assignments that build to the research paper (e.g. annotated bibliography of primary sources, thesis statement, fact sheet, etc.) • specify the skills and knowledge students need to complete the research assignments • connect research assignments to course goals and student learning objectives 	<ul style="list-style-type: none"> • grading procedures <ul style="list-style-type: none"> – describe how students will be graded: on a curve or absolute scale? – clarify weighting of course components – explain policies regarding incompletes, pass/not pass – describe grade appeals • attendance and tardiness • class participation • classroom decorum <ul style="list-style-type: none"> – no eating – no reading newspapers – turn off cell phones – etc. • interrupted exams (e.g., fire alarms) • missed exams/make up exams • missed assignments • late assignments/extensions • reporting illness and family emergencies • extra credit opportunities • permissible and impermissible collaboration • standards for academic honesty and penalties for infractions 	<ul style="list-style-type: none"> • tentative calendar of topics and readings <ul style="list-style-type: none"> – by week rather than by session – or leave some sessions empty for flexibility • firm dates for exams and written assignments • dates of special events <ul style="list-style-type: none"> – field trips – performances – exhibits – etc. • last day to withdraw from the course

Resources	Statement on Accommodation	Evaluation of the Course and Assessment of Student Learning
<ul style="list-style-type: none"> • tips for success <ul style="list-style-type: none"> – how students might approach the material – how students can manage their time – tips for studying, taking notes, preparing for exams – common student mistakes or misconceptions • copies of past exams or model student papers • glossaries of technical terms • links to appropriate support material on the web (e.g., style manuals, past student projects, web based resources, etc.) • academic support services on campus • information on the availability of videotapes or webcasts of lectures • space for students to identify two or three classmates' names and their contact information <ul style="list-style-type: none"> – in case they miss class – in case they want to form a study group 	<ul style="list-style-type: none"> • a request that students see the instructor to discuss accommodations for: <ul style="list-style-type: none"> – physical disabilities – medical disabilities – learning disabilities • a statement on reasonable accommodation for students' religious beliefs, observations, and practices 	<ul style="list-style-type: none"> • student feedback strategies during the semester (other than quizzes and tests) • end-of-course evaluation procedures

Rights	Safety & Emergency Preparedness	Disclaimer
<ul style="list-style-type: none"> • statement of students' and instructor's rights to academic freedom (e.g., respect the rights of others to express their points of view) • statement on copyright protection for the contents of the course, as appropriate 	<ul style="list-style-type: none"> • what to do in case of an earthquake, fire, hazardous spill, accident or injury, bomb threat, or other emergency • notification procedures for inclement weather • evacuation procedures • lab safety precautions 	<ul style="list-style-type: none"> • syllabus/schedule subject to change • acknowledge faculty, if any, whose syllabi or assignments you have used to create this course