

## Course Syllabus Production Guide (items to consider)

### Questions to Ask When Writing a Syllabus

- What do my students need to know, demonstrate to succeed in this course and beyond?
- What kind of learning environment do I want to convey to my students?
- How might I communicate an engaging, inclusive perspective on my course?
- How might the syllabus indicate a sense of community?
- How can I introduce students to this course and encourage them take responsibility for their learning?

### Course details:

### Have you included this?

- |   |                          |
|---|--------------------------|
| 1. Course name, number, & term  | <input type="checkbox"/> |
| 2. When and where the class meets   | <input type="checkbox"/> |
| 3. Instructor's name, office location & phone number                        | <input type="checkbox"/> |
| 4. Instructor's office hours  | <input type="checkbox"/> |
| 5. Lab or discussion section(s) time & place                                | <input type="checkbox"/> |
| 6. Co-instructor's name, office location, office hours, contact information | <input type="checkbox"/> |

### Course overview:

- |   |                          |
|---|--------------------------|
| 7. Course description, e.g., course catalogue   | <input type="checkbox"/> |
| 8. Teaching approaches / activities; i.e., how will students learn the material?<br>In-class, out-of-class? Online? Hybrid? | <input type="checkbox"/> |
| 9. Learning goals; i.e., what will students know, be able to do as a result of<br>taking the class?                         | <input type="checkbox"/> |
| 10. Related, what skills will students develop?   | <input type="checkbox"/> |
| 11. How does the course fit within the program of study?  | <input type="checkbox"/> |
| 12. How do the course goals support the academic program goals?   | <input type="checkbox"/> |
| 13. How do the course goals align with the University goals?  | <input type="checkbox"/> |

### Course requirements:

- |  |                          |
|--|--------------------------|
| 14. Course prerequisites, e.g., what prior knowledge, skills do students need for success?                                 | <input type="checkbox"/> |
| 15. Textbooks and other required materials   | <input type="checkbox"/> |
| 16. Detailed description of how grades are calculated  | <input type="checkbox"/> |
| 17. How will student assessment occur? e.g., tests, presentations, homework, papers  | <input type="checkbox"/> |
| 18. How do assignments, exams relate to learning goals?<br>e.g., why weekly quizzes: how do they support student learning? | <input type="checkbox"/> |

19. Grading policies: How will assignments be graded?   
 e.g., rubrics to guide assignment development and clarify expectations.  
 Actual rubrics do not need to be included; rather description of how the assignments will be assessed.
20. Class management policies: What is expected from the students?   
 e.g., attendance, makeup exams, late policy, academic honesty, participation,  
 extra credit, cell phones & personal computer usage during class, clickers
21. Course calendar: In what sequence will the course content be taught?   
 e.g., exam dates, due dates for major projects, other special dates (guest speaker,  
 field trip), required readings, service-learning component, internships

Other information:

22. Recommended readings (how accessed? e.g., Blackboard (Bb) course site)
23. How will students receive timely feedback on their performance?   
 e.g., Instructor feedback? Self-assessment? Peer review? Online via Bb? In-class?
24. Related, how will students be informed about their progress and grades?   
 e.g., Bb grade book
25. What resources are available to assist students? e.g., online lecture notes posted in Bb,   
 study guides, sample quizzes, study groups, Learning Support Services, Writing Center
26. How will students be able to provide feedback about their learning experience?   
 e.g., student feedback early in the term, at midterm? Short written feedback regarding  
 what helps students learn, what would further help their learning?

Also consider

27. Are assignments connected to learning goals and teaching methods?
28. Might the syllabus provide too little / too much detail? Might instructions for assignments  
 be provided at the time the assignment is introduced in class?
29. Will there be some flexibility built into the schedule?
30. Is the syllabus “user friendly?” Written with the student audience in mind?
31. Is the language encouraging, does it invoke excitement for the course, does it  
 communicate instructor interest in the material, concern for student learning?

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 Villanova University, 2017.*

Adapted from:

Altman & Cashin. (1992). *Writing a syllabus*. IDEA Paper No. 27. Kansas State University.  
 Bauer, G. (2008). *Components of a Learning-Centered Syllabus*. CTAL, University of Delaware.  
 Grunert O’Brien, J., Millis, B., & Cohen, M. (2008). (2<sup>nd</sup> ed.). *The course syllabus. A learning-centered  
 approach*. San Francisco: Jossey Bass.

Paxton, K., & Macgruder, E. (2016). *The scholarly teacher*.

<http://scholarlyteacher.com/2016/03/10/tempering-the-syllabus-from-contract-to-invitation-map-and-guide/>