

# Syllabus Guidelines

## Description:

Teaching professionals regularly demonstrate their ability to develop courses and compose learner-centered syllabi. In this course, you will have the opportunity to develop measurable learning outcomes and an assessment plan for a course in your discipline by following the process of backward design. You will learn about and discuss the audiences and purposes of course syllabi, institutional contexts and requirements, and characteristics of a syllabus as an effective teaching and learning tool.

You will share a draft of your syllabus in your personal D2L Discussion topic, receive peer feedback, and submit both the revised syllabus and your reflection to the appropriate D2L Assignments folder. Please refer to the schedule in our course syllabus for the respective due dates.

## Learning Objectives:

1. Apply learner-centered principles of teaching to create an original syllabus on a topic of your choice that includes measurable learning outcomes, description of the teaching philosophy of the course, a list of topics, course assessments with description, a grading scheme, and the behavioral/class climate policy.
2. Give, receive, and incorporate constructive feedback on elements of your syllabus from colleagues.
3. Articulate the rationale for your curriculum design decisions, based on the scholarship of teaching and learning, learner-centered teaching literature, your own experience as a teacher and/or learner.
4. Reflect on the design, writing, and revision process.

The development of a syllabus is an opportunity for you to apply the learner-centered teaching concepts and course planning work conducted all semester to a real course syllabus that you could potentially use to teach. A helpful resource is the [OIA Mini-Primer: Writing an Effective Course Syllabus](#). Please use [UA Course Syllabus Policy: Undergraduate](#) page as a reference and the appropriate course syllabus template (non-general education, general education, online courses).

## Required Syllabus Elements:

As part of your syllabus submission, please include:

- ☐ Title and level (e.g., 100, 200, 300...) of the course
- ☐ Instructor contact information
- ☐ Course outcomes (what students will be able to do by the end of the course)
- ☐ Description of the teaching philosophy of the course (e.g., the approach that will be used to teach the course and examples of how students will engage with the course)
- ☐ List of topics that will be taught in the course (Note: a detailed calendar is not needed)
- ☐ List of assessments for the course with descriptions (e.g., exams, papers, quizzes, participation, weekly assignments, projects, labs)
- ☐ The grading scheme for the course
- ☐ Behavioral/class climate policy
- ☐ SoTL annotations: Annotations that articulate the rationale for your course design decisions, based on the scholarship of teaching and learning, learner-centered teaching literature, and/or other relevant experience.

## Course Design Reflection:

You will post a reflection of at least 1000 words or a D2L VideoNote of 8-10min in your personal discussion topic. You are welcome to include a visual, if desired. If you choose to record a video, please prepare a rough script beforehand so that your talk is coherent and effective.

Your reflection should address at least 3 of the following questions and anything else that you would like to include:

- ☐ Reflecting on the processes of course development, syllabus writing, and revision, what are some lessons learned, surprises in the process, or changes to thinking about teaching and learning that resulted?
- ☐ How did the feedback you received from colleagues inform your revisions?
- ☐ What relationship do you see between course development and lesson planning/facilitation?
- ☐ How did the Microteaching and Syllabus projects shape your learning in this course?

## Other Comments:

1. We ask you to develop an original syllabus in order to start with a blank page and to freely approach planning a course in your discipline based on the processes, tools, and concepts of SoTL.
2. Developing an original course syllabus means that you should not be copying over text and items from existing syllabi written by colleagues. We acknowledge that it is common practice to share and pass on syllabi and to copy from each other. However, syllabi, just as any other scholarly document, have authorship and underlie intellectual property rights of both the author and the institution. We will use TurnItIn in D2L Assignments to detect possible plagiarism.
3. If you apply for a research/teaching job in higher education, you will often be asked to submit an original course syllabus. The syllabus project in this course provides you with the basis of a polished, original syllabus you can use as applicant, e.g., in your teaching portfolio.