

## Checklist: Components of a Comprehensive Course Syllabus

Basic Information	Course Description	Materials
<ul style="list-style-type: none"> <li>• name of university, semester, year</li> <li>• course title, number, unit value</li> <li>• course meeting times and location</li> <li>• instructor, GSI names</li> <li>• how to contact instructor/GSIs:               <ul style="list-style-type: none"> <li>– in-person office hours, times and location (with map if needed); drop-in or by appointment?</li> <li>– online office hours, times and how to access (URL)</li> <li>– email addresses</li> <li>– phone numbers (private office and department lines)</li> <li>– fax number</li> <li>– optional: times other than office hours when instructor can be reached</li> <li>– optional: home or cell phone number and limits on its use</li> </ul> </li> <li>• instructor web page URL</li> <li>• course web page URL</li> <li>• online chat days, hours and access address, if available</li> <li>• group maillist address, if available</li> </ul>	<ul style="list-style-type: none"> <li>• prerequisites               <ul style="list-style-type: none"> <li>– prior courses</li> <li>– knowledge/skills (needed to succeed in this course)</li> <li>– permission of instructor needed?</li> </ul> </li> <li>• overview of course               <ul style="list-style-type: none"> <li>– what is the course about: its purpose, rationale?</li> <li>– what are the general topics or focus?</li> <li>– how does it fit with other courses in the department or on campus?</li> <li>– who is the course aimed at?</li> <li>– why would students want to take this course and learn this material?</li> </ul> </li> <li>• student learning objectives               <ul style="list-style-type: none"> <li>– what will students be expected to know or do after this course?</li> <li>– what competencies/skills/knowledge will students be expected to demonstrate at the end of the course?</li> </ul> </li> <li>• methods of instruction               <ul style="list-style-type: none"> <li>– lectures</li> <li>– discussion</li> <li>– group work</li> <li>– etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• primary or required books/readings for the course               <ul style="list-style-type: none"> <li>– author, title, edition</li> <li>– costs, where available</li> <li>– availability of electronic or alternative formats, for students with disabilities</li> </ul> </li> <li>• supplemental or optional books/readings</li> <li>• websites and links</li> <li>• other materials               <ul style="list-style-type: none"> <li>– lab equipment</li> <li>– art supplies</li> <li>– software</li> <li>– etc.</li> </ul> </li> </ul> <div data-bbox="1455 1092 2001 1474" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Developed by:  <i>Barbara Gross Davis</i></p> <p>Adapted from “The Comprehensive Syllabus” in <i>Tools for Teaching</i>, Second Edition, forthcoming from Jossey-Bass</p> <p>University of California, Berkeley            June 2006</p> </div>

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

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

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