Course Syllabus Production Checklist (items to consider)

Course details: Have you included this?

1. Course name, number, & term ☐
2. When and where the class meets ☐
3. Instructor's name, office location & phone number ☐
4. Instructor's office hours ☐
5. Lab or discussion section(s) time & place ☐
6. Teaching Assistant's name, office location, office hours, contact information ☐

Course overview:

7. Course description (e.g., course catalogue) ☐
8. Teaching approaches / activities (How will students learn the material? ☐
   In-class, out-of-class? Online? Hybrid?)
9. Learning goals (what will students know, be able to do as a result of
   taking the class?) ☐
10. Related, what skills will students develop? ☐
11. How does the course fit within the program of study? ☐
12. How do the course goals support the program goals? ☐
13. How do the course goals align with the general education goals? ☐

Course requirements:

14. Course prerequisites (what prior knowledge, skills do students need for success?) ☐
15. Textbooks and other required materials ☐
16. Detailed description of how grades are calculated ☐
17. How will student assessment occur? (tests, quizzes, homework, papers) ☐
18. How do assignments, exams relate to learning goals? ☐
    (e.g., why weekly quizzes: how do they support student learning?) ☐
19. Grading policies: How will assignments be graded? Rubrics to guide assignment ☐
    development, clarify expectations?
20. Class management policies: What is expected from the students? ☐
    (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 ☐

23. How will students receive timely feedback on their performance? ☐

    (Instructor/TA? Self assessment? Peer review? Online-Sakai? In-class?)

24. Related, how will students be informed about their progress and grades? ☐

    (Sakai?)

25. What resources are available to assist students? (Online lecture notes, ☐

    study guides, sample quizzes, TA, study groups, Academic Enrichment Center,

    Writing Center)

26. How will students be able to provide feedback about their learning experience? ☐

    (e.g., student feedback early in the term, midterm? Short written feedback)

Also consider

27. Are assignments connected to learning goals and teaching methods?

28. How detailed and explicit should the syllabus be?

29. Will there be some flexibility built into the schedule?

30. Is the syllabus "user friendly?"

31. Is the language encouraging, does it invoke excitement for the course, does it

    communicate instructor passion for the material, concern for student learning?

Adapted from
Altman & Cashin. (1992*). Writing a syllabus*. IDEA Paper No. 27. Kansas State University.
Bauer, Gabriele. (2008). *Components of a Learning-Centered Syllabus.* CTE, University of Delaware
Grunert O'Brien, J., Millis, B., & Cohen, M. (2008). (Second edition). *The course syllabus. A learning-centered approach.* San Francisco: Jossey Bass.