

Course Title and Number
Term/Year
Class location
Class Meeting time(s)

Instructor: *Name*

Office Location: *Building and room number*

Email: *E-mail address*

Office Phone: *Office phone number*

Office Hours: *Scheduled or by appointment? Virtual Office Hours?*

Rationale or Course Description *Why does this course exist? How does it fit in with the rest of the field/area's curriculum? This description should be exactly as it is written in the catalogue.*

Course Goals *Thinking from the students' point of view, what general goals is the course designed to achieve? How will it contribute to them professionally?*

Learning Outcomes *List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your objectives should drive your assessment and grading schema. Kinds of evidence include what students say, do, think and/or feel. Example:*

Students will be able to compare and contrast different types of business ownership.

Students will be able to recognize major style periods of Western music.

Students will be able to apply the scientific method to a given problem.

Pre-Requisites *In addition to listing any pre-requisite courses consider including a description of the key aspects from these courses that the students will need in this course.*

Teaching Methods or Teaching Philosophy *Telling students what teaching methods you will use in class and the rationale behind them will help them set realistic expectations. Providing your rationale can decrease student resistance to new teaching methods and can increase their confidence in you as an instructor.*

Example:

During a typical class period I will lecture for short segments (<15 minutes) with time for discussion, working problems, demonstrations, experiments, or computer projects in between. Rather than me working examples, I will generally ask you to work problems in class with guidance from me. This gives you an opportunity to try some problems (before I send you home with an assignment) and ask questions. I'm confident that by asking questions and working through problems during class time you will learn more than you would by simply passively listening to me lecture. **Vicki V. May, ENGS142: Intermediate Solid Mechanics, Dartmouth College**

Expectations *Consider telling students what you expect them to do, both in class and outside of class. Although some expectations may seem self-evident, you are more likely to have students meet your expectations when you state them explicitly. Students have a better chance of being successful when they know precisely what you expect. Instructors usually include their expectations regarding the following:*

- *attendance*
- *class workload*
- *when students should complete the assigned readings*

- participation
- conduct policies
- using technology (such as email or the class Web site)

You can also address any of your "pet peeves" in this section, such as tardiness or eating during class. Some of these behaviors may be tolerated by some professors, but particularly annoying to others. Consider discussing classroom expectations with the students during the first day of class and having the entire class come up with a set of classroom policies or expectations. In addition to your expectations for the students consider including what they can expect from you.

You can expect me to:

- Plan the course AND alter that plan as needed. I believe the best curriculum comes from the student. That means that we will take advantage of unforeseen events that capture our interest, and then juggle the class topics as necessary.
- Give you feedback – both written and oral. I take the assignments in this class seriously, and have made giving feedback a top priority.
- Bring my expertise into the classroom. This includes many years of formal study, professional experience and development, and stories from real life. I believe that we can learn through stories. (You, too, are encouraged to bring stories to class to stimulate discussion.)
- Be patient when you are struggling with ideas. To me, the struggle reveals that learning is taking place.
- Provide clarity when the struggle gets too strong.
- Be open about options. I think it's great when students bring ideas of how to form a class session or perhaps request a topic.
- Treat you, as adult learners, with the related style of respect.

Here is what I expect from you:

- Participation in class, which includes both speaking up and listening.
- Effort to make this class your own. In other words, what will you do to foster your learning?
- Completion of assignments – including the reading.
- College-level quality writing: legible and proofread. I will let you know if an assignment needs to be typed. If there are a significant number of errors or if it is difficult to read, the assignment will be returned to you prior to grading for changes. In most cases, your assignment will then be late and docked points.
- Honesty. I will ask you many questions throughout the semester. "I don't know" and "I need to pass on that question" are acceptable answers.
- Courage. Courage to challenge what you read or hear (even from me). Courage to talk with me if there are concerns – before they become burdensome.

Text and Resources *The purpose of this section of your syllabus is to tell students what books and materials they will need to purchase for your class and where they can purchase these items. You may also wish to tell the students why these books/materials have been chosen and how you expect them to use them. Be clear about which books and/or materials are required and which are optional. Will you post additional resources in Canvas or put some books on reserve at the **Library**?*

Grading

Because students are very concerned about how they will be graded, this section of the syllabus is often the first one they turn to. They will look for answers to such questions as "Can I succeed in this class?" "Can I get a

good grade?" "Is the instructor fair?" "What does the instructor want from me?" This section reflects your beliefs about student assessment and about what is important in your field.

Grading is the most common area of student-instructor conflict. Many problems can be avoided by carefully detailing your grading procedures in your syllabus. This section of your syllabus should contain the following components:

Activities: a list of graded activities along with the weight of each activity

Computation: an explanation of how you will compute final grades

Evaluation Criteria: a description of the criteria you will use to evaluate student work

Policies: all grading-related policies, such as late work or incompletes

Encourage students to discuss their grading concerns early in the term.

Keep students informed about their grades throughout the quarter so they are not surprised when they receive their final grade (consider using the Gradebook in Blackboard to post grades).

Consider giving the students some different options with regard to grading such as dropping the lowest quiz grade or selecting a weighting strategy (e.g., one strategy gives more weight to exams or quizzes while another gives more weight to an oral presentation).

Number of Activities: In general, the greater the number of items used to determine grades, the more valid and reliable the grades will be. It is rarely justifiable to base students' grades solely on their performance on one or two items, such as exams. One or two graded items do not provide an adequate sampling of course content and objectives. An off-day could lower a student's grade considerably and be an inaccurate reflection of how much she or he has learned.

Types of Activities: Generally, the more variety in the types of activities used to determine grades, the more valid and reliable the grades will be. Different kinds of activities allow for differences among students and learning styles. For example, if you currently base a student's grade solely on exams and quizzes, consider including a written project or an oral report. A student with a good grasp of your subject may perform poorly on exams due to test anxiety but may create an excellent project.

However, including a variety of activities may not be appropriate to your course objectives. For example, in a composition class, it may be entirely appropriate for students to be graded solely on the quality of their written compositions.

Academic Honesty You may want to include a statement about Academic Honesty at MCLA

Example:

As stated in the MCLA Undergraduate Catalogue: "Upon an occurrence of alleged academic dishonesty instructors may exercise their discretion in imposing a sanction."

In this class any student who is found to have engaged in any form of academic dishonesty, such as plagiarism, will automatically fail the assignment, and very likely the entire course. See the following link for more details about MCLA's policy pertaining to academic honesty.

<http://www.mcla.edu/Academics/academicresources/registrar/academicpolicies/>

Services for Students with Disabilities Faculty should include a statement letting student with disabilities know how they can be accommodated.

Example: “Students with documented disabilities are encouraged to meet with Edith Pye, Learning Services Coordinator of Academic Support, to develop accommodations to help them demonstrate their ability and to receive feedback on how to advocate for their needs with their instructors. The accommodations that are granted must be reasonable and are based on documented need.” That statement and additional information can be found at <http://www.mcla.edu/Academics/academicresources/learning/studentswithdisabilities/>

Learning Services (<http://www.mcla.edu/Academics/academicresources/learning/>)

Learning Services is open to the entire MCLA Community. Here are some common reasons why you might visit the ASC:

- You're getting B's but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time
- You're spending hours studying for foreign language but still not “getting it”
- You feel like you don't have enough time to get everything done
- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

The Writing Research Center (<http://www.mcla.edu/Academics/academicresources/learning/writingresearch/>)

The Writing and Research Center is open to all MCLA students. The Writing Associates can help you in various stages of the writing process: constructive feedback, assistance with proofing, assistance with citations, assistance with lab reports. Please check out their website for hours and online help.

Course Materials

Include a list of all readings, texts, videos, URLs, etc. that will be used.