

## **Creating an Effective Syllabus**

A syllabus serves as an outline of a course of study; however, it is also an introduction to the course, the subject matter, and the instructor. The following components are recommended for inclusion in a syllabus:

### **SYLLABUS COMPONENTS:**

1. The course number (CRN), title, days, times, location of class, credit hours and any pre-requisites.
2. The University's catalog description of the course. Optionally, instructors could include an explanation of how they feel about the importance and value of the course for students relative to their university studies and/or their career.
3. If any course materials are located on the Internet include the URL and check that it is operational. It is advisable to place the syllabus on Blackboard prior to the class's starting date. When placing the syllabus on Blackboard, create an announcement letting the students know that the syllabus is available and also to be prepared for the first day of class. When creating the announcement, check the box that indicates e-mailing all the registered students with the announcement. Students will get an e-mail letting them know that the syllabus is available.
4. Instructor's full name and title, office location, and contact information (e-mail, office phone number, etc.). Include the preferred method of reaching the instructor outside of class (e-mail, phone, etc.).
5. Class materials including complete textbook information (ISBN included) are listed and are described as Required or Recommended. Books, articles, essays, etc. are properly cited and are moderately current (or considered classic reading in the discipline).
6. Student learning objectives (course objectives) are stated in performance terms and should be worded in such a way that it is clear what students will do (perform) to demonstrate they have achieved the stated learning objective and it is clear how the instructor will measure what they have learned. Please try to avoid terms such as "Students will know or understand" as this does not let students know what they will be expected TO DO.
7. The means of assessing each student learning objective is clearly stated. Included are rubrics and weight (percent) of total course grade assigned to each assessment.
8. The student learning objectives are explicitly aligned to program learning goals. General Education core, breadth and across-the-curriculum courses are clearly indicated.
9. Course assignments, projects, exams are clearly described and are challenging, relevant and will help students reach intended learning objective. All learning activities are closely aligned to learning objective.
10. Multiple forms of assessing student learning are included and students have a variety of opportunities to demonstrate learning.

11. Assessment rubrics and/or criteria for evaluating written assignments, projects or oral presentations are clearly stated. Rubrics for grading major assessments (those that carry more than 20% of total course grade) are included.

12. Attendance policy is clear including expectations for on-time arrival, participation and engagement. Remember that taking and grading attendance does indeed increase class attendance (Friedman, Rodriguez, and McComb, 2001).

13. Policies regarding late assignments, extra credit and/or revisions are included. Be sure to include your policy for making up Mid-term and/or Final Exams.

14. Reference the University's Policy on Plagiarism and Academic Dishonesty found in the Student Handbook. Remind students that any violation of the honesty and integrity policy can lead to the student being reported to the Judiciary Committee for disciplinary action. Be sure to inform students in advance when an infraction is going to be filed with the Judiciary Committee or the rights of the student are violated. In addition, you may require students to submit all assignments through Safe Assignment in Blackboard, which checks for plagiarism.

15. Grading policy is clear with a description of how attendance, participation, assignments, projects or exams will be weighted into the final course grade.

#### ADDITIONAL ITEMS

16. The instructor should indicate the turnaround time students can expect for returning graded assignments, projects, exams, etc. Include expected turnaround time for responding to e-mails or phone messages.

17. The instructor should invite students to contact the instructor, preferably during office hours, if they have questions about course content or assignments. Students can benefit greatly when instructors indicate commitment and willingness to help students to succeed in the course and to resolve any learning difficulties.

18. The instructor should offer any hints or suggestions students can follow to be successful in this course.

19. Instructors should feel free to expand on elements presented in the syllabus on the Blackboard course site.

#### IF THE COURSE IS AN ONLINE OR HYBRID COURSE

20. Include how the course is different from a face-to-face course taught on campus.

What can students expect? What will they need to do differently?

21. If online discussions are part of the course, include clear instructions about the instructor’s expectations for participating in those discussions. Such instructions could be merely mentioned in the syllabus but presented fully and clearly on the Blackboard course site.

**Center for Teaching and Learning (CTL) Syllabus Template** (contact the CTL for an electronic version of this template)

**Course Information**

The course title and number (CRN): Day(s), time of class meetings:

Credit hours: Any required or recommended pre-requisites: DSU’s Blackboard URL:

**Instructor Information**

Full name and title: Office information (location, office hours) Office or department phone number:  
Email address:

Indicate the best way of contacting you outside of class (email, phone, etc.)

**Course Description**

Use the course description identified in the University’s catalogue. Optionally, instructors could include the rationale for including the course in the program of study. They could also include a statement about the relevance and or importance of the course relative to the students’ learning and career goals. Indicate if the course is web-enhanced and explain expectations for using Blackboard.

**Required Course Materials**

**Complete textbook information:**

Access Codes or information for any Internet or Supplement Materials:

Include if the materials are required or recommended:

***Student Learning Objectives (Course Objectives)***

Course Learning Goal/Objective/ Outcome:  Students will:	Assessment Method	Alignment to Program(s) Learning Goals are in WEAVE online) If the course is a General Education Course indicate if it is a core, breadth and/or across the curriculum course

**Calculation of Total Course Grade:**

**(Include expected turn-around time for assignments to be re- turned. Using the gradebook in Blackboard allows the student to see their total course grade at any time during the course)**

- 1. Attendance/Participation - %
- 2. Assignments - %
- 3. Mid-Term Exam - %
- 4. Final Exam - %

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 100% (total course grade)

1. Attendance and Participation: Describe your expectations for class attendance and participation and how the attendance and participation percentage of the grade will be calculated.

2. Assignments: Describe your expectations for students completing assignments. Include policy for late assignments, opportunities for revisions and any extra credit available.

Plagiarism: This course will adhere to the University’s policy

on plagiarism found at [http://www.desu.edu/sites/default/files/JudicialProcedures\(2\).pdf](http://www.desu.edu/sites/default/files/JudicialProcedures(2).pdf)

3. Mid-Term Exam – Describe the Mid-term exam/project/or what the student will be expected to do, etc.

4. Final Exam – Describe the Final exam/project/or what the student will be expected to do, etc.

**Course Schedule of Topics, Assignments, Exams and Due Dates:**

<i>Assignments</i>	<i>Points</i>
<i>Attendance and Participation: 45 class meetings @ 10 pts per day)</i>	<i>450</i>
<i>Opening Day Syllabus Reflection and Questions – Due January 13</i>	<i>50</i>
<i>Reflection Assignment Due January 20 (4 page minimum)</i>	<i>75</i>
<i>Moore-Chapter 2: Outline DE’s licensing requirements for your area. Describe Alternative Route’s (3 page minimum). Due January 27</i>	<i>75</i>
<i>Bring to Class on January 27, Content Standards for your area. Class activity Page 33 Web Search</i>	<i>50</i>
<i>Moore-Quiz on Chapters 1 and 2 – In Class January 27</i>	<i>100</i>
<i>Complete Learning Styles Inventory (MI) Due: Feb 3</i>	<i>50</i>
<i>Complete Learning Styles Inventory (MI) Due: Feb 3</i>	<i>50</i>

<i>Multiple Intelligences Log and Reflection (Field Assignment) Due Feb 17</i>	150
<i>Moore - Pg. 63 – Web Search: Special Education: Due Feb 10</i>	50
<i>In class assignment – Page 65 Exceptional Students Feb 10</i>	
<i>Moore - Pg. 69 - Modify 3 Lesson Plans: Activities must address at least 3 learning styles, activities for gifted and talented, ESL learners and exceptionalities: Due Feb. 10</i>	150

#### Student Conduct and Behavior:

This course will adhere to the University's policy on student conduct and behavior including the use of cell phones found at [http://www.desu.edu/sites/default/files/JudicialProcedures\(2\).pdf](http://www.desu.edu/sites/default/files/JudicialProcedures(2).pdf)

#### **OPTIONAL:**

#### Statement on Learning:

It is expected that students take responsibility for their own learning. As such, students will be expected to actively engage in dialogue and make inquiry on any concept or idea that is not understood. Students are responsible for understanding all course material regardless of whether the material has been covered in class or not. It is expected that students will read any and all course materials, taking adequate and complete class notes from lectures, engage in critical dialogue and research the information necessary to be successful in reflecting the degree to which they understand the course material.

#### Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, the department of education and the professor's personal policy (especially those with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disability Act), access to equal educational opportunity based on race; ethnicity; geographic origin; language; socio-economic class; sex/gender/gender identity or expression; sexual orientation; physical, developmental, and psychological ability; religious, spiritual, faith based or secular affiliation; age and generation; and physical appearance among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

**(Chapter 16 and Appendix A , *Teaching at Delaware State University, A Guide for Faculty, Academic Staff and Teaching Assistants 2015-16*, Center for Teaching and Learning)**