

Syllabus Checklist

A syllabus should detail the descriptive information regarding the course, the instructor's policies, and expectations of students. Although syllabi take many forms and models, the following checklist provides some general information as to what should be included on your course syllabus.

Course Logistics

- Course Title
- Course Number and Section
- Semester/Term (e.g., Fall 2014)
- Meeting Time (e.g., MWF 9:00-9:50)
- Location

Instructor Information

- Name
- Office Location
- Office Hours
- Email Address
- Phone Number
- Website (if you have one)
- Additional contact information (e.g., fax number)

Course Information

- Course Description
- Course Pre-requisites and/or Co-requisites
- Learning Outcomes/Goals
- Course Objectives (some only wish to list the major outcomes)
- Textbook and Required Materials
- Additional Resources (e.g., tutors, Writing Center, library reserve information)

Course Policies

- Attendance
- Late Work/Missed Work
- Academic Dishonesty/Honor Code
- ADA Accommodations (see Services for Students with Disabilities office website for statement you can use)
- Copyright (if applicable)
- Mobile Devices
- Syllabus Subject to Change

Grading Scale and Methods

- Grade Scale (e.g., A = 90-100%; B=80-89.9%; A = 900-1000 points)
- Assignment Value or Weight (e.g., Test 1 = 10%; Class Project = 250 points)
- Description of Assignments (these can be short if you wish to provide more detailed instructions with each assignment; provide enough to give a general idea of what is expected)

Course Schedule/Calendar

- Provide a clear explanation of what is due when; a table format usually works best for this. Some things to consider are (a) What readings are due for each class period?; (b) When are assignments due?; (c) Have I included any holidays or school closings?

Here is a sample template that you can modify to fit your needs:

Date and Topic	Readings Due	Assignments Due
Unit 1 August 26th Introduction to the Course Theories of Psychosocial and Cognitive Development	Chapter 2	Unit Module
Unit 2 September 2nd Age-Level Characteristics	Chapter 3	Unit Module
Unit 3 September 9th Student Differences	Chapter 4	Unit Module Mind Map

Other Considerations

Some instructors may wish to detail their teaching philosophies, student resources across the university, suggested readings, or policies that relate to their specific disciplines or course needs (i.e., a lab course has different needs than a lecture course and different policies may apply – e.g., safety policies). Additionally, some instructors like to include syllabus acknowledgement statements for students to sign that they have read the syllabus and understand the course policies.