

Creating an Effective Syllabus

SAMPLE SYLLABUS TEMPLATE
OAKLAND UNIVERSITY
SCHOOL or COLLEGE
DEPARTMENT

TITLE of COURSE:

COURSE #: **DAY/TIME:**
YEAR:
PROFESSOR: **CLASS LOCATION:**
OFFICE PHONE NUMBER: **EMAIL:**
OFFICE: **OFFICE HOURS:**
CREDITS:

COURSE DESCRIPTION: *(copy directly what is in the OU Course Calendar)*

LEARNING OUTCOMES:
(All objectives/outcomes should be listed in observable, behavioral terms and should directly relate to and assessed by the course assignments/assessments. (These learning outcomes are what should be assessed in the course.)

Example: Students will be able to:
1. Describe and outline.....
2. Demonstrate how....applies to...
3. List...
4. Apply the theory of...to...

(Depending on course/department- may also need to include General Education Outcomes or State Standards)

REQUIRED TEXT:
(List required and/or recommended texts. May also include additional readings and websites. Please note, textbooks are very expensive and can create problems for some students.)

COURSE FORMAT: *(traditional, hybrid, online, lecture, discussion, seminar, etc.)*

ASSIGNMENTS: *(briefly list assignments here by outlining the following for each assignment.)*
Topic:
Due Date:
Points:

GRADING SCALE: *(Explanation of grading. The following is only an example)*

A – 3.6-4.0 – comprehensive- thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of English skills in both written and oral work
B – 3.0-3.5 – competent- mastery of basic content and concept, adequate use of English
C – 2.0-2.9 – slightly below average work, has met minimum basic requirements but with difficulty
D – 1.0-1.9 – has not met requirements of assignment/course, has significant difficulties in many areas
F – **NO CREDIT** – 0.0 – has not completed requirements and has not officially withdrawn from course before drop date

Judith Ableser Ph.D

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Oakland University

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Share your Syllabus

- At your tables, if you brought a sample syllabus please share and discuss it. If you did not bring one, discuss what you plan to include in your syllabus.



Agenda

Welcome

Share your syllabus

Agenda

Learning Outcomes

The Syllabus-

Transforming Constructive Alignment into your Syllabus

What to include

Sample Templates

Sample #1- Basic Template

Example

Sample #2- General Education Template

Sample #3- Another sample

Review Templates

Revising your Syllabi

Wrap-Up

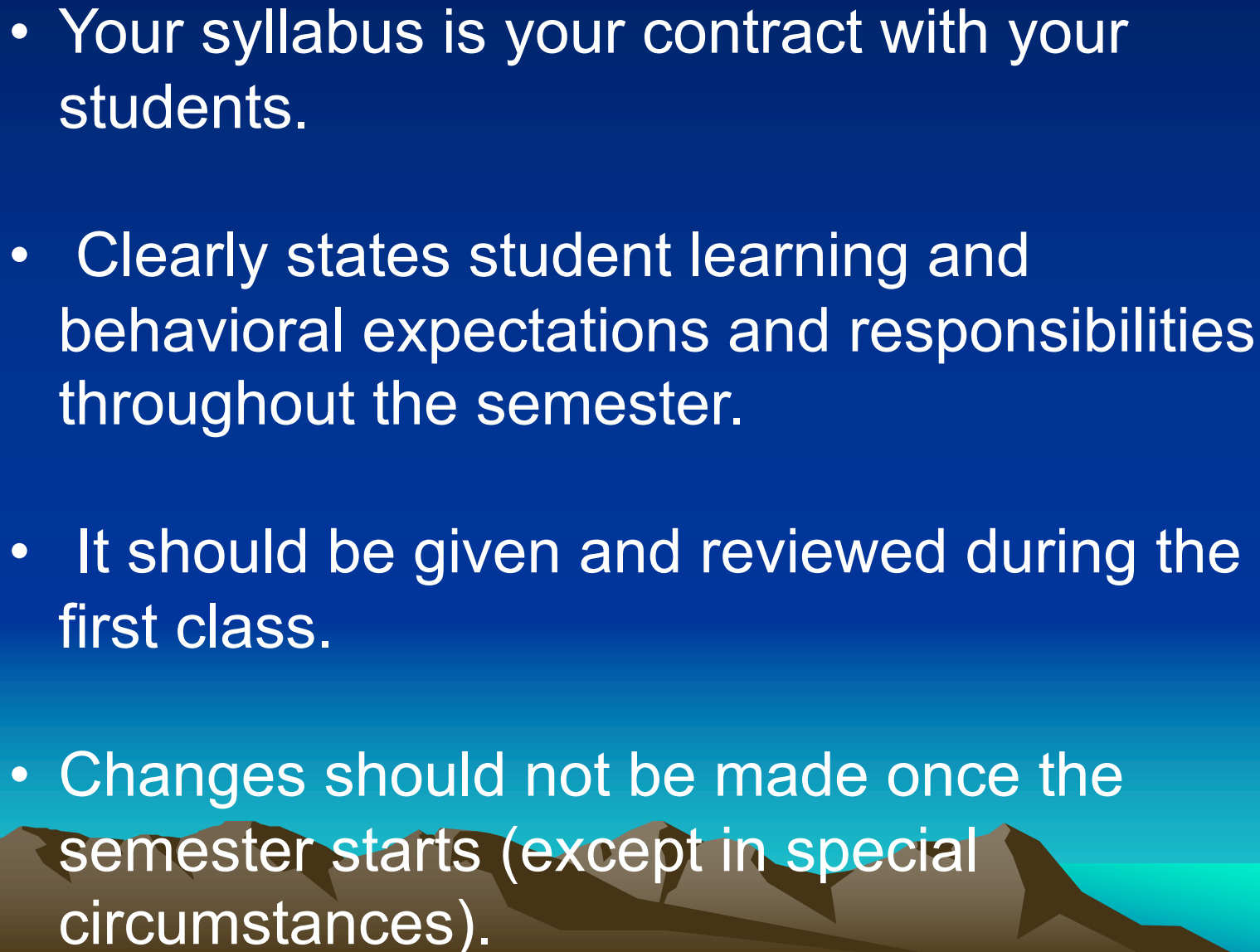


Learning Outcomes

- Participants will be able to:
 - Describe the purpose of a syllabus
 - List the elements included in effective syllabi
 - Align the syllabus with learning outcomes and assignments that assess the learning outcomes
 - Review sample syllabus templates
 - Review sample syllabi
 - Begin to design or revise syllabi for winter




The Syllabus

- Your syllabus is your contract with your students.
 - Clearly states student learning and behavioral expectations and responsibilities throughout the semester.
 - It should be given and reviewed during the first class.
 - Changes should not be made once the semester starts (except in special circumstances).
- 

Syllabus- Checklist

1. First Page Contact Information

- Oakland University
 - College or School
 - Department
 - Course Number- note as of fall 2017 will be using 4 digit code- should include both old and new code for a few years
 - Title of Course
 - Semester/year
 - Number of Credits
 - Name of Professor
 - Contact Number
 - Email contact
 - Office
 - Office Hours
 - Day/Time of in-class sessions
 - Class location
- 
- A stylized, low-poly mountain range graphic in shades of brown and tan, positioned at the bottom of the slide against a blue gradient background.

Syllabus- Checklist

2. Course Description- directly from catalog
3. Prerequisites- if any (or co-requisites)
4. Learning Outcomes- observable, measurable outcomes that will be directly assessed
 - If a General Ed. Course- include L.O. and Cross Cutting Capacities
5. Required Text
6. Course Format
7. Overview of Assignments- titles, % of course, due dates
8. Grading
9. Grading Scale



Syllabus- Checklist

10. Class Policies/Student Expectations

- Academic conduct
- Add/Drop
- Disability Support Services/Accommodations
- Moodle policies (if blended or on-line)
- Additional policies that you want your students to adhere to

11. Course Outline- dates, topics, readings, assignments due

12. Detailed Descriptions of Assignments with Rubrics/Marking schemes (included in syllabus or separate.



SYLLABUS CHECKLIST

Your syllabus is your contract with your students. It should be given and reviewed during the first class. It should clearly state all student expectations (learning and behavioral) and responsibilities for the semester. Changes should not be made once the semester starts (except in special circumstances).

1. First Page Contact Information
 - o University
 - o College or School
 - o Department
 - o Course Number- **NOTE:** include both the *new 4 digit & old 3 digit*
 - o Title of Course
 - o Semester/Year
 - o Number of Credits
 - o Name of Professor
 - o Contact Number
 - o Email Contact
 - o Office
 - o Office Hours
 - o Day/Time of On-Campus Sessions
 - o Class location
2. Course Description – directly from catalog
3. Prerequisites – if any (or co-requisites)
4. Learning Outcomes – observable, measurable outcomes that will be directly assessed.
 - o If a General Ed. Course – include L.O. and Cross-Cutting Capacities
5. Required Text
6. Course Format
7. Overview of Assignments – titles, % of course, due dates
8. Grading-
9. Grading Scale- **NOTE:** *OU will be using a new grading scale as of Fall 2018*
10. Class Policies/Student Expectations
 - o Academic conduct
 - o Add/Drop
 - o Disability Support Services/Accommodations
 - o Excused Absence Policy
 - o Moodle policies (if blended or online)
 - o Emergency Procedures
 - o Faculty Feedback
 - o Religious Observances
 - o Additional policies that you want your students to adhere to
11. Course Outline – dates, topics, readings, assignments due
12. Detailed descriptions of assignments with rubrics/marketing schemes (included in syllabus or separate).

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Syllabus Checklist

Your syllabus is your contract with your students. It should be given and reviewed during the first class, and clearly state all student expectations (learning and behavioral) and responsibilities for the semester. Avoid making changes once the semester starts (except in special circumstances).

1 CONTACT INFORMATION

| | | | | |
|--|---|---|---|--|
| <input type="checkbox"/> University | <input type="checkbox"/> College/School | <input type="checkbox"/> Department | <input type="checkbox"/> Course Number | <input type="checkbox"/> Title of Course |
| <input type="checkbox"/> Semester/Year | <input type="checkbox"/> No. of Credits | <input type="checkbox"/> Professor Name | <input type="checkbox"/> Contact Number | <input type="checkbox"/> Email Address |
| <input type="checkbox"/> Office Location | <input type="checkbox"/> Office Hours | <input type="checkbox"/> Class Time | <input type="checkbox"/> Class Location | |

2 COURSE DESCRIPTION *Directly from the catalog*

3 PREREQUISITES *or co-reqs, if any*

4 LEARNING OUTCOMES *observable, measurable outcomes that will be directly assessed*

General Education courses include learning outcomes and cross-cutting capacities.

5 REQUIRED TEXT

6 COURSE FORMAT

7 OVERVIEW OF ASSIGNMENTS *titles, grade weight, due dates*

8 GRADING

9 GRADING SCALE

10 CLASS POLICIES AND STUDENT EXPECTATIONS

| | | | |
|---|---|--|---|
| <input type="checkbox"/> Academic Conduct | <input type="checkbox"/> Add/Drop | <input type="checkbox"/> Disability Support | <input type="checkbox"/> Absence Policy |
| <input type="checkbox"/> Moodle Policies | <input type="checkbox"/> Emergency Protocol | <input type="checkbox"/> Additional Policies | |

11 COURSE OUTLINE

| DATE | TOPIC | READING/ASSIGNMENTS DUE |
|------|-------|-------------------------|
| | | |
| | | |
| | | |

12 DETAILED DESCRIPTION OF ASSIGNMENTS *with rubrics/marketing schemes*

Constructive Alignment

Rationale

- What drives the curriculum
- Professional standards, scope and sequence of program

Objectives

- Curriculum content
- Input- intended

Learning Outcomes

- Demonstrated evidence of what students learn
- Observable, measurable, outcomes


Implementation

- Tasks that instructor and students do
- Instruction, lessons, readings, assignments, activities that are linked directly to objectives/outcomes

Assessment

- Ways in which you measure the learning outcomes through assignments and activities
- Observable, measurable, outcomes

When writing Learning Outcomes

- Observable Behaviors (cannot observe “knowing”)
 - Measurable
 - Knowledge, skills and professional behaviors/dispositions
 - Relevant, meaningful, purposeful
 - Demonstrated Evidence of Behavior
 - THE STUDENT WILL BE ABLE TO.....
 - (TSWBAT....)
- 

Examples

Poor- SWBAT learn/know about

Good- SWBAT....list

outline

define

debate

demonstrate

explain



General Education- Learning Outcomes

The phrase “learning outcomes” describe what Oakland University expects students to know or be able to do after receiving instruction or engaging in a learning activity. The new general education program has three major parts: foundations, exploration and integration. Within these main divisions there are ten knowledge areas plus diversity and a capstone. There are two learning outcomes for each. The number of general education outcomes (2) that a course must cover has intentionally been kept small since it is expected instructors will also want to include additional course-specific learning outcomes.

L.O.-Foundations of Knowledge

Foundations of Knowledge Areas

Formal Reasoning

The student will demonstrate:

- knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic
- application of formal reasoning to read, understand, model and solve problems across a variety of applications

Writing

The student will demonstrate:

- knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
- effective rhetorical strategies appropriate to the topic, audience, context, and purpose



Sample Templates

- You will find three sample templates that you can use to help you revise/design your syllabus
- Included in with your hand-out is a sample completed syllabus



Review Samples

- Review and discuss which aspects of these syllabi you prefer



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OAKLAND UNIVERSITY
SCHOOL or COLLEGE
DEPARTMENT

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DAY/TIME:

YEAR:

PROFESSOR:

CLASS LOCATION:

OFFICE PHONE NUMBER:

EMAIL:

OFFICE:

OFFICE HOURS:

CREDITS:

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GRADING: Break down of grades and points. Please check with your department to ensure that you are following the appropriate grading criteria. Note: OU has a 32-point grading system. Commonly, Satisfactory Undergraduate grades are 2.0 and above; Satisfactory Graduate grades are 3.0 and above.

CLASS POLICIES:

(It is important you clarify your behavioral expectations in writing and have a consequence/plan listed. It is up to you to set the tone in your classroom. Set a respectful, supportive yet firm tone)

NOTE: You should include the following items (and you may wish to cut/paste the following language into your syllabus:

1. **Academic conduct policy:** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
 - a. **Cheating on examinations.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, or other forms of misconduct on exams.
 - b. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this students are, in effect, claiming credit for someone else's thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student's own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
 - c. **Cheating on lab reports** by falsifying data or submitting data not based on the student's own work.
 - d. **Falsifying records** or providing misinformation regarding one's credentials.
 - e. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.
2. **Add/Drops:** The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses.
3. **Special Considerations:** Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall, phone 248 370-3266. Students should also bring their needs to the attention of the instructor as soon as possible by providing the "Letter of Accommodations" created by DSS. For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, 103 North Foundation Hall, phone 248 370-4215.
4. **Excused Absence Policy:** This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee.

Students shall inform their instructors of dates they will miss class due to an excused absence prior to the date of that anticipated absence. For activities such as athletic competitions who schedules are known prior to the start of a term, students must provide their instructors during the first week of each term a

- o It is the responsibility of the student to request from the instructor an opportunity to complete missed assignments, activities, labs, examinations or other course requirements in a timely manner.
 - o Students are responsible for all material covered in classes that they miss, even when their absences are excused, as defined above.
 - o Missed classroom activities will be rescheduled at the discretion of the instructor.
5. **Emergency Preparedness** In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:
- OJ uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for these notifications at oakland.edu/uts/emergencynotification
 - Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the instructor in class.
 - If an emergency arises on campus, call the OUPD at 248-370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
 - Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oakland.edu/prepared.
 - Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).
6. **Faculty Feedback** As a student in this class, you may receive "Faculty Feedback" in your OJ e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OJ email account regularly as that is where it will appear.
7. **Religious Observance Policy:**

Additional items to be included at your discretion

- | | |
|------------------------------------|---|
| 5. Attendance policy | 10. Emergency protocol |
| 6. Due dates and late submissions | 11. Cell phone policy |
| 7. Missing of tests or assignments | 12. When and how you can be contacted, and when they can expect to hear back from you |
| 8. Online expectations (Moodle) | 13. Others |
| 9. Dress code | |

TENTATIVE COURSE OUTLINE

(suggested that this be on a separate sheet so students can keep it handy)

| Date | Topic(s) | Readings/Assignments Due |
|------|----------|--------------------------|
|------|----------|--------------------------|

FULL DESCRIPTION OF EACH ASSIGNMENT with MARKING SCHEME/RUBRICS

(may include details of all assignments)

University
School/College
Department/Program

Rubric, Course Number and Title, and Number of Credits
Semester/year of Syllabus

Instructor:

E-mail:

Office:

Office Phone:

Class Time:

Office Hours:

Course (Catalog) Description:

This class satisfies the General Education requirements in the - *insert the appropriate General Education category, or categories – from Foundations, Knowledge, Integration, Diversity, or Writing areas.*

Course Prerequisites/corequisites (if any):

Quote all pertinent General Education Learning Outcomes:

- 1.
- 2.

Add specific course objectives

[The objectives must clearly indicate how the specific General Education Learning Outcomes are satisfied].

Cross-Cutting Capacities:

- 1.
2.

[At least one Cross-Cutting Capacity is required; additional Capacities are encouraged. State clearly which Cross-Cutting Capacities (critical thinking, social awareness, effective communication and information literacy) are addressed (as applicable to this course).]

Course Objectives (other):

- 1.
- 2.
- 3.....

Required Text(s) and Supporting Course Material:

Course Procedures: (e.g. lectures, discussion groups, seminar presentations, labs, field trips etc.)

Expectations of Students: [Attendance; tardiness; should also include Academic Conduct, Add/drops, Special Considerations (below), other e.g. dress code for labs, implied informed consent etc.].

Grade Determination: [Grading methods must give a clear indication of how the above learning objectives and cross-cutting capacities are being evaluated via embedded assessment techniques. This is necessary for course evaluation and approval, and for ongoing course review purposes].

- Evaluative components, such as:
 - Quizzes: Weighting and date/s
 - or
 - Exams: Weighting and date/s
 - or
 - Written Projects: Weighting and date/s
 - or
 - Other: Weighting and dates/s
- **Make-up Exams:** Policy statement (if applicable)
- **Penalties for late submission of work** – after due dates, should be stated.
- **Homework Exercises:** Weighting and date/s
- **Oral Projects:** Weighting and date/s
- **Grading Scale.**

Academic Conduct Policy: [Suggested wording: Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures].

Add/Drops: [Suggested wording: The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course].

Special Considerations: [Suggested wording: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible].

Time Schedule and Topical Outline: [Suggested wording: The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments.. The instructor reserves the right to make minor adjustments to this schedule].

A detailed class schedule must be provided.

Professional Development Syllabus Format

Course Title: Please provide name of course

Number of Credits: Please indicate number of credits

Instructor: Indicate your name and contact information (telephone and email), as well as the best way to reach you and the best times.

Once you are in the OU email system, please use your OU email account. Students MUST also have and use their OU email account.

NOTE: If you are teaching a fully-online course, it is recommended that you NOT include your email on your syllabus. By not including your email, this will encourage students to go through Moodle to contact you, which has many advantages including letting you know to which course the student belongs, tracking conversations in one place, and others.

Here is a link to our webpage showing bios of faculty and instructors in our program. <http://www.oakland.edu/ASD/SEfaculty>. If your bio is not included here, please send information to martino@oakland.edu and we will add you to this webpage. You may or may not want to include a link to this webpage to your syllabus for students to view.

Semester and Year: Indicate which semester and year this course is being offered. Please be sure to update this as needed.

Format/Dates: Specify whether the course meets on-ground, online or in hybrid format.

- If on-ground, give all face-to-face meeting dates and times.

- If hybrid, indicate on which dates the class will meet face-to-face, AND on whether or not there are any other synchronous time expectations.
- If online, indicate whether or not students will be required to participate in any Skype sessions, synchronous chats, or any other “real time” activity, and *give specific dates and times these will occur.*

Office Hours: Please indicate whether you will be available before or after each class, on a specific day / time, whether that time will be online, in person or by phone, the location, phone number or OU email to use, or whether you’d prefer students contact you to schedule an appointment.

Please also include a statement about expected “turn-around time” related to responding to emails and voicemails – especially as it relates to time-sensitive issues (we recommend aiming for no more than 48 hours) – as well as how long students should expect it to take to receive feedback on assignments.

Pre-Requisites for this course, if any: Please see pre-requisite info below and include only that which applies to your course:

Textbooks/Readings (both required and optional): Please list them here.

Course Description: At minimum, please give the Graduate Catalog course description for your course – if available – and feel free to add additional information as appropriate.

Here is a link to the Graduate Catalog (You may find your graduate course description here and include it in your syllabus):

<http://www.oakland.edu/?id=9482&sid=174>

Topics: List all major topics included in the course description, as well as the supplemental topics that round out your course.

Learning Goals/Course Objectives: Use bulleted points to indicate what the students are expected to learn in this course.

Course Requirements/Methods of Instruction: What kinds of activities/ assignments will be required? Will students work individually? In groups? Will they be required to do field assignments?

Methods of Evaluation/ Performance Assessments: All methods of assessment, including exams, should include a practical component. The syllabus should clearly show weighting of assignments, either through points or a percentage of total grade. For the Oakland University suggested numeric grading scale, see p. 14 of the *Practical Guide for Lecturers*.

Bibliography/References: These resources may be included under Textbooks/ Readings if you prefer.

PLEASE COPY AND PASTE THE FOLLOWING STATEMENTS TO THE END OF YOUR SYLLABUS:

Academic Conduct Regulations:

All members of the Oakland University academic community are expected to practice and uphold standards of academic integrity and honesty, including avoidance of plagiarism. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system. Academic Conduct Regulations can be found at <http://www.oakland.edu/?id=1610&sid=75>

Disability Support Services:

Students with a disability who feel they need accommodations should contact the instructor directly. If more formal supports are needed, persons with disabilities may contact Disability Support Services at www.oakland.edu/dss/.

Notice of Non-Discrimination:

Oakland University, as an equal opportunity institution, is committed to compliance with all federal and state laws prohibiting discrimination. Oakland University prohibits discrimination on the basis of race, sex, color, religion, national origin or ancestry, age, height, weight, familial status, marital status, disability, creed, sexual orientation, veteran status and other prohibited factors in employment, admissions, educational programs and activities. Inquiries or complaints should be addressed to: Director, Office of University Diversity and Compliance, 203 Wilson Hall, 2200 North Squirrel Road, Oakland University, Rochester, Michigan 48309-4401.

Technical Requirements for online or hybrid courses:

OU uses Moodle (<http://moodle.org>) as its learning management system. For those unsure about online learning, OU provides an online orientation to e-learning, information about Moodle and a self-assessment to determine if e-learning is for you. For more info on e-learning at OU, go to http://www2.oakland.edu/elis/SO_index.cfm.

Technically, you will need to download & use the Firefox browser, available free of charge at <http://www.mozilla.com/en-US/>. Firefox will maximize your e-learning experience. Lastly, high speed internet connections are recommended.

Design or Revise Syllabus

- Use this time to begin to design or revise your syllabus



Q & A

- Discussion



Wrap-Up

Did we

- Describe the purpose of a syllabus
- List the elements included in effective syllabi
- Align the syllabus with learning outcomes and assignments that assess the learning outcomes
- Review sample syllabus templates
- Review sample syllabi
- Begin to design or revise syllabi

