

9-15-14

SOJC Syllabus Checklist

For *all course syllabi* the following elements *must* be included, although not necessarily in this order. Supporting material beyond the list below may also be desirable.

- I. Course identity, teaching staff, and logistics
- II. Course description
- III. Expected learning outcomes
- IV. Estimated student workload
- V. How grades will be determined
- VI. Course schedule and assignments
- VII. Course policies: especially, attendance, inclusiveness, accessibility and academic integrity.

Further instructions, including the desired level of detail, are given below for each of the elements.

You are free to construct a syllabus that is appropriate for your field and that suits your pedagogical style; however, information should be presented in a clear form. This will allow students of varied backgrounds to understand the content of a course, its place in the curriculum, and its workload and grading expectations—both in a general sense and on a weekly basis.

DETAILS

I. Course Identity, Teaching Staff, and Logistics

- Subject code, course number, and course title
- Instructor and GTF names
 - Contact information
 - Office hours information (time and place)
- Classroom and section/lab information (meeting times and locations)
- Required course materials (*e.g.*, books, course packets) and where to obtain them

(Duck Store, Blackboard, Library reserves)

- Course website (if applicable). □

Note that details on GTFs, sections/labs, and required course materials may be placed in a later section if necessary to keep the course description (below) on the first page of the syllabus.

II. Course Description

Provide a description that is long enough (typically 100 - 250 words) and sufficiently specific to make your course appealing and accessible to its target student audience. Please take care to use language that is meaningful to students with a range of expertise.

III. Expected Learning Outcomes

You must devote a section of your syllabus to a list of expected learning outcomes—that is, the major skills, abilities, and concepts a student is expected to acquire from your course. The point is to make your expectations more transparent by articulating academic objectives that may be only implicit in the course description and workload design. Three to six short sentences or bullet points will suffice.

For more information, see the accompanying document on writing student learning outcomes.

If multiple instructors will teach the course at different times, focus on the learning outcomes that are likely to be expected by all of them.

IV. Estimated Student Workload

In a paragraph or so, succinctly describe the kinds of work students will do in your course (*e.g.*, reading, writing papers, creating portfolios, preparing/giving presentations, attending lectures, taking tests, doing field work). If appropriate, you should also indicate what students will do in discussion sections or laboratories.

The narrative description you provide here for students should delineate the difference between graduate and undergraduate workloads in 4xx/5xx courses. [Bear in mind that one undergraduate term credit hour equals roughly 30 *real* hours of student work, typically 10 hours in class and 20 hours outside of class. For graduate students, it's 40 hours per credit. This means that graduate students in 4xx/5xx courses are expected to perform roughly *a third more* work than their undergraduate counterparts. **Be specific about what additional work graduate students will be required to do in 5xx courses;** grading them more stringently is not enough.]

V. How Grades Will Be Determined

List the required assignments (*e.g.*, papers, exams, projects) and how much weight each will carry in the final grade. Describe each in enough detail (*e.g.*, provide page length for written assignments) that a student can understand what will be required. It's probably obvious, but perhaps still worth noting, that your assessments of student achievement should be clearly related to the learning outcomes you've articulated.

Also indicate what distinguishes A, B, C, D, and F level work for the major types of assignments—and include your policy on A+. Here, the idea is to go beyond the point ranges corresponding to particular grades, and explain qualitatively the type of achievement each grade represents. **(Again, for 4xx/5xx courses: Describe what additional work will be expected of graduate students and how it will be graded.)**

VI. Course Schedule and Assignments

The format for the course schedule is flexible. Some instructors use grids while others use lists or even short paragraphs to describe the content that will be covered in the course. Grids and minimalist lists often omit key detail, however, while paragraphs can be hard to assimilate quickly. So strike a balance between clarity and detail.

Whatever format you choose, please include all of the elements below:

- Topics/titles for all individual lectures, sections, labs, and other class meetings
- Titles of conceptual units within the course (if applicable)
- Readings assigned—with indications of when they are to be completed*
- Due dates for all major assignments, including papers, presentations, portfolios, midterms, etc.
- Final exam date, time, and location

**Complete citation information including page numbers (not merely chapter numbers, or book and article titles) is important. Note that page numbers help students evaluate workload expectations. Different types of material require differing amounts of time to read. Providing as much detail as possible will help students understand these differences and plan their time.*

VI. Course Policies

You must spell out your expectations with respect to behavior and individual responsibility for students in your course. **The SOJC expects that syllabi will include policies on attendance, inclusiveness, accessibility, and academic integrity (see the**

links). Policies on the remaining items are strongly recommended.

- Attendance. SOJC mandatory attendance policy:
<http://journalism.uoregon.edu/students/survivalguide/attendance>
- Classroom inclusiveness, prohibited discrimination, and etiquette. For instance, see:
<http://tep.uoregon.edu/resources/universaldesign/environment.html>
- Accessibility and disability accommodation. The above link on inclusiveness provides helpful language:
<http://tep.uoregon.edu/resources/universaldesign/environment.html>. See also:
<http://aec.uoregon.edu>
- Academic integrity, including citation of all sources. For UO suggested statement on academic misconduct see (scroll down on site):
<https://dos.uoregon.edu/academic-misconduct>
- Technology needed for the course and related policies. SOJC laptop policy:
<http://journalism.uoregon.edu/students/survivalguide/laptop>
- Make up for missed work
- Opportunities for extra credit work, if allowed
- Need for examination booklets or other materials, and where to buy them
- Formatting of papers (single or double spacing, point size, etc.)
- Recording of lectures and sharing of notes among students
- Other?

VII. Supporting Material [Optional]

Expanded descriptions of course assignments may be placed here.

Other material that supplements your syllabus in some way (*e.g.*, a full bibliography of course readings) may also be placed here, if desired.