

Syllabus Checklist

Use the following information to create a syllabus for any of the courses you teach. Although the order in which the items follow many models, design your syllabus to best meet your teaching style and course content.

- Course Information**
 - Title
 - Number
 - Section
 - Semester/Term
 - Meeting time
 - Location
- Instructor/Contact Information**
 - Name
 - Office location
 - Office hours
 - Office telephone and fax numbers
 - Email address
 - Course Blackboard address
 - Website
 - Other
- Teaching Philosophy** – What is your approach to teaching this course? Include your teaching methods here or in another section and a statement regarding your expectations about students' responsibility for learning and your responsibilities as their instructor.
- Course Description** – Place the catalog course description here and include how the students will benefit from the course, the specific content that will be covered, and how the course fits into the curriculum.
- Course Pre-requisites**
- Learning Outcomes**
 - Describe the major concepts, skills, attitudes, knowledge students are to achieve by the end of the semester.
 - Describe how these outcomes are tied to standards or other principles that drive the curriculum.
- Course Objectives**
 - What will students gain from this course?
 - Indicate why these objectives were written.
 - Ensure that each objective is tied to specific course outcomes and activities.
- Instructional Methods** – List your instructional methods here unless you have included them in your teaching philosophy.
 - Example: This course is taught using a variety of instructional methods including lecture, class discussion, small group work, project creation, electronic discussion, and group presentations.

- **Textbook and Materials** – Inform students how to acquire materials not found in the university and local bookstore.
 - Required textbook and readings
 - Suggested readings
 - Course packs
 - Electronic reserves
 - Email account (ZID access ready by the next class period)
 - Ability to logon to Blackboard (or any other required course management software or Web site).
 - Other
- **Student Responsibilities**
 - Participation
 - Homework
 - Online discussions
 - Projects
 - Group work – include information on productive group processes
 - Exams/quizzes
 - Other
- **Course Resources**
 - Labs and learning centers
 - Study groups
 - Other
- **Course Content and Outline (may be in the form of a course calendar)**
- **Essential Course Policy Information**
 - Attendance/Lateness policy
 - Policy for late work
 - Policy for missed exams and quizzes
 - Policy for extra credit
 - Copyright statement
- **Syllabus change policy** – This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.
- **Grading Methods and Scale** – Provide a clear explanation of evaluation, including a clear statement on the assessment process and measurements. Be explicit! You may include format, number, weight for quizzes and exam, descriptions of papers and projects as well as how they will be assessed and the overall grading scale and standards. You can also provide descriptions for papers, projects, and assignment in their respective sections of the syllabus. You can provide lengthy descriptions of projects, papers, and assignments on Blackboard or other online sources to help reduce the size of the syllabus.
 - **Sample grading standard #1:** There will be 10 quizzes throughout the course, made up from objective questions (multiple-choice or identification) and fill-in blank questions. I drop your 2 lowest quiz scores when I compute your quiz average. With this safety margin,

there are no make up quizzes if you are absent. A missed quiz is 0%. Quizzes are 50% of your course grade. One or two of your quiz scores will come from your participation.

- **Sample grading standard #2:** Short essay papers make up 25% of your grade. The papers are always one page and are always typed single-spaced. I will provide you with models of how they should be designed and how to incorporate details. You should do better in this part of the course if you have completed (place prerequisite course here). The final exam will be three papers chosen from a list of about ten topics provided one week before final exam week. Each of these papers are 1-2 pages single-spaced, which means they can be a little longer than the short essays.
- **Americans with Disabilities Statement & Non-Discrimination Statement** – NIU abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. The NIU Center for Access-Ability Resources (CAAR), located on the 4th floor of the University Health Service (815.753.1303) is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. You need to provide documentation of your disability to CAAR if you seek accommodations in this course.
 - Your success as a student is of utmost importance to me. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require special accommodations, please contact me early in the semester so that accommodations can be made in a timely manner.
- **Course Schedule**
 - Provide a detailed list of meeting dates, major topics and themes, reading assignments, and due dates for all exams, scheduled quizzes, papers, projects, assignments, labs, etc. Use a grid format to help students easily read and understand the information.
 - **Sample course schedule grid:**

Meeting Dates	Topic/Theme	Comments and Items Due
Week 1 January 14	<ul style="list-style-type: none"> • Course introduction • Review syllabus • Self assessment • Blackboard logon activity • Lab tour 	Begin reading chapters 1, 2, 3 Logon to Blackboard and begin to address Discussion #1
Week 2 January 21	Martin Luther King, Jr. Holiday – No Class	
Week 3 January 28	<ul style="list-style-type: none"> • Topic _____ • Establish groups for project • Discuss first assignment • Quick review of first exam 	<ul style="list-style-type: none"> • Chapter 1, pp. 1-50 • Quiz • Blackboard Discussion #1, respond before class meeting time
Week 4 February 4	<ul style="list-style-type: none"> • Topic _____ • Topic _____ 	<ul style="list-style-type: none"> • Exam 1 (chapters 1, 2, 3) first half of class

See next page

- Some faculty have used a “Student Acknowledgement” sheet such as the one below as a means to check students’ understanding of the material on the course syllabus. The sheet can be placed at the end of the syllabus and removed by students after they have signed the form. The sheet can also be given as a handout.
- Another way to check understanding is to give a quiz on syllabus material at the beginning of the second class period.

Student Acknowledgement
(Please return this sheet to the instructor)

“I, _____, have completely read this syllabus and understand and agree to the course requirements.”

Please indicate below, any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to arrive in class on time or need to leave class early, observance of religious holidays, etc.

Special needs or circumstances: