As a result of viewing this presentation on writing a course syllabus, you will be able to:

- Define a course syllabus
- Recall the purpose of a syllabus
- List the components of a syllabus
- Recognize some enhancements to add to your course syllabus
What is a course syllabus?

A syllabus is a written agreement between you and your students that:

• provides a documentation of your course
• displays your beliefs about teaching
• requires revisions each year
• assists students in assessing their performance in your course
Why do I need a course syllabus?

A course syllabus provides for the student:

- The reasons for taking the course
- The scope of the course
- The selected course content
- A definition of what is required for a passing grade
- Contact information and available resources
- A statement of course policies
What are the components of a syllabus?

- Table of Contents
- Course General information
- Course Description
  - Introduction and Structure of Class
  - Required and supplementary text, readings and materials
  - Course learning objectives
  - Instructor/Lecturer/Facilitator information
- Course Schedule
- Course Policies
- Lecture Synopses
Table of Contents

Course Information (sets the stage) ..................................................3
  General Information
  Course Director/Manager contact information
  Administrative Support
  Website (CourseInfo)
  Textbook Required and Suggested Readings
Course Description (targets course expectations) .......................4
  Introduction to the Course
  Structure of the Course
  Course Goal and Learning Objectives
  Areas of Expertise and Interest of Invited Lecturers
Class Schedule (timeline) ............................................................5
  Reading Assignments and Projects
  Course Lecture and Small Group/Lab Topic List
  Quizzes and Exams
Course Policies (management of student performances) ..........8
  Attendance and Class Participation
  Grading
Study Tips (optional and customized for each course) ..........9
Lecture Synopses (begin each with learning objectives) ....10
<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Clinical Medicine</td>
<td>8:30-12:30</td>
<td>Wed, Thurs, Fri</td>
<td>B2849</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>2:00-3:30</td>
<td>Wed, Thurs</td>
<td>L211</td>
</tr>
<tr>
<td>Integrated Problems</td>
<td>8:30-12:30</td>
<td>Thurs</td>
<td>R109</td>
</tr>
</tbody>
</table>

- Title and course number
- Prerequisites
- Location of class
- Time
- Course Manager contact information
- Administrative support contact information
Give Instructor Information

- Name and title
- Department
- Office/location
- Preferred contact phone#, email, pager
- Office hours
- Brief summary of academic background or expertise
Designate Learning Materials

- **Required Text**
  - Title, author, date, publisher
  - Availability
  - Cost
  - Use in class
- **Required Equipment (e.g., computer access for CourseInfo)**
- **Supplementary Reading**
  - Required or recommending
  - Availability
State the Course Learning Objectives

Please note the difference:

- **Course goals** orient the student to the **overall purpose** of the course.

- **Course learning objectives** specifically state the expectations of observable **student performance** of the course content.

**Learning Objective example:**

*By the end of the specified course, the targeted students will be able to:*

- Define the purpose of the course
- Recognize the important issues
- List the topics covered in the lectures, labs and small group sessions
Supply A Course Schedule

Dates for:
- Specific Lectures/Labs
- Reading Assignments
- Projects
- Quizzes and Exams

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Faculty</th>
<th>Lab/Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Lecture 1</td>
<td>Dr. Best</td>
<td>Application of</td>
<td>Chap. 14</td>
</tr>
<tr>
<td></td>
<td>Lecture Hall</td>
<td></td>
<td>topic Rm. R123</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Quiz</td>
<td></td>
<td>Lecture 1 topic</td>
<td>Chap. 12-14</td>
</tr>
</tbody>
</table>
Specify Course Policies

- Attendance/tardiness
- Class participation/collaboration
- Missed exams/assignments
- Lab safety and health
- Grading (% quizzes, final exam, assignments)
- Statement of academic misconduct
- Available support system
  - Course web site
  - Library/Computer lab
Syllabus Checklist

- General Overview of Course (Introduction, Description, Goals and Learning objectives)
- Contact information for Course Manager/Instructor
- Required Text or Equipment
- Course Schedule
- Course Policies
- Course Content Topics/Lecture Synopses
What Makes a “Good” Syllabus?

- Clear and concise wording
- Consistent format to pages
- Logically organized content
- Detailed and thorough information
- Terms in graphics correlate to lecture
- Proofread with no typos or misspellings
**Syllabus Enhancements**

- Your rationale for teaching the course
- Some guidelines on how to prepare for class
- A description of what students should expect from you and the course
- Good advice on studying for exams
- A statement regarding extra credit
- Information about re-taking exams or tutors
- Photos of Lecturers or Facilitators
Complete Your Syllabus

Syllabus
Course Title
Contact Info
Year, Session

Printing options:
• Determine if printing is in black and white or color
• Secure, if necessary, reproduction rights from lecture sources
• Prepare a “copying permission” statement for syllabus
• Decide if printing will be single or double sided depending on # of pages

Electronic choices:
How will the syllabus be available?
• CourseInfo site
• Floppy/ cd/ audiotape
Summary

• A course syllabus is a written contract between you and your students that provides an outline or a summary of the main points of a text, lecture or course of study.

• The purpose of a syllabus is to provide information on the course and define the scope of the content.

• A course syllabus consists of a general overview, course information, instructor contact information, required reading, course schedule, course policies and a summary of the content.

• Your syllabus can be enhanced by describing to the students what to expect from you and the course, tips on preparing for class and studying for exams and information on extra credit, re-taking exams and tutors.
Any Questions?

- Contact Faculty Development
  - Gail March, Ph.D., (617) 414-7440, gmarch@bu.edu

- Refer to these sources:
  - Texts
  - Electronic
    - [http://www1.umn.edu/ohr/teachlearn/syllabus/checklist_print.html](http://www1.umn.edu/ohr/teachlearn/syllabus/checklist_print.html)
    - [http://captain.park.edu/faculty/development/creating_a_syllabus.htm](http://captain.park.edu/faculty/development/creating_a_syllabus.htm)