

## Syllabus checklist

### General information

- Course title, number and semester
- Name, preferred form of address (+pronouns) and contact info for the instructor (+TA if applicable)
- Class hours and location (or Zoom info if applicable)
- Office hours and location (or Zoom info if applicable), modalities for reserving appointments if applicable
- General description of the class content
- Where to find/buy class materials
- Information about necessary technology, incl. learning management software (Canvas)
- Guidelines for using technology in class (if applicable)
- Prerequisites, if any
- Learning objectives (align with goals from Program Learning Assessment)

### Assignments and Grades

- Are there a variety of different assignments?
- Is the total grade composed out of suitably many elements? (avoid having only a few high stakes assignments)
- Are the assignments suitable for furthering/measuring the stated learning objectives? If it's not obvious how, an explanation should be included on the syllabus or later with the prompt.
- Exam dates and deadlines (incl. final exam, if applicable)
- Point or weight system (etc.) that determines the overall course grade
- Is it clear whether students may collaborate on any of the assignments?
- Extra credit policy: Will there be any and if so, how much?
- Is the grading load produced by the assignments manageable for the instructor (and TAs, if applicable)?

Departmental TA workload guidelines can be found here:

<https://www.dropbox.com/s/adkl3n7lfc4zscj/TA%20Workload%20Guidelines.pdf?dl=0>

- Extra: Indicate which learning outcomes are measured by which assignments (for Program Learning Assessment)

### Attendance, Absence, and Lateness Policies

- Is the attendance policy clearly stated?
- No documentation from doctors should be required to excuse absences (university policy).
- What is the lateness policy? What is the consequence of turning things in late?
- Are the attendance/lateness policies overly punitive or lax?

### List of Readings/Weekly Schedule

- Are the readings suitable for the course topic and level?
- Is the amount of reading appropriate?
- Is it easy to figure out for the students what the readings for each week are?

- Does the class cover a variety of topics that aligns sufficiently well with the generic catalog description? (especially lower division classes should avoid an overly narrow focus)
- Do the readings/class materials represent a diverse selection of authors and/or viewpoints on the issue?

### **General Policies**

- Include most recent university syllabus statements (Either link or written out. Make sure that the information that instructors have discretion over is specified, for example the treatment of religious holidays.)
- Section on classroom interaction policies (making clear students should feel free to express controversial views, but students should always make their contributions in a respectful and sensitive manner, etc.) (might be a general statement adopted by the department as a whole down the line)

### **Other**

- Is the tone of the syllabus friendly and welcoming, or at least neutral? Does any of the language sound unnecessarily harsh or punitive?  
(Examples of the latter: using all caps or bold type to highlight prohibitions, being unnecessarily detailed about what kinds of behavior students are expected to avoid, etc.)
- Are there any elements of the class that might be inaccessible to students for any reason? (bc. of disabilities, lack of technology, lack of transportation, lack of native English proficiency, etc.)  
Is there a way to fix this?