

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. These elements are outlined in more detail below.

- I. Course identity, teaching staff, and logistics
- II. Course description
- III. Student learning outcomes
- IV. Estimated student workload
- V. How grades will be determined
- VI. Course schedule and assignments
- VII. Course policies: see required list below

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

- Course number, CRN, and course title
- Instructor and GE names
 - Contact information
 - Office hours information (time and place)/also post these outside office door
- Classroom and section/lab information (meeting times and locations)
- Required course materials (e.g., books, course packets) and where to obtain them
- Course Canvas site information

II. Expanded Course Description

See the university course catalog for the short course description:

http://catalog.uoregon.edu/journalism_comm/

Building on this short description, provide an expanded description that is long enough (typically 100 - 250 words) and sufficiently specific to make your course appealing and accessible to its target student audience. Use present tense, not future, and language that is meaningful to students with a range of expertise.

III. Student Learning Outcomes

You must devote a section of your syllabus to a list of student learning outcomes—that is, the major skills, abilities, and concepts a student is expected to acquire from your course. These outcomes should consist of the ones that the sequence has determined for the class, although you can add a few of your own if you wish. If multiple instructors will teach the course at different times, focus on the learning outcomes that are agreed upon by the sequence and should be used by all.

Remember that student learning outcomes start with the statement: "By the end of this course, students should be able to . . ." Then put action verbs up front that demonstrate learning, such as understand, analyze, explain, etc. Do not put here what students will do in the course; list what you expect them to be able to know and do by the end of the course.

IV. Estimated Student Workload

In a paragraph or so, succinctly describe the kinds of work students 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 should delineate the difference between graduate and undergraduate workloads in 4xx/5xx courses. Even if you do not expect to have graduate students in your class, your syllabus must include the estimated student workload for graduate students.

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, nor is saying that you will work out some extra work for them.

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. Remember that your assessments of student achievement should be clearly related to the learning outcomes the sequence has articulated for the course.

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, 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

Spell out your expectations with respect to behavior and individual responsibility for students in your course. Syllabi must include policies on attendance, accessibility, academic integrity, and inclusiveness.

- Attendance: Note whether this is a mandatory attendance class or a wait list class and outline what that means for students. Also include any attendance guidelines policies that you have for the class.
- Accessibility and disability accommodation: The Accessible Education Center has a faculty resource page, including a sample syllabus statement. See <https://aec.uoregon.edu/best-practices-faculty>
- Academic integrity, including citation of all sources: For UO suggested statement on academic misconduct see <https://dos.uoregon.edu/academic-misconduct>
- Inclusion and Title IX: For UO language on providing an environment free from all forms of discrimination and sexual harassment, see <https://investigations.uoregon.edu/employee-responsibilities>

Policies on the remaining items are recommended:

- DACA: The SOJC supports all students regardless of immigration status and country of origin (<https://president.uoregon.edu/statement-daca-and-support-students>). For support, students can visit <https://blogs.uoregon.edu/dreamers/> or contact Justine Carpenter justcarp@uoregon.edu.
- Food security: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.
- Inclement weather/emergency: Note how you will contact students in the event of inclement weather or an emergency.
- Grievance/disputes: Note that all grievances should first be brought to the professor/GE, then if necessary to the sequence area director or graduate program director. If a student believes the grievance has not been satisfactorily settled, it should then come to the associate dean for undergraduate affairs if an undergraduate or to the senior associate dean if a graduate student.