

# Contents of a Course Syllabus

As the primary, commonly available summary of a course, the syllabus serves several purposes. It outlines the course, it denotes what students may expect from the course, and it locates the course in the curriculum. The syllabus is the best, most concise description of a course by its teacher available to both prospective students and colleagues. The Committee on Courses uses syllabuses in its review of courses. To maximize the usefulness of a syllabus to students and faculty, it should contain the following contents:



1. Course Number
2. Title
3. Credits
4. Term, place, time, instructor.
  1. (For a new course proposal, indicate when it is likely to be offered, and how frequently.)
  2. (For a new course proposal, indicate who is likely to teach the course.)
5. Position in the curriculum
  1. Satisfies group requirement? Explain why
  2. Satisfies multicultural requirement? Explain why
  3. Satisfies other general-education requirement?
  4. Satisfies other major or program requirement?
  5. Preparatory for other courses?
  6. List prerequisites or other suggested preparation
6. Format (lecture, discussion, laboratory)
7. Outline of subject and topics explored
8. Course materials (texts, books, readings)
9. Instructor expectations of students
  - Be explicit (by pages assigned, lengths of assignments)
  - Level of student engagement expected (see suggested Student Engagement Inventory on following page)
  - Readings
  - Problems
  - Attendance
  - Project
  - Writing
  - Laboratory
  - Field work
  - Work with electronic media, network, online
  - Performance
  - Presentation
  - Exams
  - Differential expected for graduate work for joint 4XX/5XX-level courses
10. Assessment
  - Methods (testing, homework)
  - Times or frequency
  - Grading policy
  - Incomplete policy