## Syllabus Components: Summary of Selected Literature

<table>
<thead>
<tr>
<th>Concept Area</th>
<th>Specific Components</th>
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| **General Principles**              | - The learning syllabus places students at the center of the questions: “What do students need to know in order to derive the maximum benefit from this educational experience?” (Diamond, 1998)  
- Include more than less material – a detailed syllabus is a valuable tool for students and lessens their initial anxieties about the course.  
- A study of Carnegie Professors found that what all of the Professors’ syllabi had in common was “detailed precision.” Each contained clear objectives, a day-to-day schedule identifying specific reading assignments and due dates, and clear statements regarding make-up dates, attendance, and grading standards, and information about faculty availability. |
| **Logistics**                       | - Provide basic information (instructor name and contact information, date/time/location of course, office hours and rules therefore, T.A. names, etc.)  
- Specify textbooks and readings by authors and editions  
- Identify additional material or equipment needed for the course  
- Provide a course calendar or schedule, list important drop dates |
| **Course Purpose and Structure**    | - Give an overview of the course’s purpose, how it fits into the curriculum, and why students would want to take it; When appropriate, discuss relevance of course to General Education  
- Clarify the conceptual structure used to organize the course (why do the parts of the course come in the order they do?)  
- Describe the format or activities of the course |
| **Learning Objectives**             | - State the general learning goals or objectives (what will students know or be able to do better after taking this course?)  
- Where do these objectives lead intellectually and practically (why should students want to pursue these objectives)? |
| **Learning Processes**              | - Outline how students will practice the skills described in course objectives  
- Describe and explain the methods of instruction (will the course be mainly lecture, discussion, group work?)  
- Why has the instructor selected the pedagogical techniques used in the course (e.g., why is active learning used/important?) |
| **Expectations for Students**       | - Describe prerequisites for the course – help students realistically assess their readiness for the course. (What does the instructor assume students already know how to do?)  
- Will there be opportunities to address missing skills during the course?  
- List other course requirements  
- Discuss course policies  
- Estimate student workload  
- Articulate expectations for student behavior (academic integrity, attendance, involvement in active learning, etc.) |
| **Expectations for Instructor**     | - Describe instructor’s role (how do you see your role as a teacher?)  
- What are your responsibilities – what can students expect from you? |
| **Assignments and Grading Methods** | - List assignments, term papers, exams (with details about nature of each, length, etc)  
- What are the purposes of the assignments, how do they link to course learning goals?  
- Why have the specified readings been selected? What is their relative importance to the discipline?  
- What will tests, etc. measure (memory? Understanding? Ability to synthesize?)  
- State how students will be evaluated and how grades will be assigned |
| **Fostering Faculty-Student Interaction** | - Invite students with special needs to contact you during office hours  
- Schedule time for fast feedback from your students  
- Use conversational/approachable tone—express your interest in talking with/helping students |
| **Fostering Student-Student Interaction** | - Provide space for names and telephone numbers of two or three classmates  
- Discuss importance of active learning, learning from each other as well as instructor |
| **Helping Students Learn**          | - Include supplementary material to help students succeed in the course  
- Provide information to help students know how to study/prepare for the course |

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1 Literature reviewed for this summary:  
# Hewlett General Education Fellows Syllabus Component: Scoring Rubric

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<thead>
<tr>
<th>Criteria</th>
<th>Syllabus A**</th>
<th>Syllabus B**</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Goals and Objectives:</strong> Clearly articulated learning goals and objectives for the course</td>
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<tr>
<td><strong>Relationship to General Education:</strong> Articulates the relationship between Course and General Education.</td>
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<td><strong>Relevance to Students:</strong> Effort made to explain relevance of course to students' interests/needs</td>
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<td><strong>Tone of Support /Approachability:</strong> Communicates instructor's teaching philosophy, commitment to helping students, meeting availability.</td>
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<td><strong>Student Role:</strong> Articulates clear expectations for students (behavior, effort, academic honesty, etc.)</td>
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<td><strong>Grading System:</strong> Clear outline of expectations; Takes into account varied learning strategies.</td>
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<td><strong>Varied Pedagogy:</strong> Evidence of varied teaching strategies in assignments and class activities.</td>
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<td><strong>Course Content &amp; Activities:</strong> Does it appear to cover a range of General Education learning objectives – i.e., factual knowledge, thinking skills, appreciation</td>
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<td><strong>Course-Based Assessment:</strong> Evidence of gathering information on student performance to understand their needs and their performance on specific objectives, to build communication, etc.</td>
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**Rating Scale:**

0 = Not Present
1 = Present
2 = Exceptional

Additional Comments/Observations: