# Syllabus Checklist for Instructors of RAP Gen Ed Courses

The information on the Syllabus Checklist below highlights key elements that you must include when constructing your own syllabus. Using this checklist will ensure that your syllabus meets the RAP criteria before you distribute it to your students. Refer to the “Syllabus Reference Guide” for examples from prior RAP instructors’ syllabi.

Ensure that information and expectations in your syllabus are well articulated and easily understandable by first-year students. When your DRAFT is finished, save it with a filename that includes RAP name (Fall semester only) and the course title and email it to Maureen for feedback.

## WHAT, WHEN, WHERE and WHO
- Name of course; include the course title, number and Gen Ed designation; **NOTE**: If your syllabus has been used previously, please be sure to update it for accuracy of semester and assignment dates, etc.
- Include the name of the RAP (fall semester only) e.g. Investigating Politics RAP
- Where the class meets: residence hall name and classroom # (Fall semester, may be different from where the students live)
- Instructor contact information and office hours (day/time/location)
  - **NOTE**: If you want to arrange office hours in the residence hall before or after class, contact Kathy ASAP.

## COMMUNICATION
- How students should communicate with you – likely email
- What students should expect regarding response to emails (timing may matter)

## CRITICAL COURSE INFORMATION
- Course description: Short and succinct means students will read it
- State the Gen Ed designation and how the course addresses the associated objectives
- The course is equivalent to sections taught on main campus (credit and difficulty level.
- Approximate number of hours per week that you expect the students to be working on your course outside of class time

## RAP COMPONENT
- Reference the RAP and Gen Ed goals and information included in the “Guide” to Student Success
- Students are required to attend a GPS event –Details and date options to be provided

## CLASSROOM ENVIRONMENT
- Clear language regarding behavior expectations, including electronic/mobile device usage
  - Review this very helpful webpage: [Dean of Students: Classroom Policies](#)

## ATTENDANCE
- Your policies regarding attendance for classes (and exams)

## PARTICIPATION
- Explain exactly what participation entails
- Include if/how you will measure participation

## EXPLAINING ASSIGNMENTS
- Provide details regarding assignment expectations
- Include a note regarding bringing laptops to class during week #6 to complete the RAP Mid-Semester Feedback Survey

## COURSE GRADING
- Grading scheme for the course (type, number and weight of assignments)
- Be sure there are various ways in which you will assess your students
- Due dates for large assignments, papers and exams

## ACCOMMODATION POLICY and ACADEMIC HONESTY STATEMENTS
- It is the law that you include a statement regarding accommodations for students with disabilities. Include contact information: 161 Whitmore Building, 413-545-0892 [Disability Services](#)  [Academic Honesty](#) is a critical issue to include.

## NOTE: OTHER INFORMATION YOU MAY WANT TO INCLUDE
- General suggestions for success, information about Moodle, extra credit (or not) options
- A link to the [Library Databases](#) as well as a link to the Writing Center [Writing Center](#)

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