

# 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 Suggestions” 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 ready for review, save it with a filename that includes RAP name (Fall only) and the course title and email it to Maureen for feedback.

<p><b>WHAT, WHEN, WHERE and WHO</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Name of course; include the course title, number and Gen Ed designation; <b>NOTE:</b> <i>If your syllabus has been used previously, please be sure to update it for accuracy of semester and assignment dates, etc.</i></li><li><input type="checkbox"/> Include the name of the RAP (<b>Fall semester only</b>) e.g. Investigating Politics RAP</li><li><input type="checkbox"/> Include if your class will be meeting <b>synchronously or asynchronously</b> or a combination. (Please note that any critical content material covered in a synchronous format must be made available to students in an asynchronous method.)</li><li><input type="checkbox"/> Instructor contact information and office hours (day/time/link)</li></ul>
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> How students should communicate with you – likely email</li><li><input type="checkbox"/> What students should expect regarding response to emails (timing may matter)</li><li><input type="checkbox"/> Provide students with information regarding all technology tools that they will need for the course</li></ul>
<p><b>CRITICAL COURSE INFORMATION</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Course description: Short and succinct means students will read it</li><li><input type="checkbox"/> State the Gen Ed designation and how the course addresses the associated objectives</li><li><input type="checkbox"/> The course is equivalent to sections taught on main campus/non-RAP affiliated (credit and difficulty level)</li><li><input type="checkbox"/> Approximate number of hours per week that you expect the students to be working on your course outside of class time</li></ul>
<p><b>RAP COMPONENT</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Include the RAP information contained in the <b>Syllabus Suggestions</b> document on the RAP website</li><li><input type="checkbox"/> Students will be required to attend a virtual <b>RAP GPS Wellbeing Session</b> – Details and date options to be provided</li><li><input type="checkbox"/> Be prepared during class week six to complete the <b>RAP Mid-Semester Feedback Survey</b></li></ul>
<p><b>CLASSROOM ENVIRONMENT</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Clear language regarding behavior expectations, email and classroom civility – and what this means in a REMOTE learning environment Review these very helpful webpages: <a href="#">Dean of Students: Classroom Policies</a> <a href="#">Guidelines for Classroom Civility and Respect</a></li></ul>
<p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Your policies regarding attendance for classes (and exams). This should be specific in regards to remote learning. It should include what students should do if/when they have connectivity problems during the class – how to communicate with you and how to learn any missed information/ make up any missed work.</li></ul>
<p><b>PARTICIPATION</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Explain exactly what participation entails – in breakout rooms, “raising hand”, speaking vs entering comments in a Chat etc.</li><li><input type="checkbox"/> Include if/how you will measure participation</li></ul>
<p><b>EXPLAINING ASSIGNMENTS</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Provide details regarding assignment expectations (be sure that all are flexibly designed to meet needs of students for COVID disruption)</li><li><input type="checkbox"/> Provide information, if applicable, regarding extra credit (or not) options</li></ul>
<p><b>COURSE GRADING</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Grading scheme for the course (type, number and weight of assignments)</li><li><input type="checkbox"/> Be sure there are various ways in which you will assess your students</li><li><input type="checkbox"/> Due dates for large assignments, papers and exams. Have a plan for how you will accommodate students who encounter unexpected challenges in their life that may impact their ability to meet deadlines.</li></ul>
<p><b>ACCOMMODATION POLICY and ACADEMIC HONESTY STATEMENTS</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> It is the law that you include a statement regarding accommodations for students with disabilities. Include contact information: 161 Whitmore Building, 413-545-0892 <a href="#">Disability Services</a>. <a href="#">Academic Honesty</a> is a critical issue to include.</li><li><input type="checkbox"/> If you are notified that you have a student with a disability enrolled in your class, make a plan to “meet” individually to clarify the accommodations that you need to make for them.</li></ul>
<p><b>NOTE: OTHER INFORMATION YOU MAY WANT TO INCLUDE</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> General suggestions for success, information about Moodle</li><li><input type="checkbox"/> A link to the <a href="#">Library Databases</a> as well as a link to the Writing Center <a href="#">Writing Center</a></li></ul>