Syracuse University | Syllabus Inventory

The guidance included here is provided to assist new faculty as they learn about the norms of syllabus construction at Syracuse University and to prompt reflection on important elements of their teaching and the course, including course policies. The Center for Teaching and Learning Excellence (CTLE) is available to help or answer questions. Email the CTLE Director, Martha Diede (madiede@syr.edu), or call (315) 443-1086 for assistance. New faculty also are encouraged to seek advice about their syllabi from department or school colleagues, including requirements regarding posting and sharing with one's department chair or dean.

The University Senate requires all course syllabi include specific elements, elaborated on below. Review the most recent templates provided by visiting the University Senate Committee on Curricula website, including both the undergraduate course syllabus template and the graduate course syllabus template as applicable.

Basic Information

1. For instructor and any TA(s), clearly list name, title, office phone number(s), e-mail address (use <syr.edu>), office location, office hours, preferred mode of contact (email, text, phone, and any limits on how you would like those used).
2. Course by number, section, title, number of credit hours, semester and year, meeting days and times, room and building.
3. Required course materials or electronic access: texts, supplies, reserve materials at library, course reference lists (including locations where they can be found), access to Blackboard or other web-based course site, and requirements for classroom interaction technologies such as smartphones or clickers. How will you communicate any course changes or other information to students? What additional resources or materials do you recommend, if any?
4. Prerequisite course(s), knowledge, and skills.

Course Description and Rationale

Note: Faculty are encouraged to consult the course catalog description.
1. Course description: What is the nature and structure of the course?
2. Course rationale: Why do people study in this academic area? What are the benefits and practical applications of this course for the student? How does this course fit into the student's overall course of study, curriculum, or general education requirements?
3. Conceptual framework: What are the framing questions, theories, concepts, and key terms in this course?
4. Course objectives: What knowledge, competencies, abilities, skills, characteristics, or qualities do you expect students to be able to demonstrate by the end of the course?
5. Teaching philosophy: How do your beliefs about the role of teachers and

students in the learning process influence what you will be asking students to do over the course of the semester?

6. Learning activities: Will the students be involved in group and individual work, discussions, case study, lectures, labs, studios, performances, or community projects?

7. Course calendar: Planned topics, sequence and anticipated dates, particularly for exams, assignments, and key activities. Why have you arranged the course topics/activities in this order?

Course Requirements, Assessment of Learning, and Grading

1. Course assignments: What is the type and purpose of each assignment, suggested or required format, research expected, and criteria used in assessment? How will written assignments be submitted: electronically via email or through Blackboard or other web-based site (such as Turnitin), or in paper copy? Note, if you intend to use Turnitin, you must specifically state how you will use it in the *Policies* section of your syllabus.

2. Due dates: What are the deadlines for reading assignments, projects, papers, presentations or exams?

3. Evaluation: How will you assess student progress? Individual or group projects, activities, papers, presentations, and exams?

4. Grading: What are the standards, weight, and criteria for each activity or assessment to be included in the final grade? If class participation is included in the grade, how is it defined and tracked? *See note on converting numeric to letter grades, below.*

A note about student academic support services: you may want to refer students to tutoring opportunities, as applicable. For a complete list of existing tutoring services and further information, you can direct students to the Center for Learning and Student Success.

Course Specific Policies

1. What are your policies for missing and late assignments? Can students make up or reschedule exams? Note: Final examination days and times are assigned by the registrar and cannot be changed. Please note the exam time and your planned use of the session in your syllabus.

2. Classroom civility and other behaviors: cell phones, text-messaging, use of laptops, food or drink in class, interaction with peers and course assistants, etc.

3. Grading: In keeping with Section 8.4 of the Academic Rules, which describes the value of letter grades for the purpose of calculating grade point averages, there is no University standard for conversion of numeric to alpha grades. If you use percentage grading (numeric grades based on 100%), you will need to provide students with an explanation of how grade ranges correspond to grades A-F. Seek advice from departmental colleagues before establishing your grade conversion metric.

4. Refer students to information regarding their grade in the event of withdrawal, drop, incomplete, or if they are registered for the course on a pass/fail basis. See *Grades and Grading Symbols* in *Academic Rules* (Academic Catalog, Academic Rules Section 8.4.1).

University-wide Policies

Your course syllabus should include statements relevant to specific Syracuse University policies. Detailed examples are available in the [University Senate template](). Each August, the Vice Chancellor and Provost will provide guidance on these policies and other important considerations, as such guidance sometimes changes slightly from year to year. Be on the lookout for updated information coming soon. You also can review current policy language by visiting links below:

- *[University Attendance Policy]()* and the use of [Orange SUccess]() by instructors to report non-attendance.
- *Academic Integrity:* Recommended language is provided by the [Center for Learning and Student Success]() (including guidance on the use of Turnitin)
- *Disability Accommodations:* Use the statement available through the Office of Disability Services. Additionally, instructors are strongly encouraged to include the [Diversity & Disability statement]() available through the Office of Disability Services.
- *Faith Tradition Observances [Policy]().* Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility-formatted classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification. Instructors are encouraged to remind students of this obligation.
- [Policy]() on the *Use of Student Academic Work for Educational Purposes* (this does not appear in the University Senate syllabus template, but is recommended).
- *Non-discrimination [Policy]():* Instructors may want to encourage students to report acts of bias via the [STOP Bias]() online reporting tool or by contacting [Sheila Johnson-Willis](), the University's Chief Equal Opportunity & Title IX Officer (note, this item does not appear in the University Senate syllabus template, but is recommended).

Accessibility

Your syllabus and all course materials must meet requirements for accessibility, regardless of the tools used to create and share them. You can find more information about creating accessible course materials through the Accessible Technology Toolkit, available in the Information Technology Services' "Answers" knowledge base. Visit [answers.syr.edu]() and search for "Accessible Technology Toolkit."