



Teaching For Success® presents

A+ Faculty Training and Development

How to Construct an A+ Syllabus



A Teaching For Success Focalite



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The Syllabus—So What's the Big Deal?

Your course syllabus is the single most important document you provide to your students. It's the key planning and communication element, and it's a central component of your classroom management system. It helps organize and optimize your teaching, and it ensures students have the maximum opportunity for success.

The complex nature of today's teaching and learning environment is reflected in a need for a syllabus that is clear, concise, precise and thorough—it must be an A-Plus syllabus.



The complex nature of today's teaching and learning environment is reflected in a need for a syllabus that is clear, concise, precise and thorough — it must be an A-plus syllabus that will help students maximize their return on effort.

No longer will a hastily and randomly constructed syllabus serve the majority of your students and guide them successfully through the learning experience that comprises your course. A good syllabus requires, structure, organization, relevant content and crisp, clear writing.

Constructing an A-plus syllabus produces significant benefits for you:

- It provides you and your students with a concise guide to the behavioral rules you set for your students.
- It lists the performance standards that apply to you and your commitment to maintaining high teaching standards.
- It helps you track the students' progress through your course.
- It's a useful tool for determining the need to add, modify or delete content or learning activities in future class sessions.
- It's essential to preventing confusion when you teach multiple classes.
- It's a legal document that may be needed in case a student files a complaint against you.



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To create an A-plus syllabus, first consider its various functions:

- ☐ A trail map to successful learning.
- ☐ A student survival tool.
- ☐ A legally-binding contract.

Trail map

Trail maps serve to reduce the journey's risks and surprises and keep the hiker from getting lost. An A-plus syllabus describes the learning journey in enough detail to keep each student out of academic quicksand and on the most efficient and effective path to academic success.

An A-plus syllabus serves students who want to merely survive as well as those who want to thrive. Some students will take your class solely for the credits they need to graduate, while others decide to work hard to earn the highest grade. Still others only yearn to garner practical information that they can use to enhance their professional skills.

Your syllabus needs to serve the needs of all of your students and show them the best learning path from the trailhead of the topic introduction to scaling the summit of final exams.

Survival tool

Remember the Rambo films and that great knife Rambo uses? It features not only a super-sharp blade to hack through whatever trouble Rambo faces; it also contains a compass to point Rambo in the direction he wants to go. Contained within the knife are miscellaneous items such as matches to start cooking fires and needles and thread to repair torn garments.

Like the famed Swiss Army knife, an A-plus syllabus pro-



Remember the Rambo films and that great knife Rambo uses? It features not only a super-sharp blade to hack through whatever trouble Rambo faced but many essential items for survival. Think of your syllabus as a Swiss Army knife of learning informational tools.

vides the learner with a wide range of informational tools needed to successfully reach the highest academic goals. The sections of an A-plus syllabus are like the amazing range of clever survival tools packed into well designed and engineered pocket knife. Similarly, your A-plus Syllabus will have many useful sections containing practical information that students will need to refer to many times during the term to find solutions to their learning challenges.

Legally-binding contract

The syllabus is a legally-binding contract between the instructor, the student and the college or university.

It's a contract in the sense that in it you elucidate the expectations, rules and policies of your course. In your syllabus, you explain what students may and may not do. In addition, an A-plus syllabus defines what your students can expect from you. It states the depth and breadth of learning to be found in your course, and the responsibilities both parties have in working together to successfully reach the set goal of new knowledge, skills, attitudes and the desired grade.



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You may be asking, "From where do I derive the authority to define and enforce my course and my institution's rules and policies?" You are empowered to govern your course through the policies and guidelines endorsed by the institution of higher education that employs you.

Each college or university has certain expectations of its instructors and its students. In addition, you have certain expectations of your students, and they certainly have expectations of you. Finally, to complete the cycle, the students have expectations of the school.

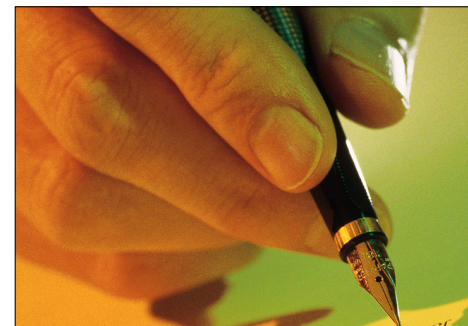
An A-plus Syllabus addresses all these expectations; it may seem like a tall task! But the tips, examples and advice that follow will help you create a syllabus that is the ultimate map, survival tool and contract for your class.

However, before you open your word processing program, there are a few more points to consider.

Good syllabus practices

Your students can learn about their institution's policies from the student handbook, which should be available free of charge in a print edition or at least posted on the institution's website. Also, student behavioral policies are often stated in the course catalog.

In your syllabus add a statement recommending that students obtain either a paper or electronic copy of both these documents and read through them to understand their rights and responsibilities. You cannot expect that every student will automatically know and understand the rules concerning such things as proper in-class student behavior, academic integrity, etc. But once they are informed, there is no excuse for them not to follow the rules.



Some instructors require their students to sign a document signifying that they have read and fully understand the course syllabus. This cements the concept of the syllabus as a legally-binding contract.

At most institutions, you can find instructor expectations and responsibility information in an employee or instructor's handbook. If you expect your students to follow the rules, then you must be familiar with the rules that apply to them and you.

Finally, some instructors require their students to sign a document signifying that they have read and fully understand the course syllabus. This cements the concept of the syllabus as a legally-binding contract.

Please note, however, that some students have brought complaints concerning this tactic to the attention of their school's administration. Therefore, you may wish to ask about the acceptance or nonacceptance of such a signature requirement at your institution.

If you have the backing of your department or institution, you are free to determine if it's desirable to require students' signatures indicating understanding and concurrence with your syllabus policies, course requirements and behavioral expectations.

In addition to or instead of a signature requirement, you may also want to state that once students have been handed the syllabus, they are responsible for reading and



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understanding it. You may wish to state verbally or in writing that it will be construed that students understand and accept the policies, requirements and expectations spelled out in your syllabus if they choose to continue to attend class after receiving it.

The multiple and important functions of a syllabus are the reasons why considerable forethought and effort is required to construct an A-plus syllabus.

How Much Freedom?

Before you begin to draft your syllabus you need to understand how much latitude your college or university confers on you to create syllabi. Check with your department chair or instructional supervisor or administrator to determine the level of freedom you have to create a syllabus. There are usually three levels of freedom granted:

- ☐ Total freedom to create the document you need.
- ☐ Partial freedom to add information as needed but the format must conform to a departmental or institutional standard.
- ☐ Little or no freedom to create a custom syllabus; your department or institution may simply provide you with a syllabus that cannot be altered.

If you enjoy near-total freedom, you have to be careful not to go overboard and turn your syllabus into your own personal manifesto on the subject area you will be teaching.



What is a context analysis? It's a review of all the factors that make up the teaching/learning context of your course, or in other words, what is the learning environment like? Who will be the participants and when will they meet?

However, if you encounter the opposite extreme with no freedom to modify or create a custom syllabus, ask if you may attach an addendum covering sections or items that you would like to add. The goal of this **TFS Focalite** is to provide practical guidelines designed to help you construct the best syllabus possible—one that meets the needs of your students and allows you to express your individual approach to teaching and learning.

Success Quotes

Techniques don't produce quality products or pick up the garbage on time; people do, people who care, people who are treated as creatively contributing adults.

— Tom Peters



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How to Get Started

To begin construction of an A-plus Syllabus, complete the following two-step analysis; these steps will provide you with the information required to fill out the sections of your syllabus. As a bonus, this overview information is very useful when selecting the best instructional strategy for your course.

Context analysis — who, where, when and why?

First, complete a **Course Context Analysis**. What is a context analysis? It's a review of all the factors that make up the teaching/learning context of your course, or in other words, detail for yourself the learning environment, who will be the participants and when, why and where will they meet to learn?

Now describe the learners in your course in some detail:

- ☐ Who are the learners?
- ☐ What are their ages, their academic and occupational experience level?
- ☐ Are they younger students able to successfully work in groups and teams, or perhaps they are experienced adults returning to school and used to working on their own in a learning situation?
- ☐ What are their expectations of you, and what special services might they need such as tutors or referrals to mathematics, writing, reading or computer skill development labs?



Finally, remind students that following the student code of conduct is a sign of respect they offer you, the school, their classmates, themselves and those who have helped them get to college.

Anything that has to do with the creation and management of the learning environment of your course should be noted before writing your syllabus.

The following questions will help you complete the prewriting analysis phase of syllabus writing.

- ☐ Do you teach entry-level students who will have little or no previous knowledge, or do you teach older learners a refresher or upgrade course, or do you teach graduate-level learners?
- ☐ Are the number of tests specified by your institution or can you decide on the number of quizzes, tests and other performance evaluations.
- ☐ What percentage of your students speak and read English as a second language?
- ☐ What do your students need to know about your personal views on the topic and your level of practical experience?
- ☐ What contact information will your students need to reach you for help?
- ☐ What do students need to know about how you plan to evaluate learning and determine grades?



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And finally, select the operational rules needed to help students work smoothly with each other and with you. A list of positive operational rules will help you ensure that a maximum of time is spent learning content and a minimum of time is spent arguing or debating the details of the process.

Context analysis—what? and how?

Equally important to the construction of an A-plus syllabus is the completion of a **Course Context Analysis**. A context analysis focuses on the details and structure of the body of knowledge to be learned.

It identifies and varifies the prerequisite skills and knowledge students must have to enter your course. (Note that the actual prerequisite knowledge and skills needed for success in your course maybe somewhat different or more specific than those listed in an official course catalog.)

Once you have identified the prerequisites, move on to determining the fundamental instructional design (the how) you will use. Some instructors rely solely on the textbook to name the instructional topics, the order of learning and the in- and out-of-class assignments and learning activities.

If your course demands more complexity in design and more diversity of learning resources, use the list below to help you consider the important parts of an overall instructional design for your course:

- ☐ Textbooks.
- ☐ Supplemental handouts.
- ☐ Media programs or clips.
- ☐ Lectures.
- ☐ Group discussions.
- ☐ Team projects, interview or surveys.



An A-plus syllabus is written in a succinct, crisp style. Witty, humorous or helpful comments and quotes can be added for variety. Present lengthy, detailed information in efficient and well-organized lists.

- ☐ Internet or library research.
- ☐ Visiting speakers.
- ☐ Field trips.
- ☐ Community service projects.
- ☐ Laboratory or clinic observations and practice.
- ☐ Spot evaluations such as quizzes.
- ☐ Chapter or unit tests or performance evaluations.

Success Quotes

In all human affairs there are efforts, and there are results, and the strength of effort is the measure of the result.

—James Allen



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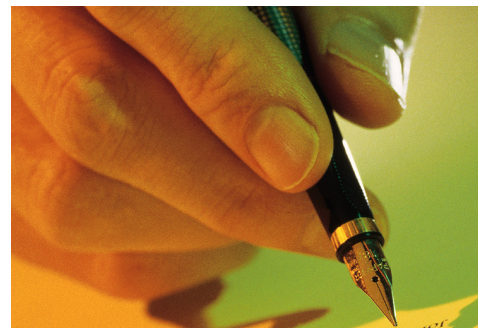
An A-plus syllabus is written in a succinct, crisp style. Witty, humorous or helpful comments and quotes can be added for variety. Present lengthy, detailed information in efficient and well-organized lists. Use headline and subhead bold type to logically group information. A good rule of thumb is to say only what you need to say and communicate to students only what they need to know.

How long?

If you're pressed for time (having been hired at the last minute), you may be able only to distribute a one-page syl-

A Review Moment

The A-plus syllabus is a map to guide your students progress from the first day to final exam, a survival tool used to help solve problems encountered in the learning journey when the instructor is not available and a legally binding contract delineating rules, policies and expectations of the student, instructor and the institution. Before you begin to write, complete a Course Context Analysis and a Course Content Analysis and have your teaching and learning plan handy. Now you're ready to build your syllabus section by section.



Expect to keep things short and to the point, but include enough information to cover most questions that might be asked by your students. There will always be some exceptions or special cases that just cannot be anticipated or covered in a syllabus.

labus with information limited to the course title, section, your name, office hours, contact information and perhaps a list of class meeting activities in a week-by-week breakdown of topics. If this describes your syllabus, expect to be contacted and questioned often! This is not an ideal situation. This type of syllabus does not provide your students with enough information to plan, prepare and successfully complete assignments and tests. If your syllabus is too sketchy, be prepared to take valuable time from teaching to answer some or all of the following:

- ☐ What are your policies for absences?
- ☐ How do I make up a missed class?
- ☐ What happens if I miss a test?
- ☐ Can I turn in an assignment late if I have an emergency situation?
- ☐ What if I procrastinate turning in an assignment?
- ☐ What is the day of the final exam?
- ☐ What holidays will affect this class?
- ☐ Is the next test a cumulative exam?
- ☐ Does the next test contain essay or short answer questions or both?
- ☐ How will I be graded?



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- ☐ I don't like team projects; may I work solo instead?
- ☐ How can I earn extra credit?

Including more details in your syllabus will reduce the number of times you will have to answer process and procedure questions during class, during your office hours, over the phone, or by e-mail. Without an A-plus syllabus working for you, experienced instructors know these and other questions will pop up throughout the term taking valuable time from teaching and learning.

Now you're ready to explore the recommended section of a complete A-plus syllabus.

Sections Explored

TFS recommends that you include the following sections and section elements.

Keep in mind your specific course requirements as you consider our recommendations.

This FL assumes that you are teaching a traditional course that meets in a classroom. Recommendations for constructing a syllabus for an online or distance learning course will be addressed in a subsequent Focalite.

Your syllabus should be distributed to students the first day of class. It's also helpful to place a copy of the syllabus in the library or on a website accessible to students, faculty and administrators. In addition, it's convenient to keep a plain text, MSWord Document, html or Adobe Acrobat file of your syllabus to send out by e-mail if requested.



Let's be very careful here: you cannot guarantee what every student will derive from your lectures, assignments, and the class session of your course — only what you will offer.

An A-plus syllabus contains **seven** sections:

1. **Instructor contact.**
2. **Course description.**
3. **Course outcomes.**
4. **Grading and testing.**
5. **Behaviorial policies.**
6. **Course calendar.**
7. **Special notes and resources.**

Instructor contact

To communicate with you, their instructor, your students need some or all of the following depending on your privacy preferences:

- ☐ Your name.
- ☐ Office hours.
- ☐ Office location.
- ☐ Campus phone number.
- ☐ E-mail address.
- ☐ FAX number.
- ☐ Pager number.
- ☐ Your home or cell phone numbers.
- ☐ URL of course welcome or index web page.



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Course description

Be sure to include the following course information:

- ☐ Course title.
- ☐ Course catalog number.
- ☐ Section number.
- ☐ Room number/location.
- ☐ Meeting days and times.
- ☐ School holidays.
- ☐ Number of credits
- ☐ Type of credit.
- ☐ Transferability of credits.
- ☐ Required textbook.
- ☐ Recommended texts.
- ☐ Prerequisites and corequisites.
- ☐ Tentative subject or topic outline.
- ☐ Course objectives.
- ☐ Special supplies, safety or laboratory equipment.
- ☐ Special tools or computer access requirements.
- ☐ E-mail account requirements.
- ☐ Internet access requirements.
- ☐ Dictionaries, calculators and computer media.

New students are aided by information about where to purchase materials, for example, the college bookstore or an art supply store. It's always important if you're a new instructor, and especially so if you're a new adjunct faculty, to have read the official catalog course description of your class.

This is the description used by your students when they select your class to add to their schedule. Therefore, be prepared for comments from students if your syllabus description varies significantly from the official course description.

You may wish to separate the Course Materials items

from the general course information. If so, you could generate the following list:

- ☐ Textbook(s); state the current edition used.
- ☐ Supplemental readings.
- ☐ Calculators.
- ☐ Art supplies.
- ☐ Lab supplies.
- ☐ Safety equipment.
- ☐ Handout packets.
- ☐ Special notebooks.
- ☐ Special supplies such as graph paper, etc.
- ☐ Miscellaneous supplies.
- ☐ Specialized items.

Course outcomes and expectations

Although the course objective may be stated as a word-for-word copy of your school's stated objectives for your course from a course outline, or college catalog description, **TFS** advocates taking a different approach. Instead of giving students something they have probably read already such as the college catalog description, why not provide something they will find more useful—a pledge of what they will get out of your class?

Let's be very careful here: you cannot guarantee what every student will derive from your lectures, assignments and the class sessions of your course—only what you pledge to offer. After all, what if they choose not to attend class or produce shoddy work?

However, you can guarantee that if your students attend every class session, complete every assignment to the set standards, take good notes, pay attention in class and have



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a positive attitude, they can derive a finite set of knowledge and skills from your course.

Therefore, the **Course Objective** section should communicate what benefits the students will garner in the way of additional knowledge, skills and experiences when they successfully complete the course.

Grading and testing

It is helpful to you and a necessity for your students to articulate a clear and well-thought-out grading policy. It's crucial to identify what elements will be used to determine a grade. These can be some or all of the following:

- ☐ Unit tests.
- ☐ Quizzes.
- ☐ Participation.
- ☐ Attendance.
- ☐ Assignments.
- ☐ Performance or demonstration of skill.

Clearly identify the grading criteria you use including any test weights, grading scales or curves. If extra-credit options are available, make that policy clear. This component of the syllabus can serve as a powerful backup for you if a student files a grievance concerning the awarded grade.

Behavioral policies

Identify your classroom policies here, but do not assume that students are aware of all college regulations and policies. If you or your college or university has set an attendance policy, identify it in this section. Attendance records can affect financial aid or eligibility for other programs.

Also, in this section, define plagiarism, cheating and intel-



lectual dishonesty. Or at very least refer students to appropriate sections of the college catalog or student handbook. It's very important to explain the consequences of such behavior.

See the **TFS Focalite, "Positive Classroom Discipline"** for more information and practical examples of how to write behavioral policy and explanations of the consequences of noncompliance. (This Focalite is available from Pentronics Publishing; call 800-757-1183 for more information.) Clarify your policy on late work, missed tests and anything else. Traditionally, you can stipulate that there are no missed work or test make-up options and that grades are reduced on late assignments.

The following items are important additions to this section:

- ☐ Attendance policy.
- ☐ Grading policies and performance standards used to determine grades.



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Calendar Text Formatting Comparison Chart

Plain Text —Lacks Organizational Cues	Format Clearly Organizes Information	Wild formatting—Very Confusing	All Caps —Hard to Read — Avoid
Week 1 Wed. 1/15 Introduction to the course. Go over syllabus and other material. Introductory Speeches delivered. Fri. 1/17 Basic communication concepts (from text and not from text). Read Syllabus	Week 2 <u>Wed. 1/22</u> • Read chapter 1. • Go over chapter 1, <u>Fri. 1/24</u> • Read chapter 2. • Detail chapter 2. • Self-Concept exercises. • Stereotype exercises.	Week 3 Wed. 1/29 Read chapter 3. Class Discussion, chapter 3. Read Miniature Guide. Go over Miniature Guide. <i>Text review and catch-up.</i> Fri. 1/31 Read chapter 4.	Week 4 WED. 2/5 READ CHAPTER 5. MASTER CHAPTER 5. FRI. 2/7 READ CHAPTER 6. GO OVER CHAPTER 6. PAIRS SELECTED FOR DYAD PROJECT. DYAD PROJECT INSTRUCTIONS.

- ☐ Classroom behavioral policies and the consequences of policy violations for actions such as cheating, plagiarism, disruptive behavior, etc.
- ☐ Supplemental information — the URL for your course and institution's website and the specific URL for important institutional documents such as the student's handbook.
- ☐ Broad brush rules specific to your class such as assignment submission requirements and formats, safety procedures and rules that pertain to discussions and team projects.

If you have a lengthy list of very specific or limited application rules, include these in an attachment.

Calendar

Students appreciate knowing what's ahead throughout the course, from day one until the last day of the term. When you break down how your course will play out week-by-week, or even by each class session, there are no surprises

for your students. The choice of whether to break down your course on a week-by-week schedule or class-by-class is up to you. Here are a few points to consider when deciding which method to use.

Week-by-week

A week-by-week approach allows greater operational flexibility in making last-minute changes to the content of each class session, and it only highlights what your students need to read, practice and prepare before attending each class meeting.

Most week-by-week calendars don't include a complete description of the content of each class session; they're designed to give you and your students an overview of the course from the day the term starts to final exam or last class meeting day. Also, this format can contain information about special assignments and materials students need to prepare or purchase and bring to specific class meetings.



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Class-by-class format

Some instructors prefer using a class-by-class calendar. By indicating the class meeting that specific readings and assignments are due, students can better prepare for completing chapters, problems, lab experiments, clinical evaluations, etc.

However, this more detailed option, reduces the instructor's planning flexibility but increases the sense of course structure. Entry-level or returning adult students seem to prefer courses with a tighter, more carefully planned structure over what they perceive to be bit free form.

A synergy of formats

The example above shows how you might combine both a week-by-week and a daily calendar into a handy reference using the table feature of MS Word or other program. Resist the temptation to go wild with fonts, special effects and colors; simple is usually better. Compare the samples in the above table. With computer word processing programs you can easily add organizational and hierarchical cues to aid the reader of your syllabus to rapidly and accurately derive information from your calendar.

Special notes and resources

Since you're teaching in a world of easy litigation, please consider adding a disclaimer statement—you know, "Your mileage may vary..." kind of statement to protect yourself. You should always state clearly in your syllabus or syllabus addendum that, "Due to circumstances beyond your control (such as class cancellations, the need to move at a slower- or faster-than-anticipated pace due to the needs of the stu-



Use these syllabus section lists as you sit down at your desk and plan what should be included in each of the recommended syllabi sections for your course. Each planning hour often saves many hours of valuable class time for instruction.

dents and other reasons), the chronological order of events, assignments and tests may be changed as necessary upon notice from the instructor."

When changes are necessary, notify the class members in writing, and if the changes are extensive, provide them with an updated course calendar as soon as possible.

Individual notes

Encourage students to add their own notes to their own copies of the syllabus for additional clarification, changes of schedule and other individual entries for the good of the cause. Such encouragement will demonstrate that you take the syllabus seriously and that it can be a useful tool for student success.

Special situations

There may be circumstances when you need to include more than the basic information to a syllabus. Upper-level and honors classes may need additional areas of course expectations explained in the syllabus. In addition, students with special needs should have information to facilitate access to special resources needed for success in the course.



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Depending on your course expectations and college situation, include some of the following areas in your syllabus to accommodate your students' special needs:

[Americans with Disabilities Act \(ADA\)](#)

Address appropriate provisions of the Americans with Disabilities Act (ADA), state laws and specific college policies. Remember that some disabilities may not be readily apparent to you, e.g. attention deficit disorder, dyslexia, depression, hearing loss, etc.

Many students who require special accommodations may not identify themselves until too late in the semester. Your syllabus can refer students to the appropriate office (counseling, advising, student services) to have their special needs status identified and certified to you.

As with any other issue affecting learning, it is important to identify learning problems and prepare to discuss them privately with students. (Never do this over e-mail or even by phone; make face-to-face appointments, at the student's request.)

Remember the student's legal rights to privacy under the Family Education Rights and Privacy Act (of 1996 in 34 CFR Part 99), college policy and state laws. Although diagnosis and counseling should be left to professionals, you can be supportive and discuss accommodations.

[Web links](#)

To help build technical literacy in your students, you can include uniform resource locators (URLs) for academically helpful websites. If you post your syllabus on a web page for the course, newer word processing packages allow you to hyperlink the URLs automatically when recognizable addresses are typed in or by the use of an icon.



Creating an A-plus Syllabus can save you hours of phone, office and e-mail time!



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Your students can click on the URLs, taking them directly to academic, governmental, non-profits and other sites they can use for research and background purposes.

Include your e-mail address as a hyperlink to facilitate communication. You may wish to include the college library, student affairs and any other campus organizations that may be helpful.

If you are uncertain of how to use your institution's website to support your course, you should ask the campus computer support center or other more web-savvy faculty for help in activating Internet features that could be of great value and a significant timesaver for you and your students.

A handy list of sections

The next portion of this course presents the A-plus syllabus sections in list format. You can print these pages for reference or copy and past sections into your word processing program.

Next, an entire A-plus Syllabus example created by Francine Armenth-Brothers for a course she teaches at Heartland Community College will be presented in detail. Use this sample to see how the whole document works together and is superbly organized and formatted for easy use. This sample syllabus or one of the others included in the Syllabus Library can be used as templates to make the task of syllabus creation even easier.

Please go on to the next page when you are ready to see a complete list of syllabus sections that you can choose from to build your syllabus.

What's the number one reason to create an A-plus syllabus for your students?

CLARITY

of:
Purpose.
Expectations.
Outcomes.
Commitments.
Responsibilities.

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Sample Syllabus Sections

Use these section headers and topics as a guide as you are writing your syllabus to ensure that you include all the pertinent information that your students will need to be successful in your course. If you print these pages, you will have a handy planner sheet to make notes for your custom syllabus.

1. General Information

- ☐ Course prefix and number _____
- ☐ Credit hours _____
- ☐ Days and times course meets _____
- ☐ Catalogue description _____

- ☐ Instructor's name _____
- ☐ Transferability status of credits _____
- ☐ Required textbook(s) _____
- ☐ Required supplies _____
- ☐ Recommended textbooks _____
- ☐ Recommended supplies _____
- ☐ Other _____



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2. Policies and Procedures

- ☐ Academic discipline _____
- ☐ Student learning notes _____
- ☐ Instructor responsibilities define _____
- ☐ Instructional style _____
- _____
- ☐ Course objectives _____
- ☐ Learning outcomes _____
- ☐ Other _____
- _____
- _____

3. Course Outline (abbreviated list)

I. First topic.

A. First subtopic.

1. First sub-subtopic
2. Second sub-subtopic
3. Third sub-subtopic

B. Second subtopic, .etc.



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4. Course Policy Statements

- ☐ Method of evaluation (Tests/exams and grading system) _____
_____ .
- ☐ Grading scale _____
- ☐ Required student tasks and total points possible _____
- ☐ Points and percentages _____
- ☐ Final test/project/experience/portfolio _____
- ☐ Borderline grades _____
- ☐ Assignments _____
- ☐ Due dates _____
- ☐ Alternative tasks _____
- ☐ Withdrawals _____
- ☐ Attendance _____



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- ☐ Class participation _____
- ☐ Incomplete grades _____
- ☐ Extra credit _____
- ☐ Make-up policy _____
- ☐ Required reading _____
- ☐ Required writing _____
- ☐ Other _____

Student Conduct

- ☐ Minor offenses _____
- ☐ Moderate offenses _____
- ☐ Serious offenses _____
- ☐ Food/drink/tobacco policies _____
- ☐ Children in class _____
- ☐ Specifications for submission of written assignments _____
- ☐ Disclaimer statement _____
- ☐ Other _____

Support Services

- ☐ Library information _____



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☐ Tutoring and academic support _____

☐ Other _____

Course Calendar

☐ Daily class meeting plans _____

☐ Important dates to remember _____

☐ Other _____

Additional Items

☐ Other _____

☐ Other _____

☐ Other _____

☐ Other _____



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Completed Sample Syllabus

Course Syllabus

General Information

Course Prefix and Number

- ☐ HLTH 120-01
- ☐ Course Title: Nutrition

Credit Hours — 3

- ☐ Lecture Hours: 3
- ☐ Laboratory Hours: 0

Days and times the course meets

- ☐ MWF 9:00-9:50 AM, ICB Room 2703

Catalogue description

Principles and concepts of nutrition will be emphasized along with the functions and sources of nutrients. Factors affecting nutrition throughout the life span, potential nutritional problems and nutritional planning will be studied.

Instructor Information

- ☐ **Instructor:** Francine Armenth-Brothers, MS, ATC/L
- ☐ **Phone number:** (309) 555-1212
- ☐ **E-mail address:** samplesyllabus@yahoo.com
- ☐ **Office Location:** Room 222 in the Instructional Commons Building



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☐ Office Days and Hours:

MWF 3-4 PM

☐ Textbook:

Required, Brown, Judith. (1999). *Nutrition Now*, 2nd ed. St. Paul, MN: West Publishing.

Supplies

Required Supplies:

- ☐ A three-pronged folder for journal entries (NO BINDERS).
- ☐ Minimum, one double-sided, high density-computer disk.

Recommended Supplies:

- ☐ Three-ringed binder with divider tabs.
- ☐ Three-hole notebook paper.
- ☐ Scrap paper.

Relationship to academic development programs and transfer:

HLTH 120 fulfills 3 hours of elective credit for the A.A., A. S., or A.A.S. degrees. It should transfer to most colleges and universities as an elective course. However, since HLTH 120 is not part of either the General Education Core Curriculum or a baccalaureate major program described in the Illinois Articulation Initiative, students should check with an academic advisor for information about transferability to other institutions.

Transferability questions — Contact your academic advisor as soon as possible

- ☐ Bloomington academic advisors: (309) 555-1212 ex. 5010.
- ☐ Lincoln academic advisors: (217) 555-1212.
- ☐ Pontiac academic advisors: (815) 555-1212.

Policies and Procedures

Academic discipline:

The instructor will not emphasize memorization of content. Rather, the content will emphasize how nutrition concepts can be incorporated into one's daily life. The textbook, notes, instructor, periodicals and the Internet are to be used as resources. Students are expected to determine what they want out of this course and work according to those goals. To create an ideal learning environment, the instructor and student are a team.



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Student learning:

The student has the responsibilities and obligations of:

- ☐ Attending class regularly or calling the instructor when classes have to be missed.
- ☐ Giving maximal effort towards learning.
- ☐ Reading the assigned chapters and/or supplemental readings.
- ☐ Participating in class activities.
- ☐ Asking questions when instructions or concepts are unclear.
- ☐ Submitting legible and complete assignments on or before the due dates.
- ☐ Proofreading all work or asking someone knowledgeable in grammar to proofread work.
- ☐ Asking the instructor about make ups after absences.
- ☐ Being present and punctual for office appointments.
- ☐ Requesting handouts before or after class after absences or tardies.
- ☐ Providing formal and informal evaluations to the instructor about concepts, materials, or the environment of the class.
- ☐ Seeking resources (e.g., tutors or the instructor) when grades are low.
- ☐ Researching other sources about interesting topics on one's own.
- ☐ Approaching the instructor in a mature manner regarding inconsistencies/inaccuracies in grading or presented information.
- ☐ Assisting their classmates when they are struggling to answer questions or apply concepts.
- ☐ Contributing equally in group situations.
- ☐ Helping the instructor field questions according to your knowledge and experience.
- ☐ Participating in discussion and not belittling another's opinions.

(Note: Students Are Responsible For Their Own Learning And Resulting Grade)

Instructor responsibilities

- ☐ Developing various methods of presentation in order to be effective to as many students as possible.
- ☐ Being organized and prepared for every class session.
- ☐ Providing related assigned and/or supplemental readings.
- ☐ Grading and returning assignments within a reasonable amount of time (within a week for most assignments and quizzes).
- ☐ Treating each person as an individual.



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- ☐ Encouraging class participation.
- ☐ Providing verbal and written knowledge of progress to the student (what some people call "feedback").
- ☐ Applying the material to one's daily life.
- ☐ Challenging students to work to their potential.
- ☐ Giving extra help to individuals when needed or helping students secure extra tutoring.
- ☐ Being present and punctual for office appointments.
- ☐ Providing opportunities for group work.
- ☐ Providing opportunities for students to learn from each other.
- ☐ Learning new/updating information from outside resources or students and presenting it to students.
- ☐ Presenting accurate information to students.

Instructional style

The instructor encourages students to provide constructive criticism on assignments, class activities and topics. Is there another topic you wish to explore or an activity to try? Let the instructor know! Furthermore, if you are unsatisfied with any aspect of the class, including assessments, talk to the instructor as soon as possible. Make sure you bring alternative strategies to improve the situation. It does little good to complain to fellow students, other faculty or other staff since they cannot control what happens in class.

Course objectives

Upon successful completion of the course, the student will be able to:

- ☐ Describe good nutrition as it relates to an individual's health status, metabolism, energy requirements, culture and life style.
- ☐ Explain the functions of the essential nutrients.
- ☐ Identify the dietary sources of the essential nutrients.
- ☐ Describe the clinical syndromes that result from nutritional deficiencies and excesses.
- ☐ Explain how carbohydrates, fats and proteins are metabolized and stored by the body.
- ☐ Explain the purpose of the Food Guide Pyramid.
- ☐ Interpret food labels as they relate to nutritional planning.
- ☐ Develop a nutritional plan for children, adolescents, adults and the elderly incorporating the recommended daily servings from the Food Guide Pyramid.
- ☐ Describe the variables that influence dietary practices, including culture, religion, income, life style and health.



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- ☐ Conduct a nutritional assessment.
- ☐ Explain the purpose and restrictions of various therapeutic diets studied.
- ☐ Develop meal plans for therapeutic diets studied incorporating the variables that affect dietary practices.
- ☐ Demonstrate the ability to provide dietary teaching.
- ☐ Identify the community agencies that provide nutritional services.

Learning outcomes

The goal at the end of this class is to have each individual become a nutrition educator/informer. Students may want to educate/inform patients, their students, or family/friends. In addition, students may want to concentrate on a group of nutrition topics throughout the course (e.g., chronic diseases, women's issues, etc.) or develop a generalist view.

In order to become a nutrition educator/informer, knowledge as well as teaching skills are needed.

Therefore:

- ☐ Students are expected to demonstrate knowledge of functions, sources and metabolism of nutrients; relationship of diet to chronic diseases and health; and influences of food preferences.
- ☐ Students are also expected to demonstrate the ability to plan a healthy diet according to dietary recommendations and individual needs, conduct a nutritional assessment and provide dietary teaching.

Course Outline (abbreviated sample)

- I. Nutrition and metabolism
 - A. Nutrition
 1. Nutrients
 2. Calorie
 3. Caloric value
 - B. Metabolism and basal metabolic rate
 - C. Factors influencing caloric needs
 1. Age and growth
 2. Gender
 3. Climate
 4. Sleep
 5. Activity



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II. Essential Nutrients

A. Carbohydrates (CHO)

1. Key Terms
2. Sources
3. Storage
4. Metabolism
 - a. Glycolysis
 - b. Krebs cycle

B. Proteins

1. Key terms
2. Sources
3. Storage
4. Metabolism
 - a. Anabolism
 - b. Breakdown of tissue
 - i. Positive nitrogen balance
 - ii. Negative nitrogen balance

Methods of Instruction

Class Activities: To help students learn concepts, class activities may include lecture, verbal self-expression from students, case studies, guest speakers and individual and groups seat work.

Students are also encouraged to work together to finish any written activities and they are encouraged to provide ideas to each other that would improve retention of the material.

Students are expected to read the assignments before class.



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Course Policies

Method of Evaluation (Tests/Exams, Grading System)

Grading Scale:

Percentage Range	Point Range	Letter Grade
90% - 100%	(377- 419)	A
80% - 89%	(335.5-376.5)	B
70% - 79%	(293-335)	C
60% - 69%	(251-292.5)	D
59% or below (250.5 and below)		F

Tentative Required Student Tasks with Total Points*

	Points	Percentage
Participation.	20	(5%)
Quizzes. (7 @ 10 Pts. Each)	70	(17%)
Journal entries.	54	(13%)
Paper.	85**	(20%)
Presentation of paper topic.	5	(1%)
Debates. (2)	0	(5%)
Teaching materials.	40	(9%)
Food diary.	70	(17%)
Cumulative final experience.	55	(13%)
Total tentative points.	419	(~100%)

*Note: Percentages of grades are rounded.

** This paper includes an outline (10 points), a rough draft, peer review and final draft (25 points each).

Assignments may be cancelled due to lack of time or at the instructor's discretion. New assignments may also be added. Written and verbal notification will be given in class when required tasks are modified.

Final experience

The final experience will be cumulative. The date of the final TBA. Students who wish to receive their finals back should provide the instructor a self-addressed, 9" x 12" envelope with at least 55 cents postage before the final experience.



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Borderline grades

Students who are just a few points from the next highest grade should not assume that the grade will be automatically raised to the next highest level. Attendance and participation, improvement throughout the course, conscientiousness, attitude and the amount of extra credit completed will all be factored into the decision of borderline grades. Students 10 points over or under a grade who have cheated at any time during the semester will automatically be given the lower grade.

Assignments

For all assignments, students are expected to apply the concepts presented in class. However, grades will not be solely upon absolute ("right" or "wrong") answers. In many cases such as journal entries, students are expected to include evidence of self-reflection, or how the content affects you in your daily life. Information on assignments and their assessments will be given at a later time. Since adequate time will be given for assignments, all assignments are due at the beginning of class on the due date.

Keep all graded items and extra credits until final grades are mailed to you. Students are responsible for picking up any graded assignments from the instructor after an absence. The instructor is not responsible for items not picked up by the end of the semester.

Due dates

Written information will be given for all due dates. Late assignments will have points deducted. Assignments submitted later in the day will be reduced at least one letter grade and assignments will continue to lose one letter grade per day up to seven days. After one week, no credit will be given (except for emergency situations).

Submit late assignments to the secretaries in ICB Suite 2000. They have boxes at the side of their desks to place your assignments. Make sure you put my name on it. Early submission of assignments is always encouraged. When the college is closed because of weather or other emergencies, due dates are moved to the next class session.

Note: **Late journal assignments will only be accepted with official documentation.**

Alternative tasks

If some of the above assignments are inappropriate for meeting individual personal and professional goals, please consult the instructor in order to develop alternatives. Keep in mind that alternative tasks must include the expected outcomes that have not been accomplished up to the proposed alternative tasks. Also, students completing alternative tasks are not excused from participatory, attendance, or final experience obligations.



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Withdrawals

It is the student's responsibility to officially withdrawal from a course for which he or she registered. For more information about this policy, contact Student Services at (309) 555-1212 ext. 5555; however, withdrawals must be made in person at Student Services, first floor of the Community Commons Building.

Attendance

The following are special attendance policies that apply to this course:

- ☐ Class participation is factored into the final grade. Assessment of class participation includes group and individual activities during class time as well as class discussion. (Students cannot participate if they are not in class!)
- ☐ The instructor and students will provide information and reading assignments from sources other than the textbook.
- ☐ Attendance may be taken for future reference such as letters of recommendation, tuition programs and final grade purposes.
- ☐ Late journal entries and late extra credit will not be accepted (certain cases of journal entries at the discretion of the instructor and late journals will need written official documentation).
- ☐ Quizzes cannot be made up.

NOTE: doctor and dentist appointments are not excused because students can schedule these ahead of time. Chronic absence due to work reasons or child care reasons are not excused. Drop the class if work or family obligations interfere with your class attendance.

Class Participation

Students are expected to attend all class sessions and participate meaningfully in the activities of each day. Meaningful participation includes talking about the content with the class, sharing personal experience relevant to the current topic, responding to another's comments, joining in a healthy display of differing view points about content ("debate"), participating in individual and group work during class time and asking questions either outside or inside of class.

Furthermore, participation is not limited to verbal expression. Shy students can participate by contributing to small group discourses and activities and bringing extra materials to class that might help another student or the instructor (books, pamphlets, handouts, models, etc.).

Successful participation can only be accomplished when students respect each other's opinions (though students do not have to agree with his/her classmates or the instructor) and when students have a positive attitude about the class.



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Incomplete grades

An incomplete grade may be given to a student who, by the withdrawal date, can be reasonably expected to pass the course. An incomplete may be granted only when justified by extreme circumstances (e.g., serious illness, accident, or death in the immediate family). However, proof may be requested before an incomplete is allowed.

Note: incompletes are not given because of failure to complete the final experience. Final experiences will not be given early. One's course grade may be affected if the student completes the final experience at a later date than the original assigned date.

A written agreement, which outlines the requirements to be met, must be signed by instructor and student. The agreed upon requirements must be completed no later than the end of the following semester (spring semester for incompletes granted in the fall and the following fall for incompletes given during the spring and summer semesters). By the agreed upon date, the instructor will assign a grade or the incomplete will be changed to an F if the requirements are not completed. Incompletes are not given at midterm.

Extra credit

The instructor may decide to give extra credit opportunities during the semester. Further instructions for these opportunities will be given at that time. No extra credit will be accepted past Tuesday, November 21, 2003. **Late extra credit will not be accepted under any excuses.**

Make up of quizzes and assignments and Deadlines

Late journal entries will not be accepted without official written documentation. Quizzes will not be made up. Other assignments will be taken up to 1 week late, but may have a drastic reduction of points. Submit late assignments to the ICB suite 2000.

Required Reading

Students are required to read the chapters and supplemental readings before each class session. Supplemental readings are short articles taken from professional journals, newspapers, popular magazines and the Internet. Information about supplemental readings will be given at a later time. Students will also be required to read articles about their topics of interest and informally present this information to the class (during discussion).

The instructor reserves the right to administer pop quizzes based upon the reading assignments. Unannounced quizzes are most likely to be administered when most students choose not to participate, when most students have demonstrated that they have not read the assignments (continuously not knowing concepts during class discourse), or for excessive social conversations.



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Reading the material before class is important because less time can be devoted to presentation and more to activities that apply the information. In the latter cases, students seem to enjoy and learn more when less time is allotted to lecture of basic information and more time is allotted to apply the concepts to everyday life.

Required Writing

Students are required to complete journal entries during the semester as well as write a short newsletter article (rough and final copies). Writing will also be required with a food diary and essay questions on the final experience. For these evaluations, students will be expected to write in complete sentences and organized paragraphs. Although no length is mandatory for any assignment, students will be writing approximately the amount of at least a 10 to 12-page paper.

Proofread all written materials before submitting them for a grade (including extra credit). Grammar and mechanics will be graded for all written assignments, such as extra credit, journal entries and the final experience. Common grammar errors are comma usage, contractions, capitalization, subject-verb agreement, noun-pronoun agreement, spelling, ending sentences with prepositions (of, off, on, at, with, without, etc.). Common mechanical errors are lack of paragraph development, lack of organization throughout the paper, lack of a thesis statement or topic sentence and lack of support for one's statements. Please consult a writing text, a tutor, or the instructor for help. The instructor encourages submission of a rough draft for proofreading for any and all assignments.

Student Conduct

Students will be disciplined for inappropriate conduct in class. "Inappropriate conduct" falls into three categories below. For specific definitions of various inappropriate behaviors (sexual harassment; plagiarism; academic dishonesty, etc.), please refer to the student catalog. Below are examples of offenses and disciplinary actions to be taken. Note disciplinary actions are not limited to those listed.

Minor offenses

Excessive social conversation; interrupting students; unpreparedness; working on other classes/writing letters in class; eating/drinking in class **will result** in a warning by subtle means (a disapproving glance, a whispered warning, signaling to pay attention); confiscation of materials or food.

Moderate offenses

A continuous display of any of the above; continuous tardiness or leaving early; degrading another's opinions/beliefs; constant complaining; use of tobacco **will result** in a verbal warning in the hall or during office hours (a witness may be



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present for further documentation), writing or phoning students to discuss the problem; confiscation of materials until the end of class; requesting student to leave class.

Serious offenses

A continuous display of any of the previously listed prohibited behaviors or those including: sexual harassment; physical, emotional, or verbal abuse of instructor or students; inappropriate remarks regarding race, gender, sexual orientation, etc.; threatening instructor or students; bringing weapons, drugs, or alcoholic beverages to class; intoxication; cheating, plagiarism, or academic dishonesty; destruction of school property; stalking; illegal activities **will result** in removal from class, contacting academic advisors and/or Dean of Student Services.

(This may result in suspension or expulsion of student from school); giving a failing grade for the assignment, quiz/test, or class; contacting appropriate law enforcement agency (In addition, these violations **may result** in a student's arrest.)

Food/drink/tobacco policies

No food or drink items may be used in class, except for capped water bottles (this includes no capped pop or juice drinks). Tobacco of any form is not allowed to be used class.

Children

Do Not bring your children to class at any time. If you cannot find a sitter for your child/children, please stay home. Be aware that chronic absence because of lack of child care is not an acceptable excuse for late assignments.

For students who will need child care on most days, Heartland Community College has a child care center, call (555) 555-8000-8000, extension. 8888 or 8881 to find out how to enroll your child.

Specifications for written materials:

Note: Instructions will be given for individual assignments.

Syllabi disclaimer

This syllabus is subject to change. When changes are made, students will receive written and oral notification. Examples of "cases at the discretion of the instructor" are emergency situations such as death in the family; accidents; hospitalization; prolonged illness; illness of child parent, or significant other; legal/court reasons; military duties, etc. These instances do not negate students obligations to class. To keep students honest, a note regarding the absence(s) may be requested before assignments or assessments can be made up.



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Academic Integrity and Plagiarism Policies:

Refer to most recent HCC catalogue for a detailed explanation of these important policies.



First impressions are always important, and distributing a A-plus Syllabus to your students increases their respect for your professionalism.



Support Services

Heartland Library Information

Note: Library Internet URL: www.hcc.cc.il.us/library

The Library, located within the Academic Support Center (ASC) on the Normal campus, provides Heartland Students with a variety of on-campus resources that support both class work and personal inquiry. These include references tools (print and non-print), periodicals, audio-visual materials and equipment, reserves, a general circulating collection and a fiction collection.

Computer terminals provide access to various electronic resources, including Academic Universe, FirstSearch and EbscoHost databases; CARL online card catalogue and Internet access.

Several electronic resources are accessible from computers off campus. Students may borrow books from the fiction and general collections and may renew materials in person or by phone, if requests have not been placed on them. Heartland students also have Interlibrary loan privileges from Heartland Library. Items usually take 1-3 weeks from date of order to arrive.

The Library maintains a quiet study environment. Assistance is available from all library and information needs. Heartland Library is open Monday-Thursday 7:30 am to 9:30 PM and Friday 7:30 am to 4 PM when the college is in session but is closed on holidays that Heartland observes. Intersession and summer hours are reduced.

Milner Library at Illinois State University is a public institution, so you may use their collection on site. If you want to request to check out materials, ask for a free Community Borrowers card application at the Milner Library circulation desk. It is important that you have specific titles to request for check out when you apply for the card.

The card will give you access to their circulating collection for three months, with a four-week check out period. To qualify for this services, you must live within 50 miles of Milner, have a current state ID (driver's license) with current address on ID and be over age 18. After you fill out the application, Milner will perform a background check on you for overdue books, etc. For more information about Library services, please call the Library at 555-1212.

Tutoring and Academic Support

Heartland Community College offers learning assistance in various forms at no cost to Heartland students at the Academic Support Center (ASC) in Normal and at the Pontiac and Lincoln Centers. Tutors are available at convenient times throughout the week. Study group tutoring, facilitated by a specially-trained tutor, are also available by request.

Help is also provided through instructional materials, study skills workshops, open computing and the Library. For more information about services available at each location, please call the ASC in Normal at (555) 555-8235, the Pontiac Center (555) 555-6777; or the Lincoln Center (555) 555-1731. Besides help in this class, they will assist you with note-taking

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skills, listening skills, test-taking strategies and other college survival skills. Tutors are available on a drop-in basis or for a weekly (appointment) tutoring session.

Course calendar:

A calendar will be provided during the first week of class.

Important Dates

- ☐ Thursday, August 16, 2003: First day of class.
- ☐ Monday, September 6: Labor Day (NO CLASSES).
- ☐ Friday, October 12: Midterm break (NO CLASSES).
- ☐ Tuesday, November 6: Last day to withdraw and receive a W on transcripts.
- ☐ Wednesday, November 21-Friday, November 23: Thanksgiving Break (NO CLASSES).
- ☐ Thursday, December 6: Final day of classes.
- ☐ Friday, December 7-Thursday, December 13: Finals.
- ☐ Monday, December 10, 8:00-9:50 am: Final experience in HLTH 120-01.

Final Exam Notes

The Final Exam is expected to take place on Friday May 9 from 8am to 10am for Section 52 and on Friday May 9 from 10:15 to 12:15 for Section 53. PLEASE NOTE THE LONGER CLASS PERIOD AND THAT THESE TIMES AND DATES ARE SUBJECT TO CHANGE. The actual time, date and place of this session will be announced at least 1 month prior to the end of the term. During this last session you will receive whatever graded material I have for you, we will hear any late speeches (due to excused absences or bad weather), and you will also deliver the Special Occasion Speech. We will have a party (bring food or drinks to share with others), and say good-bye.

Note: If you'd like any materials sent to your home (such as your last graded speech critiques, critical responses, etc.), I will need a business-sized SASE with 2 regular stamps on it.

(End of Sample Syllabus)

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Wrapping up

This sample syllabus is not meant to be the be-all and end-all of syllabus possibilities. Please use the sections and subsections of this syllabus as a guide of what you may wish to include in your syllabus. Of course your specific institution, department and teaching situation may dictate other sections wording or formats than portrayed in the sample syllabus. You should always ask your instructional supervisor about any specific dictates or preferences that you should follow in creating your syllabus.

Updating proofing and editing:

Use student feedback and your own experiences with the class to modify future syllabi. It helps to have a colleague, spouse or friend look at your draft syllabus with a fresh eye. Does it read well? Is it clear? Does it reasonably reflect your intentions and course strategy?

Would a freshman reading this document understand what he or she needs to do to successfully complete the course? NOTE: If you are starting your teaching career, you should look at "First Time Teaching–Are You Prepared?" by Jack H. Shrawder. The article offers valuable points on syllabus construction and the critical beginning of the semester. It appeared in the August 1998 issue of *Teaching for Success*.

Characteristics of an A-plus Syllabus

These statements describe the ten characteristics of an effective syllabus

The A-plus syllabus can:

- ☐ Help set the tone of the course.
- ☐ Acquaint students with the logistics of the course.
- ☐ Contain course handouts.
- ☐ Define student responsibilities for successful course work.
- ☐ Help students assess their readiness for a course.



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- ☐ Provide a conceptual framework for the course.
- ☐ Identify valuable learning resources.
- ☐ Communicate the role of technology in the course.
- ☐ Describe the instructor's beliefs about educational purposes.
- ☐ Let students know how they are to be evaluated and graded.

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Click on the sample below that you wish to see.

- ☐ Syllabus Sample One—Communications 100, Instructor, David Warner
- ☐ Syllabus Sample Two— College Algebra: MATH 151-S, Instructor, R. Schantz
- ☐ Syllabus Addendum—Student Contract, College Algebra, Math 152-S, Instructor, R. Schantz
- ☐ Syllabus Sample Three—V263 –Public Management, Instructor, Donald A. Petkus

These samples have been chosen to be included because each author has taken a slightly different approach, and you may see ideas that will apply better to your course if you have a variety of examples to review.

Sample Syllabus One begins on the next page.

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Syllabus Sample One

Communications 100

Course Description:

This course is an introduction to the fundamentals of interpersonal, small group and public communication. Elements to be considered include the communication process, personal communications skills, verbal and nonverbal communication, small group aspects, speech preparation and delivery.

Objective:

This course is designed to allow the student to develop knowledge and understanding of effective communication skills. The student will demonstrate competency through written examinations, written observations, planning papers and oral communication activities.

Text & Websites:

Communicate, 9th Ed.; Rudolph F. Verderber; Wadsworth Publishing Company Course Website (class details): <http://www.vsccl.cc.tn.us/dew/CLASSROOM.html> Department Course Website (PowerPoint reviews, practice quizzes): <http://www.vsccl.cc.tn.us/academic/humanities/comm/courses/dpt100.htm> Research Website (online resources): <http://www.vsccl.cc.tn.us/dew/RESOURCES.htm> Department of Communication Website (see "Research Center"): <http://www.vsccl.cc.tn.us/academic/humanities/comm/comm.htm>

Pipeline (schedules, announcements and more): <https://vsweb.vsccl.cc.tn.us/exchange/> Instructor: David Warner 555-555-1212 or 800-555-5555 (Livingston office), professor@vsccl.cc.tn.us (E-mail) instructor@college.edu 555-555-1212 or 888/-555-1212 (Gallatin office, except summer term).



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Methodology And Material Requirements:

Course content will be considered while using lecture, group discussions, oral and written assignments and objective written examinations. Emphasis will be placed on audience input and classroom discussion.

Students:

1. Textbook.
2. Critique forms (print copies from this site).
3. Three-ring binder: for holding presentation outlines for use during delivery.
4. 1 copy of each speech outline for your instructor (in addition to your speaking notes).
5. A 2 or 3-hole binder for submission of chapter activities.
6. Internet access (either at home, at work or the college computer lab).
7. A VSCC Pipeline e-mail account.

Point Breakdown

There are 1,000 possible points divided as follows:

Chapter Activities A set of 5 “activities” will be completed as you read the first 10 chapters in your text. These will be submitted together as one set. See the calendar due date.

Group Problem Solving Experience: 100 Points. A group, including yourself and several classmates, will solve a problem using a standard problem-solving pattern for discussion. 80 possible points will be a “shared grade,” based on the group’s written report. All group members receive the same grade. 20 possible points will be based on individual participation in group problem-solving. Peer observations of participant activity will guide this assessment.



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Mini-Presentations (There will be five): 150 Points (30 Points Each).

1. 1-2 minute "I am Thankful for...."
2. 1-2 minute oral reading of a manuscript.
3. 1-2 minute "Giving it away..." presentation.
4. 1-2 minute response to a quotation.
5. 1-2 minute presentation offering praise.

Speeches (There will be two): 300 Points (150 Points Each).

1. Informative Speech (4-6 Minutes).
2. Persuasive Speech (6-8 Minutes).

Course Examinations (There are two): 400 Points (200 Points Each).

Each of the two examinations will have 50 questions.

1. Mid-term examination (chapters 1-9).
2. Final examination (chapters 10-18).

Evaluation And Grading:

There are 1,000 possible points in this course. Below is a scale that allows you to compare the familiar 100-point scale to this course. 10 points in the course are equivalent to 1 point on a 100-point scale.

Notice that a (.6) rounds your grade up to the next letter grade.

Example: An (89.6) (896 points) is rounded-up to a (90).

See the chart on the next page.



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Letter Grade	Percentage	Point Range
A	90-100	896-100
B	80-89	796-895
C	70-79	696-795
D	60-69	596-695
F	0-59	0-595

I, an **Incomplete** grade will be assigned at the discretion of the Instructor.

The student must have demonstrated the willingness to meet course requirements by attending regularly, participating regularly and meeting course assignments on time. An **I grade** will only be assigned if, in the opinion of the Instructor, course work has been completed to a point allowing the student to reasonably expect to complete remaining course work in the next semester. Any assignment late penalties will apply to the remaining work. Late Penalty: A 10% late penalty applies to each assignment, including exams, for each scheduled class session the assignment is past due.

Example:

- ☐ 1 session late—deduct 1 letter grade.
- ☐ 2 sessions late—deduct 2 letter grades.
- ☐ 3 sessions late—deduct 3 letter grades.

Scheduled lecture, discussion, and/or group work will be completed on each class meeting date before any late speeches are delivered. Your instructor may occasionally arrange an outside class meeting time for presentations of late work, as needed.

Absences

Testing Procedure: For the mid-term and final examinations, you will have 30 minutes to complete each examination. At the end of each chapter's outline "note guide" (on the course website) is a practice quiz link, accompanied by an activity number. Selecting the link will take the reader to a course test site. Each chapter has a different activity number



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with a USERNAME AND PASSWORD required. Entering the activity number, username and password will grant access. The instructor will issue a username and the password after classes begin.

Class Policies

Attendance:

Student attendance is expected for all scheduled meetings. The nature of the course requires a successful student to attend regularly, participate fully and complete all assignments on time. Students are expected to be prepared to participate fully in classroom activities and discussion. Read assigned material and prepare assignments BEFORE the date due/ listed in your course calendar. Students are expected to be prepared to speak on the 1st day of each speaking assignment. Your grade will be affected because of late assignments. There are no provisions for extra credit work or make-up exams. All students are expected to test on the scheduled examination day, unless prior arrangements have been made with your instructor.

Financial aid students

If you are receiving Title IV financial assistance (Pell Grant, Student Loan or SEOG Grant), you must regularly attend class (a minimum of the first full week) or be subject to repay PART or ALL of the Federal Financial Aid you received for the semester.

Absence:

Excused absences include illness (missing all classes for the day) yours or a child's-a physician's note is preferred, death in the immediate family, missing classes because of work-related duties, accompanied by an explanation on company letterhead signed by your supervisor, court appearances verified by the Court Clerk, automobile problems when accompanied by a dated bill for services or parts, or collegiate functions excused by the appropriate office or Dean of Academic Affairs.

Make-up

Without penalty is at the sole discretion of the Instructor. Other than these excused absences, late penalties apply to all assignments. See each assignment evaluation sheet concerning the penalty for late assignments. In case of your absence from class, secure notes from another student.

A student does not need to contact the Instructor for an absence other than those listed above. Students are allowed to exchange speaking dates with another student, without penalty, if approved in advance by the Instructor.



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Late penalties will apply for unexcused non-attendance and/or failure to submit assignments or deliver a presentation on scheduled dates. ALL students are expected to speak on the FIRST day of any speaking assignment, regardless of speaking order. Unprepared speakers will earn a late penalty.

Classroom visitors:

See College Handbook for policies. Additionally, the nature of a communications course may invite the members to occasionally examine subjects which may not be appropriate for children. Children are not permitted to attend class meetings.

Class participation:

Students are encouraged and expected to respond to the comments of the Instructor and other students as long as the response is clearly motivated by the desire to learn and to help others to learn. A classroom atmosphere of freedom, openness, and mutual respect is essential to the learning experience.

Originality:

Presentations must be your own work. Clearly, this does not mean using materials written by someone else and presented as your own, or giving an account of material that merely restates the ideas and shows no originality of development. Any such activity constitutes plagiarism, the minimum penalty for which, is a zero for the assignment.

Compliance with the American Disabilities Act:

It is the students' responsibility to contact their instructors concerning any special accommodations required for completion of course requirements.

Volunteer State Community College is an Equal Opportunity Affirmative Action Educational Institution. No person shall be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity of the College because of race, color, national origin, age or handicap.

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Syllabus Sample Two

Syllabus for College Algebra: MATH 151-S1 Prairie State College

Summer 2003

MTWR: 12:00 p.m. – 2:00 p.m.

Room 3136

"My painting has already taken form in my mind before I start on it. My first attempts are absolutely unbearable. I say this because I want you to know that if you see something worthwhile in what I am doing, it is not by accident, but because of real direction and purpose."

—Vincent Van Gogh

Professor info.

Professor:

R. Schantz

Office: 2nd floor, Math Department, Room 2306

Office hours: By appointment

E-mail address professor@prairie.cc.il.us

Phone: (708) 555-5555



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Textbook: *Precalculus, 5th Edition* by Michael Sullivan.**Credit Hours:** 4**Prerequisites:** MATH 095 with a "C" or better or by placement testing.**Course Objectives:****Successful students will be able to:**

- (1) Master the review/prerequisite material (without a calculator).
- (2) Graph, evaluate, find the inverse and composition of functions; find domains and ranges; find the local extrema of functions and the intervals in which they are increasing and decreasing; graph translations; solve polynomial and rational inequalities; find the complex zeros of polynomial functions; graph exponential and logarithmic functions; expand and simplify exponential and logarithmic expressions; solve exponential and logarithmic equations; solve systems of equations using matrix methods; find linear regression equations and interpret linear correlation coefficients.
- 3) Solve applications of the objectives listed in (2).
- 4) Express comprehension of the above verbally and in writing.

Calculators:

- ☐ Students should have either a *non-graphing scientific calculator with display* OR a TI-83 graphing calculator. Students must bring their calculator to every class meeting and are responsible for learning how to use their calculator.
- ☐ Note: As in life, the process of getting to the right answer is just as important as getting the right answer.



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Course Expectations

In the beginning:

Read and sign the student contract.

- ☐ Complete the Pretest during the first week of class and work the recommended review problems.
- ☐ Choose a permanent seat by the 3rd day of class.
- ☐ Visit the professor by the end of the 2nd week of class (sign the visit sheet for credit).

Throughout the semester:

Attend class regularly and be prompt (see Attendance & Tardiness Policies below)

- ☐ Participate. Do all assignments regularly, whether they are collected or not. Take all quizzes and exams.
- ☐ Be prepared for every class. Bring your own text and school supplies.
- ☐ Avoid disruptions. Behave in a way that will support, not inhibit, your learning and the learning of your classmates (see the attached **Summary of Board Policies**).
- ☐ Always be aware of where you stand grade-wise. This *is* a *math* class—you should be able to calculate your own grade at any time (see the attached **Score sheet Sample**).
- ☐ Turn in *acceptable work*. *Acceptable work* is on time, follows directions, is neat, is in pencil (quiz/exam), is stapled if more than one page, and includes your name and row.
- ☐ Always strive for improvement and learn from your mistakes. Take all positive and negative feedback seriously (especially if you receive a **"Feedback Form"**).
- ☐ Take responsibility for any missed class time. ASSIGNMENTS WILL ONLY BE ANNOUNCED ONCE (see the **"If I Miss Class..."** handout).
- ☐ Attend your Midterm Conference at your assigned time.
- ☐ Use the resources available to you, if necessary (your instructor, the A.A.A.C., math videos, computer tutorials, study groups, study guides, etc...). Read the **Active Student** handout.
- ☐ Contact the professor in the event of a problem or question concerning class.
- ☐ Keep an open mind. You have a right to your own feelings, but do not let negative ones get in the way of your learning and the learning of your classmates.



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These expectations were created to support those students who are here to learn and promote a healthy learning environment.

Note: Disruptive Students Will Be Dismissed From Class.

Attendance & tardiness policies

Missing even part of a class can be extremely detrimental to your grade for a few reasons:

- (1) Naturally, you'll miss out on things that will be difficult to make up or cannot be made up. The 5-minute warm-ups, quizzes, and exams cannot be made up.
- (2) Missing more than 8 hours of class (one week's worth of class in the summer) may result in a 10% reduction of your final class grade. (For example: If you miss more than 4 classes your "C" may automatically drop to a "D.")
- (3) Chronic tardiness is unacceptable. Rule of thumb: If your instructor is talking (already going over the warm-up or quiz), you cannot enter the classroom until break. Therefore, tardiness makes you lose warm-up points, quiz points and disrupts the learning of your classmates.

Note: Missing part of a class may be considered an absence.

Grading Policies

The 4 major categories

- (1) The best 8 quizzes (no make-ups; in pencil only).
- (2) Three major exams (no make-ups; in pencil only).
- (3) A comprehensive final exam (must be taken at the scheduled time).
- (4) Miscellaneous participation grades (5-minute warm-ups, group activities, computer activities, and random assignment checks).



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The quizzes

Expect one every day, even though there will only be around 9 or 10 throughout the semester. Quizzes will be given during the first 10 minutes of class and must be done in pencil. If you attend class regularly, keep up with the assignments and work on your weaknesses, you should do well. You will be able to drop at least one quiz grade at the end of the semester, so you may want to save it for an emergency.

The 3 major exams

All students must take the exams on the specified dates (see the blue calendar). Missing an exam without prior permission may result in a zero. All exams must be done in pencil. If uncontrollable circumstances prevent you from taking an exam, contact the professor before the exam. Note: Having a reason for missing an exam does not automatically excuse you from missing it.

The final exam

The final exam is comprehensive. It must be taken at the scheduled time on the specified date (see blue calendar).

5-Minute warm-ups

If there is not a quiz or exam, expect a problem or two on the board when you enter class. You can earn two points just for getting to class on time and working these problems quietly at your seat. You must be in class and working the problems for the FIRST 5 MINUTES OF CLASS to get the points. This is not extra credit. This is part of your grade.

Other miscellaneous assignments

These are participation grades, so you need to be present in class to get the credit. Most participation assignments are worth 4 points. These will usually take the form of random assignment checks, computer activities, and group projects. The computer activities will mainly be in the form of on-line quizzes from your textbook's website. To earn full credit for the on-line quizzes, you must e-mail the results to the instructor and get at least 70% correct (you may redo them outside of class until you get 70% or more correct).

About "extra credit:" There will be some chances throughout the semester to earn extra credit. Don't ask for it – take advantage of it when it's there!



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Breakdown	Item	Point Value	Approx..	Percentage of Grade
	Quizzes	(10 points each):	80 points	(15 %)
	Major Exams	(100 pts. each):	300	(50 %)
	5-Min. Warm-Ups	(2 pts. each):	30 (approx.)	(5 %)
	Misc. Assignments	(4 pts. each):	40 (approx.)	(5 %)
	Final Exam:	(150 pts.):	150	(25 %)
	Total Points:	600 points (approx.)		

"W" and "I" Grades

A student who wishes to receive a "W" (withdrawal) grade must initiate it themselves by the withdrawal deadline (see blue calendar). An "I" (incomplete) grade may be given if the professor feels that the student fits certain guidelines.

Grading Scale A = 90% or above; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% or below

It's your choice... to be here. In the past, most students who were consistently tardy or who consistently missed class did not pass the course. There are those classes that you might be able to pass by just reading the book. THIS IS NOT ONE OF THEM. You chose to sign up for this class at this particular time, so if you know now that you will have to miss class or exams because of work, family responsibilities, or appointments, you should reconsider taking this class. Those of you who can attend often and on time won't regret what you are about to learn! It will be worth your money!

NOTE: The instructor reserves the right to make any changes to this syllabus, if necessary.
It is the student's responsibility to be aware of any such changes.

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Syllabus Sample Three

Student Contract

Professor: R. Schantz

MATH 151-S1

Office: 2nd floor, Math Department, Room 2306

Office hours: By appointment

E-mail address professor@prairie.cc.il.us

Phone: (708) 555-5555

I, _____,
(Student's name (please print))

I have read the syllabus and I am aware of the course expectations and course policies. If I reach a point in the course in which I cannot fulfill the expectations, I understand it is my responsibility to discuss the matter with my professor and/or withdraw from the course.

X _____
(Student's signature)

*Note: If you cannot sign this contract, you must meet with the professor before the next class meeting and/or withdraw from this section of the course.



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Syllabus Sample 4.

V263–Public Management Section 8774

Indiana University School of Public and Environmental Affairs

Instructor: Donald A. Petkus

E-mail: instructor@indiana.edu

Office: SPEA 359

Phone: xxx-xxxx

Secretary: Ms. XXXXXXXX SPEA 341

Classroom: PV 276

Office Hours: Mon. & Wed. 2:45 p.m. to 3:45 p.m. Credit hours: 3 Class Meetings: Mon. & Wed 4:00p.m. to 5:15p.m.

Every nation has the government that it deserves.

—*Joseph de Maistre*

Course description: The course provides a foundation in management concepts and principles. While the emphasis will be on public sector and non-profit organizations, much of the material studied is applicable to the private sector. The class will be divided into groups exercises for group grades. The majority of a student's grade will depend on individual achievement demonstrated in class participation and on two quizzes and a final examination.

Required text: Grover Starling, *Managing the Public Sector*, 5th Edition, Harcourt Brace, 1998. N.B. The text will be used extensively for in-class discussions and exercises and should be brought to class regularly.

3. Student Misconduct: Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the *Code of Student Ethics*. Cheating, fabrication, plagiarism, interference, and facilitating academic dishonesty will result in a failing for the assignment or exercises without the option of makeup work. A failing grade for the class is an option in egregious cases.

Absenteeism: Much of the success of the class as a whole depends upon teamwork among students. Regular attendance and active participation in the in-class exercises will improve a student's theoretical and practical grasp of the skills of interest, as well as their grade for participation. Notify the instructor if religious holidays or personal problems affect



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attendance. It is suggested that students use the space below to record the names of fellow students to contact for information if a class is missed.

For student use only

Names & Contact Information:

- 1 _____
- 2 _____
3. _____
- 4 _____
5. _____

Accommodations for students with disabilities:

Students who qualify under the Americans with Disabilities Act (ADA) and/or Indiana Civil Rights Act should file an application with the Office of Disabled Student Services. SPEA will follow Indiana University guidelines in providing accommodations and/or adjustments.

Internet resources. Website or courseware URL goes here}} Other useful sites include:

(Generally a good practice to ask webmasters before linking to their sites from your web page or courseware.)

General Accounting Office: www.gao.gov; SPEA: www.indiana.edu/~speaweb; American Society for Public Administration: www.aspanet.org

Miscellaneous:

Some readings will be placed on reserve in the SPEA library. The federal document center in the research collections of the IU library is an excellent resource for some of the assignments. The instructor will NOT provide final grades via E-mail. Students can use the Indiana University touch-tone telephone system for grade information.



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Assignments and Grading Policy: (A scale like 95% = A etc. may be helpful here.)

Assignment	Description	DUE	PTS
Quiz 1	Multiple choice quiz on Chapters 1-4 and associated lectures.	9/27/00	15
Quiz 2	Multiple choice quiz on Chapters 5-9 and associated lectures.	11/8/00	15
Final Exam	Multiple choice. Cumulative with emphasis on material after Quiz 2.	12/15/00	30
Participation	Based on attendance and contribution to class discussion.	To be announced	5
Group Exercise 1			
(Group grade for performance as a team.)	5-10 presentation on a public sector or non-profit organization. Areas to cover include mission statement, budget, charter, basis of legal authority (if appropriate), identification of top management, organizational structure, history et cetera. 5 minutes of Q&A follow presentation.	10/23/00 thru 11/1/00	10
Group Exercise 2			
(Group grade for performance as a team.)	10-15 minute group presentation of a real issue in the public sector. The group will simulate a briefing to an executive decision-maker in a public organization. 5 minutes for Q&A from students & instructor will follow.	11/20/00 thru 11/27/00	25

Extra credit. If enough students are interested, an extra credit option may be made available at the instructor's discretion.

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Class schedule (Subject to change as problems and opportunities arise.)

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Date	Scheduled Activity
8/28/2003	Class Overview. Discussion of syllabus, course requirements, basic management concepts for public, private, and non-profit organizations.
8/30/2003	Discussion of Chapter 1 "What is Public Administration?" with emphasis on FBI case.
9/4//2003	Labor Day Class Does Meet. Chapter 1 and case discussion concludes.
9/6//2003	Chapter 2 "The Politics of Administration"
9/11/2003	Chapter 2 and case discussion concludes.
9/13/2003	Chapter 3 "Interorganizational Relations"
9/18//2003	Chapter 3 and case discussion concludes
9/20/2003	Chapter 4 "Administrative Responsibility and Ethics"
9/25/2003	Chapter 4 and case discussion concludes.
9/27/2003	Quiz 1
10/2/2003	Chapter 5 "Planning"
10/4/2003	Chapter 5 and case discussion concludes.
10/9/2003 *	Chapter 6 "Decision Making"
10/11//2003	Chapter 6 and case discussion concludes.
10/16/2003	Chapter 7 "Organizing"
10/18/2003	Chapter 7 and case discussion concludes.
10/23/2003	Chapter 8 "Leadership in Organizations" Group Project 1 Presentations.
10/30/2003	Chapter 8 and case discussion concludes Group Project 1 Presentations

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11/1/2003	Chapter 9 "Leadership in Organizations" Group Project 1 Presentations
11/6/2003	Chapter 9 and case discussion concludes
11/8/2003	Quiz 2
11/13/2003	Chapter 10 Human Resources Management
11/15/2003	Chapter 10 and case discussion concludes.
11/20/2003.	FINAL GROUP EXERCISES BEGIN.
11/22/2003	CLASS DOES NOT MEET DUE TO THANKSGIVING BREAK.
11/27/2003	FINAL GROUP EXERCISES RESUME.
11/29/2003	FINAL GROUP EXERCISES END.
12/4//2003 *	Chapter 11 Budgeting
12/6/2003	LAST CLASS MEETING. Course wrap-up, career development discussion based on textbook Appendix, and student evaluations.
12/15/2003	(Friday) FINAL EXAMINATION 2:45 PM –4:45 p.m.

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Before we're through we have some end-of-course notes on the next page.

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We wish you much success in the construction of an A-plus Syllabus for your course. Look for more FL titles coming soon! We at *Teaching For Success* are confident that your students will appreciate the work you have put into creating an A-plus Syllabus for their benefit. This Focalite is designed to work with the *Teaching For Success* monthly. If you benefited from studying this *TFS* Focalite there are five more titles in Series One to choose from. Your referrals and recommendations of these QCs to colleagues and friends are appreciated!

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- ☐ Creating Active Lectures.
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- ☐ Planning a Successful Lesson.
- ☐ Making Small Groups Work.



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Contact information

QuickCourses™ created by *Teaching For Success*® and Pentronics Publishing, 1270 Mt. Rainier Dr., South Lake Tahoe, CA 96150. Jack H. Shrawder, Publisher and Editor. Contact: jack@teachingforsuccess.com or 800-757-1183. Also more information on *Teaching For Success* monthly teaching improvement idea letter and TFS QuickCourses at [<teachingforsuccess.com>](http://teachingforsuccess.com).

Your comments and improvement suggestions are always welcome. Send them to <jack@teachingforsuccess.com>.



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Keeping up with new ideas

To keep up with new ideas in discipline and other crucial areas of good teaching, ask your faculty developer or top-level administrator to continue to purchase TFS QuickCourses and subscribe to *TFS Monthly* for you and your colleagues. For more information on how to subscribe, or submit an article to *Teaching for Success*, go to <teachingforsuccess.com>.

END OF COURSE

Thank you for your interest in teaching improvment and your dedication to self-development! This makes you one of the top ten percent of all instructors.

—Jack H. Shrawder, Publisher