

The Course Syllabus

01

COURSE INSTRUCTOR

Instructor name

Email and/or phone no.

Office location (and maybe a GoogleMaps link)

Office/student hours (with a sentence explaining the purpose of these)

02

CLASS INFORMATION

Course location: (+ a link to a campus map)

Days and times of classes

Attendance policy (if there is one)

Course Teaching Assistant/s

03

COURSE INTRODUCTION

Broad overview of course material - what will your students learn about?

Strong suggestion: use a **warm tone** in this section, including 'I', 'Me', 'You' pronouns to engage them right away.

04

LEARNING OBJECTIVES & THEMES

What do you want your students to **KNOW** and be able to **DO** by the end of the course?

What are it's major topics?

What big questions do you hope to answer?

05

CLASS SCHEDULE

Often presented in a table format: date of class; topic; work to be done by students in preparation

06

COURSE ASSESSMENT

Description and due dates of assignments

Points breakdown, in a pie chart for clarity

Take time to describe what is important to **you**: fact recall; critical thinking; ability to apply theory to practice etc. **Do not assume students know.**

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COURSE POLICIES

List, link AND explain how/why you believe that each one is important to your course.

Policies include: Academic integrity; Disability/Diversity; Attendance; AI; etc.
Non-punitive: these provide class norms

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WHERE TO GO WHEN:

Include information about on-campus support services for students to access, free of charge: The [Writing Resource Center](#); [Health & Counseling](#); [VISA Office](#); the [Food Bank](#); etc.

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GENERAL ADVICE I:

The syllabus should always be student-centered: that is, it should explain what content is most important, which teaching strategies you will use, what students will be asked to do to practice and demonstrate their learning, and how they will be assessed ([Cornell University](#)).

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GENERAL ADVICE II:

Students are more likely to engage with the syllabus if it has been design with accessibility in mind. [This](#) is a great resource to guide your design process.

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GENERAL ADVICE III:

“Research has shown that syllabi characterized by friendliness, enthusiasm, and anticipation of student success evoke ‘perceptions of the instructor being warmer, more approachable and more motivated to teach the course.’”*

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GENERAL ADVICE IV:

Frequently refer to the syllabus, both in class and in any labs, recitations or studios that might be a part of the course. The more *you* model syllabus use, the more students will engage with it.