**Syllabus Checklist**

Consider the following items as a foundation for a syllabus that helps students understand a teacher's expectations as well as basic course information. Including each item may not be necessary. Use this checklist as a guide for what might be included in a course syllabus.

\_\_\_\_\_\_ A brief statement of overall course outcomes that introduces students to what they should know and be able to do by the end of a course. Consider the personal tone set here as an important aspect of this statement.

\_\_\_\_\_\_ A few words about course format, so that students know what to expect about how the teacher will be using class time.

\_\_\_\_\_\_ A brief statement of expectations in terms of student responsibilities, clearly stating what the teacher expects (such as participation and the level of work).

\_\_\_\_\_\_ A statement of what assessment techniques will be used to evaluate students, including information on grading policies.

\_\_\_\_\_\_ A schedule of class dates and topics, along with week-by-week reading assignments.

\_\_\_\_\_\_ Due dates for papers, exams, projects, and so on, including any policies about late

assignments.

\_\_\_\_\_\_ Any pertinent information about course policies and procedures (such as class attendance, making up assignments).

\_\_\_\_\_\_ Statements on university-wide policies (such as statements on academic integrity,

accommodations for students with disabilities, and diversity and inclusion).

**"Nuts-and-bolts" information:**

\_\_\_\_\_\_ Course title, course number, and prerequisites.
\_\_\_\_\_\_ Building and room number.
\_\_\_\_\_\_ Instructor's name, phone numbers, e-mail address, and office hours. \_\_\_\_\_\_ Text(s) and supplemental readings; course web site.
\_\_\_\_\_\_ Suggested bibliography.

**[Source: Center for Teaching Innovation at: http://teaching.cornell.edu]**