

Sections of a Syllabus

Office of Academic Affairs

Category	Samples or Details
1. Course Name	Course name & number, CRN, day/time, location
2. Contact Information	Instructor name, office location, office hours, phone, email, instructor's website (if used), URL for online course materials. Recommended: Your preferred contact method – phone or email?
<p>3. Course description</p> <p> Typically the course description provides information on the substance or content of the course.</p>	<p>Sample 1: "Explores the relationships between psychological, physiological, behavioral, cognitive, and social aspects of older adults' lives. In addition, topics related to living environments, retirement, social support, family relationships, and diseases of older adulthood will be covered."</p> <p>Sample 2: "The primary objective of this class is to improve your proficiency in the various forms of public relations writing targeted to specific audiences, including: [examples deleted for brevity]. In the process of studying and practicing writing, we will discuss the role of public relations in organizations, as well as ethical and legal issues in the public relations field."</p> <p>Sample 3: "This course is designed to study the origins of ballet from the Italian courts of the Renaissance through to its development in the Twentieth Century. Emphasis will be placed on leading dance artists and their historical and cultural influence. Class time will consist of lectures and videos, followed by discussion and writing assignments."</p> <p>Sample 4: <i>"This course introduces students to the theories and practices related to the interdisciplinary fields of geropsychology and gerontology. Students will learn about the relationships between psychological, physiological, behavioral, cognitive, and social aspects of older adults' lives and how they can vary as a function of various demographic and cultural variables."</i></p>
<p>4. Course Goals (Student Learning Outcomes)</p> <p>At the university level, we use "course goals" to refer to student learning outcomes. Instructors may also break course goals into "learning objectives" that indicate the learning is encompassed by a given course goal.</p> <p>Student learning is enhanced when they experience an intentional, directional and coherent education: They should</p>	<p>"Learning objectives focus on knowledge, skills, and values. What should students know? What should they be able to do? What should they value? The objectives are <u>behavioral</u>...and [use] active verbs- verbs that delineate behaviors (e.g., describe, use, explain, recognize, apply). They describe the student behaviors that demonstrate their learning." <i>Source: Allen, M.J., Assessing Academic Programs in Higher Education, 2004, p28.</i></p> <p>Course goals/objectives complete the statement "At the completion of the course, students [know, are or can do]". They are clear about how students demonstrate achievement of the goal. (That is why "know", "understand", "appreciate" and other verbs that represent purely internal states of students are not sufficient for course goals). The trusty old Bloom's taxonomy is a</p>

<p>know why they are doing something, where it is going and how it fits with other parts of their education. For this reason at least one course goal should align with a program learning outcome (to indicate the purpose of the course in the program), and at least one course goal should align to a Graduate/Undergraduate Learning Outcome (to indicate the course's purpose in the larger education of WOU students).</p> <p> Be sure your course goals (learning outcomes) focus on the student's learning, NOT just what will be taught.</p>	<p>very good resource for identifying options for active verbs that capture students' demonstrated learning.</p> <p>Samples:</p> <p>"You will write effective & appropriate public relations releases for both print & electronic media and demonstrate skills in copy revision and proofreading."</p> <p>"Improve students' ability to generate communication strategies and message designs associated with more effective communication in personal/romantic relationships."</p> <p>"Demonstrate the ability to interpret and write informed analyses of ballets by combining one's personal opinions with the information found in sources that discuss their historical, social, cultural, and aesthetic contexts."</p> <p>"Explain the different frameworks used to analyze dance performance and how to utilize them when analyzing specific dance works from different time periods."</p>
<p>6. Required text, reading materials, other materials.</p> <p>It helps to provide year, edition & ISBN; many students go online to buy or rent instead of using the bookstore. (The WOU bookstore also has a rental program for texts.) If you will be putting a copy on reserve at the library, mention that. If you use a reading packet created by the bookstore & WOU print shop, tell students that it will be sold through the bookstore.</p> <p>If you can post the required text name online (either on your faculty website or the course Moodle page) before the term begins, students will more likely have it when classes start.</p>	<p>Samples:</p> <p>"<i>The Associated Press Stylebook</i>. 2012. A reference guide that you must bring to class each day. Additional readings will be made available in class and on online.wou.edu."</p> <p>"Cavanaugh, J. C. & Blanchard-Fields, F. (2011). <i>Adult Development and Aging</i>. Belmont, CA: Wadsworth. ISBN-10: 0495601748."</p> <p>"Required Text: Floyd, K. (2009). <i>Interpersonal communication: the whole story</i>. McGraw-Hill. Buy new/used texts at the WOU bookstore or an e-book at http://www.coursesmart.com (\$55.50)"</p> <p>"Students must have high-speed internet access."</p> <p>"WOU email account activated with Google Docs & Google Plus features"</p> <p>"Oregon Writing Benchmarks and Standards: www.ode.state.or.us. At ODE's homepage, click on Content Standards. Choose English Language Arts and choose your grade level."</p> <p>"A scientific calculator with at least the capabilities of a T. I. – 83 is required. A T. I. – 83 or 84 is highly recommended. The WOU bookstore sells and rents calculators."</p>
<p>7. Grading and your process, if any, for a student to challenge a grade.</p>	<p>It's helpful to include:</p> <ul style="list-style-type: none"> - List of assignments with brief description. - Distribution of points across assignments, either by total points or % of grade. - Point values for each letter grade (A= 95-100% 333-350 points/ 350 total) <p>Sample:</p> <p>"If you want me to reconsider a grade you've been given for an assignment, you must submit your rationale in writing within one week of receiving the assignment back with the grade. Your request should</p>

	<p>identify the specific change requested and provide a reasoned argument and evidence in support of the change. You must deliver your request for grade change to me in my office, during my office hours.”</p>																					
<p>8. Attendance Policy</p> <p>Be clear about when attendance does or does not have a potential impact on grade.</p> <p>Provide a process for students if they will miss class and want the absence excused:</p> <ul style="list-style-type: none"> - Do you want them to contact you by email or phone? - What documentation will they need to excuse an absence? - What do you expect if it is a WOU-sanctioned absence such as athletic or performance events? 	<p>Samples:</p> <p>“Attendance will be taken randomly throughout the quarter. Acceptable justifications for excused absences are determined by the professor. Not attending classes will result in a lower grade due to fewer attendance points and missing information that could jeopardize your ability to succeed on the exams.”</p> <p>“Students who need to miss class due to WOU-related obligations should discuss this with me <u>at least one week prior to the planned absence.</u> “</p> <p>“If for some reason you are absent due to an extenuating circumstance or medical situation, the instructor may ask you to report the incident through official channels before making exceptions to missed or late work. For more information on how to submit a student absence notification request, please contact the Academic Advising and Learning Center at 503-838-8428 or at studentsuccess@wou.edu.”</p> <table border="1" data-bbox="667 856 1446 1266"> <thead> <tr> <th colspan="3">Missed class grade deductions (% deduction from earned class total %)</th> </tr> <tr> <th>Absence type</th> <th>Deduction</th> <th>Requirements</th> </tr> </thead> <tbody> <tr> <td rowspan="2">University Sanctioned</td> <td>-0%</td> <td>Arranged in advance if possible or emergency verified after; work made up to satisfaction of professor per given deadline</td> </tr> <tr> <td>-1% / class day</td> <td>Not arranged in advance if possible; work made up to satisfaction of professor per given deadline OR arranged in advance, but work not made up satisfactorily</td> </tr> <tr> <td rowspan="2">Illness</td> <td>-0%</td> <td>Professor contacted day of illness and work made up to satisfaction of professor per given deadline</td> </tr> <tr> <td>-1% / class day</td> <td>Professor not contacted day of illness or work not made up to satisfaction of professor per given deadline</td> </tr> <tr> <td rowspan="2">Unexcused</td> <td>-1%</td> <td>First day</td> </tr> <tr> <td>-2% / class day</td> <td>After first unexcused day in term</td> </tr> </tbody> </table>	Missed class grade deductions (% deduction from earned class total %)			Absence type	Deduction	Requirements	University Sanctioned	-0%	Arranged in advance if possible or emergency verified after; work made up to satisfaction of professor per given deadline	-1% / class day	Not arranged in advance if possible; work made up to satisfaction of professor per given deadline OR arranged in advance, but work not made up satisfactorily	Illness	-0%	Professor contacted day of illness and work made up to satisfaction of professor per given deadline	-1% / class day	Professor not contacted day of illness or work not made up to satisfaction of professor per given deadline	Unexcused	-1%	First day	-2% / class day	After first unexcused day in term
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<p>9. Incomplete Policy</p> <p>Not everyone includes this in a syllabus, but it can help reduce problems later in the term.</p>	<p>Samples:</p> <p>“I do not give incompletes (I) grades as a way for a student to avoid an F grade. To be eligible for an incomplete in this class you must be passing the class but lack one essential requirement, such as missing one exam or one project. In addition, I must find your reason for requesting an incomplete acceptable (e.g., an illness or death in the family would probably be acceptable, whereas a trip to Hawaii would probably not be acceptable). See me for more details regarding incompletes.”</p> <p>“Incompletes will be given only for emergency cases and by prior arrangement. It is the student’s responsibility to make arrangements with me prior to the final grade due date.”</p>																					
<p>10. Assessment Rubric</p> <p>Consider providing students with some sort of assessment rubric for written work, either in the</p>	<p>Sample:</p> <p>Assignment Evaluation (For a specific writing assignment)</p> <p>Excellent work (A range) means the subject is covered completely; language use is appropriate for the audience; ideas are original and are logically presented/organized; arguments justified by evidence. Top quality. Virtually</p>																					

<p>syllabus or in the assignment handout.</p> <p>The Writing Center (Dr. Katherine Schmidt) can help you look at possible options. 838-8234</p>	<p>nothing can be added. An “excellent” work should have no typographical errors (e.g., spelling, grammar, punctuation, AP format).</p> <p>Very Good work (B range) means the subject is covered well; ideas are expressed competently; there is a consistent point of view; and logical arguments. A “very good” work has, at most, no more than a couple of typographical errors (although I will frown on those anyway).</p> <p>Good work (C range) means what you created has potential but the subject is fairly underdeveloped and/or uninteresting; lacks sufficient detail, or has missing elements or copy errors. Perhaps you did not understand the assignment, or did not address it in the depth needed.</p> <p>Poor work (D-F range) is that which inadequately addresses the subject, has an inconsistent point of view; is disorganized, lacks major important elements, or has numerous errors.</p> <p>Student Success Concerns: If the instructor determines your performance in this class is placing you at academic risk, you may be referred to a member of the Student Success Team. A student success specialist will offer to work with you to address issues and develop a student success strategy. Regardless of whether a referral has or has not been made, you are ultimately responsible for tracking your own progress in this course. If you would like to meet with a student success specialist regarding any academic struggles you are experiencing, please contact the Academic Advising and Learning Center at 503-838-8428 or at studentsuccess@wou.edu.</p>
<p>11. Late Policy</p> <p>It may help you to specify conditions under which you will accept late assignments or allow students to make up tests or other in-class assignments.</p> <p>It helps to also specify the points or grade penalty you’ll apply to late work.</p>	<p>Samples:</p> <p>“Remember Murphy’s Law “If something can go wrong it will go wrong.” Computer crashes, lost data, and printers that malfunction at the last minute can be very annoying. Be sure to finish your work 24 hours in advance and make sure you have a copy of your work. If your paper is turned in late, it will have points automatically deducted from the number of points possible at a rate of 10% per day; up to 40%. Hand in late assignments, in-person, to your professor’s office (location) or the XXX office (location).”</p> <p>“Out-of-class assignments must be on my desk promptly at the beginning of class—10 a.m. Assignments handed in one day, one hour or one minute late will receive an F. There are no exceptions. Printing during class time does not count. Plan accordingly.”</p> <p>“All assignments are due at the beginning of class. Failure to turn in the assignment on time, or to provide prior notification with an acceptable rationale, will result in an automatic 10% grade reduction for the assignment per missed class period. Late assignments will be accepted until the last day of class, Friday, X/xx/XX.”</p> <p>“Assignments must be turned in at the beginning of class on the assigned due date. Any assignments not turned in then will be considered late, and no late papers will be accepted unless the instructor grants permission at least two days before the due date.”</p>
<p>12. Disability Accommodations</p> <p>You <u>must</u> include a statement that explains the availability of accommodation for disabilities.</p>	<p>There are four statements are approved by the Office of Disability Services, two are shown below. You may find the others at http://www.wou.edu/student/disability/faq.php#syllabi</p> <p>If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Services, APSC 405, or at 503-838-8250, as early as</p>

<p> You <u>cannot</u> extend special accommodations to (or make special arrangements for) a student on the basis of disability if you haven't received confirmation from the Office of Disability Services that the student is eligible for such accommodations.</p>	<p>possible in the term. Students needing medical or mental health care can access the Student Health and Counseling Center by calling 503-838-8313, emailing at health@wou.edu, or by walking in to schedule an appointment.</p> <p>It is University policy to provide, on an individualized basis, accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodation. Students needing medical or mental health care can access the Student Health and Counseling Center by calling 503-838-8313, emailing at health@wou.edu, or by walking in to schedule an appointment.</p>
<p>13. Veterans' Accommodation</p> <p>You are encouraged to include a statement to assist veterans.</p>	<p>Sample:</p> <p>Military Personnel</p> <p>Military Service Personnel (active duty, guard, or reserve)</p> <p>Western Oregon University recognizes that those who are actively serving in the Reserves or National Guard of the United States are required by their military contract to attend mandatory training. If you will be absent due to military orders, I strongly encourage you to communicate that with me as soon as possible so we may discuss alternative arrangements.</p>
<p>14. Academic Integrity</p> <p> A statement relating to academic integrity is required on all syllabi.</p> <p>It will help you if you include the penalties that you will impose on any violation.</p> <p>For questions on the Student Code of Conduct, and issues of academic integrity, contact Tina Fuchs (Dean of Students & Judicial Affairs) at 838-8220.</p>	<p>Sample examples:</p> <p>SCHOLASTIC HONESTY "I expect academic honesty. Scholastic dishonesty includes, but is not limited to, cheating on tests and plagiarism. I will not hesitate to apply the appropriate instructor options in the case of scholastic dishonesty, ranging from a warning for minor offenses to a "ZERO" on tests, papers, or other assignments. Students are expected to do their own work. I expect this provision to be unnecessary."</p> <p>ACADEMIC INTEGRITY "Students must adhere to WOU's Code of Student Responsibility. Academic dishonesty will not be tolerated in this course. I REPORT ALL INSTANCES OF SUSPECTED DISHONESTY. Any student who violates the policy will receive 0 points on the assignment, and MAY also be given a failing grade for the course. At a minimum, academic dishonesty will lead to your final grade being dropped AT LEAST 2 levels. The case will also be turned over to the Student Judicial Committee for further action. Examples of inappropriate behavior includes doing assigned work for another student, sharing answers on work assigned to be done individually, sharing or copying answers during an exam or portraying another person's writing as your own. If you have questions about what might be considered inappropriate, please ask me!"</p> <p>Here is the source document: <i>Scholastic Honesty</i> Code of Student Responsibility -- 574-031-0030 Specific Standards and Policies</p> <p>The following list of prohibited forms of conduct is not all inclusive since it is not possible to list all potential violations. The University requires that all students behave in a manner congruent with established community standards and in a manner conducive to the development of the individual. Actions detrimental to the mission of the University and the</p>

	<p>legitimate activities of the academic community which constitute the University are in violation of this Code and may be subject to judicial procedures.</p> <p>1) Academic dishonesty, which includes but is not limited to:</p> <p>(a) Cheating- intentional use or attempted use of artifice, deception, fraud, and/or misrepresentations of one’s academic work;</p> <p>(b) Fabrication- unauthorized falsification and/or invention of any information of citation in any academic exercise;</p> <p>(c) Facilitating dishonesty – helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in examinations or represent as their own papers, reports, or any other academic work of others;</p> <p>(d) Plagiarism- representing without giving credit the words, data, or ideas of another person as one’s own work in any academic exercise. This includes submitting, in whole or in part, prewritten term papers of another of research of another, including but not limited product of commercial vendor who sell or distribute such materials. And the appropriation of and/or use of electronic data of another person or persons as one’s own, or using such data without giving proper credit for it; or</p> <p>(e) Any use or attempted use of electronic devices in gaining an illegal advantage in academic work in which use of these devices is prohibited, and such devices include but are not limited to cell phones, pdas, iPads, laptops, programmable calculators, etc.</p>
<p>15. Technology Policies</p> <p>Consider including your attitude and expectations regarding cell phones or other communication devices in class.</p> <p> You cannot restrict a student’s use of technology aids (like a recording device) if that is provided as accommodation through the Office of Disability Services.</p>	<p>Samples:</p> <p>ELECTRONICS POLICY “Electronic items such as cell phones, laptops, iPads, iPods and e-book readers should not distract you or your classmates during class. If you are distracting yourself or others, in any way, with an electronic item in class, you will be asked to step into the hall until you are done with the item. Unauthorized electronic items used on exams or quizzes will result in a score of 0 on that entire exam or quiz.”</p> <p>TECHNOLOGY POLICY “By joining this class, you agree to silence your cell phone during class AND to allow me to answer your phone if it rings, beeps, buzzes, sings, tweets or makes any other noise during class. Be prepared to hand me your phone! In return, I will allow a student to answer my phone if it rings during class. (Calls from blocked numbers are exempt.) If you need to take a call or text message during class, please step outside of the classroom to do so. Be advised that I may become cranky if I see a cell phone on a desk!”</p>
<p>16. Email Reminder / Policy</p> <p>It helps to tell students that you will rely on their assigned WOU email account if you must contact them.</p>	<p>Samples:</p> <p>“YOUR STUDENT WOU EMAIL ACCOUNT All official university and class business will be directed to your WOU student email account. If you do not regularly check this account, please log in to this account and FORWARD your WOU email to an account that you do regularly access. For the “old webmail”; use Options > Mail > Local Account > Forwarding path.”</p> <p>“To ensure your email is NOT deleted by accident before I read it, write ‘class/ #’ in the subject line.”</p>

17. Course calendar, including when assignments or exams will occur.

Instructors vary in the amount of detail they provide, but at a minimum, your calendar should provide the due dates of assignments, date for exams or announced quizzes, dates for mid-term and final exam or project due date, and any other significant items. If you need some flexibility because of potentials guests or speakers, you may want to add a disclaimer that covers changes, such as "dates may change depending on the course's need; all changes will be announced in class".



18. Students must be registered for classes by the conclusion of the last day to add courses (Friday of week 2) to be eligible to participate

Per policy ASA-04-090, all students must be officially registered for a class to be eligible participate, which includes:

"...physically attend class, communicate with instructors regarding course materials, submitting coursework, or taking quizzes or exams, or otherwise engaging in learning activities." - Course Registration Policy ASA-04-090

Other syllabus information:

1. Every instructor is required to send an electronic copy of each course's syllabus to the division's administrative program assistant (APA); these files are maintained year to year. The APA can help you look over copies of earlier terms' syllabi for ideas.
2. Instructors can find course goals here:
http://www.wou.edu/include_files/iframe_apps/facultysenate/curriculum/forms/course_goals.php
3. If you're an adjunct instructor, you may want to check with your division chair about the content expected to be covered in your course and in your syllabus. This is especially true if you're teaching a course that has multiple sections (some taught by others), or if your course is a prerequisite to other required courses in the program.