

## COURSE SYLLABUS TEMPLATE

Syllabi in this format are appropriate for distribution to students. The instructor may choose to add additional items. Although there is no policy that requires a syllabus, there is an expectation that faculty provide a syllabus for each course.

*Please Note:*

- Syllabi for 500-level courses must distinguish clearly between learning outcomes, assignments, and grading intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together.
- For General Education courses, be sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and General Education Curriculum category and marker student learning outcomes.

**COURSE NUMBER:**

**COURSE TITLE:**

**CREDITS:**

**PREREQUISITES / COREQUISITES:**

**FOR WHOM PLANNED:** Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the concentration at the graduate level.

**INSTRUCTOR INFORMATION:** Office numbers, office hours, phone numbers, and email addresses should be listed.

**BULLETIN DESCRIPTION:** The bulletin description should be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.

**STUDENT LEARNING OUTCOMES:** These must be stated as specific *measurable* skills, knowledge, or understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining “understanding” is not itself a student learning outcome; it is the demonstration of understanding that counts.) Verbs from different levels of learning must be used to illustrate a progression of student learning in the proposed course. Each learning outcome should be developed with one verb indicating the highest level of expected performance. The recommended language for stating learning outcomes is: “Upon successful completion of this course students will be able to ...”

Refer to Bloom’s Taxonomy for developing student learning outcomes.

This link (<http://www.nwlink.com/~donclark/hrd/bloom.html>) describes different learning levels for all three domains (cognitive--knowledge, affective—attitude, psychomotor—skills) in Bloom’s Taxonomy.

Each course proposal should reflect the domain(s) of learning that is (are) most relevant to the course. Bloom's Taxonomy is a useful tool for developing measurable learning objectives and has been updated since its inception in 1956. A recent version revises Bloom's with applications for learning in a new technological era (see Bloom's Digital Taxonomy by Andrew Churches for objectives related to collaboration and current online technologies). A helpful overview of the differences between Bloom's Taxonomy (1956) and Anderson and

Krahwohl's Revised Taxonomy (2000) may be found at: <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/> . For a quick reference, see the examples of verbs useful for articulating student learning outcomes based on Bloom's Taxonomy at the end of this Standard Syllabus.

**TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:** Identify specific instructional methods and types of activities and assignments to be used by the teacher to facilitate student achievement of the stated learning outcomes - e.g., lectures; demonstrations; study of written, audio/visual, or other materials; in-class discussions; one-on-one conferences; group work; student presentations; electronic chat activities. Explicitly tying specific instructional methods and/or assignments to specific student learning outcomes will help students to know what skills, knowledge, or understanding they are expected to work on gaining in and through each of the activities of the course. It will also help them to understand what evidence of their achievement you will be examining in evaluating their work.

*For General Education courses, be sure that the syllabus explicitly shows how the course student learning outcomes, assignments, and methods of evaluation relate to general education program student learning outcomes and General Education Curriculum category and marker student learning outcomes. See General Education Curriculum category and marker student learning outcomes.*

**EVALUATION AND GRADING:** Explain the standards on the basis of which students' in-class work and assignments will be evaluated, and show the relationship between each individually graded assignment and the calculation of the midterm and final grade for the course. Since all work undertaken by students in a course should provide an opportunity for them to demonstrate their achievement of one or more of the stated learning outcomes, both in-class and out-of-class assignment prompts and grading standards should be explicitly linked to and conceptually consistent with the learning outcomes.

*For General Education courses, be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education program learning goals and General Education Curriculum category and marker student learning outcomes. See General Education Curriculum category and marker student learning outcomes.*

**REQUIRED TEXTS/READINGS/REFERENCES:** Use full citations. Bibliographies should be current. Briefly justify the use of items published more than five years ago. Example: "Required text is a seminal work in the field."

**TOPICAL OUTLINE/CALENDAR:** The course outline should contain sufficient daily/weekly detail to permit assessment of agreement between actual content and stated objectives and catalog description. The semester has 14 weeks of instruction and an additional week for final exams.

**ACADEMIC INTEGRITY POLICY:** Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/>

**ATTENDANCE POLICY:** Faculty expectations for course attendance should be documented in the syllabus.

**FINAL EXAMINATION:** Final examinations may be required at the discretion of faculty and must be scheduled in the course syllabus. Please state whether or not a final exam is required. Exceptions hold for seniors in the Honors Program.

**ADDITIONAL REQUIREMENTS:** A few examples of these requirements are: preparation for class, technical skill prerequisites, required hardware/software, and late work penalty.