# Syllabus Template

Instructions for Use: Save this document to your hard drive. Put course-specific information in place of the material within the brackets. You can, of course add other information as desired. Any item marked with a double asterisk (\*\*) is not required, but is recommended.

### NOTES TO FACULTY:

1. **It *is* the purpose of this syllabus format template to indicate, regardless of format or organization plan, that each syllabus should include (a) unambiguous objectives, and that (b) these objectives should be clearly related to college, school, department and/or program goals and objectives. (Terminology may vary by unit)**
2. It is not expected that every course will incorporate objectives, content and activities related to each goal and objective at the institution, college, school, department and/or program levels.
3. A syllabus should be viewed, in some limited respects, as a contract with the student. It tells the student, “If you successfully complete this course, through genuine and persistent engagement with course materials, activities and discussions, you will know and be able to do certain things, as described unambiguously in the course objectives.” The syllabus should further say to the student, “Complete this course, and here are the areas in which you will have advanced toward finishing your educational program and achieving the competencies required for graduation.” As such, the syllabus becomes the base document for certifying student learning and designing appropriate assessments of course quality. Regular review of course syllabi by the faculty teaching the course, as well as department chairs, program chairs, and deans, is an indispensable means for determining what students are supposed to be learning, and whether graduates will leave the college with the knowledge and skill that will “enhance leadership and competence among business people”, as our mission states.

### How to write course goals and objectives:

Goals express what we want our students to *be* or *have*. For example, “our students will be effective communicators.” Objectives describe what we want our students to *do* or *make*. For example, “our students will use effective writing skills to prepare a company memo.” These statements must be specific and measurable and are student-oriented, in contrast to statements describing what the instructor plans to do (i.e., the instructor may plan to cover, present, examine, survey, etc).

Course objectives are written to specifically measure what students will be able to do as a result of this course in isolation. Program objectives state what a student will be able to do as a result of a complete program.

Examples of objective verbs include: calculate, compose, perform, write, compile, explain, describe, articulate, organize, compare, contrast, analyze, solve, assemble, interpret, translate, design, develop, etc.

Suspect verbs: appreciate, grasp, understand, demonstrate (unless how it is to be demonstrated is indicated, or how understanding is to be shown), and others, depending on context. (For example, what behavior signals that the student has “grasped”?)

Your unit may also have specific requirements for accreditation.

# [Title of Course]

#### [Course Number]

#### [Credit Hours]

#### [Semester/Year]

\*\* [Interesting quote, motivating information]

#### \*\* USMH

#### \*\* [Class meeting time(s)]

Instructor: [Name]

[Office: 36 S. Potomac St. Suite 203
email address
phone number]

Office Hours: [Office hours and/or hours students can contact the instructor. Include physical and virtual contact methods and hours.]

\*\*Course Website: [URL here - recommended to use: <http://lss.at.ufl.edu> ]

\*\* Course Communications: [How do you want students to ask you questions? Should they post general questions to a discussion board? Should private questions be sent to you through the course management system, or to your personal ufl.edu e-mail address?]

Required Text: [list all required texts, readings, software, etc. You may wish to indicate where these items can be purchased (vendor website in the case of an e-text)]

\*\*Additional Resources: [list any additional resources that may not be required]

\*\*Course Description: [from the course catalog]

\*\*Prerequisite Knowledge and Skills: [What are the prerequisites for the course and how will you build on them? You may wish to refer students to resources for correcting weaknesses that might interfere with their learning in the course]

Purpose of Course: [Written in paragraph format, this statement is more conceptual than goals and objectives for the course or program.]

Course Goals and/or Objectives: By the end of this course, students will:

[List here - see the section above about goals and objectives]

\*\*Teaching Philosophy: [In your statement of teaching philosophy, you could include descriptions of how you think learning occurs, how you (as teacher) will impact the students’ learning, and how students should participate in the learning process]

\*\*Instructional Methods: [It is helpful to students to understand how you have structured the course and how will classes be conducted. If the course has multiple formats (like lecture, lab and discussion, group learning projects and/or presentations) these should be explained clearly.]

## Course Policies:

[This should include policies on attendance, late assignments, make-up work, exams]

Attendance Policy: [Your attendance policy should be stated clearly in this section. You may also want to include information about withdrawal from a course.]

\*\*Quiz/Exam Policy: [Insert any policies related to quizzes/exams. You many also want to include a policy on handling inquiries about examination questions after initial grading.]

Make-up Policy: [Cite any policies related to making-up assignments, quizzes, exams, etc.]

\*\*Assignment Policy: [If assignments are used, indicate expectations and deadlines.]

\*\*Course Technology: [If technology is required for the course, indicate how it here. Please use CANVAS FREE FOR TEACHERS for the course CRM, if you use one. You can create an account here: <https://www.instructure.com/canvas/try-canvas>.

## UF Policies:

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first provide documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the instructor as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of Collegium community. Students should be sure that they understand the policy on Intellectual Honesty: <https://www.the-collegium.org/catalog> (p. 8, F).

## Getting Help:

When experiencing difficulty with a course, please ask the instructor for help *immediately.* The instructor will either provide help directly or arrange or a peer tutor or both.

Other resources are available at <https://www.the-collegium.org/catalog> (pp. 15 and 20) for:

* Personal Counseling
* Academic Advising and Assistance
* Health Services
* Issues Related to Sexaul Harassment or Sexual Misconduct.

## Grading Policies:

[Each syllabus will include details about how the student will be evaluated - what factors will be included or not included, how they will be weighted and how they will be translated into grades. Include any rubrics that will be used to evaluate performance.

Keep in mind, the weighting of amount of points for the different assignments and tasks you give students it will have a major impact on their effort distribution. For example, if you have many homework assignments and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students’ grades are based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?]

|  |  |
| --- | --- |
| Assignment | Points or percentage |
|  |  |
|  |  |

\*\* [Include specific details about the assignments as necessary]

Grading Scale:

The Grading Scale for this and all courses at The Collegium is as follows (from the catalog, p. 7, <https://www.the-collegium.org/catalog>):

## Course Schedule:

\*\*Final Exam: [Date and time]

\*\* The specific day-to-day or week-to-week schedule is not required, but at least a listing of the topics to be covered should be. You can edit the table below to fit what you list.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Date | Topic | Reading | Assignment |
| 1  |  |  |  |  |
| 2  |  |  |  |  |
| 3 |  |  |  |  |

Disclaimer: This syllabus represents my current plans and objectives.  As we go through the semester, those plans may need to change to enhance the class learning opportunity.  Such changes, communicated clearly, are not unusual and should be expected.