**The benefits and needs of a Syllabus**

A syllabus is often the first introduction a student has to your course and shapes their overall learning experience. A syllabus serves as a guide for students that describes course objectives, requirements, expectations of students by the instructor, how students should communicate, grading or evaluation criteria, and other relevant information. The quality of a syllabus may be a reliable indicator for the quality of learning and teaching (Woolcock, 2003).

The process of designing a course syllabus can offer a reflexive exercise for the course instructor to determine his or her teaching philosophy, why it is important to learn the material or why one would need to complete the course, how the course will be designed and what the overall learning objectives from each task or assignment are. Often a syllabus will reflect your personal communication, teaching and learning styles and set the tone of the course for everyone.

This guide provides a framework and template to help you design a course syllabus. However, please check with your faculty, department or university administration if there are any regulatory requirements needed for your syllabus (e.g. accessibility, office hours, grading). Additional resources are also provided as references for further information regarding syllabus development.

A good practice is to speak to your colleagues to see if they have an existing syllabus which you may use as a template. Alternatively, you can search course catalogs of other institutions where syllabi are often accessible.

**Syllabus Structure and Content**

* Course name, course description, course instructor, online resources (website), course location with date and times of each session, contact information, and office hours for individual consultations without scheduled appointments
* Course objectives, learning outcomes
* University rules and regulations relating to plagiarism, disabilities, and medical emergencies, and relevant repercussions and procedures.
* Course policies regarding absences, missed or late assignments/exams, grading and revisions
* Standards and criteria for course/assignment grading, and/or grading rubrics for assignments
* Course expectations or standards, this may include information related to frequently asked questions
* Course term schedule with detailed assignments and due dates for assignments
* Course resources, links and readings
* Other information deemed important or relevant for the course/term

Course Name

**Course Term/Semester**

**Course Instructor Name**

1. **Contact Information**

Students are expected to contact teaching staff in a formal, polite and professional manner. Provide the necessary information required (e.g. course name) so that your questions can be answered.

**Course Instructor Name (email address)
Office:** Office building and room

**Teaching assistants or support staff Names, offices, and emails**

**Course Instructor Office Hours:**

Monday 10am-11am, Thursday 2pm-4pm

If you have a time conflict with the above times, please politely contact your instructor with multiple dates and times that you would be available.

**Course Schedule**

Provide the dates of each session and location

**Course Description**

Provide a short summary of the course that helps guide potential students to better understand the teaching and learning outcomes.

**Course Objectives**

Provide a more in-depth description as to what is expected from the student and teacher in the course.

**Course Learning Outcomes**

Typically, a list of activities, exercises, or concepts that the student will be able to carry out or comprehend by the end of the course.

**Course Grading**

Provide any relevant information to help students better understand how their coursework will be evaluated. Consider using rubrics as a guide for you and the student to understand the criteria they will be graded on for their final grades.

**Course Assignments and Exams**

Provide a detailed summary or list of all required assignments and exams to be completed that will be used for the course grade. Detail what penalties late assignments may incur, or whether they are simply not accepted. Provide the break-down of the portions of the grade (e.g., assignments 30%, mid-term exam 20%, final exam 50%).

**Course Plan/Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignment(s)** |
| Week 1 | Theme or topic information | Assigned Readings(s); group assignments or related tasks |
| Week 2 |  |  |
| Week 3 |  |  |
| Week 4 |  |  |
| Week 5 |  |  |
| Week 6 |  |  |
| Week 7 |  |  |
| Week 8 |  |  |
| Week 9 |  |  |
| Week 10 |  |  |

**Course Rules or Regulatory Requirements**

Provide information necessary relating to plagiarism, disability access, medical emergencies, or other necessary resources.