

Syllabus Format

The information listed is required on every syllabus

1. College

College/Division or Department/Discipline in which the course is offered.

For example:

CAS/LIBA/ENGL College of Arts and Sciences

Division of Liberal Arts

English Program

2. Course Title:

If this is a new course, be sure to carefully consider current terminology usage and the ability to communicate clearly to the public. The title should accurately reflect the course content.

3. Course Number:

Make sure that the proposed course number has not been active for at least five years.

4. Credit Hours

5. Instructor of Record/Instructor's Name:

A GSU tenured/tenure-track faculty member's name must appear here even if the course is taught by lecturer or adjunct faculty (in which case both names should appear needed for the AA forms).

6. Trimester(s) Offered:

Example: FA 03

7. Catalog Description:

Describe in 60 words or less the academic content of the course (i.e., what subject matter is being covered) and any unique features. Do not list competencies or include rationale for taking course. See respective items 11 and 13. An example from BIOL 444 Human Physiology:

Emphasizes the physiological principles of human health and disease by examining the cell and organ physiology of the nervous, muscular, blood, cardiovascular, and respiratory systems.

8. Prerequisites:

400 level courses should have a prerequisite. Also consider that it is not logical to have, for example, a 600 course as prerequisite to a 400 level course. 500 level courses must have a prerequisite. This can be a particular course(s), a number of college credits or level, or admission to a particular major, program or candidacy.

For example from BIOL 444 Human Physiology: Prerequisites: General biology or anatomy and physiology, general chemistry, and CHEM 322/323.

9. Restrictions:

Not required on all syllabi.

Some examples:

- * must have RN license to take course
- * must be a candidate for the degree to take course
- * must hold a valid teaching certificate.

10. Rationale:

From the student's perspective, why is this course worth taking? How will it benefit them? What curriculum objectives will this course meet? If a similar course, for example statistics, is offered by another discipline, why is this one necessary and not redundant?

11. Intended Audience:

Describe all the possible student groups. Some examples: (1) only students in the graduate program in Education, (2) continuing education students in Alcoholism, (3) This course is intended for students who never had astronomy and wish to gain a solid foundation of the basics of astronomy. In addition this course is for educators wishing to incorporate more astronomy into their classrooms.

12. Expected Student Outcomes:

This statement could be course objectives, a complete set of competency statements, or a set of expected skill outcomes that should result from taking the course. The Expected Student Outcomes should be measurable by the evaluation and assessment tools listed in your syllabus. The outcomes also should reflect the course content listed in the catalog description (7) and the topical outline (16).

13. Instructional Modality(ies) :

Designate the course as lecture/discussion, lab, seminar, media based (includes on-line, television/video, correspondence) to match the instructional method codes listed on AA Forms 40, 50, and 60.

Example: This is a fully online course that utilizes blogs, real-time talk programs, and email as communication tools. Students will be required to participate in topic-specific discussions, submit papers, conduct research, and complete content assessments.

14. Activities/Assignments/Requirements:

List the kind of activities you anticipate will occur. List the learning activities you plan for the course and describe the student assignments and requirements. What will students be required to produce: lab reports, research papers, oral presentations etc? Is there a set 'course week?' (i.e. does the course start and end on Mondays at midnight?) Will there be exams/quizzes? If so what type: essay, multiple choice, or oral?

15. Texts/Learning Materials:

List all required text(s) in a standard format (for example MLA, APA, or AMA). If other materials are required, list other materials that are required. For example: binder, calculator, computer disks, and/or on-line sources with links.

16. Topical Outline/Course Content:

List the topics that will be covered during the course. They should reflect the topics listed in the course description in a logical order. Suggest including activities, assignment, requirements, exams, readings, projects, etc.

For example:

Week 1 Aug 28: Introductions, Course Overview

Week 2 Sept 4: Qualities of Young Adult Literature

In Literature for Today's Young Adult (LYA) read pages 11-33, 43-77, 439-443

17. Evaluation:

Include the method(s) and scale of evaluation to be used in the course. If this is a non-graded course, a statement stating so must be included. Give the weight for each assignment (percent or points).

For example:

Attendance and Participation 15%

Oral Presentation 20%

Mid-term Exam 20%

Final Exam 20%

Research Paper 25%

Grading Scale: A = 92-100, B = 84-91, C = 74-83, D = 67-73, F = below 67

18. Disability Statement:

This statement should be included on all syllabi, and it should appear as written here:

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, assd@govst.edu; or by calling 708.235.3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

***500 Level Courses:**

For all 500 level courses, both a quantitative and qualitative differentiation between requirements for undergraduate and graduate assignments and evaluation must be designated. This item should appear in multiple places on the syllabus.

For example in Expected Student Outcomes (12):

Graduate Students

9. are expected to do all of the above and

10. demonstrate a more sophisticated scope and proficiency in interpretation and analysis in both oral and written formats.

For example in Assignments (14):

Graduate students must write an additional 10-12 page (2 x 22.5%) critical research paper exploring the works studied this semester, or one long paper of 20-25 pages (40%).

For example in Evaluation (17):

Graduate students will be evaluated on a 120-point scale.

Grading Scale: A = 120-112, B = 111-103, C = 102-94, D = 93-85, F = below 85

Illinois Articulation Initiative (IAI) Courses:

Please address the IAI rationale on a separate sheet of paper, not on the syllabus. Does this course correspond to IAI courses, both general education or in the major?

The UCC reviews new courses and revised courses that are submitted to the Office of the Provost for approval and inclusion in the print and on-line catalog. If a proposed new or revised course corresponds to IAI course, as general education or the major, additional information can be obtained from the Office of Community College Relations.

Recommended Statement on Academic Honesty Statement:

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://www.govst.edu/catalog/catback08.pdf#nameddest=appendix>.