Template for Syllabi Design

Students should be provided with a written or electronic syllabus no later than the second class meeting. This template outlines the required and recommended information for course syllabi in the College of Liberal Arts. Please feel free to adapt and modify it for your courses. See also materials on the Faculty Resources website: <http://www.cla.auburn.edu/faculty/> .

Course Number and Title:

Your Name and Contact Information: *(Each of the following is required.)*

* Office number and building
* Office telephone number
* Email address
* Office hours
* A statement about when and how quickly you respond to email

Course Description: *(recommended)* This can be the brief description from the *Bulletin,* or you can write a longer description. The goals are not only to ensure that students know what the course is about but also to clarify its rigor and scope. For example, an undergraduate 3-hour course should require approximately 9-10.5 hours of student effort per week, including the time spent in class.

Credit Hours: *(required)*

Course Prerequisites: *(required)*

**Outcomes and Objectives**

Student Learning Outcomes (SLO): *(for undergraduate courses only; required, if applicable)*

Auburn University has identified 11 Student Learning Outcomes. These “represent the academic skills and principles we want our students to know and/or be able to do as they progress towards completing their educational goals.” Relevant SLOs and their measures must be listed on undergraduate course syllabi, and the rubrics must be included in the syllabi. All SLOs are contained in core courses except for SLO 7, which is sometimes covered in courses in the major rather than COMM 1000. The link below lists the SLOs and contains a link to the measures. An example from a syllabus is provided after the link.

<http://www.auburn.edu/academic/provost/undergrad_studies/corecurriculum/>

This course satisfies SLO 1: Students will be information literate. It is assessed by the following measures:

1. Determine the nature and extent of information needed.

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| 2. Access information effectively and efficiently.  3. Evaluate information critically.  4. Use information to accomplish a specific purpose.  5. Understand the economic, legal, and social issues associated with using information.  The rubric used to assess SLO 1 in this course is attached to this syllabus. |

Course Objectives: *(required)* Course Objectives must be stated in terms of student learning and, when University SLOs are applicable, the SLOs and measures should be included. See the example below.

By the end of the semester, students should be able:

* To demonstrate their skills at evaluating the credibility of websites.

(SLO 1: Measure 3)

* To demonstrate their skills at using secondary research fairly and competently in argumentative writing.

(SLO 1: Measure 4)

* To demonstrate their knowledge of . . .
* To apply theory of document design to the development of paper and electronic texts.

**Assignments, Grading, and Class Materials**

List of assignments and a brief overview of each: *(recommended)*

Grading and Evaluation Procedures: *(Each of the following is required.)*

* The grading system (for example, “90-100 is an A”) and the method of determining the grade
* The relative importance of assigned papers, quizzes, exams, and class participation in determining the final grade
* The approximate schedule for examinations (other than the final)
* The policy on unannounced quizzes
* A reminder that students may withdraw without grade penalty until the 15th class day, and until midsemester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day).
* A reminder that students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.

List of assigned textbooks, readings, and any other required or recommended course materials: *(required)*

**Classroom Policies**

The Student Policy eHandbook contains University-approved policies relating to teaching. Here are some policies with examples.

* Policies on Class Attendance, Submission of Late Written Assignments, Missed In-  
  Class Work, and Missed Examinations: *(required)*
* **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.
* **Make-Up Policy:** *(Because this policy in its current form addresses you as well as your students, it will need to be revised or excerpted to be included on your syllabi. For faculty, the gist is that you are required to allow make up for any graded assignment or test missed during an excused absence, that those make ups should not occur during the last three days before finals, and that they should not be more difficult than the assignment or test the student missed. For students, the gist is that they must initiate the makeup promptly after their return to class.)* Arrangement to accommodate missed graded assignments due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, the appropriate accommodation should be a make-up exam (administered within two weeks from the time that the student initiates arrangements for it) or an extended deadline. (In-class work or discussion that contributes to a participation grade may need to be accommodated differently, such as by prorating the participation grade to prevent penalizing the student for in-class activities missed because of excused absences. In the case of some activity-based classes in which in class performance constitutes a very substantial portion of the final course grade, it may not be possible for a student who has accrued a very large number of excused absences to complete the course.) Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final examinations. The format of make-up exams and opportunities for students to make up work other than graded assignments are at the discretion of the instructor, but such make-up assignments should not be substantially more difficult than the original exam or assignment.
* A statement that students are responsible for checking class emails and Canvas, if you use email or Canvas: *(required)*
* A statement assuring students of your willingness to comply with the provisions of the Americans with Disabilities Act: *(required)*

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

* A statement concerning Academic Honesty: *(required)*

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

* A statement concerning Classroom Behavior: *(required)*

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

* An Emergency Contingency statement: *(required)*

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Tentative 15-week Schedule: *(Each of the following is required.)*

* Due dates for reading assignments with a reminder that readings should be completed before the class discussion or lecture about them
* Due dates for written work, including exams, papers, projects, and other assignments

*Exams should not be scheduled during the final three class days of the semester, nor should major papers be due so late in the semester that they cannot be returned to students by the last day of class.*

* The University-established date and time for the final examination

*Do not schedule final exams on the last day of the semester or on Study Days (Dead Days). Be sure to follow all University policies about rescheduling final exams, if rescheduling is necessary.*

**Added to Syllabi for Graduate Courses**

Along with the information required on undergraduate course syllabi, graduate course syllabi should include a section titled “Justification for Graduate Credit.” For information, please visit this website:

<http://www.auburn.edu/academic/provost/undergrad_studies/univcc/justification_graduatecredit.html>