

## **THE SYLLABUS - INTRODUCTION**

A syllabus documents a course for the benefit of both faculty and students. While not strictly a contract, it does represent a codification of course content and procedures. Students and faculty are expected to follow the syllabus and are held accountable for its content. It acts as an important guide and reference for course participants and must be distributed physically and/or electronically to students during the first week of the course.

Syllabi vary in format, content, and length, once the basic information has been included. Basic Information serves to anticipate and answer student questions about why they should take this course, their ability to complete the required work, the anticipated outcomes and objectives, and the teaching-learning styles contained in the course. Students appreciate complete, comprehensive syllabi because information in the syllabus helps them succeed, and students urge faculty to make syllabi inclusive and user-friendly.

For the instructor, preparing information for inclusion in a syllabus helps organize the course calendar, identify areas of emphasis, and formalize policies on evaluation and procedures. For both faculty and students, syllabus information minimizes misunderstandings about due dates, grading criteria, and similar policies. In this way, syllabi serve to protect the rights and delineate the responsibilities of, and expectations for, course participants.

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**Bold components are required and primarily represent the key basics of a syllabus. *Italic components are recommended.*** Un-bolded components are provided for reference and possible inclusion.

### **Basic Course Information**

#### **Per Banner Web**

- Course Number**
- Course Title**
- Catalog Description**
- Corequisites / Prerequisites**
- Credit Hours (Lecture, Laboratory, Discussion, etc.)**
- Semester / Year**
- Course Days, Time, & Duration (Full Semester, or A-, B-block)**
- Class Location**

### **Course Information**

- Course Objectives or Outcomes**
- Required Readings/Resources (if any)**
  - Recommended Readings / Resources (if any)*
  - Course Outline*
  - Weekly Schedule of Activities (including break)*
- Required Materials or Supplies (if any)**
- Assessment Methods (assignments, exams, papers, projects, quizzes, critiques, etc.)**
- Important due dates**
  - Teaching / Learning Methods*
  - Course Expectations*

### **Instructor Information**

- Instructor Name / Title**
- Office Location**
- Office Hours**
- Email Address**
- Personal or Course Website URL (if any)*
- Office Phone Number

### **Course Policies**

- Classroom Rules*
- Grading Rationale/Policy**
- Attendance Policy**
- Laboratory Safety (for lab courses)**
- Make-up Assignment / Exam Policy**
- Late Work Acceptance Policy**
- AU Cellphone/Ipod Policy*
- Extra Credit Policy (if any)**
- Laboratory Hours (if any)**
- Support or TA Hours*

- Academic Dishonesty (Unethical practices) (reference Policy 700)**  
[my.alfred.edu/index.cfm/fuseaction/academic\\_policies.academic\\_regulation\\_ug.cfm](http://my.alfred.edu/index.cfm/fuseaction/academic_policies.academic_regulation_ug.cfm)
- SAS services and contact information.

## **Explanation of Elements of the Policy On Undergraduate Syllabi**

### **Basic Course Information: (Bolded items are required)**

<b>Course Number:</b>	You'd be surprised how many students sit through the first class session until they realize they are in the wrong course. The course number at the top of the page reduces this problem—from Banner Web  GEOL 103
<b>Course Title:</b>	Official title of the course from Banner Web.  Earthquakes and Volcanoes
<b>Catalog Description:</b>	<u>A cut and paste from Banner Web</u>  This course reviews what is presently known about earthquakes and volcanoes, investigates ways to reduce loss of life and property, and explores some current research which may lead to a better understanding of these violent natural events. (F2).
<b>Co-requisites / Prerequisites:</b>	State any co-requisites and prerequisites for the course per Banner Web.  None
<b>Credit Hours:</b>	The number of credits that the student earns with a passing grade should be clearly stated per Banner Web.  4.000 Credit hours
<b>Semester / Year:</b>	Having the semester and year specified on the syllabus helps if a question is raised after the course is finished and the syllabus has to be located.  Spring 2016
<b>Course Day(s) / Time:</b>	State the day(s) and the times that the course meets. State the duration, e.g., full-semester, A-block or B-block.  Full Semester  MW 3:20 - 5:10PM
<b>Course Location:</b>	The classroom number including the building number/name should be listed.  SC 228

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<b>Instructor Name/Title:</b>	Including rank, title or degree with your name provides credibility. It also provides students with information about who is teaching the course. You may prefer to use your professional title (Dr., Professor) or you may prefer to follow your name with degrees and any credentials (PhD, FNP, etc.)  Otto Muller
<b>Office Location:</b>	State where your office is located, including building number/name and room number.  SC 231
<b>Office Hours:</b>	<del>State when you may be reached by phone in your office or</del> when a student can meet with you personally.  MTW: 9:20 - 10:10 AM R: 10:20 - 11:10
<b>Email Address:</b>	Include either your personal or a college E-Mail address. Remember—email is the official communication method of AU.  fmuller@alfred.edu
Personal Website URL:	If you have a personal website, you may want to include its URL.  ottohmuller.com
Office Phone Number:	Email is the official AU communication method, but office phone numbers are still useful.  Please use email – I rarely check my phone for messages

**Course Information: (Bolded items are required)**

<p><b>Course Objectives or Outcomes:</b></p>	<p>Objectives / Outcomes describe what the student will learn as a result of taking the course.</p> <p>Students learn what is presently known about earthquakes and volcanoes, investigate ways to reduce loss of life and property, and explore some current research which may lead to a better understanding of these violent natural events.</p> <p>See also:</p> <p><a href="http://www.ottohmuller.com/muller/LearningOutcomes.pdf">http://www.ottohmuller.com/muller/LearningOutcomes.pdf</a></p>
<p><b>Required Readings/Resources (if any):</b></p>	<p>List the textbook(s) that are required for class work. Include title, author, publisher, edition, and ISBN numbers (both 10 &amp; 13 digit).</p>
<p>Recommended Readings / Resources:</p>	<p>If there are any recommended readings, list them clearly and state whether they are on reserve.</p>
<p><b>Course Outline:</b></p>	<p>Include an outline of the major topics covered in the course.</p> <p>See:</p> <p><a href="http://www.ottohmuller.com/muller/EandV/EandVSyl2016.html">http://www.ottohmuller.com/muller/EandV/EandVSyl2016.html</a></p>
<p>Weekly Schedule of Activities:</p>	<p>Include a detailed schedule of what topics will be discussed or what activities will be performed for each week in the course:</p> <ol style="list-style-type: none"> <li>1. topics and corresponding text chapters.</li> <li>2. dates of quizzes, exams and final exam.</li> <li>3. due dates for assignments, papers, projects, etc.</li> <li>4. required special events dates, field trips, etc.</li> <li>5. (optional) include a disclaimer that the course schedule may be changed at the discretion of the instructor</li> </ol> <p>The calendar is a major help to students struggling to get organized while learning to juggle study schedules, free time, and work schedules.</p> <p>See:</p> <p><a href="http://www.ottohmuller.com/muller/EandV/EandVSyl2016.html">http://www.ottohmuller.com/muller/EandV/EandVSyl2016.html</a></p>
<p><b>Required Materials/Supplies (if any):</b></p>	<p>If there are any materials that students are required to purchase, list them for the students.</p> <p>None</p>
<p><b>Assessment</b></p>	<p>List the ways that students will be assessed e.g. assignments</p>

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	<p>There will be two one-hour-long Graded Learning Opportunities, each worth 25% of your grade, and a two-hour Final Graded Learning Opportunity, worth 50% of your grade. Exams will try to probe your understanding and comprehension of the material.</p>
<p><b>Important due dates:</b></p>	<p>See:  <a href="http://www.ottohmuller.com/muller/EandV/EandVSyl2016.html">http://www.ottohmuller.com/muller/EandV/EandVSyl2016.html</a></p>
<p><i>Teaching / Learning Methods:</i></p>	<p>List all the types of activities that will occur during the course. For some courses this will be one word ("discussions" or "lecture") and for others there will be a varied list ) debate, term paper, oral criticism, readings, performances, etc.).</p> <p>Lecture and discussion.</p>
<p><b>Course Expectations:</b></p>	<p>Here the instructor should explain what his/her expectations of the students are during their time in your course. Include your expectations about attendance, assignment completion, incompletes, re-taking the course, etc.</p> <p>Attendance is <b>not</b> required. If you attend class, it is expected that you are there to learn what is being discussed. Therefore, if you need to write a paper, surf the web, text message your friends, or engage in other activities which are not part of our classroom discussion, please do not come to class.</p> <p>If you do not complete an assignment, you will receive a grade of zero for it.</p> <p>Incompletes are only granted under extenuating circumstances beyond the control of the student.</p> <p>Students who receive a grade less than a C are encouraged to retake the course.</p>

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**Course Policies: (Bolded Items are highly recommended)**

<i>Classroom Rules:</i>	If you have any rules that students should follow during their time in your classroom, list them in detail for the students.
<b>Grading Rationale / Grading Policy:</b>	<p>Clearly state the detailed process for determining student grades. It should be so stated that anyone could take your policy and your roll book or grades and arrive at the same ending/overall grade that you did.</p> <p>This may include the relative weights of assignments, tests, or course components, and the grading scale.</p> <p>See:</p> <p><a href="http://www.ottohmuller.com/muller/GradingPolicies.pdf">http://www.ottohmuller.com/muller/GradingPolicies.pdf</a></p>
<b>Attendance Policy:</b>	<p>State your expectations for student attendance in the course. You cannot decrease a student's grade for non-attendance if you don't state that attendance is a quantified part of grading.</p> <p>Attendance is <b>not</b> required. If you attend class, it is expected that you are there to learn what is being discussed. Therefore, if you need to write a paper, surf the web, text message your friends, or engage in other activities which are not part of our classroom discussion, please do not come to class.</p>
<b>Laboratory Safety (for lab courses)</b>	<p>Include basic lab safety issues or reference the safety components of the laboratory manual.</p> <p>Not applicable.</p>
<b>Make-up Assignment/Exam Policy:</b>	<p>If you will allow students to make up exams and/or quizzes, list those policy details. If you do not, state that.</p> <p>Students can make up anything if the office of the Dean of Students has informed me that their absence is deemed essential.</p>
<b>Late Work Acceptance Policy:</b>	<p>If you have a policy about students turning in late work, list those policy details.</p> <p>Late work will usually not receive full credit, but students are encouraged to do all assignments.</p>
<i>AU Cellphone /Ipod Policy:</i>	<p>Reference the AU Policy as desired. Note that you can<b>not</b> waive the AU policy for your class. Laptops and tablets are not addressed by the current AU Policy. Include yours if you have one.</p> <p>I was unable to find the AU policy, so I cannot say whether or not my policy waives it. Still, here it is:</p>

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	<p>I have a phone number: 1 (607) 301-0156</p> <p>which students are encouraged to use to send me text messages during class. In this way, those who may be shy or feel reluctant to ask questions they think may make them look dumb, can send these questions more or less anonymously. Near the end of class, I review these questions and try to answer them. Because of this, I do not restrict cell phone use for texting in my lectures.</p> <p>During Graded Learning Opportunities, of course, cell phones, iPods and similar devices are not allowed.</p>
<p><b>Extra Credit Policy:</b></p>	<p>If you have a policy about students earning extra credit points, list those policy details.</p> <p>Because I grade on a curve, extra credit is not an option.</p>
<p><b>Laboratory Hours:</b></p>	<p>List hours that any course related laboratory is available for student use.</p> <p>Not applicable.</p>
<p><i>Support or TA hours</i></p>	<p>List hours of support, TA, or structured review anticipated or direct students to a place where details are posted, e.g., Blackboard.</p> <p>Not applicable.</p>
<p><b>Academic Misconduct Policy:</b></p>	<p>Reference AU Policy 700 Academic Dishonesty (Unethical Practices) see above.</p>