

Syllabus Checklist (2017-18)

Please use the following “checklist” to prepare a syllabus for each course that you teach.

- Contact Details and Office Hours: instructor’s office telephone number, e-mail address, website, office address and office hours. Also, TA contact information.
- Course Description and Objectives: short description of the course and the context in which it is taught. Address teaching methodology and general expectations of students, including the expectation that students will expend three hours of out of class effort (e.g., reading, writing papers, completing problem sets, studying for exams, etc.) for each hour of classroom or direct faculty instruction.
- Workload statement: please add this statement to your syllabus: “Success in this four- credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.)” NOTE: For a Module class, “four-credit” should be replaced with “two-credit.”
- Learning Goals: describe the knowledge, skills, and/or outlooks which you would like the students to learn or be able to demonstrate as a result of this course. Consider using action verbs.
- Prerequisites: explanation of the level at which the course is pitched, list of courses that are formal prerequisites (must correspond to official list; consult department office or Brandeis University Bulletin if in doubt): This section might also mention topics or skills with which students should be familiar.
- Course Plan: this is the heart of the syllabus—a detailed list of topics for the semester, perhaps accompanied by a statement that these topics may be amended with student input during the term. Consider including an entry for each class session with projected topics and readings. The Academic Calendar is online on the Registrar’s website; please remember “Brandeis Mondays,” etc. Some instructors also choose to include in this section brief objectives for sessions and/or questions for study and discussion.
- Evaluation: [explanation of grading](#), including percentages allocated to elements such as class participation, exams, homework, papers, projects. Normally, these percentages should not change once the course starts. All students in a course must be evaluated the same way (this may include giving all students the same option, e.g., paper vs. exam). It is useful to also announce your policy for missed exams or deadlines (e.g., do you require documentation of the excuse?). If you are going to penalize students who do not attend a certain number of classes, this should be stated explicitly here.
- Disabilities: every syllabus must contain the following paragraph: “If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.”
- Academic Integrity: The Director of Academic Integrity advises that every syllabus include a paragraph on academic integrity, as follows: You are expected to be honest in all of your academic work. Please consult [Brandeis University Rights and Responsibilities](#) for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity.

Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at [LTS - Library guides](#).

- Privacy: If you are using online tools that would expose student coursework to parties outside the class, then you must include a statement like the following and provide appropriate safeguards: "This class requires the use of tools that may disclose your coursework and identity to parties outside the class. To protect your privacy you may choose to use a pseudonym/alias rather than your name in submitting such work. You must share the pseudonym/alias with me and any teaching assistants as needed. Alternatively, with prior consultation, you may submit such work directly to me."
- Communications: details of class mailing lists, class websites and other links, if appropriate. Explain how syllabus changes, including accommodations for "snow days," will be communicated and how students should keep themselves informed.
- Course Materials: materials recommended for purchase, including textbooks, case packets and online materials.
- Critical Dates: the plan should include dates for exams, homework assignments, papers, projects and presentations. It is important to identify the date of the final exam, if any, which should be in the time slot the University assigns for that block. Any mandatory exercises outside of scheduled times must also be listed. The Undergraduate Curriculum Committee recommends that in-class graded exercises not be scheduled during the last week of classes. Whenever possible, final exams should be held during the official examination period, and other exams, take-home exams or quizzes should be completed before the last week of classes begins. In planning dates, faculty should be sensitive to the [religious obligations](#) of their students.