

SYLLABUS CONSTRUCTION TEMPLATE
California State University Dominguez Hills

Dear Instructor,

This template is in response to requests for a guide for organizing the required elements of the Syllabus Content policy (AAAPO16.001, March 20, 2006,). Please note that as stated in the policy, “Course information shall include at least the following items...” (see below). For your reference and review, a link to the policy is:

<http://www.csudh.edu/academicaffairs/AAPM/PolicyDetail.cfm?recordID=AAAP016.001>

USLOAC (University Student Learning Outcomes Assessment Committee) is pleased to offer this template designed to suggest how a typical syllabus may be user friendly while incorporating the required items, enclosed in quotes, on the Syllabus Content policy. Italics indicate suggested headings for your syllabus.

Course title and unit value
(use the information in the current catalog)

Name and “availability of the instructor outside of class, including office hours and office telephone number” (include your email address, if appropriate) *Instructor Information*

Course description and “Prerequisites for the course” (the course description, current catalog only and/or your elaboration, sets the stage for the student) *Course Description; Prerequisites*

“Required texts and other materials” (be clear and give complete information) *Required Texts; Other Required Materials* (as appropriate)

“Student learning outcomes for the course” (course-level student learning outcomes/objectives define the knowledge, skills, and affinities expected by you of the student at the conclusion of the course. Student learning outcomes/objectives are learner-centered and measurable). For further information or assistance with course-level student learning outcomes/objectives, contact USLOAC in the Center for Teaching and Learning (X3339). *Student Learning Outcomes or Student Learning Objectives*

“Course requirements, including readings and assignments, exams and other types of assessments of student learning” (be explicit about this information including date due, # of points and/or % of grade assigned, expectations regarding the assignment/assessment, etc.). Course-level assessment(s) are in keeping with the course-level stated student learning outcomes/objectives. For further information or assistance with course-level assessment(s) contact USLOAC. *Assessment*

“Attendance requirements”, “Policy on due dates and make-up work” (instructor statements on these items are necessary to avoid misunderstanding or ambiguity in your course) *Attendance Requirements; Policy on due dates and make-up work*

Course expectations (although not a requirement in the policy, many instructors have expectations of student behavior such as cell phone use during class, tardiness, etc.) This information would seem to logically follow the sections on “Attendance Requirements; and Policy on due dates and make-up work”. *Course Expectations*

“The instructor’s grading policy” (be explicit about the grading system you are using in this course; university letter grading uses plus and minuses except A+ and D-, follow with your allocated percentage distribution, eg. A= 96-100%, etc.; CR/NC, identify what constitutes CR, eg. CR = 80% and above; grading on the curve, include a statement to this effect; other, include a statement regarding your policy) *Grading Policy*

“...specific reference to the” [current] “University Catalog’s statements on Academic Integrity and Plagiarism, as well as an explanation of the expectations of the course as they relate to academic integrity” (do not reference specific catalog page numbers as they may change depending on hard or web copies of the current catalog. Also, check with your chair to see if there is a standard statement used by the faculty in your department or program) *Academic Integrity and Plagiarism*

“A statement on the policy for accommodating students with disabilities, including a reference to Disabled Student Services (DSS)” (do not reference specific catalog page numbers, but you must include in your statement the current catalog telephone and campus address for DSS. Also, check with your chair to see if there is a standard statement regarding DSS used by the faculty in your department or program) *Statement on Disabled Student Services*

“Schedule of examinations” (include in your course schedule the following information: Week # and class session (if needed because more than one class session per week) eg. Week one, first class session (specific dates and/or days do not easily transfer from one semester or year to the next) Topics, Assignment(s), and Assessment(s) eg. midterm/final exam, project due, paper and/or oral presentation due, etc.) *Course Schedule*

We hope this is a helpful resource to faculty developing or modifying syllabi. If questions or comments, please contact USLOAC in CTL at X3339 (voice mail) or outcomes@csudh.edu.