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| **Examining Sample Syllabi** Name(S) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Task: Use the link sent to your SCSD email or go to* [*www.mrsargus.com*](http://www.mrsargus.com) *to download and view sample syllabi. In pairs, discuss your findings and check the box if the syllabi includes the information. The last two questions will warrant a bit more response.*  |
| Suggested Component of Syllabi | CIS 100 | CMT10 | MET150 | Energy/ Environment |
| Title page: Course number and title, semester and year, number of units, meeting times and location, instructor and TA information (e.g., name, office, office hours, contact information) |  |  |  |  |
| Course description: A brief introduction to the course: scope, purpose and relevance of the material. |  |  |  |  |
| Course Objectives: Skills and knowledge you want students to gain. |  |  |  |  |
| Course Organization: Explanation of the topical organization of the course |  |  |  |  |
| Materials needed: Required (and/or optional) books (with authors and editions), reserve readings, course readers, software, and supplies with information about where they can be obtained |  |  |  |  |
| Prerequisites and co-requisites: Courses students need to have taken before yours (or at the same time); prerequisite skill sets (e.g., programming languages, familiarity with software). Provide advice on what students should do if they lack these skills (e.g., drop the course; get outside help; study supplementary material you will provide) |  |  |  |  |
| Course Requirements: What students will have to do in the course: assignments, exams, projects, performances, attendance, participation, etc. Describe the nature and format of assignments and the expected length of written work.  Provide due dates for assignments and dates for exams. |  |  |  |  |
| Evaluation and grading policy: What will the final grade be based on? Provide a breakdown of components and an explanation of your grading policies (e.g., weighting of grades, curves, extra-credit options, the possibility of dropping the lowest grade) |  |  |  |  |
| Course Policies and Expectations: Policies concerning attendance, participation, tardiness, [academic integrity](http://www.cmu.edu/teaching/academicintegrity/index.html), missing homework, missed exams, recording classroom activities, food in class, laptop use, etc. Describe your expectations for student behavior (e.g., respectful consideration of one another’s perspectives, open-mindedness, creative risk-taking). Let students know what they can expect from you (e.g., your availability for meetings or e-mail communication). |  |  |  |  |
| Course Calendar: A day-to-day breakdown of topics and assignments (readings, homework, project due-dates) |  |  |  |  |
| Advice: How to use the syllabus; how to study for the course (how to read efficiently and effectively, whether readings are to be done before or after the class they pertain to, when to start assignments, approved forms of collaboration, etc.); how to seek help. |  |  |  |  |
| What else did this syllabus offer?  |  |  |  |  |
| Do you feel informed of all class needs by reading this syllabus?  |  |  |  |  |