

SYLLABUS CHECKLIST

Center for Teaching Excellence, Duquesne University

The *Duquesne University Faculty Handbook* includes the development of course syllabi under teaching responsibilities (5.4.1.1. Teaching, p. 42). The [Center for Teaching Excellence](#) and [Online Learning and Strategy](#) provide resources for designing courses and syllabi. The following checklist does *not* represent University policy, but it models best practices.

Check with your department on unique program expectations for writing syllabi and on the kind of course it is (e.g., face-to-face, hybrid, online, clinical, studio). Additionally please consult the [online learning syllabus guidelines](#) if you will be teaching online.

COURSE INFORMATION:

- Course title
- Department, catalog number, section number, Duquesne University (go to www.duq.edu/registrar > Class Schedules).
- Term/year
- Course meeting days and times, room and building (or for online, synchronous sessions)
- Indicate the kind of course it is: traditional face-to-face, hybrid, fully online, intensive, etc.
- Access for web support such as Blackboard learning software
- Encourage students to note names and contact information of two classmates

INSTRUCTOR INFORMATION:

- Name (and TA's name if applicable)
- Contact information including e-mail address, office location & phone number, etc.
- Office hours (including online availability)

COURSE DESCRIPTION & GOALS:

- Description of the course (give broad overview and a word about how the course fits the larger curriculum; engage students by showing your enthusiasm and the course's relevance to real life (avoid unnecessary technical language))
- Student learning goals (specific *observable* outcomes you expect students to achieve, e.g., what students will know and be able to do; a grade is based on the quality of learning you can observe)
- Prerequisites for the course

INSTRUCTIONAL ACTIVITIES & MATERIALS:

- Methods of instruction & learning: how will students be expected to learn in class and out of class; synchronously and asynchronously (e.g., interactive face-to-face lectures, online video, readings, discussion, group work, community based, problem based, case based, projects, practicum)?
- Calendar: course dates, topics, learning goals, readings, assignments, exams (watch for changes in days toward the end of the semester – go to www.duq.edu/academic-calendar)
- Textbooks, readings and brief description of these and how they will be used (central text or for reference only). Where texts and required software are available (e.g., campus bookstore, library E-reserves, textbook company website)
- Other required materials and how to get access (e.g., lab supplies, specialized software, etc.)
- Other course features (e.g., excursions, guest speakers, online guest experts, simulations)

ASSESSMENT

- Brief description of each requirement (explain how it fits the learning goals)
- Expectations for in-class (or synchronous) participation and group work
- Due dates for assignments and projects
- Quiz and exam description and dates; Place, date, and time of final exam
- Final grade breakdown (# of points possible per assignment/test and total points for a final grade of “A,” “B,” etc.)
- For your own reference as instructor, see Grades/QPA Policy at www.duq.edu/registrar. Click on Policies > Grades/QPA Policy.

COURSE POLICIES

USE POSITIVE LANGUAGE TO SET EXPECTATIONS AND PROVIDE SUPPORT. This is especially important in changing and uncertain times, like the return to campus for Fall Semester 2021. Avoid text-shouting at students or suggesting all or nothing approaches.

- Refer to relevant Duquesne policies such as attendance and academic integrity at www.duq.edu/registrar. Click on Policies > Academic Integrity or Class Attendance.
- If you use SafeAssign or Respondus software for teaching and assuring academic integrity (available through Duquesne’s Blackboard), explain your purpose and ways you will use it to promote learning.
- Include the following information for Students with Disabilities:
“Duquesne University is committed to providing all students with equal access to learning. In order to receive reasonable accommodations in their courses, students who have a disability of any kind must register with the Office of Disability Services in 309 Duquesne Union (412-396-6658). Once a disability is officially documented, staff will meet with you to determine what accommodations are necessary. With your permission, your instructors will receive notification through Starfish outlining the reasonable accommodations they are required to make. Once I have received this letter, you and I should meet to coordinate the way these accommodations will be implemented in this course.” (Statement 8/11/16)