

SUGGESTED ELEMENTS FOR EMU SYLLABI AND SYLLABUS WRITING TIPS



MS Word has templates to help you organize the following information.

There are five recommended parts to your EMU syllabus

- I. Course Details
- II. Instructor Contact Information
- III. Course Content
- IV. Instructor Specific Course Policies and Expectations
- V. University Course Policies, Expectations, and Student Resources
- VI. Acknowledgement of the Syllabus (*optional)

I. Course Details:

- ✓ Course Number
- ✓ Course Title
- ✓ Course Section (CRN)
- ✓ Semester, Year
- ✓ Credit Hours
- ✓ Pre and/or Co-Requisites
- ✓ Course meeting day(s) and time
- ✓ Classroom/Laboratory Location
- ✓ Location of School/Department Office
- ✓ University Catalog Course Description
- ✓ Format of Course (hybrid, web-enhanced, lecture, laboratory, or online)
- ✓ Course Web site, or Canvas shell

II. Instructor (and Teaching Assistant) Contact Information:

- ✓ Instructor Name and Title (and how you would like to be addressed, e.g. Professor or Dr.)
- ✓ Instructor office location
- ✓ Office telephone (or cell phone if you use that)
- ✓ Email address
- ✓ Instructor office hours
- ✓ Preferred contact method
- ✓ Your professional website (if available)
- ✓ TA/GA or SI (supplemental instructor - if one is assigned for the course) name, office location, email address, and office hours

III. Course Content:

- ✓ Course Objectives
- ✓ Course Student Learning Outcomes
- ✓ Required Books & Materials
- ✓ Instructional Methods - e.g. lecture, class or online discussions, small group work, activities/projects-based, field component, academic service-learning

- ✓ Delivery method – It is essential that courses taught through various delivery methods (face-to-face, hybrid, and/or online) need to provide comparable content, learning opportunities, and assessments: e.g. if the face-to-face course has class discussions, the online version has threaded discussions; if the face-to-face course has group assignments, the online course will too. The Canvas learning management system provides many tools to support student interactions – contact elarning@emich.edu for support.
- ✓ Assessments - Assignments/Quiz/Exam Descriptions
- ✓ Course Schedule – Provide important dates and deadlines (meeting dates, major topics covered on those dates, assigned readings, and schedule of exams and/or projects – see table on next page).

Sample Course Schedule Table

Week	Date	Topics/Content	Assignments and Due Dates
1	Wed, 09/05/18	Syllabus Review, Course Overview, Self-assessment, Introduction to ...	Begin reading Chapter 1
	Mon, 09/10/18	<i>List content/topics here</i>	Discuss Chapter 1, sections 1-5
2	Wed, 09/12/18	<i>List content/topics here</i>	Assignment 1 due today – upload into Canvas
	Mon, 09/17/18	<i>List content/topics here</i>	Quiz 1 – Chapter 1, begin reading Chapter 2

IV. Instructor Specific Course Policies and Expectations:

- ✓ Attendance and Participation
- ✓ Grading
- ✓ Behavior Expectations and Policies (how student behaviors are reinforced)
- ✓ Academic Dishonesty
- ✓ Lab and Safety/Health Issues
- ✓ Late Work Policy

IMPORTANT NOTE: Based on experiences and data collected around institutional conflicts by the EMU Office of the Ombuds, the following tips are recommended when building your syllabi.

TIPS when developing your instructor specific policies:

- Think about how you will **enforce** your policies and ensure this is explained in your syllabi.
- Clarity is key; be consistent with language and tone. One word can change the meaning of your policy:

 Example: (from a graduate class)
 Policy 1: You must have a **B average** on assignments to pass this course.
 Policy 2: You must have a **B on each** assignment to pass this course.
- Students are responsible for working directly with instructors if they miss class(es) for any reason, even in a crisis. Excused absences, exceptions and/or academic accommodations related to absences rests at the discretion of the instructor. **In your syllabus**, state how students should contact you about missing classes and include your policy for accepting or not accepting excused absences.
- Consider including the following statement for dealing with **accommodations**:
 “Modifications can be made to these course policies on an individualized basis after consulting with the instructor (e.g. if a student presents a letter of accommodation from the Disability Resource Center.)”
- Be sure to include a statement **inviting students to contact you if they have any concerns or questions** about the syllabus or the course.

V. University Course Policies, Expectations, and Student Resources

IMPORTANT NOTE: The Office of the Ombuds, Faculty Senate, Faculty Development Center, and EMU Student Government have worked together to provide an easy way to ensure all of the above elements are represented in your syllabi. By providing the following statement and website link(s), you and your students have access to all of these university course policies and expectations:

Please copy and paste the following statement and website link(s) in this section of your syllabi. If you teach a graduate course, include the Student Handbook AND Graduate School Policies links.

“In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all university policies, support resources, and student's rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. Please note: Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, [734.487.0074](tel:734.487.0074), emu_ombuds@emich.edu, or visit the website: www.emich.edu/ombuds.”

University Course Policies: <http://www.emich.edu/studenthandbook/policies/academic.php#univ>

Student Handbook Link: <https://www.emich.edu/studenthandbook/index.php>

Graduate School Policies: <http://www.emich.edu/graduate/policies/index.php>

Also include the **University Writing Center's location and hours** (to be updated each semester).
<https://www.emich.edu/ccw/writing-center/>.

Consider sharing **important resources**, for example [Title IX](#) and [Swoops Pantry](#) . You can paste this resource link into your syllabus: <https://www.emich.edu/studenthandbook/campus-resources/index.php>.

VI. Acknowledgment of the Syllabus – (Optional)

Consider these tips for students to engage in understanding your syllabus.

- Motivate students to read the syllabus and comprehend course policies and requirements by giving an open quiz at the end of the first class or the beginning of the second class period.
- Use your CANVAS course shell and ask students to submit a “Student Acknowledgement of Course Syllabus” statement as an assignment to motivate students to read the information on the course syllabus and take the course requirements seriously. (Alternatively, this statement could also be in the form of an extra sheet placed at the end of the syllabus or handout which students can sign and return to you.)

Syllabus Literature:

- Grunert O’Brian, J., B.J. Millis, and M. W. Cohen (2008) *The Course Syllabus: A Learning-Centered Approach*. San Francisco, CA. Josey Bass Publishing.
- *Syllabus* – “Syllabus is a peer-reviewed publication of course syllabi and teaching materials.”
<http://www.syllabusjournal.org/syllabus>