# Introduction

* This syllabus template is provided as a resource for IUB instructors. It represents best practices in creating a syllabus (e.g., the inclusion of course goals and learning outcomes, clear specification of grading standards), and also includes features to make it accessible to students with disabilities. However, instructors are not required to use this template, and there are many other appropriate and effective ways to organize a syllabus. For more information about how to create an effective syllabus, along with examples and more information, refer to the CITL resource [Syllabus Construction](https://citl.indiana.edu/teaching-resources/course-design/syllabus-construction/index.html). Also see our resource on [creating equitable and inclusive syllabi](https://citl.indiana.edu/teaching-resources/diversity-inclusion/inclusive-syllabus/index.html).
* Any sections or entries in this syllabus template that are not relevant for your course can be deleted. In addition, the order of the major sections of this template (About the Instructor, About the Course, etc.), can be changed if desired.
* This template is constructed to be easily readable by machine readers because it uses the Styles features of Microsoft Word. You can change the text of a heading or delete it, but do not change it from a heading to normal text. For more information about creating a syllabus that is accessible to students with disabilities, refer to the CITL resource [Creating an Accessible Classroom](https://citl.indiana.edu/teaching-resources/diversity-inclusion/accessible-classrooms/index.html).
* Included in the header on each page is the semester and year, instructor’s name, and course title. This header information is provided for any syllabus distributed on paper, so that if the pages get separated, students will still know which course a page belongs to.
* Comments have been included with this template to provide more detail about particular sections, or to indicate where you can go to get more information. Remove them (and these instructions) before printing or publishing the syllabus.

# Semester

# Department, Course Number, Section Number

# Course Title

# Syllabus

# About the Instructor

Instructor: [Name]

Office: [Office location]

Office hours: [List days and times; what to do if student can’t make regular office hours]

## **Contact information:**

[Office phone number]

[Instructor email]

[Preferred method of contacting you; where to leave messages; expectations on how soon they can expect responses; expectations regarding email contact by students (e.g., student must include his/her name in the email, must put the subject of the email in the subject line, must use an appropriately formal tone, etc.)]

## **Associate Instructor(s) and/or Undergraduate Teaching Interns:**

[Name(s)]

[Office location]

[Office hours]

[Contact information]

# About the Course

Class meeting days and times: [Days and times]

Class location: [Building and room]

Course prerequisites and co-requisites: [Prerequisites and co-requisites]

Required texts and materials:

[Provide full citation of all texts, including ISBN numbers. If you have created a course pack of readings, tell students where they can buy it. ]

[Materials on reserve or Canvas]

[Recommended or supplemental texts and materials]

## Canvas and other website information:

[What is on the course Oncourse or Canvas site; which assignments (if any) will be turned in online; any other requirements or expectations regarding Oncourse or Canvas (e.g., forum posts)]

[URL(s) and instructions for any other websites students will need to access (e.g., a course website, a blog site, Twitter, etc.)]

Contacting classmates:

[Provide space for students to write down names and contact information for at least 2 classmates.]

# Course Goals and Learning Outcomes

Course description:

[Provide a brief description of the course.]

Course goals:

[Provide a brief statement (ideally one or two sentences) of your course goal. The goal should be student-centered and should focus on what students will be able to do by the end of a course. A student-centered course goal will complete the sentence, “By the end of this course, students will be able to . . . “]

Learning outcomes:

[Learning outcomes should:

* be more specific than the course goal;
* be 4 to 8 in number; and
* articulate the dimensions of student learning required to complete the course assignments and projects successfully.]

# Grading

## Course expectations and the final course grade

[In this space, list the student work that will be used to figure the course grade, and how you will weight that work to calculate the course grade. You may wish to use a table like that provided below to provide this information. Consider items such as attendance, assignment grades, participation, etc.]

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Percent of Final Grade** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

[If desired, insert grading scale (with plus/minus scaling, if applicable). You will probably need to add rows to this table to complete it. ]

| **% of points** | **Grade** |
| --- | --- |
|  |  |
|  |  |
|  |  |

## Grade Dissemination

[Explain how students will learn of their grades on assignments and exams. Provide a policy or deadline for changing grades or correctly incorrectly posted grades, if applicable.]

# Course Policies

Course Policies: Grades

Late Work: [Will it be accepted? Will there be a penalty and, if so, how big will it be?]

Extra Credit: [Is it available? If it is, how can it be earned? Is there a deadline for completing it?]

Grades of Incomplete or Pass/Fail: [Under what circumstances will an Incomplete be given? Can the course be taken Pass/Fail?]

Rewriting Papers or Getting Comments on Preliminary Drafts of Papers: [Can papers be rewritten for credit? Will you provide comments on preliminary drafts?]

Plagiarism and Academic Dishonesty: [How do you define plagiarism (if applicable)? What are the consequences of plagiarism or other forms of academic dishonesty? You should also consider adding statements about how generative artificial intelligence can or cannot be used in your course.]

Turnitin.com: [If you will be using this service, it is recommended that you state this fact in the syllabus, and provide instructions explaining how to turn in written work through Turnitin.]

Course Policies: Expectations for Students

Attendance: [What is the penalty (if any) for absence from class?]

Civility: [How do you expect your students to behave, particularly regarding in-class discussion, emotionally loaded topics, etc.?]

Use of electronic devices in class: [If desired, state your policy regarding the use of cell phones or laptops during class.]

Clickers: [If your course includes the use of clickers, provide specifics about how to obtain and use them. ]

Students with Disabilities: [Provide information as necessary]

Religious Observances: [Provide information as necessary]

Students called to active military duty: [Provide information as necessary]

# Support Services for Students

Writing Tutorial Services:

[If you assign papers in your course, you may want to include the information below in your syllabus. You can also refer students to [the WTS website](https://wts.indiana.edu/).

For free help at any phase of the writing process—from brainstorming to polishing the final draft—call Writing Tutorial Services (WTS, pronounced “wits”) at 855-6738 for an appointment. When you visit WTS, you’ll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call in advance.

Tutorials are available at the following times and locations. Call 5-6738 for an appointment:

WTS in the Information Commons on the first floor of the Wells Library
Monday-Thursday 10:00 a.m. to 8:00 p.m.
Friday 10:00 a.m. to 5:00 p.m.

Walk-in tutorials are available when WTS has an opening, but the appointment book often fills in advance.

Walk-in tutorials only:

WTS in the Briscoe, Teter, and Forest Academic Support Centers
Sunday-Thursday 7:00 p.m. to 11:00 p.m.]

Academic Support Centers:

[If tutoring for your students is available at the ASCs, provide that information here.]

Student Academic Center:

[If appropriate, refer students to the SAC to obtain help with study skills, etc.]

Departmental tutors:

[Provide information if your department organizes a tutoring service for students or maintains a list of individual tutors.]

Knowledge base and UITS support center:

[If students may need technical support, refer them to [the Knowledge Base](http://kb.iu.edu/) or to [the UITS Support Center website](https://kb.iu.edu/d/abxl) .]

# Important Dates to Remember

**Note: All assignment due dates and the course schedule are subject to change at the instructor’s discretion; students will be given reasonable notice in class of any changes; in addition, changes will be posted as announcements in the course Oncourse or Canvas site.**

If desired, provide dates and information appropriate for your course in the table below:

| Assignment or other important event | Due date |
| --- | --- |
| Assignment or other important event | Due date |
| etc. |  |
|  |  |
|  |  |

# Schedule

|  |  |  |
| --- | --- | --- |
| **Date** | **To Prepare for Class** | **In-Class Activities and Topics** |
| [date, or week of the semester] | [List readings or assignments that are to be finished BEFORE students arrive in class. It may also useful to include reminders about due dates for important assignments.] | [List the main learning outcomes and topics to be focused on during each class period. Also list in-class activities, including guest speakers, student presentations, etc.] |
|  | [Include other important dates, such as midsemester break, the final exam (if you will give one), dates when class will be cancelled, and extra class sessions (for exam review, exams that will be held outside regular class times, etc.).] |  |
|  |  |  |
|  |  |  |

# Major Essay or Project Assignment

Description of assignment or project:

[Provide a description of any major assignment or project.]

Due Date:

[If desired, provide the due date for the assignment, and due dates for any intermediate steps (e.g., a project proposal, an annotated bibliography).]

Grading criteria:

[Tell students how this project or assignment will be evaluated, or refer them to a separate grading rubric.]