

Syllabus Guide

A syllabus should communicate what the course is about, why it is taught, where it is going, and what is required to pass.



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Before you begin...

Syllabi can take on a number of different looks and formats, based on your own style and preferences, as well as the course structure. Some syllabi are very detailed, while others only provide what is needed to communicate pertinent information and expectations. Syllabi serve three main functions in your course: a map, a contract, and a schedule. This document is an attempt to provide you with guidelines for including and completing these key functions.

This document is NOT intended to serve as a syllabus template. Each department has requirements for what must be included in their syllabi. Some departments have an official syllabus template that all faculty/instructors must follow. Be sure to check with your lead faculty or department before preparing your syllabus.



Want Examples?

Sometimes you just need examples to get your creative juices flowing. We recommend asking for example syllabi from your lead faculty and colleagues first, but have also provided a few examples on [page 10](#).

The Map

Much of the basic information included in a syllabus serves as a map of the course.

The following should be on the first page of your syllabus. Many place this information in the document's header:

- course title
- semester dates
- location and time
- lead instructor

Students should be able to easily recognize and reference this information.

Course Meeting Information

- Time/Day that the class will meet. Example wording: 1-1:50 MWF; 1-1:50 M -- If a hybrid course, be sure to distinguish face-to-face meetings from virtual meetings.
- Classroom location. Example wording: Rm# Building; online components to be completed T-F; Fully Online
- If you plan to use a Blackboard Course Site, include the Blackboard url (<http://courses.missouri.edu>) and give the course name as it appears in Blackboard. Also include basic login instructions and contact for technical assistance. Example wording: Under course login, select Blackboard; then, enter your PawPrint and password. If you have difficulty logging in to the course or you do not see the course listed, please email the DoIT Help Desk at helpdesk@missouri.edu or contact them by phone at 573/882-5000 or 866/241-5619. You MUST enable Compatibility View with Internet Explorer 8.

Faculty/Instructor Name

List the person teaching the course as the faculty or instructor. Also include complete contact information and communication preferences.

- Provide contact information, such as email address and phone number. Be cautious about providing your cell phone number. If this is your preference, consider using a service like Google Voice to protect your privacy.
- List your office hours. Example wording: virtual hours from 3-4 p.m. on Fridays
- List your office location. Provide the Rm# and building. Also include the street address if off campus.
- Finally, provide your communication preferences as well as your plan for returning/answering student emails and phone calls. A best practice is to return emails/phone calls within 24-48 hours if the original was received Monday-Friday. If using Blackboard, include a note informing students to submit private communication in email, but course-related/public questions to a general forum in the Discussion Board. This may cut down on the number of repeat questions you receive. Example wording: Email is the best way to contact me for confidential questions related to your grades or attendance. The general forum on the Discussion Board is the best way to communicate questions related to course assignments or access to course material. I will answer all emails or posted questions within 48 hours Monday-Friday. If you post a question after 5:00 p.m. on Friday, I may not answer it until Monday.



If applicable, list additional GI/TA contact information, including name, email address, phone number, office address, office hours, and communication preferences.

Course Information

After listing the vital information to get students started, provide information specific to the course, such as its description and the course goals. (Remember, the course goals are distinct from your learning objectives. Course goals (sometimes called course learning objectives) are official and determined by the lead faculty or department. They should not be changed.)

Course Description

Insert the course description. For the official course description, including prerequisites, go to <http://myzou.missouri.edu>.

Course Goals

After completing the entire course, you should be able to:

1. Insert text.

Use action verbs to help your students truly understand what they should be able to do after completing this course.

How this Course Works

This section provides you an opportunity to briefly convey your expectations of student participation while at the same time communicate the general flow of your course. You may also see this listed as Course Overview or Course Expectations. This section should answers questions such as:

- Will you meet online in addition to face-to-face or in-seat?
- How will you typically communicate with the class?
- Do you expect students to prepare for class using resources found on Blackboard? If so, how many hours a week should they expect to spend preparing?
- Do you want students to complete assignments in a particular order, e.g., complete the readings, then the quizzes, then participate in the discussions?

Example wording: This course is designed to meet both face-to-face and online. It is essential that you log into the course via Blackboard at least 2-3 times a week to read course announcements, interact with your small discussion group, submit assignments, take online quizzes, etc. We will use Blackboard Collaborate for online, synchronous meetings four times during the semester. See the Course Meeting Information for specific meeting times and days.

Each week of the course will have a corresponding instructional unit (click the "Lessons" tab to access), which includes my introduction to the week's chapter or topic, any corresponding documents, your assignments, and the weekly discussion questions. You should expect to spend 3-4 hours each week to complete the instructional unit. Complete your readings and review of related course material before posting answers/reflections to the discussion questions.

I will send weekly announcements to keep everyone updated, so be sure to check the Announcements area of the Blackboard course site often. Also be sure to check your Mizzou email on a regular basis for course correspondence.

Course Materials

There are three types of resources:

1. required and purchased
2. required but not purchased, and
3. suggested/recommended (purchased or not purchased)

Consider listing the course materials by type: required and purchased, required but not purchased, and suggested/recommended. It is helpful (and less confusing) for students if you list your required materials (purchased or not) separate from your suggested/recommended materials.

It is important to list every item that students will need to purchase, whether it is textbooks, i>clickers, lab kits, etc. If special instructions for acquiring course material are needed (i.e., anything that students cannot purchase through the University Bookstore), include purchasing/access information along with the resource. For example, if you plan to require a documentary that is only viewable through Google Play, include the url and note that additional fees are required for viewing. (Don't quote the amount since that may change; just note that fees for viewing will apply.)

If you plan to use the library's online database for articles, it is not necessary to list every article in this section. However, you may consider noting the fact that you will assign articles found through this resource. (When you do list the assigned article, be sure to include the article's url or doi and let students know that they may need their PawPrint to access this resource.)

Some choose to list books separate from other types of materials. The example below is listed this way. However, this separation is not required for clarity.

Example wording:

Required Materials

Textbooks

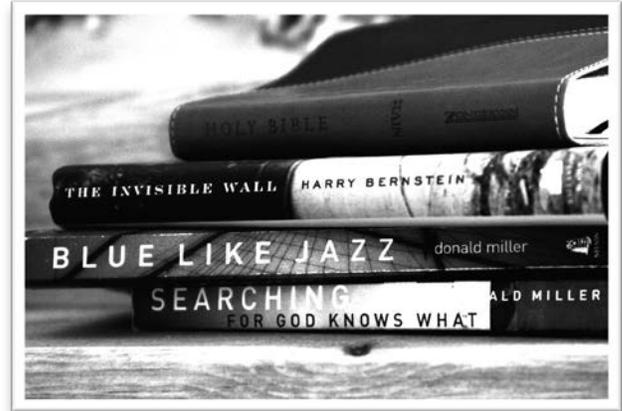
- Vai, Marjorie and Kristen Sosulski. *Essentials of Online Course Design: A Standards-Based Guide* (1st ed.). Routledge: New York, 2011. ISBN: 978-0-415-87300-0.

Other Materials

- i>clicker2 (See "Other Course Resources" for more information on the i>clicker2)
- Headset with microphone

Suggested/Recommended Materials (not required)

- [Publication Manual of the American Psychological Association](#), 6th ed.



Listing required materials separate from recommended materials is helpful for students.

If you received a complimentary desk copy, look on the back cover for the student edition ISBN.

To order the student edition:
ISBN 13: 978-0-205-78214-7
ISBN 10: 0-205-78214-0



Ellis Library's [Subject Librarians](#) can help you locate resources specific to your course or discipline. They also maintain [subject-specific Research Guides](#).



ET@MO maintains [support documentation](#) for the tools listed here.

Course Resources & Blackboard Tools

Following is a listing of general resources and tools with a description and example wording that you could include in your syllabus. If you decide to use one of the following, double check with your lead faculty or department to ensure there are no departmental policies associated with the use of each. It is also important that you know how to use any resource or tool that you require students to use. ET@MO offers [training and support](#) for the tools listed here (the library resources are supported by Ellis Library).

Any time you require students to use technology, be sure to include resources for technical assistance (<http://etopics.missouri.edu/?view=student>).

Library Resources and E-Res

If you use E-Res or articles available through an online database, begin by explaining that. The Ellis Library staff offers [training and support](#) for you and your students.

Example wording: MU Library resources are available to all MU students, whether you are located on or off campus. You can search for books, articles, and media resources for all campus libraries at <http://library.missouri.edu>. Ellis Library also hosts a series of databases, giving you online access to journal articles, eBooks, and media resources at <http://library.missouri.edu/databases/>.

Include the following if **any portion of your course is hosted via Blackboard**: You may also access the University of Missouri Library Distance Education Support Service page at: <http://libraryguides.missouri.edu/distance>.

Include the following re: **E-Res or something similar** if applicable to your course: This course uses resources and materials accessible via the Electronic Reserve System (E-Res): <http://library.missouri.edu/guides/reserves/>. Therefore, access to the library will be critical to your academic success. You will need your PawPrint username and password to access these resources.

Tegrity Lecture Capture System

Begin by explaining how you will use Tegrity in your course.

Example wording: I will use Tegrity to record every in-class lecture. It will be available for your viewing throughout the semester. Tegrity allows us to record and distribute lectures and other audio and video recordings to you in a secure environment through Blackboard. Because we will be recording in the classroom, your questions or comments may be recorded. No material will be shared with individuals outside of your class or faculty and staff who require access for support or specific academic purposes without your express permission.

You may watch recordings online or download them for off-line viewing on your computer, smartphone, or media player. These recordings are jointly copyrighted by the Curators of the University of Missouri and your instructor. Posting them to another website, including YouTube, Facebook, BlipTV, or any other site without express, written permission may result in disciplinary action and possible civil prosecution.

...continued

i>Clicker2 Information

Begin by explaining how you will use the i>clicker2.

Example wording: Attendance will be collected using the i>clicker2 in addition to participation points. Students who do not already have an i>clicker2 will need to purchase one at the University Bookstore. You must register your i>clicker2 each semester. You are required to bring your i>clicker2 to every class session. If you have technical problems, or forget your i>clicker2, contact your instructor/TA immediately.

You can register your i>clicker2 by logging into Blackboard at <http://courses.missouri.edu> and clicking on the tab labeled "Students." Then, select the "Click Here to Register" link in the i>clicker2 module. You can use the i>clicker2 without registering it; however, no points will be assigned to you and your attendance will not be tracked until it has been registered.

Blackboard Collaborate

Begin by explaining how you will use Blackboard Collaborate.

Example wording: This class uses Blackboard Collaborate, a synchronous, online meeting tool. We will use this tool to meet virtually throughout the semester. Check the Course Meeting Information for specific days and times. To fully participate in a Collaborate session, we recommend using a headset with microphone for improved audio quality. A webcam is necessary for video. Many laptops already have built-in webcams so make sure you check before purchasing a webcam. Even if your laptop does have a built-in microphone you may still wish to purchase a headset.

Kaltura

Only include if students are required to use Kaltura to submit media for an assignment. Begin by explaining how they will use Kaltura in the course.

Example wording: You will use Kaltura to upload videos for the final project. Kaltura is a streaming service used to share video and audio. The files you upload are only accessible to those enrolled in the course.



Grouping together all the tools students will use helps them get ready for your course.



Direct students to [eTopics Student Help page](#) for help using the Blackboard tools.

Course Policies

The Office of Provost provides [example statements](#) for the required policies:

- Academic Dishonesty
- Statement for ADA, Statement for Intellectual Pluralism
- Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy

In addition to these required policies, we also encourage inclusion of the following:

- Late Assignment Policy
- Attendance Policy
- Online Class Netiquette (or Class Etiquette)
- Grievance Policy

Example wording for each is provided below. Many departments add policies that are unique to the discipline or specific course. Be sure to check with your lead faculty or department to ensure you are including all of the required policies for your course.

Review the following resources for more information regarding official policies and procedures for the University as a whole: the [Collected Rules and Regulations](#), [Faculty Handbook](#), [M-Book](#). Individual departments may also have a Faculty and/or Student Handbook.

Attendance Policy

Example wording: If you plan to track attendance, communicate your attendance policy. Some [restrictions apply](#) for attendance policies, so be sure to get specifics for your department from your lead faculty or department.

Late Assignment Policy

A late assignment policy is needed to communicate if you accept late work or not, and if so, under what conditions. If you choose to accept late work, be sure to indicate when students are expected to contact you, for how long passed the original due date you will accept late work, and if a grade penalty will apply.

Example wording: Late work will automatically be lowered by 25%. Assignments more than 3 days late will not be accepted unless **prior** arrangements have been made. If you have circumstances that affect your ability to complete assignments, please contact me **at least 3 days in advance** of the due date. I reserve the right to refuse any late submissions, but will work with students who act responsibly and courteously.

Online Class Netiquette

Depending on your course content, you may want a very specific and detailed netiquette policy (this could also apply to face-to-face courses). [The University of Florida](#) provides a few guidelines that will help you develop a policy that works for your course.

Example wording: Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions.

Grievance Policy

Example wording: Information concerning student grade appeal procedures (Article VI, Policy and Procedures #4 and #5) and non-academic grievances and appeals (various sections) may be found in the [M-Book](#).

The Schedule

Providing a clear course schedule can help your students stay on track and meet established deadlines.

The goal of a weekly schedule is to succinctly outline what students should do when. Depending on how your course is organized, you may choose to use “Week 1, Week 2...” instead of calendar dates to structure your schedule. Following are two example excerpts of a weekly schedule. To be effective for your course, your schedule may look completely different, and that’s OK.



Example 1

Date	Topic	Readings
Jan 11	Introduction to Research	Chapter 1 pp. 3-14, 16-22
	How we know	Chapter 2 pp. 28-34
Jan 18	Qualitative Research	Chapter 18
	Observation	Chapter 19 pp. 449-464
	Interview	Chapter 20 pp. 481-494
	Assignment: Research questions	p. 118

Example 2

Adding a disclaimer, such as “This schedule is subject to change,” can help you prepare for the unknown.



Following are example syllabi from a variety of courses. Remember to check with your lead faculty to ensure your syllabus contains all required elements.

[Introduction to Research in Education](#)

[HON H238--Politics and Communication: Knowledge and Community](#)

[R490 Service-Learning/SIFE](#)

[SOC 233 Gender, Development & Globalization](#)

[SOC 395: Fieldwork in Sociology](#)

[BIO 2640 Anatomy and Physiology II \(Lab\)](#)

Syllabus Checklist

Use the following checklist as a quick guide when proofreading your syllabus.

Course Information

- Course number and title
- Room number and meeting day(s) and time(s)
- Lead instructor name and contact info
- Preferred method of contact and office hours
- GI/TA name and contact info
- Textbook and/or course materials info
- Descriptions and help links for any Blackboard tools used
- Link to Library resources
- Grades breakdown, assignment weights
- Weekly Schedule
- Assignment descriptions (if applicable)
- Course Policies
 - Academic Dishonesty
 - Statement for ADA, Statement for Intellectual Pluralism
 - Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy
 - Late Assignment Policy
 - Attendance Policy
 - Online Class Netiquette (or Class Etiquette)
 - Grievance Policy