

College of Arts and Sciences

Course Syllabus Guidelines

Every faculty member who teaches in the College of Arts and Sciences must distribute a syllabus in each of the courses he or she teaches. This must be done during the first week each course meets, either electronically or on paper. Syllabi normally include the following:

1. The course title and number, as well as the location and hours of class meetings.
2. The instructor's name, e-mail address, office location and phone number, and office hours.
3. A statement of the student learning outcomes for the course. A statement indicating which General Education or other curricular requirements the course fulfills. (Be sure the course has been approved as fulfilling specific requirements before stating that it does.)
4. A listing of course textbooks and other course materials, and an indication of course requirements (e.g., number of tests during the semester, writing assignments). Useful web sites and other research tools might also be included.
5. A course schedule, including such things as due dates for reading and writing assignments, and test dates.
6. A clear explanation of grading standards and procedures.
7. For 500-level courses, which may be taken for either undergraduate or graduate credit, a statement of the additional requirements for graduate students must be included.
8. Any particular policies the instructor may want to articulate in addition to, or as refinements of, policies stated in the University Redbook, the A&S Dean's Guidelines, the Student Bill of Rights, or other university documents. For example, an instructor may wish to adopt a particular policy concerning attendance, or test make-up. It is important, of course, that no policy adopted by an instructor be contrary to university policies.
9. Instructors who require written work are strongly advised to include a definition of plagiarism and to indicate what penalties will be imposed if a student is found to have plagiarized.
10. Effective July 1, 2015, all syllabi must include the following Title IX statement:

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

11. A statement that the instructor reserves the right to make changes in the syllabus when

necessary to meet learning objectives, to compensate for missed classes, or for similar reasons.

12. Syllabi should be uploaded into Blackboard, under the "Syllabus" tab. Instructions for naming and uploading the syllabus are available on the course Blackboard shell in the "My U of L" section (opening page) and under the "Syllabus" tab for each specific course.

Sample General Education Syllabi Statements

Syllabi for designated general education courses are required to include a statement explicitly referring to intended general education outcomes. Clarifying how these outcomes will be met should help students understand the goals and aims of the general education courses and better discern continuities across the curriculum. Depending on the size, structure, or aims of the course, the following sample statements could be amended or combined to satisfy this requirement.

Sample #1 - Critical Thinking Skills

This course fulfills a General Education requirement in (*Written Communication, Natural Sciences, Social & Behavioral Sciences ...*). One goal of the course will be to practice and develop our **critical thinking skills**. In part, this will be (explicitly) modeled during class discussions and/or group problem-solving sessions. Key elements of critical thinking include: identifying the question or problem, analyzing evidence and developing arguments, integrating knowledge and demonstrating an awareness of multiple points of view, and drawing conclusions based upon reasons, arguments, and evidence. Your progress in this area will be assessed with the following graded assignment(s): (*writing/essay assignment, problem set, laboratory report, embedded in exam questions, etc*).

Sample #2 - Effective Communication Skills

This course fulfills a General Education requirement in (*Written Communication, Natural Sciences, Social & Behavioral Sciences ...*). One goal of the course will be to practice and develop **effective communication skills**. Key elements of effective communication include: clear articulation the purpose in a tone suitable to the audience, evidence of coherent organization, demonstration of analysis and/or synthesis of the concepts and/or evidence, use of appropriate conventions and style. Class discussions and analysis of sample work will be used to help you develop these skills. Your progress in this area will be assessed with a graded assignment (*writing/essay assignment, problem set, laboratory report, embedded in exam questions, etc*).

Sample #3 - Understand and Appreciate Cultural Diversity

This course fulfills a General Education requirement in (*Written Communication, Natural Sciences, Social & Behavioral Sciences ...*). One goal of the course will be to **understand and appreciate cultural diversity**. Key elements related to this goal include: recognizing ways that culture shapes our behaviors and attitudes, demonstrating an understanding of the relationship between culture and environment, recognizing the diversity within cultural groups, and analyzing the impact of cultural diversity on problems and societal issues. In part, this understanding will be (explicitly) modeled during presentations and/or group discussions. Your progress in this area will be assessed with a graded assignment (*writing/essay assignment, problem set, embedded in exam questions, etc*).