



The Course Syllabus

A Guide for Student Success

Whether you're a seasoned faculty member with many syllabi in your files or a beginning faculty member, please check out this information about the syllabus at ECU.

Center for Faculty Excellence
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Mentor in a Manual: Climbing the Academic Ladder to Tenure. 2nd ed. By A. Clay Schoenfeld & Robert Magnan. Madison, WI: Magna Publications, Inc. 1994.

“The syllabus should serve as a **map for your journey through the semester.** It should provide enough detail to direct your students, but not so much that they feel overly programmed. Think of your role as that of a tour guide: you want your schedule to indicate the major activities, but allow freedom to explore side roads according to the interests and needs of your class, serendipity, fate, and human elements. “ (Schoenfeld & Magnan, page 198)

Howard Altman quote: Since the course syllabus becomes a written legal covenant between the instructor and the students in the course, each syllabus should end with a **caveat** of the following sort: “The above schedule and procedures in the course are subject to change in the event of extenuating circumstances.” This caveat protects the instructor and department if changes in the syllabus need to be made once the course is underway. (page 198)



ECU Faculty Manual

M. Orientation of Courses

At the opening of each semester, faculty members should provide the following information during the initial class meetings:

- The prerequisites of the course, if any, and the required class standing, that is, freshman, sophomore, etc. Students not eligible for the course should be sent to the office of the Registrar immediately.
- The content of the course
- The objectives of the course and the value to be derived from the course
- The complete requirements of the course, such as textbooks, other materials required, number and nature of reports to be submitted, outside reading, notebook requirements, types of quizzes to be used, and class attendance regulations
- The weight of the various requirements of the course in determining the final grade
- Smoking is prohibited in all ECU classrooms

The first meeting of each class should consume the full time allotted by the schedule.

Faculty members are expected to have in their possession a syllabus for each course they teach. It is the responsibility of each dean and chairperson to have syllabi for all courses taught in the college, school, or department.

<http://www.ecu.edu/cs-acad/fsonline/customcf/facultymanual/part5/Part5.pdf>



ECU Syllabus Resources

The ECU course approval process requires submission of a syllabus. The following proposals provide information to guide faculty in creating syllabi for their teaching of those classes.

Graduate course proposal

http://www.ecu.edu/cs-acad/gcc/upload/12_05_07_HLTH_6005_Course_Proposal_Form-3.doc

Undergraduate course proposal

<http://www.ecu.edu/cs-acad/fsonline/customcf/committee/cu/courseproposalformWord.doc>



ECU Syllabus Resources

- In order to be prepared should a disaster require teaching from a distance, all courses (on campus and distance education) have a BlackBoard site. Once your department has assigned you a course, that course will be listed on your BlackBoard site.
- Departmental copies of approved syllabi. Check with you department to see if syllabi are on file.
- Teacher Awards syllabi. Examples of syllabi from award winning faculty are available in the Center for Faculty Excellence.
- New Faculty Blackboard site: <https://blackboard.ecu.edu/> (guest signin: newfaculty for both id and password). Some resources are listed; more will be added.
- Resource books are available in the library and in the Center for Faculty Excellence



A Guide to Faculty Development: Practical Advice, Examples, and Resources.
Edited by Kay Herr Gillespie: Bolton Mass: Anker Publishing Company, 2002.

- ❑ **Course Information:** Includes course title, course number, credit hours, location of the classroom, days and hours of class/ lab/studio/etc.
- ❑ **Instructor Information:** Includes name, title, office location, office phone number, office hours, teaching associates (TAs).
- ❑ **Textbooks, Readings, and Materials:** Includes title, author, date, publisher, and why it or they were chosen. Text(s) should be chosen for representation and treatment of course content and goals. Authors should be chosen for their treatment of multiple perspectives. Readings and materials should be chosen for their representation of diverse perspectives.
- ❑ **Course Description and Goals:** Includes course and multicultural goals and why these goals are important for teaching and learning. Might include a rationale for instructional methods. Instructional methods should capitalize on students' experiences, learning, and cognitive styles. Course objectives for multicultural teaching and learning should address cognitive, affective, and behavioral domains (Kitano, 1997)



A Guide to Faculty Development: Practical Advice, Examples, and Resources.
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cont. (List adapted from *Altman and Cashin, 1992*)

- ❑ **Course Calendar and Schedule:** Includes a daily or weekly schedule of class activities such as readings, assignments, and due dates, lecture topics, quizzes, and exams. Assessment strategies should provide students with a variety of ways for mastering course content.
- ❑ **Course Policies:** Includes attendance, lateness, class participation, missed assignments and exams, lab safety, academic misconduct, and grading. Communicates a tone of high expectations for all students and a knowledge of the research on differential interaction patterns of underrepresented groups.
- ❑ **Available Support Services and Resources:** Includes a statement for students who may require support services from offices such as disability services, academic learning center, tutoring center, [SI], library, and computer center. Resources should accommodate the social and cultural characteristics and experiences of the students.



Attached is a format which you are welcome to use. It is a suggestion only. It does include the recommended sentences about disruption and disabilities.

Disabilities Statement

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)).

For more information, go to <http://www.ecu.edu/cs-studentlife/dss/>

Disruption Statement

The University has adopted a disruption policy. http://www.ecu.edu/cs-acad/cfe/upload/classroom_disruption.pdf. It is a good idea to identify your expectations in your syllabus.



Below is a template you may find useful in creating your syllabus. Following the template are examples of six syllabi from different areas from the portfolios of teaching award winning faculty.

Template – [Syllabus form.doc](#)

Burns – Chemistry - [BurnsSyllabus.pdf](#)

Privera – Communication - [PriveraSyllabus.pdf](#)

Mahar – Exercise - [MaharSyllabus1.pdf](#)

- [MaharSyllabus2.pdf](#)

Hunt – Business - [HuntSyllabus.pdf](#)

Ballard – Gerontology - [BallardSyllabus.pdf](#)



Mentor in a Manual: Climbing the Academic Ladder to Tenure. 2nd ed. By A. Clay Schoenfeld & Robert Magnan. Madison, WI: Magna Publications, Inc. 1994, page 199: Mary McDonald Harris's 10 rules for constructing a syllabus.

1. The syllabus conveys enthusiasm for the subject.
2. The syllabus conveys the intellectual challenge of the course
3. The syllabus provides for personalization of content.
4. The syllabus conveys your respect for the ability of students.
5. Course goals are attainable and stated positively.
6. Grading policies convey the possibility of success.
7. The syllabus adequately specifies the assignments.
8. Assignments vary in type of required expertise.
9. You assess student learning frequently.
10. The syllabus conveys your desire to help students individually.

If you have questions or need assistance, please contact the CFE at 328-1426/6470.