

STANDARD COURSE SYLLABUS FORMAT

Syllabi in this format are appropriate for distribution to students. The instructor may choose to add additional items. **NOTE: Syllabi for 500-level courses must distinguish clearly between learning outcomes and assignments intended for undergraduate students and those intended for graduate students. Graduate students should undertake deeper and more complex work than undergraduate students even when shared course content justifies teaching both populations together.**

COURSE NUMBER:

COURSE TITLE:

CREDITS:

PREREQUISITES/COREQUISITES:

FOR WHOM PLANNED: Indicate program and descriptive information such as level or required or elective course in the undergraduate program or core, support, specialty, or required or elective course in the _____ concentration at the graduate level.

INSTRUCTOR INFORMATION: Office numbers, office hours, phone numbers, and e-mail addresses should be listed.

CATALOG DESCRIPTION: The catalog description must be limited to 30 words or fewer and should communicate clearly to students the basic content of the course. Prerequisites and other qualifiers are not included in the limitation of 30 words or fewer.

STUDENT LEARNING OUTCOMES: These must be stated as specific *measurable* skills, knowledge, or understanding that students will be able to demonstrate after successful completion of the course. (NOTE: Gaining “understanding” is not itself a student learning outcome; it is the demonstration of understanding that counts.) Verbs from different levels of learning must be used to illustrate a progression of student learning in the proposed course. Each learning outcome should be developed with one verb indicating the highest level of expected performance. The recommended language for stating learning outcomes is: “Upon successful completion of this course students will be able to ...” **For General Education courses, be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education program learning goals and GEC category and marker student learning outcomes. See General Education Program learning goals and GEC category and marker learning outcomes on pp. ?-?**

Bloom’s taxonomy is one suggestion for developing student learning outcomes. This link (<http://www.nwlink.com/~donclark/hrd/bloom.html>) describes different learning levels for all three domains (cognitive--knowledge, affective—attitude, psychomotor—skills) in Bloom’s taxonomy.

Each course proposal should select the domain(s) that is (are) most relevant to the course. An excellent site for affective activities is http://www.olemiss.edu/depts/educ_school2/docs/stai_manual/manual9.htm. There are many other relevant links to these three domains.

Bloom's Taxonomy provides verbs that are useful for articulating student learning outcomes in each of the three domains. The examples below are organized in distinct levels listed from the simplest behavior to the most complex.

Cognitive: Mental Skills (*Knowledge*)

Knowledge:	defines, describes, identifies, labels, lists, matches, names, outlines, recalls, reproduces, selects, states
Comprehension:	converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Application:	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analysis:	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Synthesis:	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
Evaluation:	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

Affective: Growth in Feelings or Emotional Areas (*Attitude*)

Receiving phenomena:	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses
Responding to phenomena:	answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
Valuing:	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
Organization:	adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes
Internalizing values:	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies

Psychomotor: Manual or Physical Skills (*Skills*)

Perception:	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects
Set:	begins, displays, explains, moves, proceeds, reacts, shows, states,

volunteers

Guided response: copies, traces, follows, react, reproduce, responds

Mechanism: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches

Complex overt response: Verbs are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.

Adaptation: adapts, alters, changes, rearranges, reorganizes, revises, varies

Origination: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING

OUTCOMES: Identify specific instructional methods and types of activities and assignments to be used by the teacher to facilitate student achievement of the stated learning outcomes - e.g., lectures; demonstrations; study of written, audio/visual, or other materials; in-class discussions; one-on-one conferences; group work; student presentations; electronic chat activities. Explicitly tying specific instructional methods and/or assignments to specific student learning outcomes will help students to know what skills, knowledge, or understanding they are expected to work on gaining in and through each of the activities of the course. It will also help them to understand what evidence of their achievement you will be examining in evaluating their work. For General Education courses, **be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education program learning goals and GEC category and marker student learning outcomes. See General Education Program learning goals and GEC category and marker learning outcomes on pp. ??**

EVALUATION AND GRADING: Explain the standards on the basis of which students' in-class work and assignments will be evaluated, and show the relationship between each individually graded assignment and the calculation of the midterm and final grade for the course. Since all work undertaken by students in a course should provide an opportunity for them to demonstrate their achievement of one or more of the stated learning outcomes, both in-class and out-of-class assignment prompts and grading standards should be explicitly linked to and conceptually consistent with the learning outcomes. For General Education courses, **be sure that the syllabus explicitly shows how the course learning goals, assignments, and methods of evaluation relate to general education program learning goals and GEC category and marker student learning outcomes. See General Education Program learning goals and GEC category and marker learning outcomes on pp. ??**

REQUIRED TEXTS/READINGS/REFERENCES: Use full citations. Bibliographies should be current. Briefly justify the use of items published more than five years ago.

TOPICAL OUTLINE/CALENDAR: The course outline should contain sufficient daily/weekly detail to permit assessment of agreement between actual content and stated objectives and catalog description.

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to UNCG *Undergraduate Bulletin/Graduate Bulletin*.

ATTENDANCE POLICY: Faculty expectations for course attendance should be documented in the syllabus.

FINAL EXAMINATION: Final examinations may be required at the discretion of faculty and must be scheduled in the course syllabus. Exceptions hold for seniors in the Honors Program.

ADDITIONAL REQUIREMENTS: A few examples of these requirements are: preparation for class, absence policy, and late work penalty.