***Sample Course Syllabus (2022-2023)***

**Note: this syllabus is provided as a guide only. Faculty should feel free to change the formatting, wording, and other elements to suit their needs, as long as it conforms to the syllabus guidelines and is consistent with College policies. Please refer to the Syllabus Checklist.**

**RAMAPO COLLEGE OF NEW JERSEY**

**School of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Information Instructor Information**

Course Number, Course Title, Credit Hours Instructor's Name, Title

Prerequisites and/or Co-requisites *(see course level guidelines)* Office Location & Phone No.

Semester & Year Offered Office Hours

Class Meeting Day(s), Time, location E-mail Address

Mailbox Location

School Office Location

School Office Phone No.

If the course is cross-listed, a student chooses which section (i.e. subject code) they register for. *Both* identities of the course should be listed on the syllabus and the following statement added: "Students should ensure they are registered in the correct section *before* the end of add-drop, because no changes can be made to a student's registration after that date."

**Course Description**

Include a course description that provides an overview of the course. This description should provide students with a capsule summary of the overall intentions of this course. *It should match the course description in the College catalog*, which is available online at [www.ramapo.edu](http://www.ramapo.edu), and should generally be between 100 and 200 words in length. Courses such as First Year Seminar or 190/290/390/490 Topics courses should include the generic description followed by the specific description for the individual section. Likewise, for other courses for which you wish to have a lengthier description in the syllabus, add the additional material *after* the initial ‘Catalog’ description

* If the course description on the web needs updating, the convener should submit the updated syllabus to the Dean for approval. If a *substantial* revision is requested, reflecting a significant content change for the course, a full Course Revision Request package needs to be submitted to ARC.
* If the course is a capstone course, please identify it as such in the course description. Capstones are generally Writing Intensive.
* If the course requires students to purchase specialized materials, and/or requires students to visit off-campus locations, the ARC recommends that you indicate this in the course description. Students suffering financial hardship, or lacking a personal vehicle, may find these requirements difficult to meet.
* If the course is cross-listed, the final sentence of the Catalog description should read, "This course is cross-listed as xxxx." *(where xxxx is the course ID: subject and number)*.

**Course Goals**

Include the general goals of the course. This entry should provide students with a general understanding of what students will know, do, grasp, or see as a result of taking this course. What are the general skills, aptitudes, or bodies of knowledge which this course seeks to enhance? It is in this area of the course syllabus that instructors have an opportunity to describe how a course would emphasize forms of critical writing, thinking, and reading.

**Measurable Student Learning Outcomes**

This section will articulate what a student should know or be able to do after taking this course. (SLOs should use specific action verbs such as “calculate”, “write”, “analyze”, etc., and should be *measurable* within the course.) Specific student learning outcomes should be stated and correlated to the assignments in which they will be measured.

* You may wish to state your outcome and list the assignment(s) which measure the outcome. For example, “students will be able to xxx... (*quizzes*)”
* Alternatively, you may wish to use a table to show which assignments address each outcome, e.g.:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Paper | Quizzes | Class discussions | Final exam |
| Outcome 1: students will … | X | X |  |  |
| Outcome 2: students will … |  | X | X | X |

**Texts,**

**Readings, Materials**

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats. For example:

APA Good, T. L., & Brophy, J. E. (2002). *Looking in classrooms* (9th ed.). Boston: Allyn & Bacon. ISBN xxx.

Chicago Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

MLA Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

If your course requires students to purchase specific materials, they should be specified in this section.

**Course Requirements**

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

**Classroom Participation** – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

**Writing Assignments** – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

**Examinations, Laboratory/Studio, Library Research** – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Assignment grades should be included either in this section or in the Grading Policy section.

**General Education Program Course**

If this is a General Education Program course, identify it as such, identify its category, and describe how this course satisfies the criteria for inclusion in this category. This may be included in your course description or in a separate section. For additional information, please refer to the General Education Program section in this *Manual*. You are asked to include the appropriate GE outcome(s)[[1]](#footnote-1) in your course outcomes.

**Writing Intensive (WI) Course**

If this is a WI course, include this heading and a statement that gives the Writing Intensive requirements. For example:

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, [crw@ramapo.edu](mailto:crw@ramapo.edu).

CRWT 102 is a prerequisite for all WI courses (except FYS and CRWT 102); if it is not already a prereq for this course, please add it to the ‘prereqs’ section of your syllabus as well as to the ARC form.

If the assignments are not described under the ‘Course Requirements’ section, please provide a brief overview of them here, along with due dates, revision policies, etc.

**Weekly Class Schedule**

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

**Grading Policy**

* Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements” section.
* Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.
* Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment.
* You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.
* This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

**Attendance Policy**

* The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
* Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
* You must also include the following statement on religious observances:

A student who plans to miss one or more class sessions for religious observance, whether the religious holiday is recognized by the State of New Jersey or not, must notify the course instructor as soon as possible but no later than prior to the date of the religious holiday or the 50% refund date of the term in which the student is enrolled in the course (whichever comes first). The course instructor will not penalize the student for the absence and will allow the student to make up any work missed while absent for religious observance. Ultimately, it is the student’s responsibility to complete the work by the dated agreed upon by the instructor and the student.

***Either include the following items on the Syllabus, or include this link to the College-wide policies:***

https://www.ramapo.edu/fa/arc/college-wide-policies-courses

**Electronic Forms of Communication**

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

* If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; and if you post assignment grades, it must be done so within Moodle.

**Policy on Academic Integrity**

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (http://www.ramapo.edu/catalog-2017-2018/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

* If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Notes: (1) The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost's Office on the appropriate [form](http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf)[[2]](#footnote-2). The incident in your class may not be a student's first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

**Students with Disabilities**

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

*Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.*

**Notes:**

Needless to say the above template cannot anticipate all the information or guidelines which could appear in a course syllabus. What is important is that the syllabus be detailed and comprehensive in its interpretation of the content and intentions of the course. The formatting and style of the syllabus is entirely up to the discretion of the instructor.

Examples of ARC-approved syllabi: Contact your school representative for examples of syllabi that have recently been submitted to the ARC.

The Academic Review Committee (ARC) wishes you success in developing your new or revised course. Your ARC representative is available to assist you. Please call on him/her.

1. http://www.ramapo.edu/fa/files/2013/04/Gen-Ed-SLOs-CurriculumMap.doc [↑](#footnote-ref-1)
2. http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf [↑](#footnote-ref-2)