

Sample Course Syllabus

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, so long as it conforms to the syllabus guidelines.

RAMAPO COLLEGE OF NEW JERSEY School of _____

Course Information

Course Number, Course Title, Credit Hours
Prerequisites and/or Co-requisites
Semester & Year Offered
Class Meeting Day(s), Time, location

Instructor Information

Instructor's Name, Title
Office Location & Phone No.
Office Hours
E-mail Address
Mailbox Location
School Office Location
School Office Phone No.

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. 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. (If the course description on the web needs updating, the convener should submit the updated syllabus to the Dean for approval.) If the course is a capstone course, please identify it as such in the course description.

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 use a matrix to show which assignments address each outcome. For example:

	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. For example:

- APA Good, T. L., & Brophy, J. E. (2002). *Looking in classrooms* (9th ed.). Boston: Allyn & Bacon.
- Chicago Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002.

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

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.

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*.

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. You will be able to draft, revise, and resubmit a minimum of two papers. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Academic Success (CAS), Room: E-230, x7557.”

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.

Grading Policy

Indicate the percentage of a course grade allocated to each component of the course. Where applicable, include your grading scale, rubrics, and assessment tools. You may also wish to 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 - 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:

“College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.”

Course Enrichment Component

Include this heading and the following statement:

“Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom.”

Faculty should include a description of how this course satisfies the criteria.

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.

Policy on Academic Integrity

Include this heading and the following statement:

“Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found online in the *College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost.”

Students with Disabilities

Include this heading and the following statement:

“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.

You may also replace the above three sections (Electronic Forms of Communication, Academic Integrity, Disabilities) with this statement:

“Additional Information

This course follows standard Ramapo College policy for Electronic Forms of Communication, Academic Integrity and Students with Disabilities. For details, please refer to the Academic Review Committee portion of the Ramapo College Website at <http://www.ramapo.edu/fa/arc/>”

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.

IMPORTANT NOTES

Information Literacy - Middle States Commission on Higher Education (MSCHE) Requirement

The Middle States Commission on Higher Education (MSCHE) Accreditation has mandated the incorporation of Information Literacy into the college curriculum. Information Literacy, as defined by the American Library Association, is the set of abilities that enables individuals to recognize when information is needed and then to locate, evaluate, and use it effectively. To this end, the library faculty developed guidelines that specify which components of Information Literacy should be infused into specific curricula by course level.

For additional information, contact Susan Kurzmann, Coordinator of Information Literacy, at x7199 or by email to skurzman@ramapo.edu.

ARC-APPROVED COURSE SYLLABI – EXAMPLES

Each School has on file copies of course syllabi that are in the current ARC format. Faculty are encouraged to adapt them to their needs and thereby facilitate the process of creating new and revised course syllabi. 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.