

Template for an Effective Syllabus

Why Have a Syllabus?

Although AUC policy, as well as the policies of our regional and professional accrediting bodies, requires syllabi for all courses, there are many other reasons why a syllabus is a good idea:

1. A syllabus is **a contract between a faculty member and his/her students**. It details course objectives, assignments, and grading and evaluation policies, and other expectations early in the semester, so that students will have a clear idea of what will be required of them in the course.
2. It is **a reference for students**, containing a schedule of assignments, readings, tests, and other course content to help keep the students on track.
3. It is **an effective planning document** to help instructors plan for the most effective use of course content and time during the semester.
4. It is a tool to **share teaching experiences**. A strong syllabus can be used by other faculty members to plan similar courses, look at how innovative teaching methods were implemented, and share ideas with their colleagues.

Syllabi should be given to students the first day of class, or within the first 10 days of class. Ideally, they should also be openly available online, not just on WebCT, so students can see the syllabus before signing up for the class.

XXX 101: COURSE NAME

Instructor:

Office:

Phone:

Email:

Office Hours: [Note to faculty: Check with your dept. chair about dept. policies and expectations regarding office hours.]

Course Website:

Class Location:

Meeting Times:

Course Objectives and Learning Outcomes

- **Catalog Description** – from the AUC Course Catalog. You can copy and paste the course description from the online catalog at <http://catalog.aucegypt.edu/>.
- **Prerequisites**
- **Course Description/Philosophy** [optional] – What will you cover in this course? Why is it worthwhile to study this subject? What is your approach to teaching? How will you structure the course? What is expected of the student? Include anything that might help students understand what they are “in for.”
- **Learning Outcomes** – “Upon completion of this course, students will be able to ...” These are the 3-5 key skills, knowledge, or attitudes that students will take away with them when they complete your course. What do you want your students to know, to be able to do?

Finally, the learning outcomes for the course should help achieve the program outcomes – it’s a good idea to show students the relationship, how this course helps achieve the larger goals of the program.

Course Requirements

- **Grading Scale** (what is an “A”, “B”, etc.)
- **Formula to Determine Overall Grade**
- **Weekly Schedule** -- Make sure that the activities and assignments you require are tied to the course’s learning goals. You need to provide students with the opportunities to gain those skills and knowledge and to assess their progress through meaningful assignments and exams.
 - Sequence of Activities
 - Assignments and Due Dates – include scoring guidelines.
 - Quizzes and Tests, Dates, Times, Locations

Texts, Readings, Materials, Online Sites

- Titles, Authors, Editions, URLs

Course Policies

- **Assignments Policy** -- How should students submit assignments? Do you require special identifying information? What about late/missed/incomplete assignments?
- **Citation Style** (MLA, APA, etc.) – Do you prefer students to use a particular writing style? Are there online sources to help them? If students need help with the quality of their writing, is there someplace to help them? It might be a good idea to mention the services of the Writing Center.
- **Exam Policy** – How should students study for exams? What happens if a student is ill or misses an exam for another reason? Do you offer make-up exams?
- **Extra Credit Policy**
- **Attendance Policy** – Is it required? What is an acceptable excuse? Should you be notified? How and when? What about lateness or leaving class early?
- **Class Participation Policy** – What does participation mean for you? Give a detailed explanation to students about what you expect from them in terms of class participation. Should students have read material before class?
- **Classroom Behavior** – Mobile phone use, talking during class, respect for others' opinions, raising hands, etc.
- **Student Responsibilities** – Any other expectations you have of students (e.g. must check WebCT daily, etc.)
- **Penalties for Academic Dishonesty/Academic Integrity**

AUC's Code of Academic Integrity

[Faculty can copy and paste this statement from AUC's website: <http://www.aucegypt.edu/academics/resources/acadintegrity/Pages/default.aspx>]

Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. All activities at the American University in Cairo, from teaching to administrative and support functions, serve the process of learning. Together, the university's faculty, staff, and students form a cohesive academic community which shares the Code of Academic and Professional Ethics outlined in this document.

Violation of Academic Integrity

Academic fraud and dishonesty includes, but is not limited to, the following categories: cheating, plagiarism, fabrication, multiple submissions, obtaining unfair advantage, unauthorized access to academic or administrative systems, aiding and abetting, impersonation, threatening harm, and copyright infringement.

1. **Cheating:** using unauthorized notes, aids, or information on an examination; altering a graded work prior to its return to a faculty member; allowing another person to do one's own work and submitting it for grading.
2. **Plagiarism:** submitting material that in part or whole is not one's own work; submitting one's own work without properly attributing the correct sources of its content.
3. **Fabrication:** inventing or falsifying information, data, or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form, ID card, or any other university document; submitting false excuses for absence, delay or illness.
4. **Multiple Submissions:** submitting identical papers or course work for credit in more than one course without prior permission of the instructor.
5. **Obtaining Unfair Advantage:**
 - gaining or providing access to examination materials prior to the time authorized by an instructor;
 - stealing, defacing, or destroying library or research materials which can deprive others of their use;
 - unauthorized collaboration on an academic assignment;
 - retaining, possessing, or circulating previously used examination materials without the instructor's permission;
 - obstructing or interfering with another student's academic work;
 - engaging in any activity designed to obtain an unfair advantage over another student in the same course;
 - offering bribery to staff or any university employee to effect a grade change, or gain unfair advantage over other students
6. **Unauthorized Access:** viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access, or in any way interfering with the use or availability of computer systems/information.
7. **Aiding and Abetting:** providing material, information, or other assistance, which violates the Standards for Academic Integrity; providing false information in connection with any inquiry regarding academic integrity.
8. **Impersonation:** impersonating or allowing to be impersonated by another individual during classes, examination or other university activities.
9. **Threatening Harm:** threatening, effecting, or encouraging bodily, professional or financial harm to any faculty, staff, administrator or student who has witnessed or reported a violation of the Code of Academic Ethics.
10. **Misconduct:** behaving in a manner that violates or adversely affects the rights of other members of the AUC community (disrupting class activities, unruly behavior, etc.)
11. **Copyright Infringement:** using copyrighted materials (print, electronic, or multimedia) in a manner that violates international copyright laws.