**ITLE’s Course Syllabus Template**

**TEMPLATE INFORMATION**

This template is designed for **in-person courses** and reflects current research regarding best practices. Use of this template is not required, but is merely offered as a mechanism of support. That being said, using a format similar to this should provide students with a clear roadmap for the course, while also helping you remain on track throughout the semester.

As you begin to construct your syllabus, remember that the syllabus is often students’ first interaction with you and the course. In the syllabus, as in life, first impressions matter. Ask yourself what impression you want to make and what you hope to convey to students. The syllabus sets the tone for your course; consider this your first opportunity to create excitement around the content!

An effective syllabus suggests to students that as a result of taking your course, they will walk away with knowledge and abilities that go beyond what they were able to do prior to undertaking this work, but it also reveals your design of the course. If you need support in thinking through effective course design, ITLE’s video series titled, [***Designing College Courses***](https://itle.okstate.edu/designing_course_with_ai.html) can guide you in making important instructional decisions.

Please know this template will result in a simple and unadorned syllabus. If you would like to see examples of syllabi that are more visually engaging, please see Tona Hangen’s [**Syllabus Design**](http://www.tonahangen.com/teaching/syllabus-design/) and [**archived syllabi**](http://www.tonahangen.com/courses/syllabi/) or Kevin Gannon’s [**archived syllabi for courses**](https://thetattooedprof.com/courses/).

**EDITING INSTRUCTIONS**

* Create a copy of this document to begin editing.
* Notice the considerations (written in red) and sample language (written in black) when customizing the syllabus for your specific context.
* Delete the considerations, highlighting, and unused sample text in your final version.
* Rearrange, remove, or modify sections to suit your needs.

**SHARING THE SYLLABUS**

Once your updates are made, create a printable [**PDF**](https://pdf.wondershare.com/pdf-knowledge/microsoft-print-to-pdf.html) and share this document with students via Canvas. Students often like to view the syllabus before a class begins, so making it available before the semester starts is usually appreciated.

**DELETE THIS PAGE!**

**COURSE PREFIX & NUMBER: NAME OF COURSE**

**SEMESTER/YEAR**

**OKLAHOMA STATE UNIVERSITY**

**INSTRUCTOR**

Name:

Email:

Office:

Office Hours: Mon. & Wed. 1:00-3:00, and by appointment

**TA** [Delete this section if there is no TA.]

Name:

Email:

Office:

Office Hours: Thurs. 12:00-1:00, and by appointment

**PREREQUISITES** [List prerequisites here; delete if there are none.]

**CLASS TIME AND LOCATION** [Provide your course days, times, and location.]

Our class will meet in person from 9:30-10:20 on Monday, Wednesday, and Friday in Willard 107.

**ABOUT THIS COURSE** [Provide your course description.]

Considerations:Include a brief, informative description that provides an overview of the course. This will be students’ first introduction to the subject, so use this space to “sell” the content. This is also the perfect place to demonstrate the relevance of the course. You can use the course catalog description here, but catalog descriptions are not typically very engaging. Notice the differences below between a catalog description and the revised, more engaging version from Eng’s (2017) book *Teaching College*. If you are required to include the catalog description, consider adding a section describing what it actually means for students.

Sample language (from a course catalog):

Econ102 is an introduction to microeconomic analyses and policies. Microeconomic deals with the behavior of individuals and firms and how the behavior is influenced by government policy. The principal objective of the course is to enable students to analyze major microeconomic issues clearly and critically.

Sample language (revised version):

Why should you want to study microeconomics? Alfred Marshall defined economics as the study of people in the ordinary business of life. Every choice you make—from what time to get up, whether or not to go to class, how long to study or work, or how much to eat, or where to go on Thursday nights—ALL of it incorporates microeconomic principles. Microeconomics helps us to understand how people and firms make choices, how markets are organized, why and how markets behave differently, and the effects government interventions have in market outcomes. I LOVE this course, and I am hoping that by the end of the semester you will develop a deep appreciation for the subject.

**LEARNING OUTCOMES** [Provide 3-5 overarching outcomes for your course.]

Considerations: This section communicates what students should know and be able to do by the end of this course. Use specific and measureable verbs in your outcomes, as this makes expectations clearer for students. Avoid using verbs such as “know” or “understand” as these do not clearly specify what is expected of students. For example, what does it mean to *know* topic X? Does it mean students can explain it in their own words or that they can apply it? Your interpretation of knowing might be very different from a student’s interpretation. Several sample outcomes are shown below. For additional support, see [**Bloom’s Taxonomy**](https://ostatemailokstate-my.sharepoint.com/personal/juworle_okstate_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fjuworle%5Fokstate%5Fedu%2FDocuments%2FBloom%27s%20Taxonomy%20Resource%2Epdf&parent=%2Fpersonal%2Fjuworle%5Fokstate%5Fedu%2FDocuments&ga=1).

Sample language:

After successfully completing this course, you will be able to:

* **Describe** the structure and properties of matter, including atoms, ions, and molecules, using appropriate chemical terminology and models.
* **Evaluate** scientific claims by applying evidence-based reasoning and identifying logical fallacies in popular media, peer-reviewed research, and experimental data.
* **Apply** foundational theories and concepts from the course to **develop** real-world solutions, including scenario-based projects, case studies, or simulations that reflect authentic professional challenges.

**REQUIRED MATERIALS** [Provide your required and optional materials.]

Considerations: Be clear about which materials must be purchased and which are optional or will be provided. Make sure that if a textbook is required, it will be used during the course. Also, let students know if a particular text will be used in any of the courses that follow yours. If you plan to use materials posted in Canvas rather than a particular text, mention it here. In addition, if there are fees associated with the course, perhaps due to an online component that is directly billed through the Bursar, include that information as well.

Sample language (required materials):

I have collaborated with the University Store and with the publisher to deliver your required digital  
course materials at a significantly reduced price. These materials are available to you on the first  
day of class through our Canvas course via the **Course Materials link** in the left navigation bar. The charge for these materials will be added to your Bursar account after the opt out deadline.   
For additional information about Inclusive Access, please visit  
[**universitystore.okstate.edu/textbooks/inclusive-access.html**](https://universitystore.okstate.edu/textbooks/inclusive-access.html)**.** If you experience issues with your  
access, please contact [**textbook@okstate.edu**](file:///C:\Users\ginakm\Dropbox\ITLE\textbook@okstate.edu).

Sample language (no required materials):

There is **no** required textbook for this course. Any materials you need will be provided through Canvas or will be available elsewhere on the internet.

Sample language (optional materials):

These materials are not required, but may support you in your learning.

**COMMUNICATION AND OFFICE HOURS** [Provide your preferences re: communication/office hours.]

Considerations: Think about how you want students to communicate with you, and how you want to protect your personal time. If you don’t plan to respond to student emails on weekends, let them know. If you want them to contact the TA first, tell them the steps to follow. Also, consider how you intend to share information with students. If you intend to use Canvas announcements, ask students to turn on notifications so they do not accidentally miss important information. Explain the idea of office hours, letting students know that those are student-centered times when you are available to help.

Sample language:

It is expected that you may need to contact me, or that you might want additional support when learning new material. Email is the best way to reach me, and I do my best to respond within 24 hours during weekdays. Please know that because I spend weekends with my family, I am away from email during those times. Responses to weekend emails may not arrive before Monday morning.

I hold office hours on **Mondays and Wednesdays** from **1:00-3:00**.These are student-centered times when I am available to answer questions outside class times. During office hours, you are welcome to simply stop by my office. I am also happy to arrange meetings beyond those times, either in person or on Zoom. Just send an email to schedule a time. Please do not hesitate to contact me; I am here to help you succeed!

**ATTENDANCE AND PARTICIPATION** [Provide your attendance/participation policy.]

Considerations: Some departments have agreed-upon standards while others leave these decisions to instructors, so you should probably check with your department. If left to you, know that there are significant philosophical implications in attendance policies, so it is important to reflect on what you truly believe regarding attendance. It is also important to know that strict attendance policies do not necessarily guarantee engaged students, and we should all probably consider whether we want students in class when they are unwell. Essentially, we need to ask ourselves, “Why is it important for students to attend class?” and then convey this in the syllabus. In general, it is better to avoid punitive language, such as “Two absences will result in a dropped letter grade,” and instead focus on what students will gain by attending.

Sample language:

Attending and participating in class results in deeper learning and better prepares you for success on assignments and assessments. Because I want you to be successful, I think it is important that I see you in class. I believe this so strongly that 10% of your grade is allocated to participation. You earn these participation points by completing in-class practice tasks and activities. Of course, I realize that emergencies arise, so there is a built-in buffer. You only need to complete X number of the X number of possible tasks, to earn the entire 10%. Since you have this built-in buffer, there will not be make-up opportunities for these tasks; however, you are welcome to talk with me regarding the key ideas of the class you missed. Note: In large-enrollment courses, doing something similar using iClicker questions would make this manageable.

If you plan to miss class due to a religious observance or university-sponsored event, please let me know beforehand so that we can make arrangements.

**ASSIGNMENTS AND ASSESSMENTS** [List your assignments and assessments.]

Considerations: Ideally, students should be able to check this section of the syllabus and know all assignments and assessments they will be completing during the course. This does not mean that you have to list every task individually, or that every detail of an assignment is included, but rather, an overview of the number and types of assignments and assessments should be clear. It is challenging to offer sample language here because there are myriad ways to structure this well, and it often varies greatly based on content area and course level. If you need inspiration, an internet search of *sample syllabi* will provide many examples, as will the links to archived syllabi listed on the *Template Information* page.

**GRADING POLICIES** [Add the total possible points for assignments, exams and other requirements.]

Considerations: What counts and how will students be able to track their progress? Will you rely on points? Percentages? Complete/Incomplete? Regardless, this is where you will want to make it abundantly clear for students. Does your cut off for an A fall at 89.5% or 90%? Do you provide opportunities for extra credit? Do you accept late work? All of this needs to be clearly delineated.

Sample language:

The tables below show the points possible for assignments/assessments along with the grading scale for this course. Your grades will be recorded in the Canvas gradebook so that you can easily track your progress. Because course grades are based on demonstrated mastery of learning outcomes, there are no opportunities for extra credit. Rather than focusing on “extra” work, I prefer that you devote your efforts toward the actual assignments. Grades in this course will not be rounded up. This means an 89.9% earns a B, not an A. To earn an A, you must receive between 90-100% of the total possible points.

|  |  |
| --- | --- |
| Assignment or Assessment Task | Points Possible |
| Participation | 50 |
| Reading Quizzes (10 @ 10 points each) | 100 |
| Response Papers (3 papers @ 50 points each) | 150 |
| Midterm Exam | 100 |
| Final Exam | 100 |
| Total Possible | 500 |

|  |  |
| --- | --- |
| Percentage of Possible Points | Grade |
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 0-59% | F |

**LATE AND MISSED WORK** [Explain your policies regarding late and missed work.]

Considerations: Much like attendance policies, late and missed work policies typically align with one’s philosophical beliefs. They tend to range from penalizing or not accepting late work to allowing opportunities for flexibility regarding some late assignments. Regardless, it is a good idea to explain why due dates have been structured the way they are for your course. You can find [**several examples of late work language**](https://teaching.vt.edu/teachingresources/syllabi-and-learning-contracts/example-syllabus-statements.html#latework) on Virginia Tech’s Teaching and Learning Center website. It is also important to consider due dates in terms of grading, which is to say, do not have an assignment due on Monday if you do not intend to grade it before Friday. Rather, set due dates near the time you plan to grade students’ work. If you are teaching more than one course, consider staggering due dates across your courses so that all of your grading does not hit at the same time. As a final note, be careful about stating that exceptions for late work will only be made for extreme circumstances, as this puts you in the position of having to determine what is worthy. Policing students’ explanations is rarely enjoyable.

Sample language:

Due dates are designed to keep you on track throughout the semester, and this course will be more manageable if you maintain the established schedule. Deep learning develops over time, and this schedule is designed so that feedback from one task will be received in time for you to apply it on later assignments. However, I know that life happens, so you will be able to extend the deadline of one assignment by up to two days. You do not need to share the reason why with me; just email to let me know that you are going to use this extension. If a larger issue arises, such as jury duty or a major medical emergency, please email me and we will create a plan together.

**INCLUSIVITY AND ACCESSIBILTY** [Explain your thoughts regarding inclusivity and accessibility.]

Considerations: What is your role in helping students feel successful? Do you teach a subject that could result in difficult discussions in class? Are students’ belief systems going to be challenged? This is the place to mention these types of things before further discussing them in class. Finally, this is also a good location to mention addition mechanisms of support. If there are departmental or campus supports appropriate to your content, like the LASSO center, OSU Writing Center, or departmental tutors, provide this information.

Sample language:

My goal is that you will have a positive learning experience and leave this course thinking about concepts in ways you may not have previously. There could be times when a discussion feels a bit uncomfortable, but considering others’ points of view is an important aspect of college life. OSU has a diverse student population, and I believe each person should feel like a valued member of our learning community; however, it is up to all of us to create an environment that fosters respect for everyone. Although I consider this a personal responsibility as your instructor, I hope that you will join me in the effort.

I am committed to educational access and have attempted to structure the course in ways that will enable your success. Yet, if something seems amiss, please let me know right away. I am happy to visit with you during office hours regarding strategies that will help you be successful. Beyond my help, there are other mechanisms of support available to you. If you believe that you qualify for academic accommodations, please contact [**Student Accessibility Services**](https://accessibility.okstate.edu/). Their office is located at 1514 W. Hall of Fame Ave. #103 (in the Seretean Wellness Center behind the Colvin Recreation Center) and their phone number is (405) 744-7116. You may also qualify for [**Student Support Services**](https://community.okstate.edu/departments/trio/student-support-services-program/student-support-services.html)**,** so it is worth checking. [**The LASSO Center**](https://success.okstate.edu/lasso-center/)can provide tutoring and academic support, and the [**OSU Writing Center**](https://cas.okstate.edu/osu_writing_center/)can help with all aspects of writing. There are many more services available to you, including those pertaining to accessing basic needs, health and wellness resources, and mental health support. If you find yourself in need, please look at the OSU webpage, [**Connecting Cowboys to Resources**](https://campuslife.okstate.edu/student-support/resources.html).

**ACADEMIC INTEGRITY POLICY** [Share your academic integrity policy.]

Considerations: An example of university policy is included below, and many choose to include only this language in the syllabus. However, you might consider including language meant to do more than scare students. Keep in mind that academic integrity can be promoted throughout the semester by discussing it in relation to specific assignments, by using Turnitin on Canvas assignments, and by [**designing the course using strategies that help prevent violations**](https://ctl.ok.ubc.ca/teaching/course-design/assessment/designing-for-academic-integrity/).

Sample language:

The official academic integrity policy is shown below, but this is what I really want you to know. In my experience, most academic integrity issues are the result of:

1. Students not realizing that something actually *is* an academic integrity violation.
2. Students thinking that they cannot successfully complete an assignment without support.
3. Students falling behind and feeling pressure to complete an assignment quickly.

Please do not let situations such as these result in an even larger issue. If you are unsure, ask. If you need additional support, reach out. If an assignment is taking longer than expected, use your two-day extension or come talk with me. I would much prefer that we work something out together than to see you suffer a consequence that could have been prevented.

Sample language:

At OSU, we value academic integrity. Violating academic integrity comes in many forms including cheating, copying others’ work, or even reusing portions your own work. Maintaining integrity is an ethical ideal important during your time as a student, but it is also valued when you begin your career. If you’re not sure whether something is a violation, please ask. You can also learn more by reading [**OSU’s Violations of Academic Integrity**](https://academicaffairs.okstate.edu/academic-integrity/academic-integrity.html). Essentially, even when it feels challenging, you should always submit your own original work.

Language from Academic Affairs:

OSU is committed to maintaining the highest standards of integrity and ethical conduct. All OSU courses will maintain this level of ethical behavior and integrity. Participating in behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and altering academic records) will result in an official academic sanction. Assignments, quizzes, and exams (individual questions or in their entirety) should not be uploaded to websites offering note-sharing, tutoring, or other academic help (free or paid subscription). Violations may subject you to disciplinary action, including the following: receiving a failing grade on an assignment, failing a course, receiving a notation of a violation of academic integrity on your transcript, having the academic integrity violation become part of your educational record, and being suspended from the university. Students have the right to appeal the charge. Contact the Office of Academic Affairs at 101 Whitehurst, 405-744-5627, or [academics@okstate.edu](mailto:academics@okstate.edu) for more information. A copy of the university’s policy is available at [http://academicintegrity.okstate.edu](https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Facademicintegrity.okstate.edu%2F&data=05%7C02%7Cgina.morris%40okstate.edu%7C617f79d227c94e325c3d08ddce099014%7C2a69c91de8494e34a230cdf8b27e1964%7C0%7C0%7C638893262669953841%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=g%2BeHUQVjENPT64yfG%2Frk8s1nn3ua%2FI9JV%2FbgRYscYF0%3D&reserved=0).

**AI USAGE** [Share your policy regarding AI usage.]

Considerations: First and foremost, you will want to remember the outcomes for student learning in this course. As you think about these outcomes, consider the ways in which AI tools could support or hinder achievement of these outcomes. Perhaps there are times when AI usage would be appropriate, such as creating sample exam questions about a given topic, and times when it would not, such as writing a response for a discussion board. The ways in which you imagine appropriate AI usage will help determine your policy. These policies tend to range along a continuum featuring least restrictive language, moderately restrictive language, and most restrictive language. Finally, since it doesn’t appear that AI tools are going away anytime soon, it might be wise for us to consider how we can help students recognize ways to use this technology ethically and responsibly.

Sample Language:

You may use AI tools, such as ChatGPT or Microsoft Copilot, to assist you in learning course content. Appropriate uses of these tools should *enhance* your learning, not replace the effort required to learn something new. Ideas for using AI appropriately include helping you brainstorm ideas for a writing assignment, generating practice questions to help you prepare for exams, or checking your written work for grammatical errors. It would not be appropriate to use AI to completely produce, reproduce, or manufacture written work and/or other assignments without devoting any personal effort to the learning process, as this would result in an academic integrity violation. We will discuss more about appropriate AI usage regarding specific assignments in class.

You can find more [**sample AI syllabus statements**](https://itle.okstate.edu/chatgpt.html) on ITLE’s website. Additionally, you might find inspiration by looking at this [**public repository of Generative AI Syllabus Statements**](https://docs.google.com/spreadsheets/d/1lM6g4yveQMyWeUbEwBM6FZVxEWCLfvWDh1aWUErWWbQ/edit?gid=0#gid=0).

**COURSE CALENDAR or COURSE SCHEDULE** [Share your anticipated schedule for the course.]

Considerations: This is the master plan for the course. The sample below is organized by class days, but you could also organize it by week or module. Ultimately, you want a schedule that shows students where they are headed and what they can expect during the semester. It is good to provide a disclaimer with the schedule, but it is also best to deviate from the plan as little as possible.

Sample language:

Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. If changes must be made, I will notify you via Canvas announcements as quickly as possible.

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Pre-Class Work: Complete this before coming to class | Items Due |
| 8/18 (Mon) | How does learning work? | Read: Make It Stick, Ch. 1 – “Learning is Misunderstood” |  |
| 8/20 (Wed) | What do we get wrong about studying? | Read: Make It Stick, Ch. 2 – “To Learn, Retrieve” | Homework 1 |
|  |  |  |  |