

# **Creating A Syllabus for Classes at Loyola College in Maryland: Some Basic Points**

One of the most crucial aspects of teaching a college course is the creation of a syllabus. A well-written syllabus will provide direction to your course and help create the most favorable learning environment for your students, who will appreciate detailed information on your expectations of them. The syllabus will provide you with the opportunity to make important guidelines and learning goals concrete. While there are many types of syllabi, and many different approaches, there are some basic points which all good syllabi share.

A typical syllabus might have the following form:

**Title of Course**  
**Course Number and Section**  
**Room Assignment**

**Instructor's Name**  
**Instructor's Office Address**  
**Instructor's Office Phone**  
**Instructor's Email Address**

**Instructor's Office Hours**

**Required Texts**

**Reserved Materials**

**Blackboard Information**

Should you opt to use Blackboard for your course, be sure to include the necessary information for the students. More information about Blackboard can be obtained from Barry Rice, Director, Instructional Services; Jessica Sullivan, Instructional Services Specialist; or Thomas Winston Thorpe, Educational Consultant, Instructional Services.

**A detailed outline of classes.** Be sure to include due dates for assignments and list days of quizzes, exams, and other important events. In general, the more detailed you can be, the better success you will have in sending a clear message to students of your expectations and desires.

**Date and time of the Final Exam.** (NB: the course schedule will have the times and places for final exams.)

**Grading Policies.** A list of exams, quizzes, notebook checks, and assignments should be given, with an indication of what percentage these items will count towards the final grade. Do not neglect to include percentages for class participation or other special

items. Explain, if possible, what each item is. Class participation, for example, can include conduct in class, willingness to participate, coming on time, etc. The more specific you are in these things, the happier you will be during the course of the semester.

**Absence Policy.** While some professors prefer not to have a detailed policy, it is **highly recommended** that you do include one. Loyola undergraduates, like undergraduates elsewhere, need structure. A recurrent regret of first-year faculty is that they did not have a rigorous attendance policy. Syllabi for graduate-level courses often omit such a policy, as problems in this area are rare. Other matters can also be addressed here, including guidelines for student athletes.

**Disabilities Statement.** You should include a statement about students with special needs. A disabilities statement with information about how students can contact Loyola's Disability Support Services, including the email address of Marcia Wiedefeld, Director of Disabilities Support Services ([mwiedefeld@loyola.edu](mailto:mwiedefeld@loyola.edu)), and Loyola's official Disabilities Support statement (given below), is recommended.

“It is the policy and practice of Loyola College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Loyola College is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, national or ethnic origin, veteran status, disability, or any other occupationally irrelevant criteria. The College promotes affirmative action for minorities, women, individuals with disabilities, and veterans.”

**Honor Code.** Many faculty include sections of the Loyola Honor Code in their syllabi. Some reference to plagiarism, or other matters related to academic integrity, is highly recommended. The following Loyola College Honor Code Statement should be included in the syllabus:

***Loyola College Honor Code Statement:***

“The Honor Code states that all students of the Loyola Community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments.

The students of this College understand that having collective and individual responsibility for the ethical welfare of their peers exemplifies a commitment to the community. Students who submit materials that are the products of their own minds demonstrate respect for themselves and the community in which they study.

All outside resources or information should be clearly acknowledged. If there is any doubt or question regarding the use and documentation of outside sources for academic assignments, your instructor should be consulted. Any violations of the Honor Code will be handled by the Honor Council.”

**Learning goals and expectations.** Many syllabi at Loyola feature a detailed list of learning goals. Please see some of the examples below or ask other faculty in your department about this.

Listing a number of specific learning outcomes that are assessed for satisfactory completion of the course is **highly recommended**. The objectives could be set in the following manner:

At the completion of the course the student will:

1. Be able to describe...
2. be able to diagram...
3. Be able to design...
4. Be able to identify and categorize...
5. Be able to list, define, describe...
6. Be able to compare and contrast...
7. Be able to describe in his or her own words...
8. Be able to use...