Syllabus Template

Below is a syllabus template that includes all of the information outlined on the [Dean of Curriculum's Course Syllabus page](#).

Please note that it is not an expectation that all faculty use this template or that all syllabi will be formatted/ordered in the same way. Faculty can design and format syllabi in whatever way makes the most sense for their content. However, all syllabi should contain the information outlined below. Download a copy of this template to edit it for your class.

Syllabus Template

I. Course/Instructor Information:

Course Title:
Semester/Year:
Class meeting time(s):
Class location:

Instructor:
Office location:
Office phone:
Email:
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

II. Course Description:

Can be copied directly from the language included in the course catalog.

III. Learning Outcomes:

By the end of this course, students will:

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List as specifically as possible the learning outcomes the course is intended to produce. These outcomes are the things you want students to understand or to be able to communicate or demonstrate through their engagement in the course.

IV. Course Materials:

Include required books and other substantive materials (textbooks, lab supplies, outdoor gear, etc.) as well as information about how students can access/acquire materials (campus bookstore, library reserve, Canvas or Wordpress site, course packet, etc.).

V. Course Structure:

Describe the structure through which students will be expected to engage throughout the course (in-class discussion, online discussion forum, group work, lab work, field work, etc.).

VI. Grading Information:

Include the methods by which students will be assessed during the course (exams, essays, presentations, participation, etc.) and the percentage of the overall course grade for each method of assessment.

VII. Relevant Policies:

Academic Integrity: As an academic community devoted to the life of the mind, Middlebury requires that every student complete intellectual

honesty in the preparation and submission of all academic work. Details of our Academic Honesty, Honor Code, and Related Disciplinary Policies are available in Middlebury's handbook.

Honor Code Pledge: The Honor Code pledge reads as follows: "I have neither given nor received unauthorized aid on this assignment." It is the responsibility of the student to write out in full, adhere to, and sign the Honor Code pledge on all examinations, research papers, and laboratory reports. Faculty members reserve the right to require the signed Honor Code pledge on other kinds of academic work.

Disability access/accommodation: Students who have Letters of Accommodation in this class are encouraged to contact their professor as early in the semester as possible to ensure that such accommodations are implemented in a timely fashion.

For those without Letters of Accommodation, assistance is available to eligible students through the Disability Resource Center (formerly called Student Accessibility Services). All discussions will remain confidential.

Please contact one of the ADA Coordinators at ada@middlebury.edu for more information.

VIII. Expectations of Students:

Outline the expectations specific to the course with respect to issues such as attendance, late work, missed exams, class participation, classroom environment, etc.

IX. Relevant Campus Resources:

Provide information about campus resources (CTLR, DRC, etc.) that can help students succeed in the course.

Center for Teaching, Learning, and Research: The CTLR provides academic support for students in many specific content areas and in writing across the curriculum through both professional tutors and peer tutors. The Center is also the place where students can find assistance in time- management and study skills. These services are free to all students. For more information on how to get the help you need, go to the [CTLR's student resource page](#).

[**Disability Resource Center**](#): The DRC provides support for students with disabilities and facilitates the accommodations process by helping students understand the resources and options available and by helping faculty understand how to increase access and full participation in courses. The DRC can also provide referrals for students who would like to undergo diagnostic testing. Students who are on financial aid and have never undergone diagnostic testing can apply to the CTLR for support to cover the cost of off-campus testing. DRC services are free to all students.

X. Course Calendar:

Provide a calendar of due dates for all major assignments/projects as well as a daily schedule of readings/assignments for at least the first three weeks of the course.

Dates for major assignments/projects: [example provided below; not prescriptive]
- Exam 1 - February 26
- Essay 1 - March 9
- Presentation - March 29
- Exam 2 - April 12

- Essay 2 - April 28
- Final Exam - May 16

Daily Schedule of readings/assignments: [example provided below; not prescriptive]

Topics	Readings for next class	Assignment for next class
February 12 Syllabus overview	[Text] Chapter #, additional readings from course packet, handouts	Type of assignment, due by [time] via [submission method]
February 14 Topics/Major Concepts Covered	[Text] Chapter #, additional readings from course packet, handouts	Type of assignment, due by [time] via [submission method]
February 19 Topics/Major Concepts Covered	[Text] Chapter #, additional readings from course packet, handouts	Type of assignment, due by [time] via [submission method]
February 21 Topics/Major Concepts Covered	[Text] Chapter #, additional readings from course packet, handouts	Type of assignment, due by [time] via [submission method]

February 26 Topics/Major Concepts Covered	[Text] Chapter #, additional readings from course packet, handouts	Type of assignment, due by [time] via [submission method]
February 28 Topics/Major Concepts Covered	[Text] Chapter #, additional readings from course packet, handouts	Type of assignment, due by [time] via [submission method]