Syllabus Check List
For University Core Curriculum Courses

The list provided includes the major components of a syllabus. It is not intended to be exhaustive. (Please note: #3 and #4 are particularly important if you are proposing a course for the University Core Curriculum Theme Area, Service-Learning or Writing-Intensive requirements.)

1. Heading: Course #, Title, Department, Professor
   (Include the Theme Area, Service-Learning, Writing-Intensive, if any category applies.)

2. Course Description (Catalogue description)

3. Over-all Course Goals or General Objectives that highlight the professor’s interpretation of the catalogue description for the course. If the course fulfills a Theme Area, Service-Learning, or Writing-Intensive requirement, this fact should be reflected in the Course Goals/Objectives.

4. Student Learning Outcomes that are statements, which specify what students will know or be able to do as a result of the learning activities and assignments of the course. When articulating L.O.s, we suggest that you use active words (c.f., performative language). Examples from Blooms’ Taxonomy and helpful links are provided on page 2.*
   • If you are submitting a Theme Area course, the Learning Outcomes should relate directly and substantively to at least one found on the University Core Curriculum document for that Theme Area.
   • If the course fulfills a Service-Learning or Writing-Intensive requirement, the articulation of the Student Learning Outcomes should reflect the criteria for these requirements. When articulating L.O.s, we suggest that you use active words (c.f., performative language). Examples from Blooms’ Taxonomy and helpful resources are provided below.*

5. A scale for determining final grades for the course, e.g., A= 93%--100%, etc.).

6. Guidelines/criteria for evaluation of the students’ performance (“rubrics for assessment”) especially for written assignments.** In the case of a new course, the committee recognizes that this may not be possible when the syllabus is submitted. However, when the assessment of courses begins, criteria for evaluation/rubrics for assessment will given attention.

7. Required Texts and other materials, if applicable.

8. Course Calendar of Topics/Readings/Assignments. Please be as detailed as possible; an account of EACH class meeting is preferred (although a weekly schedule, if detailed, is often acceptable).

9. Statement regarding expectations for academic honesty/integrity

10. Statement for reasonable accommodations for students with disabilities
*Student Learning Outcomes in the categories of Bloom’s Taxonomy*

Learning outcomes are useful because they help instructors to tell students what is expected of them.

**Level 1. Knowledge:** Recall or recognition of specific elements of a subject area, such as established facts; remembering (recalling) of appropriate, previously learned content. The student --

- Knows common terms and basic concepts; defines; describes; enumerates; identifies; labels; lists; matches; names; reads; records; reproduces; selects; states; views.

**Level 2. Comprehension:** Grasping (understanding) the meaning and importance of informational materials; Comprehension also involves the use of critical thinking and communication skills. The student --

- Chooses relevant information; classifies; cites; converts; describes; discusses; estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands.

**Level 3. Application:** The use of previously learned information in new and concrete situations. The student --

- Applies concepts to new situations; acts; administers; articulates; assesses; charts; collects; computes; constructs; contributes; controls; determines; develops; discovers; establishes; extends; implements; includes; informs; predicts; prepares; preserves; produces; projects; provides.

**Level 4. Analysis of Elements, Relationships, Organizational Principles:** The breaking down of informational materials into their component parts. The student --

- Classifies words and statements according to criteria; discovers; breaks down; uncovers; dissects; examines; simplifies; deduces; syllogizes; inspects; canvasses; scrutinizes; assays; tests for; surveys; screens; compare; contrasts.

**Level 5. Synthesis:** Communicating in a unique way; Developing a plan or set of abstract relations (hypothesize); Proposing a set of operations. The student --

- Creates; combines; builds; compiles; structures; reorders; reorganizes; develops; produces; composes; constructs; blends; causes; effects; generates; forms; constitutes; originates; formulates.

**Level 6: Evaluation:** Judging the value of material using internal standards or external criteria. The student --

- Judges logical consistency; decides; rates; prioritizes; appraises; ranks; weighs; accepts; rejects; determines; assesses; arbitrates; criticizes; classifies; evaluates.

**Level 7: Creates:** Creating something new based on criteria; this involves a process of
working with elements and combining them in new ways. The student —

• Combines, composes, designs, reconstructs, elaborates, gives reasons or support.

N.B. Bloom's taxonomy is only one example of how learning outcomes may be conceptualized. If you have little or no experience with writing learning outcomes, it is recommended you follow these guidelines. In all cases, learning outcomes must pertain to the type of core curriculum course in question (one specific theme area, service-learning, or writing-intensive).

For more details about the major categories of Bloom’s Taxonomy to be applied in the creation of Student Learning Outcomes, see:


The sites at the urls below are also recommended:

http://faculty.washington.edu/krumme/guides/bloom1.html

http://www.officeport.com/edu/blooms.htm