Purpose of the Document:
The purpose of this document is to provide guidance to those who must prepare sample syllabi for courses to be reviewed. All sample syllabi should include the following components:

1. **Course Information**
   - Prefix, Number and title of course
   - Semester course is being offered
   - Time
   - Room number
   - Credits
   - Prerequisites, co-requisites and/or anti-requisites
   - Use of course MyASU/Blackboard website

2. **Program/Department/Unit within the College/School offering the course:**

3. **Instructor (and TA) Information**
   - Name
   - Office number
   - Office phone number
   - E-mail
   - Office hours
   - Appointments or drop-ins
   - Teaching philosophy

4. **Course Description:**
   Describe course content and goals, key points of methodology, clinical or theoretical approaches, course themes and special requirements.

5. **Student Learning Outcomes:**
   Learning outcomes indicate what students will gain from the course, as opposed to what the instructor wishes to accomplish. They should address specific tasks, fields of knowledge, methodologies, techniques and so on, at a level of expectation appropriate to the course content. They generally take the following form: “Students completing course X will be able to . . .” The number of outcomes varies widely, depending on program requirements, external accreditation and the specific nature of the course.

6. **Assignments:**
   Describe the types of assignments in the course and their number and frequency (e.g., avg. number of pages per semester of critical writing; avg. hours spent in laboratory work). Include, if relevant, length and format of papers, structure of projects, nature of exams and so on. Assignments that might be unique to a discipline (e.g., fieldwork, collaborative projects, etc.) need to be briefly explained. Note: assignments should always be linked to learning outcomes.

7. **Required materials and activities**
   (e.g., assigned texts, videos, podcasts, films, but also screenings, performances, field trips, etc.): Indicate the kinds of materials required for the course. Describe the readings (either an assigned list or bibliography from which student and instructor select required texts), videos, podcasts, and so on, and give some indication that the level and amount of reading/viewing is appropriate for the course. Some courses will not have required readings or media materials (e.g., internships, studio courses); if this course does not require readings, please state briefly why.

8. **Course Itinerary:**
   Briefly describe the structure of the course (weekly meetings, modules, online, hybrid), and give some indication of how the readings, viewings, lectures and so on, are distributed throughout the semester/session. If the student “self-paces,” please indicate the criteria or guidelines you wish your students to follow.

9. **Grading Policies and Percentages:**
   Provide a clear account of how the assignments (in #6) are graded and what percentage each represents in the total course grade. Note: make sure points/percentages are consistent and that totals are accurate.

10. **Classroom Policies**
    - Attendance and tardiness
    - Participation in discussions or activities
    - Civility/code of conduct (http://students.asu.edu/srr/code)
    - Cell phones
    - Academic integrity (http://provost.asu.edu/academicintegrity)
    - Use of computers, calculators, etc.
    - Tape recording
    - Supplies