HARVARD COLLEGE
PROGRAM IN GENERAL EDUCATION

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GEN ED SYLLABUS CHECKLIST

Your syllabus should explain what the course is about, communicate course policies and expectations, and provide a clear timetable for readings, classes and assignments. Included below are suggested headings and sub-headings for sections you might wish to include in your syllabus.[1]

- **Course information**
  - Course title & number
  - Term & year
  - Meeting times (including section & lab)
  - Classroom location
  - Course website URL
- **Instructor information** (course head, head tf if applicable, & teaching staff)
  - Name
  - Office hours
  - Office location (include a map, if possible)
  - Phone number
  - Email address
- **Course description**
  (Describe the general content of the course and the importance/relevance of the topic.
  NB: this description is often longer than the text in the Courses of Instruction.)
  - *Course goals*, outlining what you want your students to know and be able to do upon completion of the course, can be included in the course description or under a separate heading.
  - *Course format*, describing the instructional context and pedagogical methods, can be included in the course description or under a separate heading.
- **Gen Ed statement**
  (Articulate why your course is a good fit for Gen Ed overall and the particular category in which it resides. We are happy to provide you with sample statements.)
- **Teaching statement**
  (Describe what students can expect from you, and what you will expect from students.)
- **Course materials**
  - (Text)books
    (Please be mindful about how much required books cost. Indicate which books students must purchase and clarify which books are of secondary importance or are not being read in full.)
  - Coursepack information
  - Electronic resources
  - Supplementary readings
  - Other materials

- **Assignments & grading**
  - o Overview of assignments
  - o Relative weighting of assignments
- **Course policies & expectations**
  - o Attendance at lecture and section
    (Specify if attendance is required and what the consequences are for unexcused absences or lateness.)
  - o Class preparation & participation
    (Let students how they should prepare for class, how much time they should spend each week and if you expect them to participate actively.)
  - o Late assignments & missed tests
    (Clarify how late work is penalized and whether missed tests can be made up.)
  - o Grade disputes
    (Specify the circumstances in which you will regrade an assignment and the possible outcomes.)
  - o Electronic device policy
    (Explain whether laptop/cellphone/tablet use is permitted or prohibited in the classroom and why)
- **Academic integrity**
  (Include a policy on collaboration [required by FAS] and the Honor Code statement in your syllabus and on your course website. You may also wish to link to the section on "Academic Integrity and Academic Dishonesty" in the Harvard Handbook for Students and reference the Harvard Guide to Using Sources, a required text for Expos courses, which includes a section "Avoiding Plagiarism".)
- **Academic accommodations**
  (Include in your syllabus and course website a statement on supporting students with disabilities [required by FAS].)
- **Academic support**
  (List instructional support services directly relevant to your course [e.g., Writing Center, tutoring], including this information helps your students know you value these services)
- **Course calendar/schedule**
  (Provide a daily or weekly schedule including all class sessions and topics, associated readings and assignments, dates for tests and exams, due dates for major assignments, and dates for any required special events. It can be helpful to include a short description of the primary pedagogical and learning objectives for units, modules, or sections of the course.)

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1. These headings have been adapted from Howard B. Altman & William E. Cashin, "Writing a Syllabus", IDEA Paper no. 27 (downloaded from http://ideaedu.org/sites/default/files/Idea_Paper_27.pdf on 11/17/2014) and from a syllabus template developed by the Academic Technology Group, Derek Bok Center for Teaching and Learning, Office of Undergraduate Education and Program in General Education.