

## SYLLABUS CHECKLIST

Teacher's name \_\_\_\_\_

Date \_\_\_\_\_

Course name & number \_\_\_\_\_

<b>Course Desc</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seems accessible to first-semester, first-year students</li> <li><input type="checkbox"/> Covers both the reading and writing students will be doing in the course while <b>foregrounding the writing activities</b> (genres to be produced and modes in which students will work—i.e., written, oral, visual, electronic)</li> </ul>
<b>Course Policies</b>	<ul style="list-style-type: none"> <li>Include:</li> <li><input type="checkbox"/> Your name, course number and title, section number</li> <li><input type="checkbox"/> Your contact information and office hours</li> <li><input type="checkbox"/> Course description</li> <li><input type="checkbox"/> Emory First-Year Writing Outcomes</li> <li><input type="checkbox"/> Additional learning outcomes (especially inquiry-related outcomes) you develop</li> <li><input type="checkbox"/> Course texts (with acknowledgement that student texts themselves are a major part of the course)</li> <li><input type="checkbox"/> Portfolio statement</li> <li><input type="checkbox"/> Grade breakdown and final grading scale</li> <li><input type="checkbox"/> Disability/accommodation statement</li> <li><input type="checkbox"/> Academic honesty/honor code</li> <li><input type="checkbox"/> Attendance</li> <li><input type="checkbox"/> Late work</li> <li><input type="checkbox"/> Writing Center</li> <li><input type="checkbox"/> Multilingual/ESL Tutoring</li> <li><input type="checkbox"/> Counseling Services</li> <li><input type="checkbox"/> Whether and how you plan to use the final exam period</li> <li><input type="checkbox"/> College calendar (holidays and drop dates)</li> <li><input type="checkbox"/> General rubric (optional)</li> <li><input type="checkbox"/> Revision (optional; may be included in portfolio statement)</li> <li><input type="checkbox"/> Email/communication (optional)</li> <li><input type="checkbox"/> Personal electronics (optional)</li> <li><input type="checkbox"/> Academic Advising (optional)</li> <li><input type="checkbox"/> Domain of One's Own statement (optional)</li> </ul>
<b>Assignments and Schedule</b>	<ul style="list-style-type: none"> <li>Include:</li> <li><input type="checkbox"/> Scaffolded writing assignments (three or more major assignments; student should write in multiple genres)</li> <li><input type="checkbox"/> Opportunities for reflective writing throughout semester</li> <li><input type="checkbox"/> Rough equivalent of 20-25 pages of polished prose (i.e., writing that's been reviewed and revised). This number can certainly vary based on the modes employed in your assignments</li> <li><input type="checkbox"/> Carefully considered reading load (Depending on difficulty of texts, more than 50-75 pages a week, every week, might be too much)</li> <li><input type="checkbox"/> Evidence that instructor has thought about how course texts will inform <b>students' development as producers of their own texts</b></li> <li><input type="checkbox"/> Breakdown of assignments and weights (relative contributions to the final grade)</li> <li><input type="checkbox"/> Grading description/general rubric (elaboration of characteristics instructor will consider when assigning grades).</li>   <li>Grading description doesn't necessarily need to be a part of the syllabus if you're planning on creating some sort of scoring guide as a part of your assignment sequences.</li> </ul>