



Rensselaer

Course Syllabus Template

This document is a comprehensive syllabus template. It is the model for the syllabus-construction fields found in *AEFIS*. Tutorials on using AEFIS to construct a syllabus can be found on the Provost's [website](#).

Headings list major topics that typically appear in any syllabus. There are *required* sections that must be in every syllabus, and there are *optional* sections that you may wish to use as well. The required sections will automatically populate in your AEFIS syllabus.

Please edit as necessary. You may easily cut and paste from existing syllabi.

Course Information (Required)

Course Title

Course Number

Credit Hours

Semester / Year

Meeting Days

Room Location

Lab / Discussion Session Location

RPILMS course site or Website URL (if existent)

Prerequisites or Other Requirements [*e.g.*, does the course fill an academic requirement such as *Communication Intensive* or *Culminating Experience*, or is it co-listed with another course and therefore cannot be taken twice under different numbers?]

Instructor (Required)

Full Name / Title

Office location

Office Telephone Number

Office Hours

Email Address

Teaching Assistant(s) (Required)

TA(s) Name(s)

TA(s) Office Location(s)

TA(s) Office Hours

TA(s) Email Address(es)

Course Description (Optional)

[In general the Course Description is the course description found in the Rensselaer Catalog, or a similar synopsis composed by the instructor. It should specify whether the course is undergraduate- or graduate-level and describe course content, topics to be covered, and activities that will take place in the course.]

Course Text(s) (Required)

[List textbook(s), library reserves, and other readings. Provide information on other suggested supplementary materials.]

Course Goals / Objectives (Optional)

[Course objectives are statements that describe or list what the instructor **intends** to teach: the content or skills the students will be taught in the course.]

Course Content (Optional)

[A description or a **list** of topics that will be taught in the course. Or is a list of topics in the course **calendar** by date.]

Student Learning Outcomes (Required)

[Student Learning Outcomes describe student abilities, skills, and knowledge application that can be observed *and measured* with the assessments that were designed for the course. This section should be 4–8 sentences with “student” as the subject of each, and with verbs describing outcomes: what exactly the students should be able to do upon successful completion of the course. Use verbs such as remember, demonstrate, apply, analyze, compare, contrast, create, evaluate, etc. For a worksheet and details on writing learning outcomes, see <http://provost.rpi.edu/learning-assessment/learning-outcomes-lo>]

Course Assessment Measures (Required)

[This section is a list of course assessments: exams, papers, recitations, performances, homework, labs, projects, etc., that allows students to demonstrate and you to measure the Student’s Learning Outcomes. Its purpose is to inform students of the measures used for the learning outcomes. Students must have a clear understanding of how they will be assessed and how they need to perform to be successful in the course.

It is a good practice to include due dates and point values for each assessment.

Separate from the syllabus, assessment measures could have a larger and more detailed description. Where appropriate, the assessment should have a separate grading rubric which could be provided to students when the assessment is presented in class.

Assessments might also be embedded in the course calendar or in the Grading Criteria, but this section is required in any case.]

Grading Criteria (Required)

[Grading criteria should include the following information:

- The percentage of the total grade determined by each part of the course assessment sequence (e.g., exams 40%, papers 20%, recitation performance 10%, homework 10%, labs 20%, etc.)
- Any other criteria used to assign each letter grade in the course.
- Whether a single poor performance will be dropped or weighted lower, or if some form of “resurrection” will be built into the grading system
- The means by which students may appeal grades

- Each course syllabus should identify the mechanisms that are used to provide students with assessment of their progress, not necessarily a letter grade, during the semester. By mid-semester students should receive some form of assessment that indicates their standing in the class.]

Course Calendar (Optional)

[The Course Calendar is a week-by-week list of topics to be covered, as well as due dates for major assignments, special events, and exam dates. If the instructor would like a certain flexibility to the schedule, the following text, or something similar, could be inserted at the beginning of the schedule: “*This is a tentative schedule and subject to change depending upon the progress of the class*”).]

Attendance Policy (Optional)

[If attendance is required, the instructor should include the penalties for non-attendance.]

Other Course Policies (Optional)

[Several topics could be included here:

- Attendance and lateness
- Class participation: how participation will be measured and how participation will be graded
- Missed exams or assignments—the syllabus should inform the student if assignments and exams can be made up.
- Extra credit policies, if existent, should be stated.
- Lab safety/health
- Incomplete grades
- Withdrawal from course]

Academic Integrity (Required)

Student-teacher relationships are built on trust. For example, students must trust that teachers have made appropriate decisions about the structure and content of the courses they teach, and teachers must trust that the assignments that students turn in are their own. Acts that violate this trust undermine the educational process. The Rensselaer Handbook of Student Rights and Responsibilities and The Graduate Student Supplement define various forms of Academic Dishonesty and you should make yourself familiar with these. In this class, all assignments that are turned in for a grade must represent the student’s own work. In cases where help was received, or teamwork was allowed, a notation on the assignment should indicate your collaboration.

Submission of any assignment that is in violation of this policy may result in a penalty of ***[Fill in what you feel is appropriate. You might also wish to differentiate first and second offenses.]***

Violations of academic integrity may also be reported to the appropriate Dean (Dean of Students for undergraduate students or the Dean of Graduate Education for graduate students, respectively).

If you have any question concerning this policy before submitting an assignment, please ask for clarification.

[Collaborative or group work should be encouraged where appropriate. The instructor must specify when collaboration will be explicitly forbidden (e.g., individual take home exams). The syllabus should also contain, in writing, guidelines for what is considered cheating; and plagiarism should be also forbidden. The penalties for cheating and plagiarism must be stated in the syllabus For example: *A grade of zero will be given on the first assignment where a violation is detected. If there is a subsequent infraction the student will receive a grade of F for the course.*]

Disability Services (Required)

Rensselaer Polytechnic Institute is committed to providing equal access to our educational programs and services for students with disabilities. If you anticipate or experience academic barriers due to a disability, please contact the Office of Disability Services for Students (DSS) (dss@rpi.edu; 518-276-8197) to establish reasonable accommodations. Once you have been approved for accommodations, please provide your Faculty Memorandum (a letter provided to students by DSS) to all faculty members for this course.

Other Course-Specific Information (Optional)

[This section might have statements concerning:

- support services on campus
- department, library, and computer technology help information
- any advice for successful performance in the course.]