



SYLLABUS: COURSE TITLE

TCU Syllabus Template ~ Notes & Instructions

Since 2007, TCU has provided syllabus templates consistent with TCU policies and best practices. See [Academic Responsibilities and Procedures](#) in the Faculty Handbook. The syllabus is the first reading assignment of your course. It offers an opportunity to engage students and enhance their interest. Students respond to the tone and voice of your writing. The syllabus is also a binding document should disagreements arise about the course.

This document is [formatted for accessibility](#) and text-to-speech functionality. As you edit and save this document for your course(s), do ensure the document remains accessible. Text boxes offer guidance and examples. ** Indicates required items*. The other items are recommended, and additional items may be included. **Delete these boxes and * after you add your text.**

TIP: If you copy from another source and want to match formatting in this document:

PC: Ctrl+V select **Match Destination Formatting**

Mac: Shift+Command+V

COURSE & INSTRUCTOR INFORMATION

Ensure all matches registrar course information (see [Class Search](#)). Required information: *instructor name, office hours, preferred method of contact, email, course title, prefix, number, section, course component type*, and *class meeting days and times*. See options for [Course Component Type](#). **Class Location:** State if class will be online. **Class Meeting:** Use registrar course information for in person class or approved online courses. If online synchronous include virtual access information and note if online asynchronous. **Response Time:** Indicate when students can expect a response after contacting the faculty. **Office Hours:** Indicate if in person or virtual. Provide access instructions and/or location.

Course

Course Title, Prefix, Number, Section: *

Semester and Year: *

Number of Credits:

Course Component Type: *

Class Location:

Class Meeting Day(s) & Time(s): *

Zoom Access Information:

Instructor

Instructor Name: *

Office Location:

Office Hours: *

Preferred Method of Contact: *

Email: *

Response Time:

Final Evaluative Exercise & Important Dates*

FINALS: Friday, December ##, 20## 2:00 - 4:30 pm ~ Sadler 223
Library Visit: Meet outside Lizard Lounge 2pm Monday, September ##, 20##

Add dates and details for **final** and **special class meetings** that deviate from typical course schedule. A table or graphic can make this information stand out. All activities should occur during days/times identified in course information with the registrar. Zoom is not an option for on campus classes. See: [Final Evaluative exercise Policy](#), [Rescheduling of Finals](#), and [Finals' Calendar & Schedule](#).

Note for students: The syllabus is your first course reading. It provides an orientation to, overview of the flow, and expectations of the course. You should turn to the syllabus for details on assignments and course policies.

Student Resources & Policy Information*

Click or scan QR code for resources to support you as a TCU student. Please note section on [Student Access and Accommodation](#).



Headings are formatted to populate the table of contents. To update the Table of Contents (1) right click anywhere on it and (2) select **Update Field**. Select **numbers only** or **entire table**. Once you remove the *** for required items** and update field, the asterisks will be removed. Each line is a hyperlink to the identified syllabus section. If you add additional sections and include headings [formatted for accessibility](#) they will populate the table of contents when you update.

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COURSE DESCRIPTION

Catalog Description *

Type details. This course focuses on... During this course, we will... It will equip you with the necessary knowledge and skills to...

Section Description

Add additional descriptive information about this section of the course.

Include *catalog description* from [TCU catalog](#). Building upon the catalog description can engage students in this specific iteration of the course. Explain why the course is relevant and significant. If you have space, you can move the description to the first page before the table of contents.

Prerequisites & Concurrent Enrollment *

Add prerequisites.

Prerequisites: State if there are no prerequisites, if concurrent enrollment is acceptable, and how the course builds on skills gained in these courses.

Program & Major Connections

Explain how course prepares for future courses, internships, workforce, et cetera.

COURSE MATERIALS

Required Materials *

Type details on materials and costs for the course.

Include details on **Required Materials** (texts, software, hardware, technology...). Provide information to obtain items (ISBN, year, link). Note costs as well as less expensive and free options.

Supplementary Resources

Add resources.

Provide **Supplementary Resources** including remedial resources (texts, tutoring, campus resources).

TEACHING PHILOSOPHY & METHODOLOGY

Explain philosophy and method. My teaching philosophy is... I believe that learning and teaching... From my perspective, the following are essential for... The student-teacher relationship is... As for learning and assessment, ...

Describe beliefs about learning and teaching, how beliefs are translated into this course and student engagement. Include information to support philosophy and methodology. Make connections among

philosophy, methodology, and outcomes. Adding a link and QR code to a 1-3 minute [video recording](#) allows faculty to talk directly to students about their teaching philosophy.

LEARNING OUTCOMES

Learning Outcomes have form (action the student should perform—compare and contrast, evaluate, analyze, apply, etc.), substance (content / subject matter), and tie to specific course activities or assessments as evidence to evaluate student learning. Information about course learning outcomes may be available from unit leader, unit curriculum committee minutes, program and major materials, faculty who taught the course, and Core Curriculum resources.

Course Learning Outcomes *

Type course-level learning outcomes.

Course Learning Outcomes: Include course outcomes.

Example: Students will utilize learning outcomes in syllabi to identify most important concepts, knowledge, skills, habits, etc. of the course and relate them to course activities and assignments.

Program & Major Learning Outcomes

Type program or major learning outcomes.

Program or major Learning Outcomes: If applicable, include learning outcomes for this course that build a foundation for future (1) courses and other learning experiences and (2) professional and postgraduation experiences.

Example (future learning): Students will develop foundational skills in developing learning outcomes that provide foundation for mapping the relations between courses and set the stage for future work.

Example (postgraduation): Students will practice thinking and acting as ethical leaders and responsible citizens as they learn about and engage with the global community.

TCU Core Curriculum Outcomes

Type applicable core outcomes here.

TCU Core Curriculum Outcomes: *Required if applicable*. Check [Core Curriculum - Faculty](#) to determine if course is part of the core curriculum. Core courses must fulfill at least one outcome for the designated area (oral communication, written communication, writing emphasis literary traditions, religious traditions, historical traditions, cultural awareness, global awareness, citizenship & social values, humanities, social sciences, natural sciences, or mathematics).

Example: Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content.

COURSE REQUIREMENTS

As you design your course, be mindful of the impact on your students' digital footprint or online identity. The **Digital & Social Media Engagement Guide for Faculty** is an important resource. Of particular note is the section, **Manage Risks to the Classroom Learning Environment**.

Assignments *

Describe the course **Assignments** showing connection(s) between each assignment and learning outcome(s). Identify resources and where students can access additional information on specific assignments if not included in the syllabus. Include expectations for assignments, especially participation and engagement (if included) in relation to grades. Include information on quantity and quality expectations as well as other details that will offer clarity. Note location of assignments in TCU Online. Provide instruction on submitting assignments and viewing grades and feedback. Make note if some of this information will be shared later in the semester. Content provided is an example.

Quizzes & Exams

Describe and explain.

Formal Writing & Research

Describe and explain.

Labs, Presentations & Critiques

Describe and explain.

Final Evaluative Exercise

Describe and explain.

Grading Philosophy & Policy

Add grading philosophy and policy.

If not in teaching philosophy, explain **grading philosophy**. Note **policies** for late work, making up missed work, **participation & engagement** in relation to [attendance expectations and official absence policy](#), [university attendance policy](#), and [excused absences](#) for in person or online course, etc. Explain how to ask about grades and feedback by noting any time frame, contact person, if written query is needed, etc. Include the time frame students can expect grade and feedback after assignments are submitted. Content is an example.

Late Work

Describe and explain.

Participation, Engagement & Attendance *

Describe and explain.

When an accumulation of absences and/or lack of engagement in in-person and online courses reaches the point of endangering a student's academic status, you should report this situation. Do not assume that continued absence from class indicates an official withdrawal until notified by the Registrar. [U-Unsatisfactory Grades](#) are requested by the registrar mid-term. Submitting U-grades for students who are not sufficiently performing or engaging in the course will inform student and initiate student resources (e.g. advisor, Dean of Students if multiple U-grades are submitted). You may contact the [Dean of Students](#) directly. Use [Student of Concern Form](#) to share non-emergency concerns about student(s) absences, lack of engagement, as well as other concerns.

Course Assignments & Final Grade *

Add table or graphic of **assignment contributions to the final grade** using. Sharing assignment and participation rubrics facilitates student understanding of expectations. Content is only an example.

Assignments	Percentage or Points
Quizzes & Exams	20
Participation & Engagement	20
Formal Writing & Research	20
Labs, Presentations & Critiques	20
Final Evaluative Exercise	20
Total	100

Grading Scale(s) *

State whether the course uses whole letter or plus/minus grading.

Include **grading scale** either the **plus/minus or whole grade** scale for course final grades with appropriate undergraduate or **graduate** scale(s). Clarify the demarcation between grades particularly if the total can result in fractions of a point. Provide graduate students with the graduate grading scales and graduate level assignments for **50000-level course**. While the letter grades must maintain the university structure, the points and/or percentages that delineate each letter grade are determined by faculty member. Points are only an example.

Option: Whole Letter		
Grade	Undergraduate	Graduate
A	90–100	
B	80–89.99	
C	70–79.99	
D	0–69.99	n/a
F	0–59.99	0–69.99
Option: Plus/Minus		
Grade	Undergraduate	Graduate
A	94–100	
A-	90–93.99	
B+	87–89.99	
B	84–86.99	
B-	80–83.99	
C+	77–79.99	
C	74–76.99	
C-	70–73.99	
D+	67–69.99	n/a
D	64–66.99	
D-	60–63.99	
F	0–59.99	0–69.99

Course Policies

Policy Type

Describe and explain.

Technology Policies

Describe and explain.

Explain course specific policies including those about allowed and prohibited technology (recording, software, computers in class). See [Student Resources & Policy Information](#) for university policies.

COURSE SCHEDULE *

This calendar represents current course plans. Plans may need to change to enhance the learning opportunities and will be communicated via...

Map course plan across the term. While the plans may need to change, the schedule offers realistic insight into course scope and sequencing and the regular and substantive interaction to occur during scheduled class or online engagement. Note topics for each session and due dates for assignments, exams, projects, presentations, performances, etc. If changes occur, communicate them clearly. Include date and time for the final evaluative exercise. The hours for scheduled finals time slot are required engagement to meet accreditation requirements.

Dates	Topic	Assigned Content	Due
Week 1	Introduction & Syllabus	Read Syllabus	
Week 2	Start of Unit	Unit Content	Reflection
Week 3	Continuation of Unit	Unit Content	Quiz
Week 4	Conclusion of Unit	Unit Content	
Week 5	Assessment of Unit	Unit Learning Outcomes	Assignment
Week 6	Start of Unit	Unit Content	Lab
Week 7	Continuation of Unit	Unit Content	U-Grades
Week 8	Spring/Fall Break		
Week 9	Conclusion of Unit	Unit Content	Presentation
Week 10	Conclusion of Unit	Unit Content	Critique
Week 11	Assessment of Unit	Unit Learning Outcomes	Exam
Week 12	Start of Unit	Unit Content	
Week 13	Continuation of Unit	Unit Content	Writing
Week 14	Conclusion of Unit	Unit Content	
Week 15	Assessment	Unit Learning Outcomes	Research
Week 16	Course Overview		
Finals	Final Evaluative Exercise		Final

Online courses require faculty initiated regular and substantive instructor–student interaction. Each week of the term, including the designated university finals period, should feature documented engagement on the part of the students. **Activity or engagement that is not related to course content, wholly optional, or initiated primarily by the students does not meet this requirement.** The sample table illustrates a possible schedule.

