**Steps in Creating a Course Syllabus**

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| Gather course materials, textbooks, assignments, exams, previous syllabi, etc; talk with faculty who have taught the course if you have never taught it before; think about how this course relates to other courses in your department’s curriculum; identify constraints in teaching the course. |
| Establish course goals by thinking about “the big picture” and create a realistic and achievable list of them. “What are the purposes and intended outcomes of the course?” (Graves, p. 13) What do you expect your students to know, to be able to do, to produce (content goals) and/or to demonstrate a particular type of attitude or behavior (non-content goals) as a result of taking the course? Remember: research shows that too much detail and too many topics hinder students’ learning. |
| Establish expectations of the students. How will they demonstrate that they have reached the course goals and objectives? What will constitute acceptable performance? In other words, what will you ask them to do so that they can demonstrate their learning and how will you evaluate that learning? |
| Identify concepts that are core or key to the whole course. What are the most critical skills and/or ideas that underlie everything in the course? What are the links or relationships between concepts, unifying principles and core frameworks that will provide holism, coherence and logic to the discrete points you intend to cover? “What will be the backbone of what I teach?” (Graves, p.13) |
| Ensure texts and readings reflect the course goals and be prepared to explain to students how the readings relate to the goals and classroom activities. Be conscious of students’ workload. |
| Decide what you will include in the course (content, reading, materials, activities, etc) and syllabus; decide what changes you will make to a course you have taught before or to a syllabus which you have been given to teach. Decide how you will organize and (logically) order the content. |
| Decide how you will evaluate the effectiveness of the course. |
| Prepare the course syllabus. |
| Teach the course. |
| Get regular feedback on the course from students. Reflect rigorously and regularly on what went well and what didn’t go well in each session. Adapt and make changes to the course syllabus that will enhance students’ learning and help them achieve the course goals and objectives. Make notes on each session, which you can refer to at a later date. |
| Get final feedback on the course. |
| Teach the course again, making changes to the course syllabus in response to what you learned delivering it the first time. |

Adapted from Graves, K. (ed). *Teachers as Course Developers.* 1996. Cambridge University Press: USA and Gross Davis, B. *Tools for Teaching*. 1993. Jossey-Bass Publishers: San Francisco found at the following website: (<http://teaching.berkeley.edu.bgd/prepare.html>)