SYLLABUS CHECKLIST
(Originally created by Eugene V. Gallagher for the Tempel Summer Institute on Teaching & Technology)

1. Are the goals of the course ("learning objectives") clearly articulated?
   - for specific assignments
   - for the course as a whole
   - for other targets (e. g. general education, departmental curriculum, major/minor)

2. Are the goals prominently displayed on the syllabus or a related document?

3. Do specific assignments ("learning activities") adequately support the goals for the course?
   - is there a good "fit" between what you want them to learn and what you have them do?
   - are the skills that you, your dept., general ed., and the curriculum as a whole want to develop in students adequately emphasized in the course?

4. Are there multiple opportunities for students to receive feedback?
   - early in the course
   - frequently throughout the course
   - immediately on some tasks
   - within 24 to 48 hours on other tasks
   - within a reasonable amount of time (generally one week) on other tasks (e. g. longer papers)

5. Does the method of evaluation (grading) reflect skills developed and content mastered in specific learning activities?

6. Is the course constructed to accommodate different learning styles?

7. Does the course encourage students to look for the personal significance of what they learn?

8. Does the course encourage students to reflect on themselves as learners?

9. Has the course taken advantage of the capacity of technology to increase interaction outside the classroom?
   - between teacher and students
   - between student and student
   - with additional materials relevant to the course

10. Does course management promise to be efficient and effective?
    - reserve reading
    - handouts
    - grading
    - attendance
    - receiving and returning assignments