

SYLLABUS CHECKLIST

Teacher's name _____ Date _____
 Course name & number _____

Course Desc	_____ Seems accessible to first-semester, first-year students _____ Covers both the reading and writing students will be doing in the course while foregrounding the writing activities (genres to be produced and modes in which students will work—i.e., written, oral, visual, electronic)
Course Policies	Include: _____ Your name, course number and title, section number _____ Your contact information and office hours _____ Course description _____ Emory First-Year Writing Outcomes _____ Additional learning outcomes (especially inquiry-related outcomes) you develop _____ Course texts (with acknowledgement that student texts themselves are a major part of the course) _____ Portfolio statement _____ Grade breakdown and final grading scale _____ Disability/accommodation statement _____ Academic honesty/honor code _____ Attendance _____ Late work _____ Writing Center _____ Multilingual/ESL Tutoring _____ Counseling Services _____ Whether and how you plan to use the final exam period _____ College calendar (holidays and drop dates) _____ General rubric (optional) _____ Revision (optional; may be included in portfolio statement) _____ Email/communication (optional) _____ Personal electronics (optional) _____ Academic Advising (optional) _____ Domain of One's Own statement (optional)
Assignments and Schedule	Include: _____ Scaffolded writing assignments (three or more major assignments; student should write in multiple genres) _____ Opportunities for reflective writing throughout semester _____ 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 _____ Carefully considered reading load (Depending on difficulty of texts, more than 50-75 pages a week, every week, might be too much) _____ Evidence that instructor has thought about how course texts will inform students' development as producers of their own texts _____ Breakdown of assignments and weights (relative contributions to the final grade) _____ Grading description/general rubric (elaboration of characteristics instructor will consider when assigning grades). _____ 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.