Syllabus Draft

To complete the Apprenticeship in Teaching Program, participants are required to design their own course syllabus. To fulfill this task, participants will need to:

- Write their own course syllabus for a class they will or hope to teach;
- Submit that syllabus to a member of their department along with the Syllabus Design Faculty Verification form.
- Once feedback is received from the designated faculty member, submit the following items electronically to atprogram@georgetown.edu:
  - the original draft;
  - faculty comments (on the original draft);
  - a revised draft (in response to faculty comments); and
  - the signed Syllabus Design Faculty Verification form;
- Receive feedback from CNDLS;
- If necessary, revise and submit final version to CNDLS.

Suggestions and Expectations

The syllabus can be designed for either an actual or a dream course that the participant would like to teach. As sample course suggestions and syllabi are commonly required for academic job applications, it is useful to start thinking about this task as an opportunity to show off one’s teaching expertise and awareness of the field.

The required AT workshop "Syllabus Design" will be helpful for designing the syllabus for submission. In addition, we strongly recommend those fulfilling this task to visit the CNDLS Teaching Commons page Creating Your Syllabus. As one begins, it may be helpful to identify specific goals for the course’s students and what the instructor hopes
those students will learn through the semester. Working backwards from there, decide what evidence one would accept in order to show that the students have accomplished those goals. One can then design or build in assignments that will allow students to demonstrate that they have achieved these learning goals and allow the instructor to assess this accomplishment. This will also help one to determine which readings will best match the goals and compliment the assignments. Taking another step backwards, consider what logistics and structure would be most conducive to fulfilling the planned assignments. Think through how to link readings, assignments, and feedback, the order and connection between assignments, and the optimal time spread between assignments in order to maximize learning.

It is also helpful to look at syllabi available online either at Georgetown or another college/university, and note specific techniques, formats or content, looking for what seems particularly effective.

While syllabi can range greatly in length and depth, it is very important that one include certain fundamental elements in the syllabus. Be sure to include the following:

- A course description
- Logistical information (course title, meetings times and locations, contact info, etc.)
- Learning goals
- Descriptions of assignments
- Grade breakdown
- Required readings
- A course schedule
- Relevant policies

An important part of a syllabus is clearly conveying to students many pragmatic aspects of the course. This includes not just classroom-specific policies, but also department-specific and university-wide policies and resources that students might
need to be aware of during the semester—the "nuts and bolts" as it were. At Georgetown, it is considered a best practice to include a statement about plagiarism, access (or information regarding the Academic Resource Center), Title IX, and Instructional Continuity. Helpful information can be found on our Teaching Commons page “Syllabus Policies”.