

SPEA SYLLABUS PREPARATION

The syllabus should provide students with the details needed to understand what the course will cover, what is expected of them, and how their work will be evaluated. It should be viewed as a contract between the instructor and the student. Making the syllabus as complete as possible and sticking to the schedule will save headaches for both faculty and student as the semester progresses. Students should be given advance notice whenever changes are needed to the schedule.

The following template provides the essential elements for the syllabus. Associate Faculty should use this template, also provided in electronic format, to prepare their syllabi. This will ensure that all Associate Faculty syllabi have the necessary components and streamline syllabus review. Following the template (Attachment 1) is an explanation for completing selected items (Attachment 2). The Director of Academic Affairs is available to answer questions.

Attachment 1. SPEA Syllabus Template

Indiana University-Purdue University Indianapolis School of Public and Environmental Affairs Semester, Year
COURSE
Number/Title: Class Number: Day and Time; Location:
INSTRUCTOR
Instructor: Office Hours/Location: Telephone: E-mail Address:
COURSE DESCRIPTION
REQUIRED COURSE MATERIALS
RECOMMENDED READINGS
NOTE: This section is optional.
COURSE LEARNING OUTCOMES
Upon successful completion of this course, a student should be able to: ✓

PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)

The activities in this course are linked to the following Principles of Undergraduate Learning:

✓

SPEA POLICIES

The SPEA Syllabus Addendum, which is attached to this syllabus, explains SPEA's academic policies for Academic Misconduct, Civility and Disorderly Conduct, Communication between Faculty and Students, Course Withdrawal, Incompletes, Grade Changes, Students Called to Active Duty, and the Final Exam Schedule. Each student is responsible for understanding and following all school policies.

INSTRUCTOR'S CLASSROOM POLICIES

ASSESSMENT AND GRADING

COURSE SCHEDULE

ASSIGNMENTS

NOTE: This section is optional.

SPEA 2009 POLICIES Syllabus Addendum

Attachment 2. Instructions for SPEA Syllabus Template

Semester/Year - For the semester (Fall, Spring, Summer I, Summer II), year use the format Fall, 2009

COURSE

Number/Title: Use the number, name provided in the SPEA Bulletin (link to <http://www.spea.iupui.edu/currentstudents/> and select 'Undergraduate Course Descriptions' or Graduate Courses' as appropriate). The correct format is SPEA-V261, etc.

Class Number: The class number is a section number. It is available through the Office of the Registrar's Course Offerings weblink at <http://registrar.iupui.edu/schedule.htm>. Scroll down and link to 'Class Search by Department.' Select the correct term. Select SPEA. Select the course. Locate the class number (the number to the left of the scheduled time for the course).

Day and Time; Location: Insert the course meeting days and start/end times, along with the building and room. This information is also available at <http://registrar.iupui.edu/schedule.htm>.

INSTRUCTOR

Office Hours/Location: Associate Faculty members expected to make themselves available for student questions/consultations; however, regular office hours on campus are not required. If you do not plan to have regular office hours, indicate how students will be able to reach you for questions or consultations. For example, you might indicate telephone hours or that consultation is available by appointment only. The Associate Faculty office, BS 4032W is available to you as an office location, or you may use Jovita's office (BS 4032T) as your on-campus office.

Telephone: You may use your home, cell, or office telephone numbers. Please do not use Jovita's number; because of her responsibilities for all faculty, she is not able to field student questions for individual faculty.

E-mail Address: Because email correspondence about our courses is official correspondence, you are required to use your IUPUI address, which you can have forwarded to another address, OR you may limit your email correspondence to Oncourse (Email via Oncourse Only).

COURSE DESCRIPTION

The official course descriptions are given in the SPEA Bulletin (link to <http://www.spea.iupui.edu/currentstudents/> and select 'Undergraduate Course Descriptions' or Graduate Courses' as appropriate.). The official course description provides the framework for the course, but because these descriptions are limited to 50 words, they are not descriptive. Faculty members are encouraged to provide a short narrative that elaborates on the overarching goals/objectives that the faculty member hopes to provide for the student. The narrative should be consistent with the official course description. The appropriate program director is available for assistance.

REQUIRED COURSE MATERIALS

Include the course textbooks and other materials for which you will hold students responsible. If there are supplementary materials that would enhance learning, but are not mandatory, you may wish to create a **RECOMMENDED READINGS** section below this one.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, a student should be able to:

- ✓ explain and use terms related to the evolution/intelligent design debate
- ✓ compare and contrast the two sides of the evolution/intelligent design debate
- ✓ insert your learning outcomes in place of those above

The course learning outcomes are statements of the knowledge, skills, and abilities that a student will have mastered upon successful completion of the course. An easy way to think of learning outcomes is to ask the question: "What should my students be able to do when he/she completes the course?" Learning outcomes should be specific and measurable, and they should be framed carefully using an action verb to communicate what the student will be able to do (for example, compare and contrast the two sides of the evolution/intelligent design debate.)

The learning outcomes should be appropriate to the level of the course, and should not be limited to outcomes that focus only on knowledge/remembrance (words such as define, describe, label, list, name, select, etc.) and understanding/comprehension (words such as classify, describe, discuss, explain, give examples, paraphrase, summarize, etc.).

It is also important to include outcomes that represent higher levels of thinking such as applying, analyzing, and creating knowledge. Examples of verbs that can be used to demonstrate application of knowledge are apply, articulate, assess, compute, construct, demonstrate, develop, extend, implement, operationalize, predict, project, show, solve, use, etc. Verbs that represent analysis include analyze, categorize, compare, contrast, correlate, diagram, differentiate, prioritize, etc. Verbs that represent creation/synthesis of knowledge include appraise, compile, create, critique, criticize, design, develop, formulate, hypothesize, invent, integrate, model, plan, defend, interpret, judge, justify, support.

The SPEA Syllabus Preparation Tip Sheet provides more guidance on writing learning outcomes and has links to additional helpful resources.

PRINCIPLES OF UNDERGRADUATE LEARNING (PULs) (UNDERGRADUATE COURSES ONLY!)

The activities in this course are linked to the following Principles of Undergraduate Learning:

- ✓ Critical Thinking—Throughout this course, you will read about different points of view on the teaching of evolution in sciences courses in the public schools. This will require you to understand terminology, interpret information, and compare and contrast arguments from both sides of the debate, and integrate what you have learned into a position paper that demonstrates your ability to analyze a complex issue such as the evolution/intelligent design debate. You will evaluate the logic, validity, and relevance of information and synthesize information from diverse sources in order to arrive at reasoned conclusions. (Major Emphasis)
- ✓ Core Communication Skills—You will develop your ability to use the library and Internet resources to gather information and write a position paper based on your research. You will demonstrate the ability to write a narrowly focused position paper that is clear, concise, and well-supported.
- ✓ Understanding Society and Culture – In studying the evolution/religion debate, you will become more aware of the diversity of opinion on this issue and have a better appreciation of the reasons for these differences.
- ✓ Insert the PULs you emphasize in the course, along with a statement of how the PUL is addressed in the course.

The PULs are the statements of knowledge, skills and abilities that undergraduates of IUPUI should have achieved upon graduation. A list of the PULs is given in the Faculty Handbook. SPEA faculty members have identified the PUL that should receive major emphasis in each course. The list of these PULs will be sent to the faculty prior to each semester, so each faculty member is aware of which PUL should receive the major emphasis in the course. The PUL that has major emphasis should be identified as such (see example above).

For most SPEA classes, there is more than one PUL that is emphasized to varying degrees in each course. Faculty members are encouraged to identify other PULs that are emphasized and to include these in the list of PULs. These would not, however, receive any additional designation. They should simply be listed along with a statement of how the PUL is addressed in the course.

The SPEA Syllabus Preparation Tip Sheet provides additional information about the PULs and how to phrase this way in which the PULs are emphasized.

SPEA POLICIES

The SPEA Syllabus Addendum for the current academic year should be attached to the end of the syllabus (last item). We strongly suggest taking the time to discuss expectations for behavior and academic integrity as these topics relate to the course being taught. This would also be a good place to talk about professionalism in email communications. It is important to stress that academic misconduct (and as appropriate, behavioral issues) will not be tolerated.

INSTRUCTOR'S CLASSROOM POLICIES

Provide clear statements of your policies about attendance; tardiness; late assignments and time-extensions for homework/projects/papers; make-up exams; extra credit; etc.

If you have projects, homework, papers; or other assigned work that is not explicitly group work, it is important to let students know if collaboration is allowed and to what extent by including a course policy on collaboration.

ASSESSMENT AND GRADING

Clearly state on what basis students will be evaluated (exams, homework, papers, case studies, discussion, attendance). Indicate the criteria for the course grades/relative weights if these apply (for example: Exams – 50% of the grade, Discussion – 5%, etc.). Be sure to provide the grading scale, which can be based on points or percentages (for example, A = X points or %; B = etc). If you are going to assign +/- grades, be sure to designate these and the basis on which you assign these.

State if extra credit work is given. There are differing (and sometimes strong) opinions about whether or not to provide extra credit. If you decide to allow extra credit, ensure that it encourages learning and is meaningful. It should not be a substantive portion of the course grade or a substitute for poor performance. The entire class should be given the opportunity, and under no circumstances should individual opportunities be given.

If you plan to include points for contributions to classroom discussion, be sure that you have a clear basis for the assignment of the discussion points and communicate that to the students. A grading rubric is strongly encouraged.

ASSIGNMENTS (OPTIONAL!)

Additional information about assignments can be inserted into the syllabus or given as separate handouts.

COURSE SCHEDULE

A course schedule that has the date or week, topic, readings, and exam dates must be included. Other items, such as homework and due dates are options. Be sure that you have not scheduled an exam, including take-home, during the 7 calendar days prior to the last day of class (University policy). [See the Office of the Registrar Academic Calendar at <http://registrar.iupui.edu/accal.html> for the start and end of the semester, holidays, drop/add dates, etc.]

SPEA 2009 POLICIES

SYLLABUS ADDENDUM

Insert the addendum here. This placement allows us to delete the addendum easily (and save paper) when we need to print the syllabus.