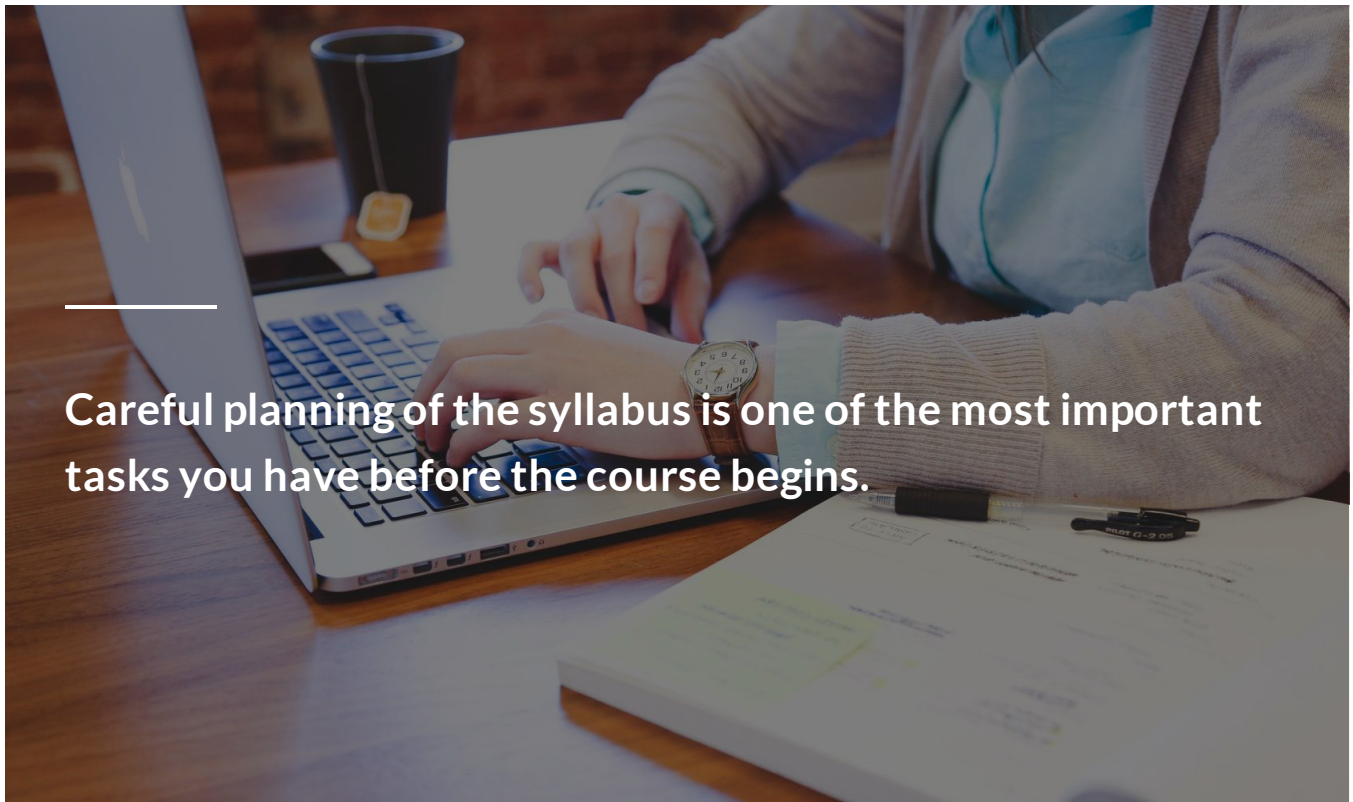


Creating a Syllabus

Let's Get Creative!

When you create a course syllabus, be creative! Your syllabus shouldn't look identical to your colleague's syllabus. Instead, it should reflect your personality and organizational style, while keeping in mind the student's ability to easily read it. Students often get a sense of their professor based on the syllabus. If it is unorganized and unclear, that may be a red flag. Do your best to be concise and maintain consistent format.



Careful planning of the syllabus is one of the most important tasks you have before the course begins.

Steps for Creating a Syllabus

The following will outline the steps for creating a syllabus with samples.

Any steps in **orange** are required syllabus components as per St. Clair College policy (outlined in the previous lesson).

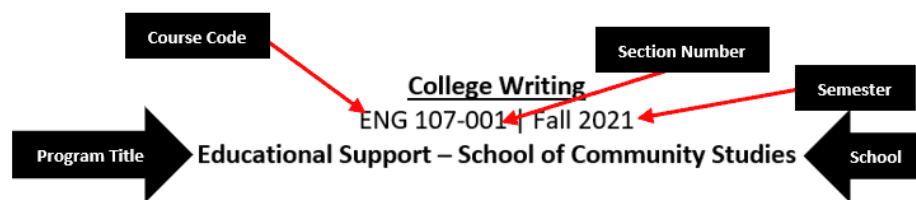
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Step 1: Header & Contact Information

It's a best practice for a course syllabus to include a header with the course title, course code, semester, program title, and school of study.

For contact info, it's customary to include your name, St. Clair College email address. If applicable, include your St. Clair College phone extension and campus office location with office hours.

Sample Header & Contact Information



Professor: Antoinette Bertucci
Email: abertucci@stclaircollege.ca
Phone: 519-966-1656 Ext: 2999

Class Meeting Time: Mon/Wed 1-3pm
Class Location: Main – South; Rm. 150
Office Hours/Location: 3-4pm Rm. 272B or
Virtual by appointment

Step 2: Clear Statement

As per St. Clair College policy, the syllabus must contain a clear statement that the plan of learning is subject to change based on operational requirements as determined by the faculty.

Due to the importance of this statement, it is typically included on the cover page of the syllabus to draw it to students' attention.

Sample Clear Statement

This syllabus is a guide only and is subject to change.


Step 3: Classroom Expectations

Classroom Expectations should communicate the instructor's expectations, rules, and instructions in order to set up proactive classroom management strategies early on in the course (more on classroom management [HERE](#)). You may want to include statements about late policies, permitted tools/resources, etc.

Sample List of Classroom Expectations

1. This syllabus is a guide only. Changes from week-to-week may occur.
2. Check Blackboard regularly for up-to-date information.
3. Work submitted late will be subject to a penalty of 5% per day. No late work will be accepted after it has been marked and returned.
4. If you are not present for graded in-class activities, you will receive a zero for that exercise. If the activity has an in-class component and an out-of-class component, a percentage will be deducted from the mark allocated for the in-class activity portion.
5. Any missed assessment for which a deferral request is made must be accompanied by proper documentation. Deferral requests must be made in a timely manner.
6. Always ask questions if you are not clear with the material or instructions.
7. **AUDIO OR VISUAL RECORDING IN CLASS IS STRICTLY PROHIBITED** unless you have written consent from the instructor.
8. **Cell phones:** Cell phones should be on silent mode; use of cell phones for class exercises may be used (upon instruction); otherwise, cell phones should not be used for texting or other manners of distraction.
9. **Laptops:** There is generally no need for use of personal computers during class unless you are using it for notetaking during a lecture portion of the class. Computer monitors with other programs operating are distracting to other students in class: if you use a computer for any other purpose, you will be asked to put your computer away.

Recall that the required or recommended course resource(s) and textbook(s) can be found in the Course Outline, but it's a best practice to include it in the syllabus as well. See example below.

 Note that some courses require tools such as a lab coat or stethoscope. These could be placed in the same section as the textbook.

Sample List of Course Resources & Textbook

Required Textbook:

Langan, J., & Albright, Z. (2019).
College Writing Skills with Readings,
10th Edition.
McGraw-Hill Education.

Handouts and other learning materials will be provided by the instructor in class or posted on Blackboard.

Step 5: Assessments

Assessments must follow the requirements set out in the course outline. The syllabus should include comprehensive information and clear expectations about each assessment in the course.

See the CAE WEBSITE for more information about assessments.

Sample Assessment Information

Weight	Assessment Type	Additional Information
10%	Case Study	Analysis/application of law to Human Rights Code
30%	In-Class Assignments/Participation <ul style="list-style-type: none">• 20% in class exercises• 10% online (discussion board)	A wide variety of in-class formative assessments including group discussions, short quizzes, case studies and short presentations; online discussion
20%	Unit 1 Test	Open book, case-based, multiple-choice and written answer format
20%	Unit 2 Test	Case-based, take-home test.
20%	Unit 3 Final Project	Group Project: Minimizing Legal Risk



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Step 6: Academic Integrity

Academic Integrity is an essential component for students to be aware of at the start of the course. Including a section on academic integrity in the syllabus is a best practice to establish the severity of academic misconduct (more on this on the CAE WEBSITE). See example below.

Sample Statement on Academic Integrity

Academic misconduct is a general term which describes academic offences detrimental to the College's learning environment. These offences diminish the trust that is essential in the teaching and learning process.

The teaching and learning process can be understood as a dialogue between instructor and student that builds on existing knowledge and advances scholarship. If a student falsifies his or her side of this process, learning is compromised and the foundation upon which knowledge is built is put at risk.

In order to gain understanding and advance learning, students must engage in the learning process honestly. Academic misconduct is otherwise known as "cheating". Cheating puts honest students at a disadvantage by failing to maintain a fair learning environment.

Academic misconduct carries serious penalties.

Note: Signing in for another student on the attendance roster is a violation of the Academic Integrity policy.

Refer to [Learning with Integrity](#) for more information.

Step 7: **Weekly Activities**

As per St. Clair College policy, the syllabus must contain a proposed learning plan built on a class basis, including the topics to be covered in the semester. Planned assessments with identified due dates should also be included. See example below.

Academic Dates

Recall that academic dates must be considered when creating the syllabus weekly activities to determine whether any of your classes fall on a statutory holiday.

ACADEMIC DATES

Sample Weekly Activity Portion

Wk.	Date	Topic	Chapter	Assessment
Unit 1: Foundations of Law				
1	Jan 20	Foundations of Law	1	Bb Orientation/Exercise
2	Jan 27	Canadian Legal System Navigating Canada's Court System	1-2	Unit 1 Exercises 4%
3	Feb 3	Managing Legal Risk; The Litigation Process Alternative Dispute Resolution	2	
		Wednesday, February 10 at 9 a.m.		Unit 1 Test 20%.
Unit 2: Contract Law				
4	Feb 10	Formation of Contracts Contract Requirements	4	Unit 2 Exercises 4%
5	Feb 17	Factors Affecting Contractual Relationship Termination of Contracts	5	
6	Feb 24	Sale of Goods Consumer Protection	6	
		Wednesday, March 3 at 9 a.m.		Unit 2 Test 20%
Unit 3: Tort Law				
7	Mar 3	Intentional Torts	3	Unit 3 Exercises 4%
8	Mar 10	Negligence	3	
		Wednesday, March 24 at 9 a.m.		Unit 3 Test 20%
Unit 4: Property Law/Intellectual Property Law				
9	Mar 24	Property Law Overview	10	Unit 4 Exercises 4%
10	Mar 31	Intellectual Property Law	11	
		Wednesday, April 7 at 9 a.m.		Unit 4 Test 10%
Unit 5: Forms of Doing Business & Employment Law				
10	Apr 7	Employment Law	9	Unit 5 Exercises 4%
12	Apr 14	Forms of Doing Business	7	
13		Wednesday, April 21 at 9 a.m.		Unit 5 Test 10%

Step 8: Blackboard Information

Blackboard (Bb) is the digital learning management system that students will use to access course materials, read announcements, view grades, etc. Visit the CAE WEBSITE for more info.

You may wish to include you plan to use Bb in your course. See example below.

Sample information about the use of Bb in the Course

Course Material: You should review the folder content which provides you with the required reading and additional resources. In some cases, you will not be responsible for all content in a particular chapter. When this is the case, I provide you with a guide on what is and is not covered in the course so that you may focus your studies to correspond to the course evaluation requirements.

Announcements: Important updates and course information will be posted as an Announcement on Bb. The “Announcements” area is your point of entry in the course on Bb. Announcements that are timely in nature will also be emailed to the email address associated with your Bb account. Check Ensure that the email address you are using on Bb is checked regularly.

Grades Posted in Blackboard: All grades will be posted on Blackboard. This includes tests as well as in-class formative assessment exercises.

Contact Instructor: My office hours are posted in this area. Additionally, you can send an email directly to me from Bb from this area. I recommend that you email this way as it identifies who you are and what course you are in. This should not replace using proper email protocol in your communications, including your full name, student number and the subject of your communications.