

STANDARD SYLLABUS FORMAT GUIDELINES

Every course in the class schedule needs to have a syllabus, including practica, internships, senior paper, directed studies, directed readings, seminars, etc.

Please use this format:

1. Margins: Sides--1.0; Top--.7 to 1.0; Bottom--.7 to 1.0 (Please pay attention to these margins and try to avoid large, blank sections at the bottom of a page.)
2. Footers are set at .25 to .50 from bottom of page.
3. Font: Times New Roman 11 point.
4. Tab indents should be the standard half inch.
5. Line Spacing: Always set at single space.
6. Left justification only (no right justification)
7. Number the pages in the bottom right hand corner.
8. Delete any document identification numbers affixed when the Business Center was typing the syllabi.
9. Include the following information (8 pt font) in the footer of each syllabus page:
 - Date of the last revision (left justified) e.g., Last Revision: Fall 2012
 - Copyright information (centered) e.g., © Copyright Oral Roberts University 2009. All rights reserved.
10. Format as shown on the accompanying sample syllabus, using capitalization, bold print, and punctuation as indicated here and on the sample:
 - Avoid having an A. without a B. or a (1.) without a (2.).
 - Italicize book titles and journals, and put quotation marks around journal articles (or use the documentation format for your discipline).
 - Use italics for scientific terms and foreign words.
 - Use bold print (not underlines or all caps) for emphasis.
 - Use all caps for the Roman numeral headings.

Also note the following:

1. ORU, in compliance with accreditation standards, uses gender-neutral terms in documents. e.g., use “people” instead of “mankind,” and plurals such as “students” instead of “he or she.”
2. Syllabi should not include appendices, handouts, student forms, reading lists, bibliographies, checklists, memos, or other classroom materials.
3. Instead of printing and distributing syllabi on the first day of classes, it is more cost effective to project the syllabi, which are on <http://syllabi.oru.edu> in class and discuss the syllabi as they are projected. If students want copies of syllabi, they can go online themselves and print of copies from syllabi.oru.edu. If you do print syllabi for students, please leave off the Business Center printing form until the syllabi are sent for copying.
4. Please reread everything in the syllabus for accuracy and consistency and conciseness.
5. At the end of the course description, please include the pre- and corequisites and lab fees, just as they are in the catalog (no double spacing). If there are no pre- or corequisites, write “none.”
6. Include information about the Whole Person Assessment (ePortfolio) requirements, the students’ responsibilities for compliance, and penalties for noncompliance. Although it is University policy that artifacts not submitted electronically or are incorrectly submitted receive a zero, the weight of the particular assignment within the scope of the course’s overall grading structure remains at the discretion of the instructor. Please note that students required to do the Whole Person Assessment should not be required to do extra work; they should have the same assignments as other students but simply submit them differently.
7. Look through the following sample syllabus and comments (in italics).
8. A syllabus template is available on the faculty resources webpages
9. Course descriptions are in the online catalog (<http://www.oru.edu/academics/catalog/>)

Syllabus for
Course Prefix and Number--Course Name (bold)
Credit hours
Semester Year

I. COURSE DESCRIPTION *(heading in all caps)*

*(Course description **must** match the course description (including prerequisites, etc.) in the ORU catalog, available online. Course descriptions that are new or are changed must be approved by the University technical editor to insure that they comply with standard course description style. Additional course description information on the syllabus may be included in a second paragraph that does not appear in the catalog. Please leave a blank line between paragraphs but **not** before the prerequisites.)*

Honors Distinctives: (If this syllabus is for an honors section of a course, include a paragraph here that explains how the honors section differs from the regular sections of the course. Differences might include the kinds of assignments or perhaps a service learning project. Avoid vague comments such as “a more in-depth discussion.” Make sure the Course Policies and Procedures section—V. C.—later in the syllabus reflects what is done in the honors section of the course.)

Prerequisites: (If no pre- or corequisites are required, write “none.” Include technical skills requirements.)

Fees: Add approved fees, if any, and correctly identify them as “Lab fee,” “Course fee,” etc.)

II. COURSE GOALS *(heading in all caps)*

(Give a brief description of the goals and purposes of the course, such as “The purpose of this course is to provide . . . , or enable the student to Words such as “understand,” “learn,” and “comprehend” are appropriate in this section.)

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE *(heading in all caps)*

(State the objectives--what you expect the student to be able to do or exhibit as a result of taking the course--in measurable terms. You may want to break down the objectives into terminal and unit objectives or simply list all objectives together. Try to avoid redundancy.)

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

(List the things the student will be able to do, using measurable terms like “calculate,” “read,” “present,” “express,” “discuss,” “list,” “match,” “write,” etc. Avoid vague terms that cannot be measured, like “know,” “understand,” “learn,” “study,” and “comprehend.”)

1. *List the . . .*
2. *Discuss how . . .*

B. Unit Objectives

(Terminal and unit objectives may be combined into one section called “Objectives.)

As a result of successfully completing this unit, the student will be able to do the following:

1. *Write an essay showing . . .*
2. *Present a speech using . . .*

- C. Objectives for Students in Teacher Preparation Programs
(This applies only to courses used in teacher preparation programs, such as elementary education, secondary education, and special education. NOTE: In the past, this section was included as part of the Goals; however, because they are technically objectives, please move them to this part of the syllabus.)

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies (SC) *(List the specific number and competency of each of the competencies taught in this class.)*

This course is designed to help students meet subject competencies:

SC 5: Understands the link between child development, curriculum, and instruction.

SC 10: Understands the selection and use of materials, resources, and technology appropriate to individual differences.

SC 11: Creates an environment that facilitates learning experiences which make subject matter meaningful to students.)

- IV. TEXTBOOKS AND OTHER LEARNING RESOURCES *(heading in all caps)*
(List the required and/or optional textbooks required for the course and include the ISBN for each book. If no texts are required, state "none." Please use a standard documentation style (APA, MLA, CBE, Turabian, etc.) for this bibliographic information, and if your department has adopted a variation, feel free to use it. What is important is consistency within your department. We cannot expect our students to document correctly if we don't)

Single Author Examples

APA Rodriguez R. (1982). A hunger of memory: The education of Richard Rodriguez.

Boston: Godine. *(Note that APA uses just the initial of the author's first name.)*

MLA Rodriguez, Richard. *A Hunger of Memory: The Education of Richard Rodriguez.*

Boston: Godine, 1982.

CBE Rodriguez R. 1982. A Hunger of Memory: The Education of Richard Rodriguez.

Boston: Godine. 218 p.

Turabian

Rodriguez, Richard. *A Hunger of Memory: The Education of Richard Rodriguez.* Boston:

Godine, 1982.

Chicago Manual of Style

Rodriguez, Richard. *A Hunger of Memory: The Education of Richard Rodriguez.*

(Boston: Godine, 1982).

Multiple Author Examples

(How the authors are listed varies by documentation style. The remaining information (title, etc.) follows the same format as the single author entries above.)

APA Smith, S. R., Eckland, K., & Houser, J.

MLA Smith, Stephen R., Kyle Eckland, and Janine Houser.

Turabian Smith, Stephen R., Kyle Eckland, and Janine Houser.

Chicago Manual of Style Smith, Stephen R., Kyle Eckland, and Janine Houser.

CBE Smith, Stephen; Eckland, Kyle; Houser, Janine.

- A. Required Materials
1. Textbooks *(Include the ISBN).*
 2. Other

(Please do not number the books. If no books are required, write "none.")

- B. Optional Materials
1. Textbooks *(Include the ISBN).*
 2. Other

V. POLICIES AND PROCEDURES *(heading in all caps)*

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course. *(Please note that this policy has combined what used to be stated as two separate policies in earlier syllabi. They were combined because they belong together.)*
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee. *(Policies need to be stated in present tense, not future tense.)*
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

- B. **School and/or Department Policies and Procedures**
(Include information that applies to your school and/or department. This section should be the same for all syllabi from a particular school or department. Each department and school should create Whole Person Assessment—ePortfolio—policies and in the syllabus should refer to the department’s or school’s Whole Person Assessment handbook.)
- C. **Course Policies and Procedures**
(Include information that applies to this particular course, such as evaluation procedures, field trips, etc.)
1. **Evaluation Procedures**
(Please state clearly and concisely—and in the present tense--the methods by which the students’ work will be evaluated. Include percentages or a point system and include if and how absences can affect the grade. If this course has an assignment to be submitted via ePortfolio, indicate how the assignment figures into the course grade.)
 2. **Whole Person Assessment Requirements**
 - a. *Specify which, if any, Whole Person Assessment requirements there are for this course. If there are no assignments that are to be submitted via ePortfolio, then state that there are none. Students under the Whole Person Assessment requirements should not be required to do extra course work. See the Standard Syllabus Format Guidelines, # 7 of Additional Notes.)*
 - b. *Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment. (This b. section should be omitted if section a. states there are no Whole Person Assessment requirements.)*
 3. **Other Policies and/or Procedures**

- VI. **COURSE CALENDAR** *(heading in all caps)*
(All syllabi must contain a course calendar that lists assignments, topics, and approximate due dates or lengths of time for completion. The calendar may be given by dates, weeks, or class session, such as 45 sessions for a course that meets three times per week. Syllabi without class calendars will be returned for revision.)

Course Inventory for ORU's Student Learning Outcomes

Course title and number Semester and year

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				
1B	Sensitivity to the Holy Spirit				
1C	Evangelistic capability				
1D	Ethical behavior				
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking				
2B	Information literacy				
2C	Global & historical perspectives				
2D	Aesthetic appreciation				
2E	Intellectual creativity				
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				
3B	Physically disciplined lifestyle				
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills				
4B	Interpersonal skills				
4C	Appreciation of cultural & linguistic differences				
4D	Responsible citizenship				
4E	Leadership capacity				

(Revised 2/1/10)