

Secondary Course Syllabus Expectations

Following is a brief discussion of the expectations for completing the secondary course syllabus. We want to be certain that secondary teachers and principals understand that the purpose of the syllabus form is for teachers to use it as a planning tool. A copy of the syllabus should be completed prior to the end of the first week of a semester, and a copy kept in the teacher's file in the main office.

Rationale and Course Description

This first section of the syllabus asks the teacher to give some thought to why the course is being taught, along with a **brief** description of the course. Brief means more than one or two sentences, but less than two paragraphs.

How will students learn?

This is intended to be a short description of the instructional methodology that the teacher will use. For example, the teacher may state that students will learn through classroom discussion, completion of a learning journal, participating in lab experiments, or whatever pedagogy would be used to guide student learning.

Content Outline

Content Outline: This is the outline of all essential concepts and knowledge that will guide the teacher's delivery of instruction. The outline can be organized into units of instruction. For courses that are required for graduation, the outline is being provided as a "standard curriculum outline." For courses that have not been provided an outline, such as elective courses, the teacher is to develop a course outline based on the state standards and benchmarks and the district pacing calendars.

How will students be assessed?

This section should list assessment methodology. It would include such methods as paper/pencil tests, research papers, class discussion, portfolios of student work, journal writings, oral presentations, etc.

Major Projects/Products

This section should list projects such as classroom presentations (individual and group), demonstrations, and participation in activities outside the classroom. These are typically the types of assignments that allow a student to demonstrate an understanding of the particular content and its applicability to real world situations.

Learning Resources

This is a listing of texts, journal articles, novels, trade publications, or community resources that students will be expected to access in order to further their learning.

Grading Policy

The student needs to know what he/she must do in order to receive an A, B, or C. In other words, what does a student have to do to be successful in the class? What is the grading scale on major assignments? How does the teacher grade a student on "classroom discussion/participation?" How are points awarded for work completed?

Make-Up Work Policy

If a student is absent from class, what must he/she do to complete the assignment(s) which has been made and by what deadline? How will the student access the information which was presented in class(es) which were missed?