

Syllabus Checklist

Center for Teaching and Learning, Grinnell College, Fall 2026

Basic Information and Logistics

- ☐ **Professor's Contact Information:** Name, pronouns, office location, office hours, email, etc.
- ☐ **Physical and Digital Course Location:** Meeting time and place, Canvas or other digital site
- ☐ **Course Description/Course Rationale:** Description of the course, why the course is being offered, how it fits within department or program curriculum
- ☐ **Learning Outcomes:** Course-specific outcomes aligned with departmental and college-wide outcomes
- ☐ **Statement or letter about the learning environment of the course:** personal articulation of your goals in creating a community that fosters a positive learning experience for a diverse array of learners

Essential Academic Components

- ☐ **Texts and Materials:** Required texts and materials, with information that helps students understand how to obtain them
- ☐ **Grading:** Graded course elements clearly marked with due dates, weight within the final grade, and other policies (such as extensions, participation, or attendance) that could impact a students' grade
- ☐ **Schedule:** A logically sequenced, complete timeline for course activities and assignments

Format

- ☐ **Accessibility:** Review completed for organization, navigational ease, and adherence to accessibility guidelines

Strongly Recommended Statements of Policy and Values

See the Syllabus Guidelines for comments and model language applying to each of these statements. These statements align with our values and represent a proactive and preventative approach to issues important to our students and the wider Grinnell community. They help our students understand what to expect in our courses and resources they can draw on to help them thrive, academically and personally. Additionally, in some cases, such statements help the College fulfill our obligations under the law.

- ☐ **Academic Honesty (including guidelines on AI and collaboration)**
- ☐ **Academic Support**
- ☐ **Religious Observance**
- ☐ **Support for Students with Disabilities**
- ☐ **Title IX**

Optional Components

- ☐ **Professor Biography:** Elements of your background that could help students understand your connection to the course materials and why you are excited to share this academic experience with them
- ☐ **Teaching Philosophy:** Your personal approach to teaching and pedagogy
- ☐ **Rubrics:** Grading or assessment rubrics for assignments or papers
- ☐ **How to Succeed in This Course:** Tips for student success, tailored to the assignments and learning environment you seek to create
- ☐ **Helpful Resources:** List and explanation of the resources most likely to support students in the course, such as the Academic Success Center; the Writing, Reading, and Speaking Center; the Math Lab; librarians; or student course assistants or tutors
- ☐ **Exam Strategies and Policies:** Suggestions on how to prepare for exams well in advance of the exams themselves, guidelines about study practices, policy on make-up exams
- ☐ **Last day to accept any written work or assignments:** Clarification that faculty may not accept work after 5 p.m. on Friday, the last day of finals week, unless the student has applied for an Incomplete

Sources: This document originally drew on an earlier NFO document created by Mark Levandoski and Joyce Stern. Other information came from the University Center for Teaching and Learning at University of Pittsburgh and a 2022 article, “How College Syllabi Could Be Improved,” by Jonathan Beecher Field in *Inside Higher Education*.