Institute for Writing and Rhetoric
Checklist for First-year Seminar Syllabi:

☐ Please review the syllabus template provided on the DCAL website at:
  http://www.dartmouth.edu/~dcal/

The component parts of this DCAL sample syllabus cover many of the items we look for in approving a syllabus and which we have found are necessary for a syllabus to be approved by the COI.

In particular, note necessary components universal to all course syllabi such as:

- Contact information
- Office Hours
- **Course Objectives** or Learning Outcomes that state the goals for the course. You can see the outcomes document for First-year Seminars online at:
  http://writing-speech.dartmouth.edu/teaching/guidelines/first-year-seminar-course-outcomes
- **Specific grading breakdown** (a basic list of the major assignments and how the assignments, plus class participation* if applicable, count towards the final grade)
- Assigned Texts (where to buy, if applicable)
- Disability accessibility statement
- Academic Honor principle statement

☐ **Preliminary Course Schedule with daily calendar**

* Class participation is an expectation in a seminar. If you are assigning more than 10% of the grade to class participation, please articulate what is included beyond being present and participating in class discussion (for example, posts to a class discussion board, preparation to lead class discussion, in-class writing, etc.)

In addition, the Institute for Writing and Rhetoric looks for a few additional particular items specific to the syllabus of a First-year Seminar.

☐ Please review the “Guidelines for Faculty” on our website about First-year Seminars to get an idea of some of these items specific to First-year Seminars:

Your syllabus should reflect the information that you gave us on FYS Form B or C when we asked you about how you planned to incorporate writing into the course, such as:

- Inclusion of writing-related goals in your statement of course objectives and your course description.
- Brief description of major writing or research assignments.
- Time in course schedule set aside for various activities related to explicit writing instruction, such as: workshops, drafts and revisions, peer review, and a variety of other kinds of work on writing inside and outside of class.
- An indication for students of how you plan to incorporate student research into the seminar.
- A description for students of any component of your seminar in which they make oral presentations, if applicable.

We ask for syllabi to include these items so that students can see from the syllabus the ways in which the course is a writing course. Thank you!