

## Guidelines for Syllabi Barnard College Committee on Instruction

All COI guidelines can be found at the following link: <https://barnard.edu/provost/teaching-curriculum>.

Enumerated below are several important considerations when crafting a syllabus. They are commonly addressed when the COI requests a syllabus revision.

### Participation

- In general, participation should not be more than 15% of the total grade; if you feel higher participation is appropriate, justify your choice with a specific breakdown of how this credit will be earned and assessed.

### Seminar vs. Lecture

- General rule: For each point of academic credit, a weekly minimum total of three hours of work in class and outside of class.
- A seminar course is typically 4 points; a lecture course is typically 3 points.
  - **Time commitment:** A 4-point course meets once a week. A 3-point course meets twice a week, which does **not** include any mandatory discussion sections. If you wish to add a mandatory discussion section, consider the balance of the workload and use the Guidance on Course Points to formulate any appropriate extra point of credit (e.g., .5, 1). Keep in mind that the state guidelines for points of credit are for *minimum* time spent in and out of class, and that a discussion section does not always add sufficient work to meet the requirements of extra points of credit. Please also note that any extra points of credit would be added to the lecture course as a whole.
  - **Workload:** Seminars require much more work and research outside of class than do lectures.
- For assessment, seminars typically use written assignments; lectures typically use exams.
- *For more information, please see the [COI Guidance on Course Points](#).*

### Graded Assignments

- Graded assignments should be evenly distributed over the course of the semester, with at least one substantial graded assignment due early in the semester.
- No one assignment should be more than 40% of the total grade, unless the given percentage is specifically broken down and justified (as in the case of seminar research work, e.g.).

- Make sure your expectations for the course are clear and specific. Assignment topics and lengths, for example, should be unambiguously stated. Please also include a course outline, which must state lengths of readings (i.e. page numbers or ranges) and specific due dates for assignments.

### Learning Outcomes

- Please use bullet points, not paragraphs.
- Each syllabus should have 3-5 outcomes.
  - Note: List the most important outcomes first.
- Be specific and concrete: be clearly able to assess the desired outcome or skill.
- Example learning outcomes:
  - Demonstrate broad factual knowledge of the intellectual origins, key figures, works, and approaches in [*key topic*].
  - Compare and contrast different interpretations or analyses of the main problems or phenomena studied by selected theorists (e.g. *key topic, key topic, key topic*).
  - Write focused essays analyzing the key arguments, concepts, and issues or questions in assigned readings.
  - Develop a clear and persuasive argument supported by textual evidence.
  - Apply concepts from ecophysiology to evaluate how the various social and physical drivers of the environment affect animals and ecosystems.
  - Use writing as a way of crystalizing thought, and improve writing clarity and precision through a multi-step drafting process.
  - Develop a completely functional computer experiment which 1) instructs viewers how to complete the experiment, 2) displays experimental stimuli, and 3) collects their behavioral responses.

## POLICIES

**The COI strongly recommends that you include on your syllabus the policies listed below**

- Honor Code

Approved by the student body in 1912 and updated in 2016, the Code states:

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

- When including the Honor Code on your syllabus, please include a statement acknowledging that it has been updated. For example, “established 1912, updated 2016.”
- <https://barnard.edu/honor-code>

For courses with any virtual component, the COI recommends adding to your syllabus the following:

The [Barnard Honor Code](#) includes relevant language for the proper use of electronic class material.

*“We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources.. ”*

To be clear, this means that recorded class content — from lectures, labs, seminars, office hours and discussion groups — is the intellectual property of your professor and your fellow students, and should not be distributed or shared outside of class.

- Wellness Statement

It is important for undergraduates to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own

health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several areas of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <http://barnard.edu/primarycare>
- <https://barnard.edu/about-counseling>
- <http://barnard.edu/wellwoman/about>
- [Stressbusters Support Network](#)

- Center for Accessibility Resources & Disability Services (CARDS) Statement

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during office hours or via email. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854-4634, [cards@barnard.edu](mailto:cards@barnard.edu), or learn more at [barnard.edu/disabilityservices](http://barnard.edu/disabilityservices). CARDS is located in 101 Altschul Hall.

- Center for Accessibility Resources and Disability Services Statement (for courses taking place off-campus)

If you believe you may encounter barriers to the academic environment in an off campus course due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations for an off campus course is encouraged to contact me during office hours or via email. Please be advised that disability accommodations available for on campus courses may not be available for off campus courses in every instance, so please contact CARDS to discuss the particulars of the course location and how it may impact the availability of particular accommodations. If you have questions regarding registering a disability or receiving accommodations for the semester, please contact CARDS at (212) 854-4634, [cards@barnard.edu](mailto:cards@barnard.edu), or learn more at [barnard.edu/disabilityservices](http://barnard.edu/disabilityservices). CARDS is located in 101 Altschul Hall.

- **Affordable Access to Course Texts & Materials Statement**

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration for each term, faculty will have provided information about required texts for each course on CourseWorks (including ISBN or author, title, publisher, copyright date, and price), which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the Barnard Library Textbook Affordability guide ([library.barnard.edu/textbook-affordability](http://library.barnard.edu/textbook-affordability)). Undergraduate students who identify as first-generation and/or low-income students may check out items from the FLIP lending libraries in the Barnard Library ([library.barnard.edu/flip](http://library.barnard.edu/flip)) and in Butler Library for an entire semester. Students may also consult with their professors, the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for having access to course texts. Visit the guide and talk to your professors and your librarian for more details.

- Class Attendance Policy
- Class Laptop Policy

**The following policies are listed here for your information.**

- **Other Policies on Course Points**
  - Please see the following web page for the Columbia College and School of General Studies “Guidance on Course Points”:  
<http://www.college.columbia.edu/coursepoints>.
- **Institutional Review Board (IRB)**
  - If you are using interviewing or another type of research or human subject-based research in your course, please visit  
<https://barnard.edu/provost/research/regulatory-agencies> for information regarding research protocol.

For a list of other Provost related policies, please see: <https://barnard.edu/provost/faculty-resources/publications>

For a list of College-wide policies, please see: <https://barnard.edu/college-policies-procedures>.