

## Helpful Teaching Hints Developing a Syllabus

It is important that the syllabus use a learning-centered approach. It is more effective to develop the learning objectives before writing the syllabus. This approach works equally well for a T1/T2 course or T3/T4 clinical rotation.

Why should you write a syllabus for your course?

- Establishes an early point of contact and connection between student and instructor
- Acquaints students with the logistics of the course
- Contains collected handouts
- Defines student responsibilities
- Describes available learning resources
- Helps students to assess their readiness for your course

After developing the learning goals and objectives for the course, the syllabus might contain:

### **Table of Contents**

**Introduction** – familiarizes the student with the course and your teaching methods; gives an overview of the course; try not to exceed one page.

**Faculty** – lists the faculty, office and phone numbers, email addresses, and other contact information.

**Goals and Objectives** – If help is needed, see Helpful Teaching Hints – Goals and Objectives on the OME web site.

**Required or Recommended Readings** - lists texts, TUSOM web material, journal articles etc.

**Schedules and Activities** – presents daily schedule, events to attend, and assignments to be completed

**Evaluation** – specifies the methods for assessing students (e.g., multiple-choice tests, written exercises, projects, clinical activities); details how the student's grade will be calculated.

**Assistance** – Emphasizes your interest in helping students have positive learning experiences in your course; describes how the student contacts you and other faculty for assistance.

**Glossary** – (optional) defines new or specialized terminology valuable to your course.

**Resources and Materials** – contains the course content including class notes, exercises, practice tests, copies of the PowerPoint slides.

If you need to view examples of actual syllabi, please contact the Office of Medical Education, Room 1730 or 988-6600.

References: (available in the Office of Medical Education)

Grunert, J. *The Course Syllabus – A Learning-Centered Approach*.  
Boston, MA: Anker Publishing Company, 1997.

Forsyth I, Jolliffe A and Stevens D. *Practical Strategies for Teachers, Lecturers and Trainers*.  
Sterling, VA: Stylus Publishing, 1995.

Diamond RM. *Designing & Assessing Courses & Curricula: A Practical Guide*.  
San Francisco: Jossey-Bass, 1998.