Developing a Teaching Philosophy Statement
MIT Teaching and Learning

Increasingly, applicants for faculty positions are being asked to write a statement about their teaching philosophy as part of the hiring process.

This statement should reflect your own thoughts about the importance and values of teaching and of education. It may contain some or all of the following:

- Your ideas about what constitutes effective teaching, in general, and your specific objectives for the course(s) you teach (or will teach).

- A description of the ways in which you make decisions about course content and teaching methodologies.

- A description of the kinds of assessment tools you have used (or will use) in the classroom, and a justification for using those tools.

- A statement that demonstrates your knowledge about how students learn in your discipline.

- Your plans for developing yourself as a teacher.

As far as format:

- Do not write more than a page or two.

- Assume people outside your field will read your statement, so be careful of jargon.

Take a narrative, first person approach.

Harriet W. Sheridan Center for Teaching and Learning
MICRO-TEACHING GROUP SESSION GUIDELINES

Writing a Teaching Statement

Teaching philosophy statements are becoming increasingly important in hiring, promotion, tenure, and even grant proposals. However, writing a teaching philosophy statement can be a challenge for a number of reasons. Some people find it daunting to put a "philosophy" into words, and others are not sure if they actually have a philosophy of teaching. It can also be difficult to determine what to say and how to say it in a limited space. In this issue of the *Bulletin*, we offer suggestions for easing the process of articulating and developing a statement of teaching philosophy.

Elements of an Effective Teaching Statement

There are many ways to develop and organize a teaching statement, but statements that communicate effectively often include elements that are:

- **Descriptive**: What you do when you teach, types of activities or thinking in which you engage your students

- **Analytical**: Why you teach in the ways that you do, how your thinking about teaching has changed over time

- **Empirical**: Experiences or observations of student learning on which your decisions about teaching are based

Starting a Teaching Statement

Here are some different starting points to help you begin organizing your thoughts and putting ideas on paper:

One way to start is to write out answers to questions about typical **learning goals and teaching practices**:

- What do I want students to learn?
- How do I help them learn?
- What obstacles are there to student learning?
- How do I help students overcome these obstacles?

Another way to start writing is to focus on **specific learning activities** that you have used in class recently:

- What did I want students to learn from this activity?
- How well did it work?
- How do I know how well it worked?
- What would I change next time? Why?

In addition to your experience teaching in classrooms, consider how you have helped people in **other learning situations**, even if you weren't formally "teaching":

- tutoring
- advising
- coaching
- leading a research or design team
- working with patients or clients
- mentoring a new associate

How is teaching and learning in those situations similar to what you do in class? How is it different?

Instead of writing your teaching statement from your perspective as an instructor, try writing from a **learner's point of view**. How would students describe their experience in a class that you teach?

Developing and Revising a Teaching Statement

After writing in response to one or more of these questions, review your notes and identify main ideas, themes, or underlying principles that characterize your teaching.

Most people find that it takes many drafts to organize their ideas and develop a statement that is a satisfactory representation of the way they think about their teaching.

To help you as you write, ask others to read drafts of your statement, identify ideas or themes that stand out to them, and indicate what might need to be clarified or elaborated:

- If you're writing a teaching statement for your department or college, find a colleague who has developed a teaching statement for a similar audience.

- If you're writing a teaching statement as part of a job application, find people with experience at the types of institutions that you are applying to.

- If you have colleagues who are also developing teaching statements, form a writing group so that you can periodically read and review one another's drafts.

- Consult with CIDR staff for feedback and suggestions to help you continue developing your teaching statement.

Additional Resources

CIDR has collected additional resources and examples at http://depts.washington.edu/cidrweb/PortfolioTools.htm

Writing a Teaching Philosophy Statement

A statement of one's Teaching Philosophy should briefly make clear why, how, and what you teach. This statement should be one to two pages in length. It is a personal statement on your teaching beliefs; it is not an article on teaching and learning. It should reflect your experiences and teaching practices. Keep in mind potential readers, and the questions they are likely to have on their minds as they read your statement, especially when applying for a position. In addition to needing a statement of teaching philosophy for most academic positions, writing a teaching philosophy statement helps to clarify one's beliefs and reveals inconsistencies in putting those beliefs into practice. The Director of the Teaching Center is available to answer questions, provide guidance, and review your statement. The Writing Center is available to help you revise your statement.

Four main questions should be addressed in any teaching philosophy statement. They are:

- What are your objectives as a teacher? Examples are: teach fundamental concepts, foster critical thinking, facilitate acquisition of life-long learning skills, and develop problem-solving strategies. Include what educational goals are not being met today and how you plan to address them? An example is nontraditional people in an undergraduate setting.

- What methods will you use to achieve these goals? You should display knowledge of learning theory and curriculum design, give specific strategies and exercises, discuss appropriateness of collaborative learning techniques or group work, and propose new ideas you might have. Discussion of different learning environments is also appropriate.

- How do you assess and evaluate your effectiveness in achieving your objectives? You should discuss how your assessments relate to student learning and your stated objectives as a teacher. In addition, a discussion on how you will use student evaluations to engage more students in your class and help them develop certain life skills. Last, a discussion on what you have learned about your teaching from assessing student work and how these lessons have changed your teaching style.

- Why is teaching important to you?

The points below suggest additional topics that might be included in the statement.

1. What does teaching mean to you? What are its significant dimensions? What metaphors illuminate its meaning? Is it coaching, leading, guiding, telling, showing, mentoring, or modeling?

2. What are your teaching goals and aspirations?

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3. What learning goals do you have for your students? Do you have different goals for freshmen, grad students, majors, and non-majors? How do you know if you have achieved these goals?

4. What teaching practices do you use and prefer? Do you lecture, lead discussions, guide problem solving, or provide demonstrations? How do you actively involve students in their own learning, both in and out of class? How do you decide what to include in a course?

5. What evidence do you collect that bears on learning outcomes? What have you learned from it, or what might you expect to?

6. What are your plans for developing or improving your teaching? Do you want to learn new skills? Try out new approaches? Develop a new course?

7. What assessment evidence do you collect that relates to your own teaching performance and goals? Have you been videotaped and watched the tape? Have you collected and used student evaluation? Have you invited colleagues into your class to observe and provide feedback?

8. Why do you teach or want to? What do you get out of it?

Links and References:

Haugen, Lee. "Writing a Teaching Philosophy Statement." Center for Teaching Effectiveness, Iowa State University. URL: http://www.cte.iastate.edu/portfolio/philtip.html.

Coppola, Brian. "Writing a Statement of Teaching Philosophy." Site is "What you need to know about Graduate School." URL: http://gradschool.about.com/cs/teachphil/index.htm.

"Frequently Asked Questions about the Philosophy of Teaching Statement." Office of Instructional Consultation, University of California, Santa Barbara. URL: http://www.id.ucsb.edu/IC/TA/port-FAQ.html.

Van Note Chism, Nancy. "Developing a Philosophy of Teaching Statement." Ohio State University.

Montell, Gabriela. "What's your Philosophy on Teaching, and Does it Matter?" The Chronicle of Higher Education, Career Network.

Montell, Gabriela. "How to Write a Statement of Teaching Philosophy." The Chronicle of Higher Education, Career Network.

Collection of links. "TiPPS For Philosophy of Teaching Statements." Second Language Teaching and Curriculum Center, University of Hawaii at Monoa. URL: http://www.lll.hawaii.edu/sltcc/tipps/philosophy.html.

Collection of links. "Stating your Teaching Philosophy." Center for Excellence in Teaching, University of Southern California. URL: http://www.usc.edu/admin/provost/cet/events/philosophy.html.

Teaching Philosophy   Bob Bingham

My objects are to be seen as stimulants for the transformation of the idea of sculpture…or of art in general. They should provoke thoughts about what sculpture can be and how the concept of sculpting can be extended to the invisible materials used by everyone.

THINKING FORMS	how we mold our thoughts or
SPOKEN FORMS	how we shape our thoughts into words or
SOCIAL SCULPTURE	how we mold and shape the world in which we live: SCULPTURE AS AN EVOLUTIONARY PROCESS; EVERYONE AN ARTIST

– Joseph Beuys, 1979

As an artist and an educator I am responsible as a role model, a teacher of skills and a guide to cultivate students creative development. This responsibility includes creating a stimulating learning environment that encourages students to become proficient explorers, researchers and makers. My challenge is to teach students the importance of investigation—to become disciplined, independent, critical thinkers with the confidence to express themselves and communicate in a meaningful manner.

In foundation courses students need structured assignments to experiment with various techniques while integrating knowledge of art historical references and an awareness of contemporary art. It is important for them to learn artmaking skills including the processes, tools and technologies available to the contemporary artist. It is essential to stimulate thought with an emphasis on idea generation. There is a delicate balance between learning the process of conceiving ideas and mastering the skills necessary to realize a project, plus developing the language to criticize results.

In all my courses, I teach students to investigate who they are by brainstorming ideas from their experiences, interests and surroundings. I encourage research into other areas of study as a source of subject matter for their artwork. As students develop into young artists, I guide them through collaborative projects for a number of reasons; it requires decision making, the ability to compromise, sharing skills and/or specialties, engaging in an ongoing dialogue of problem solving and constructive criticism. Pragmatically a collective effort can achieve greater results, but more importantly the working process encourages learning both from and with ones' peers.

I believe in teaching students to address issues of audience and context, especially in public, site related art work and community based projects. Therefore, I teach students the process of proposing projects both on and off campus. Working in the community—both in and outside of an art context—provides students an extremely challenging atmosphere with a different set of rules. This process requires students to escape their safe havens by developing strategies and social skills that address issues of social responsibility in the public domain. This experience is invaluable; it prepares students to be well-rounded individuals for their future in whatever field they choose. For example, the Environmental Sculpture course is structured around a collaboration with a civil and environmental engineering firm; EcoArt class partners with the Pittsburgh Parks Conservancy to address environmental issues in Schenely Park; and the Green Roof was an interdisciplinary class, one component of a major team effort involving numerous university players, a priceless experience.

Ideally students are inspired to acquire an appreciation of art and life in general, to become knowledgeable about aesthetics, art history, cultural and critical studies in order to develop a meaningful art practice in society. For the young artist a university education both prepares them to apply creative problem-solving skills to all areas of their life and provides the confidence to continue exploring artistic endeavors. Participating as a teacher, in this adventure called art, is an extremely rewarding experience.

Essays on Teaching Excellence
Toward the Best in the Academy

Developing a Philosophy of Teaching Statement
Nancy Van Note Chism, Ohio State University

When asked to write a statement on their philosophy of teaching, many college teachers react in the same way as professionals, athletes, or artists might if asked to articulate their goals and how to achieve them: "Why should I spend time writing this down? Why can't I just do it?" For action-oriented individuals, the request to write down one's philosophy is not only mildly irritating, but causes some anxiety about where to begin. Just what is meant by a philosophy of teaching statement anyway?

In the current academic climate it is likely that most faculty will be asked for such a statement at some point during their careers. The emphasis on portfolios for personnel decision making, new commitment by institutions to the teaching mission, and the tight academic job market have stimulated more requests of college teachers to articulate their philosophies. At many colleges and universities the philosophy of teaching statement is becoming a regular part of the dossier for promotion and tenure and the faculty candidate application package. Such statements are often requested of nominees for teaching awards or applicants for funds for innovative educational projects.

Besides fulfilling requirements, statements of teaching philosophy can be used to stimulate reflection on teaching. The act of taking time to consider one's goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former statements of teaching philosophy can help teachers to reflect on their growth and renew their dedication to the goals and values that they hold.

The Format of the Statement
One of the hallmarks of a philosophy of teaching statement is its individuality. However, some general format guidelines can be suggested:

- Most philosophy of teaching statements are brief, one or two pages long at most. For some purposes, an extended description is appropriate, but length should suit the context.

- Most statements avoid technical terms and favor language and concepts that can be broadly appreciated. If the statement is for specialists, a more technical approach can be used. A general rule is that the statement should be written with the audience in mind.

- Narrative, first-person approaches are generally appropriate. In some fields, a more creative approach, such as a poem, might be appropriate and valued; but in most, a straightforward, well-organized statement is preferred.

- The statement should be reflective and personal. What brings a teaching philosophy to life is the extent to which it creates a vivid portrait of a person who is intentional about teaching practices and committed to career.

Components of the Statement
The main components of philosophy of teaching statements are descriptions of how the teachers think learning occurs, how they think they can intervene in this process, what chief goals they have for students, and what actions they take to implement their intentions.

Conceptualization of learning. Interestingly, most college teachers agree that one of their main functions is to facilitate student learning; yet most draw a blank when asked how learning occurs. This is likely due to the fact that their ideas about this are intuitive and based on experiential learning, rather than on a consciously articulated theory. Most have not studied the literature on college student learning and development nor learned a vocabulary to describe their thinking. The task of articulating a conceptualization of learning is therefore difficult.

Many college teachers have approached the work of describing how they think student learning occurs through the use of metaphor. Drawing comparisons with known entities can stimulate thinking, whether or not the metaphor is actually used in the statement. For example, when asked to provide a metaphor, one teacher described student learning in terms of an amoeba. He detailed how the organism relates to its environment in terms of permeable membranes, movement, and the richness of the environment, translating these into the teaching-learning context by drawing comparisons with how students reach out and acquire knowledge and how teachers can provide a rich environment. Grasha (1996) has done extensive exploration of the metaphors that college students and teachers use to describe teaching and learning. An earlier classic that also contains an exploration of metaphors of teaching and learning is Israel Scheffler's *The Language of Education* (1960). Reinsmith (1994) applies the idea of archetypes to teaching. Such works might be consulted for ideas.

A more direct approach is for teachers to describe what they think occurs during a learning episode, based on their observation and experience or based on current literature on teaching and learning. Some useful sources that summarize current notions of learning in a very accessible way are contained in Svinicki (1991), Weinstein & Meyer (1991), and Bruning (1994). Teachers can also summarize what they have observed in their own practice about the different learning styles that students display, the different tempos they exhibit, the way they react to failure, and the like. Such descriptions can display the richness of experience and the teacher's sensitivity to student learning.

Conceptualization of teaching. Ideas on how teachers can facilitate the learning process follow from the model of student learning that has been described. If metaphors have been used, the teacher role can be an extension of the metaphor. For example, if student learning has been described as the information processing done by a computer, is the teacher the computer technician, the software, the database? If more direct descriptions of student learning have been articulated, what is the role of the teacher with respect to motivation? To content? To feedback and assessment? To challenge and support? How can the teacher respond to different learning styles, help students who are frustrated, accommodate different abilities?

Goals for students. Describing the teacher role entails detailing how the teacher can help students learn, not

only a given body of content, but also process skills, such as critical thinking, writing, and problem solving. It also includes one's thoughts on lifelong learning - how teachers can help students to value and nurture their intellectual curiosity, live ethical lives, and have productive careers. For most teachers, it is easier to begin with content goals, such as wanting students to understand certain aerodynamic design principles or the treatment of hypertension. The related process goals, such as engineering problem solving or medical diagnostic skills, might be described next. Finally, career and lifelong goals, such as team work, ethics, and social commitment, can be detailed.

Implementation of the philosophy. An extremely important part of a philosophy of teaching statement is the description of how one's concepts about teaching and learning and goals for students are translated into action. For most readers, this part of the statement is the most revealing and the most memorable. It is also generally more pleasurable and less challenging to write. Here, college teachers describe how they conduct classes, mentor students, develop instructional resources, or grade performance. They provide details on what instructional strategies they use on a day-to-day basis. It is in this section that teachers can display their creativity, enthusiasm, and wisdom. They can describe how their No Fault Test System or videotaping technique for promoting group leadership skills implements their notions of how teachers can facilitate learning. They can portray what they want a student to experience in the classes they teach, the labs they oversee, the independent projects they supervise. They can describe their own energy level, the qualities they try to exhibit as a model and coach, the climate they try to establish in the settings in which they teach.

Personal growth plan. For some purposes, including a section on one's personal growth as a teacher is also important in a statement of teaching philosophy. This reflective component can illustrate how one has grown in teaching over the years, what challenges exist at the present, and what long-term goals are projected. In writing this section, it helps to think about how one's concepts as well as actions have changed over time. It might be stimulating to look at old syllabi or instructional resources one has created, asking about implicit assumptions behind these products. Dialogue with colleagues, comparison of practices with goals, and examination of student or peer feedback on teaching might help with the task of enumerating present questions, puzzles, and challenges. From these, a vision of the teacher one wants to become will emerge. Describing that teacher can be a very effective way to conclude a philosophy of teaching statement.

Examples of Statements
By far, the best philosophy of teaching statement examples for most college teachers are those of peers who teach in similar settings or disciplines. Since statements tend to be tailored to specific contexts, peer examples are thus highly appropriate models. Dialogue with colleagues on these statements can help to stimulate ideas for one's own statement as well.

Other examples are contained in several recent books on teaching portfolios, such as Seldin (1993) and O'Neil & Wright (1993). Reflective books on effective college teaching often contain extensive descriptions of teaching philosophies, such as the chapter on "Developing a Personal Vision of Teaching" in Brookfield's *The Skillful Teacher* (1990) and "Three Teaching Principles" in Louis Schmier's *Random Thoughts* (1995).

References

Brookfield, S. (1990). *The skillful teacher*. San Francisco: Jossey-Bass.

Bruning, R. (1994). The college classroom from the perspective of cognitive psychology. (pp. 3-22) In K. Pritchard & R. Sawyer (Eds.), *Handbook of college teaching*. Westport, CT: Greenwood Press.

Grasha, A. (1996). *Teaching with style*. Pittsburgh: Alliance Publishers.

O'Neil, C., & Wright, A. (1993). *Recording teaching accomplishment*. (4th ed). Halifax, Nova Scotia, CA: Dalhousie University.

Reinsmith, W. (1994). Archetypal forms in teaching. *College Teaching*, 42, 131-136.

Scheffler, I. (1960). *The language of education*. Springfield, IL: Charles Thomas.

Seldin, P. (1991). *The teaching portfolio*. Bolton, MA: Anker.

Seldin, P., & Associates (1993). *Successful use of teaching portfolios*. Bolton, MA: Anker.

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Svinicki, M. (1991). Practical implications of cognitive theories. In R. Menges & M. Svinicki, (Eds.) *College teaching: From theory to practice.* New Directions for Teaching and Learning, 45, pp. 27-37. San Francisco: Jossey-Bass.

Weinstein, C., & Meyer, D. (1991). Cognitive learning strategies and college teaching. In R. Menges & M. Svinicki, (Eds.) *College teaching: From theory to practice.* New Directions for Teaching and Learning, 45, pp. 15-26. San Francisco: Jossey-Bass.

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Syllabus Components

Generally, a syllabus should include the following information:

1. **Learning Objectives**: What students will gain or take away from your course. Why these objectives are the most important skills/knowledge for the course (helpful if objectives are included for each topic/session).

2. **Goal/Rationale**: How the course relates to primary concepts and principles of the discipline (where it fits into the overall intellectual area). Type of knowledge and abilities that will be emphasized. How and why the course is organized in a particular sequence.

3. **Basic Information**: Course name and number, meeting time and place, instructor name, contact information, office hours, instructional support staff information.

4. **Course Content**: Schedule, outline, meeting dates and holidays, major topics and sub-topics preferably with rationale for inclusion.

5. **Student Responsibilities**: Particulars and rationale for homework, projects, quizzes, exams, reading requirements, participation, due dates, etc. Policies on lateness, missed work, extra credit, etc.

6. **Grading Method**: Clear, explicit statement of assessment process and measurements.

7. **Materials and Access**: Required texts and readings, course packs. How to get materials including relevant instructional technologies. Additional resources such as study groups, etc.

8. **Teaching Philosophy**: Pedagogical approach including rationale for why students will benefit from it.

PREPARING A SYLLABUS

The course syllabus has multiple functions:

1) The syllabus is a *course-planning tool*. It helps the instructor prepare and organize the course. Taking the time to construct a detailed syllabus will help you define the course goals, plan the course structure, determine how much time you should devote to particular topics, and plan assignments, exams, review sessions, and other activities (see **"Planning a Course"**).

2) The syllabus is a *prospectus* that answers a question on the minds of many students on the first day of class: "why should I take this course?" The syllabus communicates to students a clear idea of the course content, your approach to teaching it, and what they can expect to do and to learn in completing the course requirements. The syllabus should also stimulate interest in the course topic, indicating why the topic is interesting and important. Keep in mind that colleagues, administrators, and others interested in the course will read your syllabus. Thus, the syllabus provides an opportunity for you to communicate with a larger audience about the course and its significance to broad educational goals.

3) The syllabus is a *reference guide*. It provides students with a compendium of information that they will consult throughout the course, including logistical information such as course name and number, prerequisites, and instructor's name and contact information, as well as due dates, exam times, and course requirements and policies.

4) The syllabus is a *contract*, explaining course requirements and policies regarding grading, academic integrity, student conduct, attendance, late work, and other issues. Students are responsible for reading and understanding the syllabus, the terms of which they implicitly agree to abide by when they take the course; encourage students to ask questions to ensure that they understand the course policies and requirements.

Additional considerations

- When preparing the syllabus, pay attention to organization, layout, and typography to ensure that the document is easy to read.

- Consider putting your syllabus on-line as well as on paper; as part of a course Web page, the syllabus will be easy for you to modify throughout the semester and will be accessible for students who misplace their first copy. *If you modify the syllabus during the semester, inform students that a change has been made, highlight the change in a visible way (for example, with a font of a different color), and add an updated date in the "footer" of the document.*

- *On the first day of class*, have plenty of copies available—especially if the course is likely to be popular and students are "comparison shopping"—and go over the syllabus carefully to reduce the risk of future surprises. Depending on the size of the class, consider requiring each student to submit a question about the syllabus during class or on an on-line discussion board. Finally, record student questions so that the next syllabus can be even clearer and more complete.

Essential Information

Course title, number, time, days, and location; URL for course Web page, if applicable

Name and contact information of instructor(s) and, if applicable, TA(s)
Include times, days, and locations of office hours, as well as study groups, and help sessions. In addition, indicate how students should contact you, whether by e-mail or by phone, for example; include the appropriate contact information. If the course has TAs, be sure to include their contact information, as well.

Prerequisites
Course prerequisites communicate your assumptions about your students and help the students determine whether they have completed the necessary academic preparation for the course.

Texts, materials, and supplies
Information about each text should include the title, author, edition, publisher, and where the text can be purchased, borrowed (if placing material on a traditional reserve list at a University library), or accessed (if placing material on E-Res, the electronic library reserve list at Olin library). If students will need additional materials such as a calculator, safety equipment, or art supplies, provide a detailed list and indicate where the materials can be acquired. For each text or other material, specify whether it is "required" or "optional, but recommended."

Course policies
Explain in detail policies concerning attendance; class participation; late work; missed exams; academic integrity; grading practices, including re-grades, if applicable; and expectations for student conduct in the classroom, laboratory, or studio. Keep in mind that incidents of academic integrity are on the rise, and instructors need to take a proactive approach in preventing and responding to these incidents. Express your willingness to help students understand the **Washington University Academic Integrity Policy** and how they can avoid plagiarism and its serious consequences by learning to cite sources correctly and leaving plenty of time to complete assignments.

Assignments and Exams
Briefly describe the nature and format of assignments; add a note indicating that detailed assignments will be distributed and posted on the course Web page, if applicable, at a later date. Include due dates for major assignments such as papers, presentations, and projects. Indicate the nature, date, and length of any exam.

Grading scale and policies
Explain the grading scale, indicating the weight of each component, such as homework, papers, quizzes, exams, reports, and participation, within the course grade. Indicate whether the grade is determined on a "curve" or an absolute scale. Note whether any graded assignment can be dropped and how that dropped grade will affect the final grade. Indicate policy on re-grades, if applicable. Direct students to applicable grading rubrics, which you can provide both on paper and on the course Web page.

Course-topics outline
The outline may be detailed or not, depending on your expectations for students' preparation and learning. For example, if you want students to come to class ready to discuss particular chapters or articles, your outline will be detailed, listing the specific reading assignment for each day of class; in this case, the topic outline will be equivalent to the course calendar (see below). If you are using a lecture format, on the other hand, you may prefer to list the number of days you expect to spend on each topic and the portion of the required texts that are related to the lectures during those days.

Additional course requirements
Include dates and descriptions of required events such as field trips, seminars, additional sessions, or study groups.

Recommended Information
Caveat
Indicate that you reserve the right to make adjustments or changes throughout the semester. Remind students that they are responsible to learn about these changes if they miss any class time.

Course goals
The course goals describe what each student should know or be able to do by the end of the course. Including these goals in the syllabus can help you articulate the rationale behind assignments, exams, and the organization of the course.

Subsection information
If the course contains subsections, list their respective start dates, and the time and place that that they will be held. Explain their purpose and indicate whether any quizzes or homework will be due during these sections.

Helpful Additions
Course description
The description should be consistent with that which appears in the course listings; it may be even more detailed, providing a clear idea of the specific course topic and its significance.

Course calendar
Include on the course calendar the dates that you will be covering specific topics, the due dates for major assignments; and the date of the final exam. The more detailed the course calendar, the more useful it will be for the students. When preparing the calendar, keep in mind the University calendar, as well as major religious holidays and significant campus events (for example, Homecoming and Thurtene Carnival).

Student resources
List information about relevant resources that might be helpful to students in your course, such as those found at the Writing Center, Cornerstone (academic mentoring, tutoring, and disability resources), and the University libraries. Include information about any available lecture notes or videotapes of lectures.

Supplementary material
Include a note about any relevant, supplementary materials such as study hints, safety
guidelines, information about exam preparation, and on-line resources; the note might,
for example, direct students to find these materials on the course Web page.

Links and References: Preparing a Syllabus

Davis, Barbara Gross. "Creating a Syllabus." San Francisco: Jossey-Bass, 1993. <
    http://teaching.berkeley.edu/bgd/syllabus.html>.

"A Guide to Teaching and Learning Practices: Creating a Syllabus." Instructional
    Development Services. Florida State University. <
    http://online.fsu.edu/learningresources/handbook/instructionatfsu/>.

Lieberg, Carolyn. "Ten Unspoken Questions from New College Students during the First
    Days of Class." Center for Teaching. University of Iowa. <
    http://www.uiowa.edu/~centeach/resources/ideas/greatbegin.html>.

"Teaching Materials." Center for Learning and Teaching. Cornell University. <
    http://www.clt.cornell.edu/campus/teach/faculty/TeachingMaterials.html>.

"Teaching Strategies: Syllabus and Course Design." Center for Research on Learning and
    Teaching. University of Michigan. <http://www.crlt.umich.edu/tsscd.html>.