UO PHIL GUIDELINES FOR SYLLABI

This document compiled for PHIL faculty by Assoc. Prof. Barbara Muraca with edits from Dept. Head Colin Koopman.

# SYLLABUS REQUIREMENTS

Please make sure your syllabus has *all* the following sections. It is recommended that you consult the department’s syllabus template doc.

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| **SYLLABUS SECTION** | **CHECK** |
| 1. **INSTRUCTOR INFORMATION:** instructor’s name, office/room number, uoregon e-mail address and any other means of contact desired |  |
| 2. **OFFICE HOURS:** office hours and a statement indicating how to contact the faculty member for an appointment outside office hours |  |
| 3. **COURSE OBJECTIVES:** overall course objectives and expected learning outcomes | |
| * (*required*) mention [Area of Inquiry](https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/c/13569/files/2016/10/UO-General-Education-Requirement-course-policies-with-criteria-and-outcomes-2jevwue.pdf) that course meets (Social Science, Natural Science, or Arts and Letters) (see for sample statements [HERE](https://teaching.uoregon.edu/resources/core-education-syllabus-statements)) |  |
| * (*required*) include what [Cultural Literacy Requirements](https://teaching.uoregon.edu/core-education-learning-outcomes) the course meets (see for language [HERE](https://provost.uoregon.edu/cultural-competency-courses-required-syllabi-language-policy)) |  |
| * (*highly recommended*) include what [Methods of Inquiry](https://teaching.uoregon.edu/core-education-learning-outcomes) the course meets |  |
| * Course objectives have to be specific for the course and ‘assessable’ – please avoid general learning outcomes that can fit any Humanities or philosophy course. It is enough to always specify the reference to the particular course (for example: add a sentence like ‘from the point of view of feminist philosophy’ or ‘engaging with readings from the tradition of blah blah, focusing on blah blah’. At least 50% of the learning outcomes must be course specific.   + - A good guide for assessable learning outcomes as they are currently expected is to refer to Bloom’s taxonomy. See for more information here: <https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements/>     - <https://learning-objectives.easygenerator.com>   Critique has been expressed against Bloom’s taxonomy. This is still in the debate. For your information, here an example of alternative framework: <https://www.teachthought.com/critical-thinking/alternatives-blooms/> |  |
| 4. **GRADE POLICIES:** | |
| * grade policies – describes the standards for each level of work (including A+ - see <https://registrar.uoregon.edu/current-students/grading-system>) PLEASE be mindful of adding A+ for all grading schemes -see helpful language in Annex 3 |  |
| * grading criteria and expectations, for example grading rubrics |  |
| 5. **ABSENCES: clear absence policy that is pedagogically appropriate for the specific course.**  Policy should make clear how absences affect grades and the conditions under which assigned work and/or tests can be made up.  - Please consult the new *reason-neutral* absence policy here, which clearly states that **we can no longer excuse absences for any reason in cases where attendance is part of required work for a course grade**: <https://senate.uoregon.edu/senate-motions/us2122-21-course-attendance-and-engagement-policy>. |  |
| **6. MATERIALS AND ACTIVITIES:** lists of any required readings, assignments, examinations, special materials and extracurricular activities, including if possible number of pages |  |
| **7. CLASSROOM BEHAVIOR:** statement on expected classroom behavior (e.g., use of cell phones, recording devices, etc.) |  |
| **8. UNIVERSITY POLICIES:** addstatement to syllabus or **at least link to policies**: <https://provost.uoregon.edu/standard-university-syllabus-language> | |

ANNEX 1: Area of Inquiry approved Outcomes

Note: Area “3” Natural Sciences not included here because not currently relevant for Philosophy courses fulfilling Core Ed requirements.

# Arts and Letters

**General Outcomes:**

As a result of taking General Education Arts & Letters courses, a student should be able to:

* Interpret and engage in the Arts & Letters, making use of the creative process to enrich the
* quality of life; and
* Critically analyze values and ethics within a range of human experience and expression to
* engage more fully in local and global issues.

**Criteria for courses that meet the A&L requirement:**

A course in Arts & Letters should:

* Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
* Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
* Explore the conventions and techniques of significant forms of human expression.
* Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
* Each course should also do at least one of the following:
  + Foster creative individual expression via analysis, synthesis, and critical evaluation;
  + Compare/contrast attitudes and values of specific historical periods or world cultures; and
  + Examine the origins and influences of ethical or aesthetic traditions.

# 2. Social Sciences:

**General Outcomes:**

As a result of taking General Education Social Science courses, a student should be able to:

* Apply analytical skills to social phenomena in order to understand human behavior; and
* Apply knowledge and experience to foster personal growth and better appreciate the diverse
* social world in which we live.

**Criteria for courses that meet the SoSc requirement:**

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s).

Approved courses should help students to:

* 1) Understand the role of individuals and institutions within the context of society.
* 2) Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
* 3) Utilize appropriate information literacy skills in written and oral communication.
* 4) Understand the diversity of human experience and thought, individually and collectively.
* 5) Apply knowledge and skills to contemporary problems and issues.

Annex 3: Rubric for Attendance and Participation

Because also Attendance and Participation requires A+, here are suggestions about possible language that can be used and modified as you wish. *For broader rubrics on grading overall (especially, say, student written work or presentations in class, see the departmental grading rubric suggestions).*

ATTENDANCE rubric suggestion:

A+= Exceptional. Additional participation to self-directed study groups or similar extra initiatives or meetings

A=Excellent: Perfect attendance.

B= Very Good. Very good attendance (present around 95% of the time, i.e. misses no more than one class).

C= Good. Good attendance (present around 90% of the time, i.e. misses no more than two classes).

D= Poor. To achieve a D expectations are that the student will miss no more than four classes

F= Failing. Has poor attendance (misses more than four classes).

PARTICIPATION Rubric suggestion:

A+ =exceptional: To achieve an A+ instructor’s expectation is that the student exceeds A requirements, for example by leading study groups, taking the lead for short presentations in class when appropriate (summarizing main points, highlighting open questions), taking the lead or supporting fellow students for roles like facilitator in group discussion, plenary rapporteur, a minute taker.

A= Excellent: To achieve an A, the instructor’s expectation is that the student is recognized as a leader in discussion and consistently both contributes to and brings the conversation to a deeper level, without dominating the discussion to such an extent that it inhibits participation by other students.

B= Very Good. To achieve a B, expectations are that the student takes a very active role in discussion section: remarks are consistently helpful and on topic.

B= Good. To achieve a C expectations are that the student participates in discussions, but not consistently.

D= Poor. To achieve a D expectations are that the student participates in discussions sporadically.

F= Failing. Has poor attendance (misses more than four classes) and/or is not a positive contributor to discussions.