

# PRATT INSTITUTE COURSE SYLLABUS POLICY AND GUIDELINES

## SUMMARY POLICY STATEMENT

- 1 All Institute courses are required to have an up-to-date course syllabus that is given to students at the beginning of the semester. The syllabus should communicate to students
  - what the course will cover;
  - what is expected of students; and
  - how student learning will be evaluated.

The information included in the syllabus will vary considerably to reflect departmental requirements, types of course, and personal teaching styles. While it is recommended that syllabi include the components specified in the Course Syllabus Guidelines, faculty members are encouraged to personalize their syllabi in accordance with departmental guidelines.

- 2 Updated course syllabi, in digital and/or print format, should be filed with the department office prior to the end of the first week of classes.

## ASSISTANCE FOR FACULTY IN COURSE SYLLABUS DEVELOPMENT

A recommended Syllabus Template is available for your assistance at [www.pratt.edu/provost](http://www.pratt.edu/provost). Sample syllabi and links to syllabi from other schools are available at the Office of Institutional Research and Assessment. For further assistance in developing your course syllabus, please contact your department chairperson.

# COURSE SYLLABUS SUMMARY FORM

This one-page form presents a summary of the recommended syllabus elements. Detailed explanations and instructions appear in the **Course Syllabus Guidelines** document.

## **I BASIC COURSE INFORMATION**

Course title, number and section

School, department, and program (if applicable)

Days, time and place of class meetings

Credit hours

Course Coordinator or Chairperson: (where applicable)

Prerequisite courses or skills and any other restrictions for the course

## **II INSTRUCTOR CONTACT INFORMATION**

Name and academic title

Office location

Contact information: [office hours, phone number(s) and appropriate times to call, e-mail address, class listserv, special instructions]

## **III COURSE DESCRIPTION**

1. Bulletin Description

2. Detailed Description

3. Course Goal(s)

4. Student Learning Objectives

5. Course Calendar/Schedule

## **IV COURSE REQUIREMENTS**

1. Textbooks, Readings, and Materials

2. Project(s), paper(s), and assignment(s)

3. Assessment and Grading

## **V POLICIES**

Institute-wide policies listed in the 'Community Standards' section of the Bulletin

Policy on students with disabilities

Any additional applicable school, departmental, or personal course policies

# COURSE SYLLABUS GUIDELINES

## I BASIC COURSE INFORMATION

- Course title, number and section
- School, department, and program (if applicable)
- Days, time and place of class meetings
- Credit hours
- Course Coordinator or Chairperson: (if applicable)
- Prerequisite courses or skills and any other restrictions for the course

*Please contact your Department Chairperson for updated information*

## II INSTRUCTOR CONTACT INFORMATION

- Name and Academic Title
- Office location
- Contact information (office hours, phone number(s) and appropriate times to call, e-mail address, class listserv, special instructions)

*Information provided by Instructor*

## III COURSE DESCRIPTION

### 1. BULLETIN DESCRIPTION

Literal Bulletin copy. This is identical for all sections of multi-section courses.

*Please check current Bulletin or Web Advisor at: <http://portal.pratt.edu/online>*

### 2. DETAILED DESCRIPTION

The instructor's description of the course, consistent with departmental requirements. It may include:

- what the course will cover
- how the course will be conducted (lectures, small group discussions, project teams, field experiences, etc.)
- a brief statement of the instructor's personal approach/teaching philosophy.

*Please check with your department chairperson for any shared requirements for multi-section courses.*

### 3. COURSE GOAL(S)

A broad statement or general intention of what you expect students to gain from taking the course. Goal(s) should be realistic. Collectively, goals support the broader mission of the program/department.

Goals may contain phrases such as:

- “To become familiar with...”
- “To acquire a knowledge of...”
- “To gain a greater appreciation for...”
- “To develop an understanding of...”

*Goals should be consistent across sections of the same course. Please check with your department chairperson for course-wide goals.*

### 4. STUDENT LEARNING OBJECTIVES

List three to five student learning objectives. These are precise statements about observable, measurable evidence that course goals have been achieved. They usually describe specific knowledge, intellectual and practical skills that students will learn and be able to demonstrate upon completion of the course. The learning objectives will serve as the basis for assessment and grading in Section IV, part 3.

Learning objectives may be written as follows:

- “Students will be able to distinguish between....and ...”
- “Students will be able to analyze...”
- “Students will be able to apply.....”
- “Students will be able to <perform a skill> ...”

*Learning objectives should be consistent across sections of the same course. Please check with your department chairperson for course-wide learning objectives.*

### 5. COURSE CALENDAR/SCHEDULE

Provide a complete weekly schedule of topics or activities to be covered in class, dates when reading and assignments are due, holidays and other special events (e.g., field trips, guest lecturers) and other information you may find useful. It can take this form:

Week 1	Date	Topic/Activity	Project, Reading & Assignments Due
Week 2	Date	Topic/Activity	Reading & Assignments Due
Week 3	Date	Xyz Holiday	Classes in session; administrative offices closed
Week 4	Date	Topic/Activity	Metropolitan Museum half hour after scheduled start

## IV COURSE REQUIREMENTS

### 1. TEXTBOOKS, READINGS, AND MATERIALS

Specify required and recommended texts and materials for the class and where to find them, such as library, bookstore, art supply store and online resources. For books and readings, specify author, title, edition, and publisher. For electronic (internet) sources, use proper notation. When possible, explain connections to the course objectives and how the readings and materials address them.

A supplementary bibliography should be included using the format specified for books, readings, and internet resources in the previous paragraph. The bibliography should be updated periodically to reflect new developments in the subject area.

### 2. PROJECT(S), PAPER(S), AND ASSIGNMENT(S)

Explain what you expect students to do. List required assignments, projects, papers, presentations, research, etc. that are required. Be as specific as possible about dates, expectations for performance, and types of assignments. (see Section III, part 5)

### 3. ASSESSMENT AND GRADING

A statement of how student learning and progress in the class will be evaluated and how the final grade will be determined. Evaluation should reflect the extent to which students have achieved the course's most important learning objectives indicated in Section III part 4. It is recommended that you:

- (a) explain what criteria you will use to evaluate the quality of particular student works.

***Examples of evaluation criteria :***

***Foundation 3D class projects:*** Evaluation of the assignments will consider:

- *How the piece reflects the particular problem that has been assigned*
- *The piece as a whole: how the elements of the piece inter-relate to develop a composition (formal and aesthetic development of 3D constructions)*
- *Quality of the technical execution*
- *Challenge piece presents to the student*

***English Essay:*** I will use the following criteria to evaluate your critical essay:

- *A clear introduction of the issue for analysis*
- *A clearly stated thesis*
- *Careful and logical use of textual evidence to support your thesis*
- *Careful organization of ideas and careful reasoning*
- *Correct documentation of sources*
- *A strong and clear conclusion*
- *Effective and clear writing, including correct grammar, precise word choice, varied sentence patterns, etc.*

***Portfolio:*** The portfolio

- *is organized according to course/program guidelines.*
- *reflects use of appropriate written communication skills.*
- *contains appropriately selected artifacts in the designated sections.*
- *reflects effective use of technology.*
- *is appropriate for use in a professional setting.*

(b) indicate activities, such as projects, exams, papers, portfolio, class participation, etc., that will be used to determine the final grade and the relative weight of each.

*Examples:*

*Studio Art: The final grade will be based on the following:*

- |  |     |
|--|-----|
| ▪ Satisfactory completion of assigned studio projects    | 80% |
| ▪ Active participation in class discussion and critiques | 10% |
| ▪ Attendance   | 10% |

*Social Studies: Your grade will be based on the following:*

- |                         |     |
|-------------------------|-----|
| ▪ Section participation | 10% |
| ▪ Quizzes               | 10% |
| ▪ Midterm exam          | 20% |
| ▪ Paper                 | 35% |
| ▪ Final exam            | 25% |

(c) communicate standards for assigning course grades of A, B, etc.

*Example of Grading Standards :*

*A = sustained level of superior performance demonstrated in all areas of Course Requirements*

*B = consistent level of performance that is above average in a majority of the Course Requirements*

*C = performance that is generally average and Course Requirements are achieved*

*D = below average performance and achievement of the Course Requirements*

*F = accomplishment of the Course Requirements is not sufficient to receive a passing grade*

**(Pratt Institute's Grading System can be found in the Undergraduate and Graduate Bulletins).**

## V POLICIES

Notify students that they must adhere to all Institute-wide policies listed in the Bulletin under "Community Standards" and which include policies on attendance, academic integrity, plagiarism, computer, and network use.

Announce to students that those who require special accommodations for disabilities must obtain clearance from the Office of Disability Services **at the beginning of the semester**. They should contact Mai McDonald, Disability Services Coordinator, in the Office of the Vice President for Student Affairs, Main Building, Lower Level: 718-636-3711.

Provide any additional applicable course policies regarding:

- Student responsibility in their learning
- Late or missed assignments
- Incomplete (INC) grades
- Digital copyright and intellectual property protection
- Procedures for students with disabilities
- Environmental, health, and safety issues

*Please check with your department chairperson for updated departmental and school policies.*