

# Syllabus Resources Questionnaire

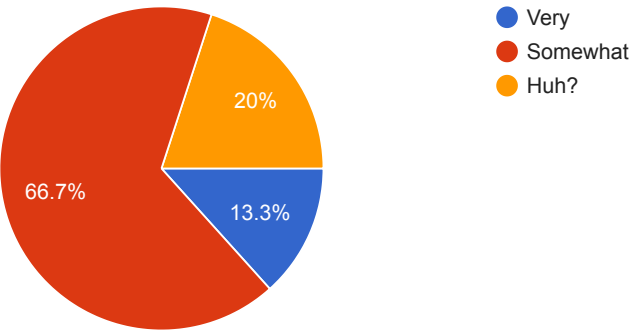
15 responses

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How familiar are you with the Syllabus Guidelines document?

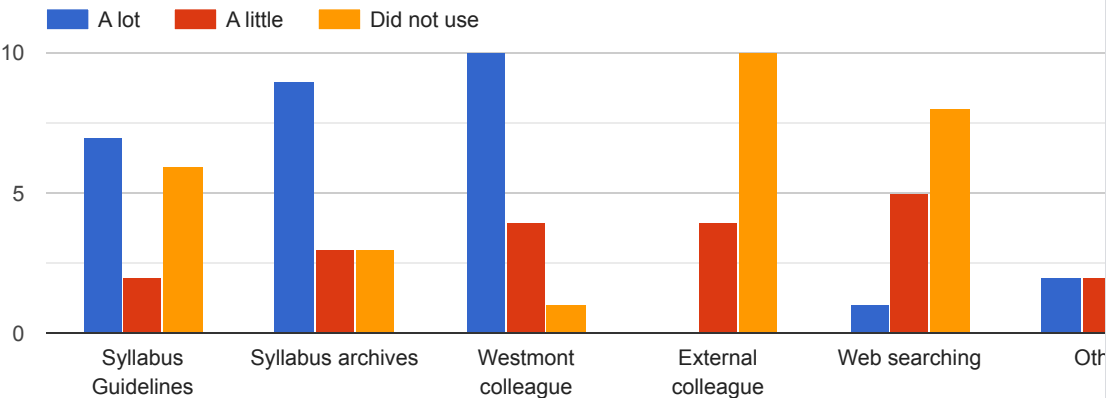
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15 responses



To what extent did you make use of the following when writing syllabi for your courses at Westmont?

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If you used "Other" resources, what were they?

4 responses

syllabus and documents from previous teaching experience in another teaching institution

The syllabus workshops put on by Eileen were very helpful.

Syllabus from previous course at a different institution

Previous syllabi for course at other institutions I have taught at



## What additional support would you find helpful in drafting syllabi?

8 responses

### Students feedback

I think a general template including the specific language/sections/links that the college requires would be helpful. This would make ongoing updates/requirements much easier to disseminate. Thanks!

multiple examples showing different faculty styles

The current Syllabus Guidelines document is a bit hard to browse. It might be a good idea to give out an attached summary for those who have written syllabi before but don't fully remember some of the details.

Nothing at this time

Is there a template that demonstrates the guidelines?

Single depository of ILO, Department Learning objectives, etc. so everything is in one spot

For writing a syllabus for a GE course, there are more guidelines, distributed among multiple documents. I find it very difficult to follow, and it doesn't have to be. Furthermore, the committee (it would seem to me) struggles to read fully what is submitted. In some cases I responded to questions by copying and pasted content from my submitted syllabus. My guess is that it's hard to review proposals because they do not have a uniform look and feel, making proposals harder to review than is really needed. What I would suggest is to create a template form that generates a standard syllabus during the GE proposal stage. That would also mean components are not left out. The template could be a google form or perhaps better a word template with very specific fields and instructions. The end result would be a formatting and style should all be identical in the approval stage. After the proposal stage is complete, the approved content could be reformatted by the faculty member to use their preferred formatting methods.

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