

## Writing Program Checklist for First-Year Seminar Syllabi:

- Please review DCAL’s “Syllabus Guide” provided on their website at: <https://dcal.dartmouth.edu/resources/course-design-preparation/syllabus-guide>
- The component parts listed in this guide cover many of the items we look for in approving a syllabus. In particular, please note necessary components universal to all course syllabi such as:
  - Contact information
  - Office Hours (FYS instructors should hold regularly scheduled office hours)
  - Specific grading breakdown (a basic list of the major assignments and how the assignments, plus class participation—no more than 10%, count towards the final grade)
  - Assigned Texts (cost and where to buy, if applicable)
  - Student Accessibility and Accommodations statement (must use exact language)
  - Dartmouth’s Academic Honor Principle statement
  - Daily course meeting schedule

In addition, the Writing Program looks for a few additional particular items specific to the syllabus of a First-Year Seminar. Please review the “Guidelines for Faculty” on our website: <http://writing-speech.dartmouth.edu/teaching/guidelines/teaching-first-year-seminar/first-yearseminar-guidelines-faculty>

- Please make sure to include the Writing Program’s learning outcomes for First-Year Seminars (either a link or include in the syllabus): <https://writing.dartmouth.edu/curriculum/first-year-writing-requirement-courses/first-year-seminars>
- Your syllabus should reflect the information that you gave us on the FYS Planning Survey when we asked you about how you planned to incorporate writing into the course, such as:
  - Inclusion of writing-related goals in your course description.
  - Brief description of major writing or research assignments.
  - Time in course schedule set aside for various activities related to explicit writing instruction, such as: workshops, drafts and revisions, peer review, and a variety of other kinds of work on writing inside and outside of class.
  - An indication for students of how you plan to have students engage in some form of structured investigation beyond the common sequence of readings. Such activities involve opportunities to find and evaluate sources, engage with scholarly arguments in your field, and appropriately cite sources.
  - A description for students of any component of your seminar in which students take an active part in shaping discussion.

We ask for syllabi to include these items so that students can see from the syllabus the ways in which the course is a writing course. Thank you!