

Syllabus Guide



芝浦工業大學
SHIBAURA INSTITUTE OF TECHNOLOGY

I · What is Syllabus

Syllabus is an academic document which contains the general information for the course subject, class objectives, class schedule (lecture plan), extracurricular task, and grading criteria. It is mostly prepared by the professor who supervises the class. Students will choose the class and make their own educational plan based on the syllabus. The syllabus is also used as a tool to ensure the class quality and to be a roadmap for the class to follow the College and the Department educational goal.

University has to provide detailed information about the class to the students in advance such as grading policy (Standards for Establishment of Universities). Also, in recent years, "Syllabus" is considered an important tool for encouraging "Students' proactive learning" in a discussion of "Students' proactive self-study (learning outside of the class)."

II · Role of the syllabus

(1) Role as the roadmap for students to choose the class and make their Educational Plan

Syllabus has the most important information for students when choosing the course subjects. Students will know what is necessary for them to get credits, by reading the information on the Syllabus such as class objectives, grading, and evaluation, etc.



(2) Role for professors to design and confirm the Class Plan

Professors can reconfirm the class objects, goals, grading, and evaluation criteria by making and revising the Syllabus for the course subject which they supervise. The contents of the class and extracurricular tasks for the each course subject will be the roadmap for the students to achieve the class objectives and its goals.

(3) Role as correspondence to the Standards of Establishment of Universities

Standards of Establishment of Universities determines that universities have to clearly indicate the students to "Class instructions and the annual class schedule", and "Criteria for evaluating the outcome of the students learning and approving graduation in advance. Also, universities have responsibility to make the Syllabus which should be opened to the public.



(4) Role to provide the necessary information to the persons concerned for the university

Syllabus will provide the information about the class objectives, achievement goals, grading, and evaluation criteria to the persons who are concerned to the university such as students who are considering to enter the university, students who want to exchange the credits, and professionals who are related to the external evaluations, etc.

(5) Role to enhance the communication between professors and students related to the class

The detailed syllabus is one of the tools to enhance communication between professors and students because students can easily understand the class atmosphere, professors' thoughts, and ideal image of the class. Understanding about the class helps students to have more sense of belonging to the class, have more interest, and increase motivation in learning.



III. Points of when making the Syllabus

Please be aware of the following points when making the Syllabus; whether if the objectives and achievement goals for the class clearly relate to the Curriculum Admissions Policy and Educational Achievement Goals. They are set in the each College, Department, and Academic major. Also please make sure that the purpose and the objective of the class are properly set.

Follow the University Educational Policy

The syllabus has to be clearly related to the Curriculum Admission Policy and the Educational Achievement Goals in the College, Department and Academic major.

Class Objectives (Meaning of the existence of the class)

The syllabus has to be able to answer the students' question ; "Why we have to take the class."

Achievement Goals (An ability which students will be able to acquire when completing the class)

The syllabus has to be written down Behavior which can be observed during the class (for example, "students" can do~), which follows the items in the Grading and Evaluation. The subject of the sentence has to be the students.

How to write the information for Grading and Evaluation

Achievement Goals has to follow the items in the Evaluation Methods. Clearly notifying the date of examination and deadlines of the papers in the class schedule enhances students to acquire ability of well-planned and organized learning.

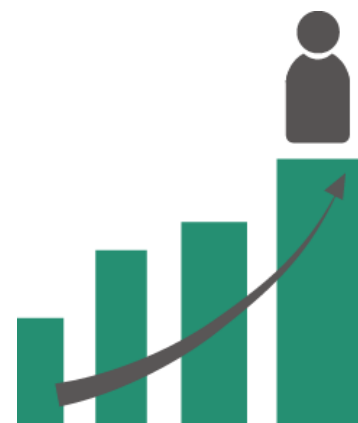
[Example of Evaluation Method]

- **Test** : it is suitable to evaluate Achievement Goals and knowledge skills.
- **Response card** : it is suitable to evaluate students' interests and motivation for learning.
- **Writing Reports**: it is suitable to evaluate students' ability to write their way of thinking as well as making decisions, and to clarify the validity of the conclusion.

• Making the syllabus in English

Please refer to the website below, which is useful when making the syllabus in English. "Example phases for writing syllabus in English" (Nagoya University)

[_http://www.cshe.nagoya-u.ac.jp/support/file/esyllabus.pdf](http://www.cshe.nagoya-u.ac.jp/support/file/esyllabus.pdf)



IV · Items in the Syllabus

From 1) Name of the Course Subject to 8) Class Style will be shown as the Course Information based on the Data Base which are already registered in advance.

1) **Name of the Course Subject:** Name of the course subject will be written in Japanese or English.

2) **College / Department which Course Subject belongs to:** The name of the College, Department, Graduate School, and Course which offer the course subject will be shown in the Syllabus.

3) **Grade:** The grade of the students targeted for the course subject (on average) will be shown in the Syllabus automatically.

4) **Term:** The term of the course subject will be shown in the Syllabus. It will be shown as 1st Term, 2nd Term, or whole year for the course subject.

5) **Credits:** The credits of the course subject will be shown in the Syllabus.

*The credits for supervising the students' research are 12 credits in total (「特別演習1~4」 / 「特別実験1~4」), but it also covers the 「特別演習1」, therefore the credit will be shown as "1" or "2" for convenience.

6) **Credit Category:** It is necessary to be clarified whether the course subject is required or Optional, based on the Department or Course shown in the Syllabus.

7) **Series:** Series of the Course Subject will be shown directly in the Syllabus. As for the Graduate School of Engineering and Science, Series will be shown as "Research Supervision (研究指導)" or "Master's Course (特論)".

8) **Class Style:** The class style for the Course Subject will be shown in the Syllabus such as; Lecture, Exercise, Practical Training, Laboratory Experiment, etc.

■ **General Information for the Class:** Write the information about the course subject in detail for students to understand the whole picture of it.

■ **Purpose of the Class:** "Reason of existence of the course subject", and "Why students have to learn the course subject" have to be written in detail. The description will be written in students' point of view; such as "(students) will learn, and acquire~", not "~will be explained (by professors)".

■ **Achievement Goals:** Syllabus has to show clearly about "what students learn and/or acquire" at the end of the term, related to the 10) Purpose of the Class, and the subject for the description has to be "student". One achievement goal will be summarized in one sentence and evaluation criteria will be shown clearly if possible, such as "(students) will be able to explain three concrete examples." Achievement Goals will be set based on the Educational Attainment Target which are set in the College, Department, and Academic major or Diploma Policy in each Course of the Graduate School.

■ **Correspondence with the Educational Attainment Target:** As for the Course Subject which was opened in FY2016, the Course Subject is corresponded and selected automatically in the Syllabus, with the Educational Attainment Target which are set in the College, Department, and Academic major or Diploma Policy in the each Course of the Graduate School. If there is any Course Subject that has not selected yet, select the "Correspondence (対応)" with the Educational Attainment Target in the Department (Course Diploma Policy for the Graduate School) by referring the [Guidelines for Education (学修の手引き)] in the Department and the Course. It is multiple choice allowed.

■ **Class Plan (Lecture Plan):** Set a plan for the class which will lead students to achieve "Course Object" and "Achievement Goal" into 14 classes in total (7 classes in total for the Quarter (once a week), 15 classes in total for MOT). The most important point is to lead students to achieve the "Achievement Goal", not accomplish the class as it is planned. The Class Plan (Lecture Plan) will be revised immediately, whenever necessary, and lead students to reach the "Course Object".

Showing the dates of the exams and deadlines for the assignments clearly in the Syllabus encourages students to acquire ability of being well-planned and organized their learning. It is also important and practical to give a feedback for exams and assignments to the students accordingly to help checking the comprehension of the students, and encouraging the acquisition of ability of being well-planned and organized their learning. In the Class Plan (Lecture Plan), it is preferable to indicate as "Mid-term Exam and Review" and "Final Exam and Review", therefore the expression of "Mid-term Exam" and "Final Exam" is not enough.

■ **Extracurricular Task / Assignment (students learning outside of the class, preparation and review are included):** The tasks or assignments that students have to work outside of the class will be shown in the Extracurricular Task. Showing the details for the preparation and review contents of each classes is important to indicate for students what they will learn and understand after each class.

For example, describe the tasks in the way that students can learn and study outside of the class, such as; "Prepare from P○○~P○○ in the textbook, review the quiz/exercise, turn in the assignment before the class". Descriptions for the tasks in the each class are required in the Syllabus, except for the 1st Class (Lecture) of the course subject (Description as "Check the Syllabus together" is allowed).

■ **The time which will be taken for the extracurricular task :** assignment will be shown in the syllabus calculated in units of 5 minutes. The time for each of the extracurricular task will be depended on the content of the tasks / assignment and it doesn't have to be the same all the time. Standards for Establishment of Universities defines as "Course Subject of one credit consists of the content which requires 45 class time." SIT state "One class time" means 45 minutes. Therefore, the time required for the extracurricular task/assignment for one credit will be calculated as <45 class time (2025 minutes)

[Example]Time in the class (100 minutes for 14 weeks), the time for extracurricular task will be

○calculated as follows

Lecture / Seminar of one class in a week (one credit) --- 625 minutes of extracurricular task (approximately 45 minutes per week)

Lecture / Seminar of one class in a week (two credits) --- 2650 minutes of extracurricular task (approximately 190 minutes per week)

○Experiment / Training of two classes in a week (two credits) --- 1250 minutes of extracurricular task (approximately 90 minutes per week)

Experiment / Training of three classes in a week (three credits) --- 1875 minutes of extracurricular task (approximately 140 minutes per week)

Experiment / Training of four classes in a week (three credits)---475 minutes of extracurricular task (approximately 35 minutes per week)

■ Correspondence between Evaluation Methods and Achievement Goals:

"Evaluation" measures the students' ability which was acquired throughout the Course Subject. Writing reports, mid-term exams, final exams are examples of the ways of evaluation, and evaluation methods will be specified in the syllabus in advance. Writing "Response Papers" or taking "Quiz" in every class are also examples for students Class Participation. Writing of "Attendance" only in the syllabus is not clear, enough, because it avoids the expression which leads students misunderstanding of getting credits by just coming to the class.

When setting the Evaluation Score sheet, state the allotment of marks to be 100% in total (Error occurs if the total mark does not make 100%).

例)

達成目標	中間試験	期末試験	小テスト	...
1	15%	15%	5%	...
2	15%	15%	5%	...
3	5%	20%	10%	...
...

■ **Evaluation Criteria:** Evaluation Criteria shows the level of students' ability which students acquire by taking the Course Subject in detail. In the case that when students get the credit by passing 60% out of 100%, syllabus has to clearly show "What kind of level is 60% to the students score".

For example,

- 60% students being able to solve the example problem in the final examination
- 70% students being able to solve the exercise problem in the final examination
- 80% students being able to make the clear statement in the reports, the good-understanding of the class, and the structure of Introduction, Body, and Conclusion

■ **Textbook and References:** Specify the textbooks or references, if any. When specifying the textbook, check whether if the textbook is out of print. It is also required to show clearly in the syllabus whether if there will be only materials and handouts in the class, not the textbook. If there are specified textbook or reference which will not be used during the class, it is required to state how and when to use them.

■ **Preparation and Requirements before taking the Course Subject:** Syllabus will also show the requirements or preparation tasks for the students before taking the Course Subject, if any. For example, "to deal with computer technology in a daily life with interest", "to review operation methods of computer", etc. The requirement can be stated as "students have to take COURSE I first" in order to take COURSE II, also. However there will be no restriction made in the Class Registration System, students have to read and understand the requirements for the course subject carefully by themselves.

■ **Office Hour:** Write the time (office hour) when students can ask questions about the class in the syllabus. Specify the available time, (it is desirable to include the break time also) and state how to contact professors such as "make an appointment by e-mail in advance" if any. The time, contact address, and contact telephone number will be written here.

■ **Environmental Education:** University sets "Environmental Training Course Subject", "Environmental Education Course Subject", and "Environmental Related Course subject" aiming the enhancement and development of the Environmental Curriculum. It is determined by the ratio (in percent) therefore choose the percentage for the Environmental Education in units of 5% (Refer to pp.6-7 for further descriptions)

■ **Regional Oriented Course Subject:** In the case of covering the topic of "Reginal case and tasks" in the Course Subject for more than one class, the Course Subject will be labelled as "Regional Oriented Label". Choose one supervising Course Subject among "Regional Oriented Class", "Regional Cooperation PBL", "Regional Oriented Graduation Thesis, Master's Thesis, and Doctoral Thesis" (Refer to pp.8 for further descriptions)

■ **Active Learning Course Subject:** Show how the classes with the active participation will be carried out to expand and develop the Active Learning Course Subject. Choose the level for the active participation from "Mostly", "Some", "more than one class (period)", and "Not Applicable" (Refer to pp.9 for further descriptions). It also can be carried out all at once or in batches for "one class" in Active Learning Course Subject C.

[Class example for Active Learning Course Subject]

Research for Graduation Thesis, Research for Master's Thesis, manufacturing, internship, PBL, experiment, practical training, drawing, and seminar, etc.

[Teaching Methods for Active Learning Course Subject]

Flip teaching, discussion, group work, pair work, presentation, communicative class, in-class quiz, report, minute-paper, and classroom response system, etc.

■ **Training Course Subject for Social and Professional Independence:** Show whether the Course Subject considers encouragement for the Social and Professional Independence in the Syllabus. Check if it applicable for 4 types of "Social and Professional Independent Skills"; (a) Skill for Practical Use of Knowledge, (b) Interpersonal Skills, (c) Self-management Skills, and (d) Task-approach Skills (Refer to pp.10-14 for further descriptions)

■ **Language in the Class:** Choose the language that will be used in the class.

【参考文献】 Bibliography

- (1) 池田輝政・戸田山和久・近田政博・中井俊樹：「成長するティップス先生－授業デザインのための秘訣集」、玉川大学出版会、2000.
- (2) 岩手大学教育推進機構編：「岩手大学 In Assistant(アイアシスタント) シラバス作成の手引き (平成 27 年度版)」、2015.
- (3) 佐藤浩章編：「大学教員のための授業方法とデザイン」、玉川大学出版会、2010.
- (4) 佐藤浩章：「シラバスの書き方のコツ」、SPOD フォーラム 2009 配布資料、2009.
- (5) 大学設置基準
http://www.mext.go.jp/b_menu/shingi/chousa/koutou/053/gijiroku/icsFiles/afieldfile/2012/10/30/1325943_02_3_1.pdf
- (6) 田中耕治編：「よくわかる教育評価 (第2版)」、ミネルヴァ書房、2010.