



# Evaluation Rubric for Peer Review of Course Syllabi

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## Basic Information

### Level 2

### Level 1

	<b>Some of the characteristics of an above-average syllabus are present</b>	<b>The syllabus contains few characteristics beyond those of a minimal syllabus</b>
<b>Syllabus format and basic content</b>	A few elements of the syllabus have been enriched (over Level !) but most sections present only basic information. Students still have many questions about the course.	A basic, "no-frills" syllabus is presented.
<b>Is the information presented clearly and appropriately?</b>	At least one of several potential problems may exist. Incomplete information may be given to students, the flow of information presented may be awkward or lack a sequential flow, or inappropriate information may be present.	The limited content of the syllabus answers only the most fundamental questions that students or faculty colleagues might have about the course. Some errors in grammar or spelling may be present.
<b>Characteristics of the course described in the syllabus.</b>	Students may still have several questions about the course, including: What are the expectations of the instructor(s)? What is the pace of the course? Does the material reflect current thinking in the field? What level of thinking is involved in this class? How frequently will I receive feedback about my progress in this class?	The syllabus represents an "insurance policy" for the faculty member(s) rather than a contract with students. For example, expectations and learning outcomes may not be described. Formative evaluation of instruction may not be provided. Only indirect summative measures of student learning (such as student surveys and the results of exit interviews) are conducted.