**Syllabus Review Guide**

**Instructions:** *These criteria can guide instructors in self-assessing their syllabi or peer reviewers in providing feedback.*

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| **Syllabus Feature** | **Feedback** |
| Primary approaches to teaching are described |  |
| Primary approaches to teaching match the stated goals and outcomes |  |
| Assessments match the stated goals and outcomes |  |
| Roles and responsibilities of the learners are clearly stated |  |
| There are descriptions of the purpose of assessments and how the learner can be successful |  |
| Assignments give learners opportunities to practice skills and knowledge before being assessed |  |
| Opportunities are provided for learners to interact with the course content on multiple levels of thinking, e.g. comprehension, application, synthesis, evaluation |  |
| Opportunities are provided for learners to interact with the instructor and their peers |  |
| The tone of the language used is positive and communicates a belief that learners will be successful. |  |
| Grades are representative of learners’ achievement of course goals and do not include penalties for unrelated actions. |  |