Syllabus Review Formative Peer Review of Teaching Form

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| **Instructor’s Name**: | **Course**: | **Term**: |

Choose One of the Following

| Course Information | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Course information and course description.**  Look for: Course Title; Subject Code and Course Number; Number of Credit Hours; Prerequisite Courses (if any); Information on how the course will be delivered and where (Building Location, eCampus, SOLE) with meeting times. |  |  |  |  |
| *Comments...* | | | | |
| **Instructor’s information, availability, and office hours.**  Look for: Instructor’s Name; Instructor’s Credentials (and licenses as applicable); Office Hours and Location; Contact Information; Expected turn-around time students may expect a response (“My typical working hours are…”). |  |  |  |  |
| *Comments...* | | | | |
| **Required and optional texts, resources, subscriptions, and supplies.**  Look for: Clear distinction between required and optional materials; The point in the semester these materials will be used; How these materials support student learning; Cost of third party technology platforms do not present a substantial burden for students (see WVU Student Government Association Assembly Resolution [AR-2024-03-01](https://sga.wvu.edu/files/d/1d8be935-363b-4513-8c64-4b1a8adc61c2/ar-2024-03-01.docx)). |  |  |  |  |
| *Comments...* | | | | |
| **Specific and measurable course-level objectives.**  Look for: Objectives (or Outcomes) are written from the student's perspective; Objectives are appropriate in number; Objectives are observable and measurable; Objectives are appropriate to the degree level and the level of learning; Objectives are aligned with the major course learning activities and assessments. (See [Course Design and Delivery](https://provost.wvu.edu/curriculum-development-and-review/course-design-and-delivery/learning-objectives).) |  |  |  |  |
| *Comments...* | | | | |
| **Breakdown of course grade calculation and grading scale.**  Look for: Clear description of how the overall course grade will be calculated (Total Points, Weight); Course should have at least 20% of the course's total grade reported for a mid-term grade and the percentage of the total course grade the mid-term grade represents; The grading scale corresponds to letter grades (or Pass/Fail, Credit/Non-credit). |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Course Policies(Link students to the Faculty Senate page for [**Institutional Syllabus Policies**](https://facultysenate.wvu.edu/resources/syllabus-policies-and-statements)) | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Grading and feedback.**  Look for: Student requests for regrading of an assignment, alerting instructor to gradebook discrepancies, and deadlines for such requests; Student requests for additional instructor feedback, where to find feedback, and when students should expect to receive instructor feedback on graded assignments; Information on repeating course, course grade of F, and course grade of Incomplete (refer to policies within your graduate or undergraduate catalog). |  |  |  |  |
| *Comments...* | | | | |
| **Participation, attendance, and excused absences.**  Look for: Expectations for class participation and attendance (If participation and attendance are graded, this should be clearly described in the section on grading with clear, unambiguous attendance policy and that attendance is reflected as part of the grading policy. Also, ensure that the attendance policy and points are clearly separate from any participation policy and points); Expectations for excused absences and a clear description of how missed work that is excused can be made up by the student and under what timeline; Ensure to include what the policy is for missing assignments, assessments, or tests and what the make-up policy is (if any); How students should communicate excused absences to the instructor. |  |  |  |  |
| *Comments...* | | | | |
| **Use of technology.**  Look for: Classroom technology expectations for laptops, mobile devices, smart devices (e.g., watches) or headphones/earbuds; Internet etiquette, civility, and how to report concerning technology use; Information describing unauthorized technology resources, unauthorized behavior, and examples of allowed and unallowed scenarios students may encounter in this specific course. (See information on [Student use of Generative A.I.](https://academicintegrity.wvu.edu/files/d/6f4a1587-ff74-4a15-a2b6-19abcd20c4cb/ai-student-faq.pdf); [Administrative use of Generative A.I.](https://it.wvu.edu/defend-your-data/use-of-generative-ai-for-administrative-purposes-at-wvu); and the [University’s Acceptable Use of Data and Technology Resources Policy](https://it.wvu.edu/policies-and-procedures/acceptable-use)) |  |  |  |  |
| *Comments...* | | | | |
| **Selling, trading, bartering and unauthorized distribution of materials.**  Look for: Language describing the course materials (lectures, class notes, exams, handouts, presentations, etc.) as intellectual property; Message from the instructor prohibiting the sale, purchase, trade (including exchange of course materials to unlock content on “study sites”), bartering, or other unauthorized distribution of course materials. |  |  |  |  |
| *Comments...* | | | | |

Choose One of the Following

| Assignment, Assessment, and Activity Expectations | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **A schedule or calendar serves as a roadmap for the course and contains clear due dates.**  Look for: Weekly breakdown of the topics/units, assigned readings, and assignment or assessment due dates; Appropriate turn-around time for feedback from the instructor when activities build upon one another; Highlight major assignments, projects, and/or assessments; Indicates the mid-term point in the course and activities to calculate the mid-term grade; Includes University holidays/breaks and adjusts due dates accordingly. |  |  |  |  |
| *Comments...* | | | | |
| **Descriptions of major assignments, projects, and assessments are provided.**  Look for: Clear description of major assignments, projects, or assessments; Rubric or explanation of the grading criteria are provided for transparency in assessment; Exemplars, examples, or non-examples are provided; Major assignments, projects, or assessments align with the stated course learning objectives; The activities are sequenced, varied, and suited to the level of learning; Information is provided on how these activities support student learning. |  |  |  |  |
| *Comments...* | | | | |

This form is non-evaluative and is intended to guide your peer review by providing a recommended list of what to look for in course syllabi. The tables can be edited to include additional rows and criteria based on your academic unit’s needs.

Choose One of the Following

| Additional rows | Criteria Satisfied | Small Change | Suggested Revision | Not Applicable |
| --- | --- | --- | --- | --- |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |
| **Description**  Long description here |  |  |  |  |
| *Comments...* | | | | |

### Syllabus Review: Overall Comments

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| *Space for overall comments on what is working well, recommended small changes, and suggested revisions…* |

|  |  |  |
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| **Reviewer’s Name**: | **Department**: | **Date**: |

Reminder: The formative, development-focused peer review of teaching is confidential. Please, do not distribute this review to others. Schedule your post-conference with the instructor receiving this review and present this form during your meeting. Thank you.

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