

Questions About Syllabus Construction

To what extent do the polarities of perspective on learning that exist on faculties affect syllabus construction?

To what extent do accreditation standards affect course design?

To what extent does one's view about the role and function of the teacher affect syllabus construction?

Does the syllabus have a life of its own apart from the course?

To what extent can the syllabus actually determine the quality of learning? Is it possible to shape the learning community through a syllabus?

How flexible can a syllabus be? Are the elements fixed and determined? Is there only one appropriate design for a syllabus? Are all the elements necessary, everytime, for every course? Are there elements missing?

What determines one's view of the syllabus as an emerging document (developing as the course participants develop their own life together as a learning group); or as a document that holds the instructor precisely accountable, informing the students of what will be expected of her or him?

What is the fundamental purpose of a syllabus?

To what extent should students be invited into the process?