

Syllabus Function	Syllabus Uses	Scores			
		4	3	2	1
Teaching Tool	Course Teaching	The syllabus clearly outlines course objectives, teaching methods, and assessment strategies that support diverse learning needs, and how they align with learning outcomes. The pedagogical approach is clear allowing for the syllabus to be used as a reflective tool overtime	The syllabus provides a solid framework for teaching, with clear objectives and assessments, however some areas could be more detailed. Some pedagogy is communicated but not stated explicitly.	The syllabus includes basic teaching elements but lacks clarity in instructional methods, assessment strategies or learning outcomes. Pedagogy is unmentioned/muddled.	The syllabus is unclear or incomplete in describing teaching methods, learning outcomes, or assessments, making it difficult for students to understand the course. No reflection of pedagogy is apparent.
	Collaborating with Colleagues	The syllabus seems to incorporate shared ideas, resources, and best practices. The instructor has engaged with colleagues in meaningful discussions to co-develop and refine the syllabus over time.	Syllabus presents evidence of input from colleagues, though it may not be the result of an ongoing peer-to-peer development process.	The syllabus shows minimal to no signs of collaboration. It does not appear as though the instructor has been given knowledge about syllabus design from peers.	The syllabus was seemingly developed in isolation, without any knowledge of syllabus writing practices included in any way.
	Training about Pedagogy	The syllabus reflects up-to-date pedagogical practices, incorporating evidence-based teaching strategies, inclusive design, and innovative learning techniques. Thus it would be an excellent tool for first time instructors to base their syllabi from.	The syllabus includes some pedagogical best practices but does not fully integrate innovative strategies or use research-based approaches. Overall, it is a great starting point for first time instructors to get an idea of what a syllabus should/could be.	The syllabus shows limited awareness of pedagogical training, relying mostly on traditional or outdated methods without clear justification. This would be a good learning tool for first time instructors to reflect on errors, but should not be emulated.	The syllabus incorporates NO pedagogical best practices or demonstrate awareness of effective teaching methods in any way. Nothing effective can be learned by studying this syllabi from a first time instructor.