

Syllabus Handbook of Osaka University



OSAKA UNIVERSITY

Introduction

Prior to undergoing the Institutional Certified Evaluation and Accreditation of Universities (CEA) in FY2021, Osaka University checked the syllabuses at the time throughout the university focusing on the issues raised in the previous CEA in FY2015. The departments also reviewed and revised the syllabuses. As a result, several problems were identified, including insufficient descriptions of learning goals and grading policy and the limited use of the Syllabus Handbook. We therefore established the Subcommittee on Syllabus Improvement under the Educational Reform Promotion Committee in October 2021 to discuss how we can improve the syllabuses of Osaka University.

At first, the subcommittee discussed the trend of higher education policies in Japan. The Central Council for Education issued Guidelines for the Management of Teaching and Learning in 2020, which describe a syllabus as “being critically important for fostering mutual understanding between students and the instructor on each course,” and state that “universities should take responsibility for determining items to be included in the syllabus, and ensuring that the diploma policies are compatible with the learning goals of each course,” while proposing “to unify some of the syllabus items, which individual instructors fill out, and provide opportunities for instructors to inspect each other’s syllabus contents.” It is also necessary to design syllabuses as part of the internal quality assurance of university education, since universities are required to review syllabus items and establish an internal syllabus inspection system when preparing for external evaluation and applying for external funding.

At Osaka University, courses using various media have become an integral part of education since 2020 and the Covid-19 pandemic, resulting in more diverse teaching methods and a mixture of face-to-face and online learning which we call “blended learning.” Accordingly, there is a need to develop educational and learning infrastructure tailored to these new learning styles. Under the Osaka University Diversity & Inclusion (D&I) Declaration issued in 2021, efforts are also under way to enhance the university’s environment where all students and staff are respected regardless of any disability, while accommodating the special needs of students with disabilities in their studies.

While Osaka University has continued to revise the syllabus format from time to time to better support and promote students’ self-regulated learning, we have decided that it is necessary to revise the syllabus items anew in light of the recent trends mentioned above, especially focusing on (1) the internal quality assurance of education, (2) the use of media in education and (3) special considerations for students with disabilities. We expect this revision will enable us to:







- (1) Strengthen the university’s system for internal quality assurance of education, centralize the management of teaching and learning across the university-wide, undergraduate/graduate, and degree programs and courses, and thus promote student-centered education and students’ self-regulated learning;
- (2) Facilitate blended education; and
- (3) Create a learning environment better tailored to the special needs of students with disabilities.

We hope you will make good use of this Handbook to further enhance the quality of your syllabus.

October, 2023

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Table of Contents

	Syllabus Checklist	03
	What is a Syllabus?	04
	Definition of a syllabus and the current trend	
	Roles of a syllabus	
	Syllabus Items	05
	How to write a Syllabus	06
	Fixed Items	
	Items	
	1 Course Subtitle	06
	2 Language of the Course	06
	3 Learning Methods	06~07
	4 Course Objectives	07
	5 Learning Goals	07~11
	6 Requirements, Prerequisites	11~12
	7 Attendance and Student Conduct Policy	12
	8 Class Plan	12~14
	9 Textbooks	14
	10 Reference	14
	11 Grading Policy	14~16
	12 Additional Information on Grading	16
	13 Reasonable Accommodation	17~18
	14 Special Note	19
	15 Office Hours	19
	16 Course Conducted by Instructors with Practical Experience	19
	Summary	20
	How to Use a Syllabus Effectively	21~22
	FAQs concerning Syllabuses	23
	Seminar and Individual Consultation Service on Syllabuses	24
	Inquiries about Syllabuses of Osaka University	24



Syllabus Checklist

Please use this checklist to write a syllabus and ensure that its contents are adequate.

Item	Details	Confirmed by the instructor	Confirmed by the checker
Learning Methods (P.06~07)	Select the learning method(s) that can effectively help students achieve the learning goals.		
Course Objectives (P.07)	Specify the objectives of the course, such as: • The reason why students are required to take this course. • The reason why this course exists.		
	Give a brief description of the course, such as: • What students study in this course, and in what manner.		
Learning Goals (P.07~11)	Make “students” the subject of the sentence. ○ (Students) Give a logical explanation about xx to others. × (Instructor) Teach the basics of xx.		
	Use simple sentences and specify only one goal per sentence. ○ Explain the phenomenon of xx. × Analyze the phenomenon of xx and explain yy.		
	Ensure the goals can be evaluated. Indicate specific grading conditions and criteria.		
	Ensure the goal level is appropriate.		
Class Plan (P.12~14)	Write the content of each session.		
	Ensure the learning sequence is designed to effectively help students achieve the learning goals.		
	Ensure the number of sessions is appropriate. Examples • In case of a one-term lecture subject with one credit: Eight 90-minute sessions, of which sessions 1-7 and the first half (45 min.) of session 8 are delivered as lectures and the second half (45 min.) of session 8 as an exam. • In case of a one-term lecture subject with two credits: Sixteen 90-minute sessions (two sessions per week), of which sessions 1-15 are delivered as lectures and session 16 as an exam. • In case of a one-semester lecture subject with two credits: Sixteen 90-minute sessions, of which sessions 1-15 are delivered as lectures and session 16 as an exam. • In case of a full-year lecture subject with four credits: Thirty-one 90-minute sessions, of which sessions 1-30 are delivered as lectures and session 31 as an exam.		
	Specify when students’ performance is evaluated, such as: • A term-end exam is held in session 16.		
	Specify the content and method of independent study outside of class for each session.		
Grading Policy (P.14~16)	Specify the evaluation methods such as: • Quiz, report/paper		
	Select appropriate evaluation methods for measuring students’ achievement of learning goals.		
	Show the approximate percentage of each evaluation method in the total course grading, such as: • Quiz: 20%, report/paper: 40%, term-end exam: 40%		
	Make sure the percentages of the evaluation methods add up to 100%.		



What is a Syllabus?

Definition of a syllabus and the current trend

In general, a syllabus is defined as follows.

“A syllabus is a detailed plan of each course. In general, a syllabus includes the title of a course, name of the instructor, purpose of the course, content of each session, method/criteria used to evaluate students’ performance, specific instructions for preparatory studies, textbooks/reference literature, and course prerequisites. As such, a syllabus can be used by students to prepare to study in the course. A syllabus can be a source of information to help students decide which courses to take, and can also be used by instructors to coordinate teaching contents and by students to evaluate courses.”
(Central Council for Education, 2008)

A syllabus is a plan that includes detailed information of a course. In Japan, syllabuses are used in 749 universities, or approximately 99% of all Japanese universities (Ministry of Education, Culture, Sports, Science and Technology, 2022). In addition to syllabus items common to most universities, such as course objectives, overview, session contents, reference literature, grading criteria and course prerequisites, there is a growing trend to incorporate items relating to “students’ self-regulated learning” amid the recent increase in interest in student-centered learning. Osaka University is no exception. In FY2014, we reviewed the syllabus items university-wide and revised the contents, shifting the focus to students’ self-regulated learning.

Roles of a syllabus

How can a syllabus be used to encourage students in self-regulated learning? While syllabuses have been mainly used by students as a source of information to select which courses to study, they also play various other roles (Sato, 2010).

Roles of a syllabus

- (1) A course selection guide
- (2) A contract
- (3) A document that helps to enhance learning
- (4) A tool to foster a relationship between the instructor and students
- (5) A document that outlines the course
- (6) A document to design an entire course
- (7) A resource that helps to build consistency throughout the curriculum
- (8) Evidence of the instructor’s educational achievements

(Sato, 2010, pp. 2–3)

As shown in (2) above, universities in North America use a syllabus as a contract between the instructor and students to agree on its contents. By explaining in detail the contents of the syllabus at the beginning of a course, the instructor can avoid mismatches between students’ expectations and the course’s contents, and motivate students to learn. A syllabus can also be used as a teaching tool to enhance learning effects, as indicated in (3), (4) and (5). By specifying the positioning of the course within the curriculum and the learning sequence throughout the course in a syllabus, the instructor can help students to understand the significance of the course. A syllabus can also serve as a means of assuring the quality of education and as evidence of the instructor’s teaching performance, as shown in (6), (7) and (8).



Syllabus Items

Osaka University's syllabus items are as shown in the following table. Starting from FY2024, the items in red are newly added to the syllabus in response to the need for: internal quality assurance of education; use of media in education; and special considerations for students with disabilities. These new items are closely associated with students' self-regulated learning, and are expected to encourage students to engage in independent learning.

Fixed Items (To be filled in by University)	Items (To be filled in by the instructor)
Course Code	1 Course Subtitle*
Semester	2 Language of the Course
Day and Period	3 Learning Methods
Course Name (Japanese)	4 Course Objectives
Course Name	5 Learning Goals (This item is not new but its format has changed.)
Capacity*	6 Requirements, Prerequisites*
Room*	7 Attendance and Student Conduct Policy*
Course Numbering Code	8 Class Plan (This item is not new but its format has changed.)
Required/Optional*	9 Textbooks*
Type of Class	10 Reference*
Credits	11 Grading Policy (This item is not new but its format has changed.)
Student Year*	12 Additional Information on Grading*
Field*	13 Reasonable Accommodation (Fixed text)
Instructor	14 Special Note*
Course of Media Class	15 Office Hours*
	16 Course Conducted by Instructors with Practical Experience*

Items marked with * are optional.



How to write a Syllabus

Fixed Items

Fixed items are pre-entered by the university so there is no need for instructors to fill in these items. If there is any change in the items, please contact the staff of the Educational Affairs Section of the department offering the course.

Items

These items should be filled in by the instructor in charge.

The items marked with * are optional, but it is recommended to fill them in as much as possible.

1 Course Subtitle*

Write a subtitle that represents the contents of the course. If the course name is used as a course subtitle, this section may be omitted. The subtitle should be specific enough to convey what is taught in the course.

2 Language of the Course

Specify the language of instruction. Select the language from the drop-down list (Japanese, English, Japanese/English, Others).

Select “Japanese/English” if the course is open also to students with low Japanese proficiency.

3 Learning Methods

Specify the learning methods used in the course by checking the appropriate box (listening and watching face-to-face/online class, reading, discussion, collaborative work, research, experience/practice, presentation, other (free description)). (Multiple selections allowed.)

- Listening and watching face-to-face/online class: Listening and watching a lecture, video, or demonstration, face-to-face or via online (e.g., attending a face-to-face lecture, watching an on-demand video)
- Reading: Reading books and academic papers (e.g., summarizing an academic paper, reading information on a website)
- Discussion: Learning through question-and-answer interactions and exchanges of opinions among students and between students and the instructor (e.g., pair/group discussion, online chat, one-on-one guidance for writing an academic paper)
- Collaborative work: Working as a pair or a group (e.g., producing a poster through group work)
- Research: Collecting information from books and academic papers; gathering and analyzing data by fieldwork (e.g., review of previous research, fieldwork)
- Experience/practice: Learning from experience- and practice-based activities, and feedback on such activities (e.g., solving problems; laboratory work using instruments; on-campus and off-campus practical training; skills practice including sporting skills; project-based learning; internship)
- Presentation: Writing papers, making presentations, and creating works (e.g., report writing, oral/poster presentation, creation of works, portfolio development)

Note: Difference between “Type of Class” and “Learning Methods”

“Type of Class” in “Fixed Item” refers to one or a combination of the teaching methods stipulated in Article 25 (1) of the Standards for Establishment of Universities by the government. While Type of Class can be selected from among “lecture, seminar, laboratory work, practical training, and skills practice, and a combination of any of the foregoing,” the number of credits of each course is pre-determined according to the criteria of the Type of Class of the department offering the course, and thus instructors are not free to select a Type of Class they teach. On the other hand, “Learning Methods” means the mode of students’ learning in the course and includes listening and watching face-to-face/online class, reading, and discussion. Learning Methods is one of the factors students focus on when selecting which courses to study. It is also used to determine how much active learning is taking place in various surveys and external evaluations.

4 Course Objectives

Briefly describe the purpose of the course (e.g., the reason why students are required to take this course, the reason why the course exists) and its outline (e.g., the learning method and content of the course), in light of the relevance of the course with the diploma and curriculum policies of university-wide, undergraduate/graduate, and degree programs. It is recommended to use verbs with general meanings and make “students,” not “the instructor,” the subject of each sentence.

Examples of verbs with general meanings to be used to write a Course Objective

(Japan Society for Medical Education, 2006)

Acquire / Understand / Create / Position / Value / Know / Comprehend, etc.

Example: Course Objectives

- Research like a physicist to discover the fun of studying physics first-hand and become more interested in research.
- Participate in a research process in sociology through fieldwork to become more interested in sociology.
- Acquire basic research skills in political science through discussions on current international political issues to develop the ability to propose solutions to various domestic and international issues using political-science methods.

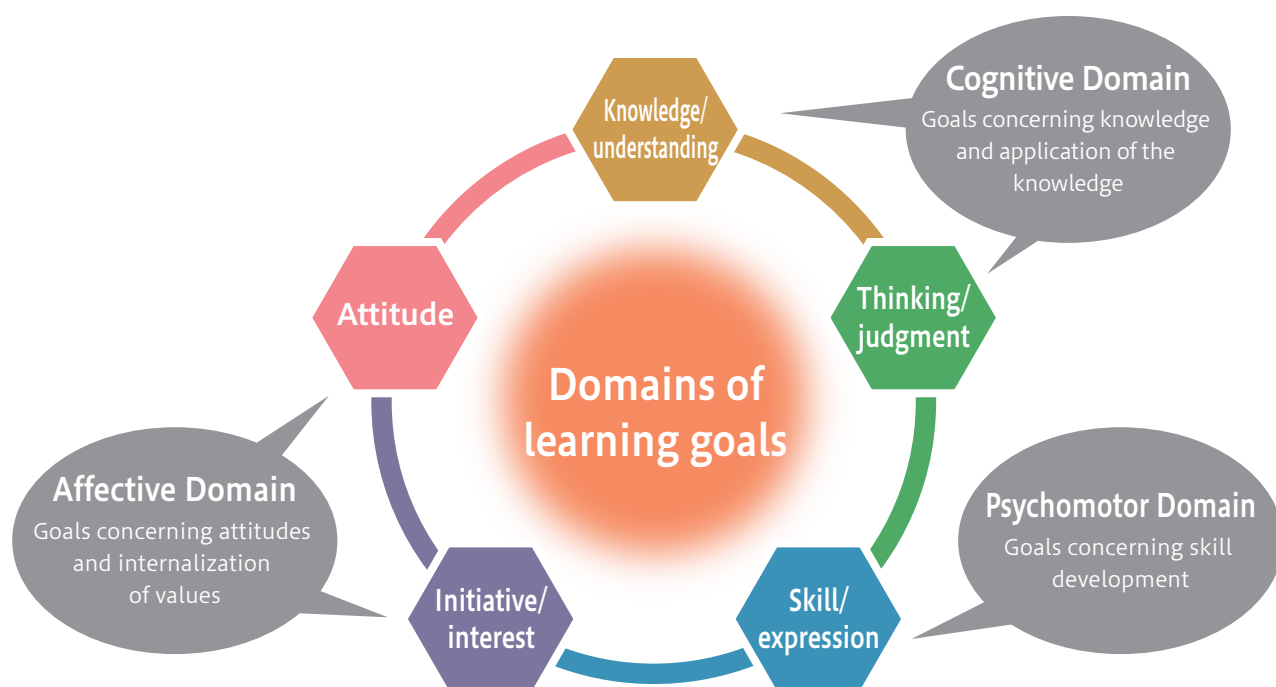
5 Learning Goals

“Learning Goals” refer to the ability students are expected to have acquired after completing the course. The type and level of the ability vary largely depending on the field of study and students’ year at the university. As shown in the following table, learning goals can be described in light of the three domains – cognitive, psychomotor, and affective – and levels in each domain (Kajita, 1992; Anderson and Krathwohl, 2001). Because these domains are given varying weight depending on the characteristics of the study, it is not necessary to set learning goals in each of these domains in one course. The levels of learning goals also vary depending on students’ year at the university and the progress in their learning.

Taxonomy of Learning Goals

Level	Cognitive Domain	Psychomotor Domain	Affective Domain
6.0 (high)	Creating		
5.0	Evaluating	Naturalization	Characterizing
4.0	Analyzing	Articulation	Organizing
3.0	Applying	Precision	Valuing
2.0	Understanding	Manipulation	Responding
1.0 (low)	Remembering	Imitation	Receiving

The table is based on the revised version of Bloom's Taxonomy and the studies of Kajita, 1992; Anderson and Krathwohl, 2001.



When writing learning goals to be achieved in a course, make “students” the subject of each sentence. To evaluate students’ achievement of each learning goal, it is necessary to designate evaluation methods for each of the learning goals in “Grading Policy.” To streamline the evaluation process, only one goal should be specified per sentence. When setting multiple learning goals, therefore, each goal should be described in a separate sentence. Learning goals should not be “Learn xxx,” or “Understand xxx” but should specify more concrete goals that can be evaluated, namely, the ability students are expected to develop by learning xxx and understanding xxx. Learning goals written in a syllabus should also be consistent with the learning goals shown in the diploma policies of university-wide, undergraduate/graduate, and degree programs.

Examples of verbs to be used to write Learning Goals

The table below shows examples of verbs to be used when writing learning goals. In the Cognitive Domain column, the lower the list goes, the higher the learning level becomes.

Cognitive Domain	Psychomotor Domain	Affective Domain
Learning level (low) Enumerate State Deduce Describe Explain Classify Compare Contrast Categorize Distinguish Relate Predict State specifically Conclude Identify Formulate Generalize Point out Select Utilize Apply Adopt, etc.	 Measure Implement Imitate Become skilled Devise Touch Do Research Manipulate Insert Prepare Perform surgery Inspect visually Auscultate Palpate Percuss, etc.	 Cooperate Consider Participate Communicate Debate Inquire Indicate Show Help Feel Do Consult Contribute Respond Answer, etc.
Learning level (high)		

(Japan Society for Medical Education, 2006)

Points to note when writing Learning Goals

■ Write goals that can be observed and evaluated.

Learning goals should be those that can be observed and evaluated. Take the goal “To appreciate deeply xxx” for example. It is impossible to decide whether a student is appreciating xxx or not through objective measurement. Instead, specify what knowledge and ability students are expected to acquire by appreciating xxx, such as “Explain the outline of xxx.”

The more specific learning goals, the better. For example, “Explain the basics of xxx theory” is not appropriate, because the meaning of “basics” is not clear. Instead, by giving more specific information about “basics,” you can better motivate students in their studies.

■ Write only one goal per sentence.

Avoid writing multiple goals in one sentence. For example, the sentence “Analyze the phenomenon of xx and explain yy” shows two parallel goals, but what if a student can analyze the phenomenon of xx but cannot fully explain yy? Except when two goals are inseparably linked with each other, write only one goal per sentence, or in other words, avoid writing two goals in a sentence if they can be evaluated separately. Doing so helps students understand the goals better.

■ Clearly state evaluation conditions and criteria.

Evaluation conditions and criteria should be specified as clearly as possible so that students can grasp the level of understanding they are expected to achieve, such as “Calculate xxx using an electronic calculator” and “Present at least three examples.” Set the conditions and criteria according to students’ year at the university and their proficiency level.

■ Set learning goals at a level that is both realistic and challenging.

Setting an appropriate level for learning goals can significantly affect the motivation of students. If the level is too high, students may give up studying without even trying; if the level is too low, students may lose interest due to lack of a sense of achievement. When setting learning goals for students to achieve, it is important to consider the position of the course within the entire curriculum, as well as students’ field of study, level of understanding, and year at the university.

Take the learning goal of “Have students master the basics of the theory of higher education” as an example. The problems of this learning goal are: the scope of the “theory of higher education” is too broad; the meanings of “basics” and “master” are not clear; and the subject of the sentence is the instructor. This goal can be rewritten like this: “Explain three events that occurred during the 1990s in the history of the theory of higher education in Japan.” Next, what about the goal of “Understand the matters necessary for university-level studies and acquire the basic skills to conduct research based on the understanding”? The problems with this learning goal are: two goals are stated in one sentence; and the meanings of “matters necessary” and “basic skills” are vague. These goals should be stated in two sentences, such as “Write a report using learning strategies necessary for university-level studies” and “Explain three characteristics of qualitative research methods.”

Setting clear learning goals helps to motivate students in their studies but it benefits instructors as well. Clear learning goals enable instructors to better understand the progress of students’ learning.

By checking how the learning goals are being met by students, instructors can identify the gaps in students' understanding, analyze the reason, and improve their teaching strategies and methods.

On the other hand, some may be concerned that setting clear learning goals can lessen the flexibility and dynamism of learning, thus limiting advanced learning. This concern can be resolved by giving advanced homework and showing higher-level reference literature in a syllabus in addition to baseline goals for all students to achieve, to motivate students to pursue higher goals.

A course is sometimes taught by multiple instructors in an omnibus style, which enables students to learn various approaches to a theme from instructors in different specialties, and acquire a broader range of knowledge. However, the style can hinder consistent and systematic learning. When designing a course teaching plan, therefore, the instructors involved should fully agree on the learning goals.

Example: Learning Goals

- Create a research question based on the assigned task.
- Organize information logically collected from relevant materials and explain it.
- Explain the procedure for fieldwork in sociology to others based on one's own experience.
- Explain how leadership theory has changed along the four chronological periods.
- Manipulate laboratory instruments safely and appropriately.

Note: Difference between “Course Objectives” and “Learning Goals”

These terms have similar meanings and are difficult to distinguish. “Course Objectives” mean the purpose of the course or the reason of study, while “Learning Goals” refer to the ability students are expected to have acquired after completing the course. In other words, “Course Objectives” answer the student's question “Why do I have to learn this course?” whereas “Learning Goals” answer the question “What will I be able to do by learning this course?” Instructors should set the Course Objectives and Learning Goals in light of the curriculum policy and diploma policy of the relevant department. To be specific, the Course Objectives should specify the position of the course within the curriculum according to the curriculum policy, and the Learning Goals should state the quality and ability to be developed in students according to the diploma policy.

6 Requirements, Prerequisites*

To avoid mismatches between students' expectations and the course's offerings, write the subjects that students must have studied in advance and/or the subjects that students are recommended to study concurrently with the course. When giving a specific course name as a requirement or prerequisite, agreement to do so should be reached within the relevant department in advance.

Example: Requirements, Prerequisites

- Must have high-school level knowledge of Japanese history.
- Preferably have completed “English I.”
- Preferably, take “International Relations Theory” concurrently with this course.
- Must have earned the credits of “Biology I.”

7 Attendance and Student Conduct Policy*

Write rules on class attendance and student conduct in a manner that answers questions frequently asked by students.

Example: Attendance and Student Conduct Policy

- You should attend at least two thirds of all the sessions. If you fail to do so, you will not be eligible to receive a grade in this course.
- If you are not in the classroom when a session starts, you will be deemed to be absent, provided, however, that if the absence is due to an infectious disease, bereavement leave, or other justifiable reason, due consideration will be given so that you will not incur any disadvantage in the course. For more details, please visit the website of (department name).

8 Class Plan

Specify the theme and content of each session so that students can grasp the overall flow of the course from the first to last sessions. The purpose of the class plan is to define the number of hours students study based on which the number of credits is calculated, and thus **the “Content” and “Independent Study Outside of Class” sections must be filled in for each session.**

- Ensure that a class plan is designed corresponding to learning goals. If a class plan cannot cover all the issues necessary to achieve a certain learning goal due to lack of materials and/or human resources or for any other reason, then the learning goal must be changed.
- If the course is delivered in different modes depending on the sessions, such as face-to-face, real-time online (synchronous), and on-demand online (asynchronous), specify the mode to be used in each session in the “Room” section of the session.
- In some courses, it may be difficult to write specific content for each session. In this case, the same content may be written for different sessions, such as: “Session 2: Group work on a theme selected by students,” and “Session 3: Group work on a theme selected by students.”
- The order of sessions should be designed so as to motivate students in their learning, not placing priority on the instructor’s schedule.

The class plan should also specify the time of evaluation (e.g., date of exam) but the full scheduled time of the last session should not be allocated to a term-end exam. In case of a lecture subject with two credits that is taught in 15 sessions, the content of the last, 15th session should not be “Term-end exam” but, for example, “A 60-minute exam to confirm the understanding of the

contents taught, followed by a 30-minute lecture to explain the exam questions,” and conduct an exam as part of the 15th session. Otherwise, conduct a term-end exam in an additional session (session 16).

Type of subject	Examples
In case of a one-term lecture subject with one credit	Eight 90-minute sessions, of which sessions 1-7 and the first half (45 min.) of session 8 are delivered as lectures and the second half (45 min.) of session 8 as an exam.
In case of a one-term lecture subject with two credits	Sixteen 90-minute sessions (two sessions per week), of which sessions 1-15 are delivered as lectures and session 16 as an exam.
In case of a one-semester lecture subject with two credits	Sixteen 90-minute sessions, of which sessions 1-15 are delivered as lectures and session 16 as an exam.
In case of a full-year lecture subject with four credits	Thirty-one 90-minute sessions, of which sessions 1-30 are delivered as lectures and session 31 as an exam.

To help students achieve learning goals, it is also necessary to **give specific details about “Independent Study Outside of Class” for each session.** The Standards for Establishment of Universities stipulates that a subject with one credit should consist of educational content requiring 45 hours of study. (In case of a lecture subject, for example, many departments of Osaka University allocate 15 hours to in-class study and 30 hours to out-of-class study.) Indicate specific contents and methods of class preparation and review to ensure students will study the required hours so that the credit system serves its intended purpose. In case of a subject that requires 45 hours of in-class study, just state “Nothing” in the “Independent Study Outside of Class” section. Depending on the nature of a subject, it may be difficult to specify content to be studied for each session. In this case, content may be specified collectively for several sessions, if deemed appropriate by the department offering the course.

Example: Independent Study Outside of Class

- Read pp. 25–39 of the designated book about the topic to be studied in session 4 in advance, write a report on your thoughts about the topic in 800 Japanese characters and submit the report via CLE.
- Solve the exercise problems shown on pp. 15–30 of the textbook and bring your answers to the next session.
- At the beginning of each session, a quiz is conducted to test students’ understanding of the content of the previous session. Therefore, review what you have learned after each session to prepare for the quiz.
- After each session, submit a report titled “What impressed me most in the session and reason” using the “Journals” function of CLE by 23:59 on each Sunday.

Instructors sometimes experience difficulty in drawing up a class plan, since information about students (e.g., number and year of students) is not often known until just before the start of the course. Even if a course is held with the same number and year of students as the previous year, the course cannot be taught in exactly the same way, as the academic ability and motivation of

students vary from year to year. For this reason, instructors often feel hesitant to write a detailed class plan in a syllabus.

From the students' viewpoint, however, they need to know the relationship among the course subjects and requirements for out-of-class study to select which courses to study, so that they can develop a learning plan that suits their own purpose. For this reason, it is important to specify the contents and volume (hours) of in-class and out-of-class study.

9 Textbooks*

Indicate the textbook(s) and teaching material to be used in the course. If a published book is used, specify its title, author, publisher, year of publication and price (or how to get the book) to help students obtain the book without difficulty. If teaching material other than books is used, indicate its format and how to get or access the material (e.g., download from the designated site individually).

10 Reference*

Indicate reference books/materials to be used for in-class study, and for self-regulated study by students who wish to engage in advanced learning on their own.

Note: Difference between “Textbooks” and “Reference”

“Textbooks” are used by all the students for their study, whether in-class or out-of-class, while “Reference” refers to material that students who wish to deepen their learning are recommended to use. As students are required to purchase or otherwise get the textbook(s) specified in the syllabus, they will complain if the textbook(s) is not used for either in-class or out-of-class study. Be sure to use the textbook(s) if specified in the syllabus.

11 Grading Policy

This section specifies the methods used to evaluate students' achievement of the learning goals set for the course. Indicate appropriate evaluation methods for learning goals (it is recommended to combine two or more methods per learning goal) and the percentage of each method in the total course grading. For example, if a learning goal is to master certain skills, a practical exam, not a written exam, should be selected. If there is no appropriate evaluation method for a certain learning goal or evaluation itself is impossible, then the learning goal should be changed.

Students are more interested in the Grading Policy than any other syllabus items. By explaining the methods used to evaluate students' performance at the beginning of the course, instructors can avoid the risk of misunderstanding and other troubles, and motivate students in their studies.

Evaluation methods

Select appropriate methods to evaluate the ability that students have developed by studying the course. Students' performance should be evaluated in light of learning outcomes. If learning outcomes are vague, evaluation is impossible. For this reason, it is necessary to select evaluation

methods by which learning outcomes can be quantified. “Class attendance” may be one factor to be considered in the evaluation, but cannot be the target of the evaluation itself. Select an evaluation method(s) from the drop-down list (quiz, mid-term exam, term-end exam, report/paper, oral exam, presentation, practical exam/demonstration, learning engagement, others (free description)). (Multiple selections allowed.)

By a written exam, instructors can ensure the fairness of evaluation (especially when computer-scored answer sheets and Learning Management System are used) and have students answer many questions in a limited time. It is relatively easy for instructors to mark exam papers, provide feedback to students and identify gaps in students’ understanding. On the negative side, however, a written exam is prone to misconduct such as cheating. On the other hand, a report, paper and oral exam enable instructors to evaluate higher-level and more complex performance of students and assess their abilities from various perspectives, but it takes much time and energy to score them. Other problems include: plagiarism by copying and pasting; cheating by having another person write a report/paper; and inappropriate use of generative AI.

Thus, it is recommended to use two or more evaluation methods in view of the positive and negative sides mentioned above.

Evaluation method that suits each domain of learning goals (example)

Domain of learning goals	Evaluation method (example)								
	Multiple-choice exam	Open-ended exam	Fill-in-the-blank exam	Essay, report, paper	Oral exam	Practical exam, practicum exam	Portfolio	Concept map	Discussion
Cognitive Domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychomotor Domain				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Affective Domain				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

Grade breakdown

Show the approximate percentage of each evaluation method, and make sure the percentages of the evaluation methods add up to 100%. (Example: Term-end exam: 60%, report/paper: 20%, comment sheet for each session: 20%)

Example 1: Grading Policy (in case of lecture subject)

Learning Goals	Quiz	Mid-term exam	Term-end exam	Report/paper	
(1)	<input type="radio"/>				
(2)	<input type="radio"/>	<input type="radio"/>			
(3)	<input type="radio"/>	<input type="radio"/>			
(4)			<input type="radio"/>		
(5)				<input type="radio"/>	
(6)	<input type="radio"/>	<input type="radio"/>			
Grade breakdown	20%	20%	40%	20%	

There are two changes in the wording.

- mid-term exam ⇒ midterm exam
- term-end exam ⇒ final exam

Example 2: Grading Policy (in case of practicum subject)

Learning Goals	Learning engagement	Report/paper	Presentation		
(1)	○				
(2)		○			
(3)		○			
(4)		○	○		
(5)			○		
Grade Breakdown	20%	50%	30%		

Example 3: Grading Policy (in case of experimental subject)

Learning Goals	Learning engagement	Laboratory record	Report/paper		
(1)	○				
(2)		○			
(3)		○			
(4)		○	○		
(5)			○		
Grade Breakdown	10%	50%	40%		

12 Additional Information on Grading*

Add more specific or detailed information to supplement the information shown in the Grading Policy section if necessary.

Example: Additional Information on Grading

- Give more detailed information on the evaluation method (e.g., student engagement in practical training is evaluated for each assigned task by means of a check sheet by the instructor).
- Specify a detailed class schedule, such as submission deadlines and exam dates as necessary (e.g., a quiz is conducted at the beginning of each session).
- Specify the grading criteria of each evaluation method.

Example: Grading of report

Excellent: A problem concerning xxx and solution to the problem are stated logically and in depth, and highly original ideas are incorporated in the solution.

Good: A problem concerning xxx and solution to the problem are stated logically and in depth.

Pass: Either a problem concerning xxx or solution to the problem is stated in depth.

Fail: Neither a problem concerning xxx nor solution to the problem is stated in depth.

13 Reasonable Accommodation

Students who have difficulty participating in class due to social barriers stemming from their disabilities (including intractable disease and chronic condition) are entitled to request reasonable accommodation in education. This section provides information necessary to assist students with disabilities in applying for reasonable accommodation.

In line with the Diversity & Inclusion (D&I) Declaration, Osaka University is working to build an educational environment where diversity of individuals is embraced and turned into a strength. The University also provides reasonable accommodation to students with disabilities to ensure fair and equitable educational opportunities for all students in compliance with the regulations on elimination of disability discrimination.

Reasonable accommodation means any modification or adjustment made to remove social barriers faced by students with disabilities, without changing the essential nature of the educational (instructional) purpose, contents and grading, to the extent that such modification or adjustment does not impose an excessive burden. Reasonable accommodation includes, specifically, modifying the teaching/learning methods, changing the evaluation method, ensuring access to class information, and physically adjusting the classroom environment.

What constitutes appropriate reasonable accommodation varies depending on the type and severity of disability. Therefore, reasonable accommodation measures to be taken need to be determined through constructive dialogue between the student in need and the department or instructor offering the course. The University is held legally obligated to implement the reasonable accommodation measures so determined for the student under the Act for Eliminating Discrimination against People with Disabilities.

To unify the reasonable accommodation policy university-wide, the “Reasonable Accommodation” section is already filled in with the fixed text shown below. If the text needs to be revised to suit the situation of the department offering the course, consult with the Education Planning Section of the Education Planning Division of the Department of Education and Student Affairs through the staff of the Educational Affairs Section of the department offering the course.

Fixed text: Reasonable Accommodation

- If you need reasonable accommodation to participate in this class due to disability (including intractable disease and chronic condition), please contact the office for students with disabilities (e.g., Educational Affairs Section, Academic Affairs Section, Student Affairs Section) at your school/faculty or graduate school, or the Disability Advisory and Support Service Office of the Health and Counseling Center.
- For more information, please visit the following website or contact the Disability Advisory and Support Service Office of the Health and Counseling Center.

Website : <https://acs.hacc.osaka-u.ac.jp>

Tel : 06-6850-6107

E-mail : [campuslifekenkou-accs\[at\]office.osaka-u.ac.jp](mailto:campuslifekenkou-accs[at]office.osaka-u.ac.jp)

* When sending an e-mail to this address, please replace [at] with @.

Note: Consideration for inclusive education (handouts, projected materials, audiovisual materials)

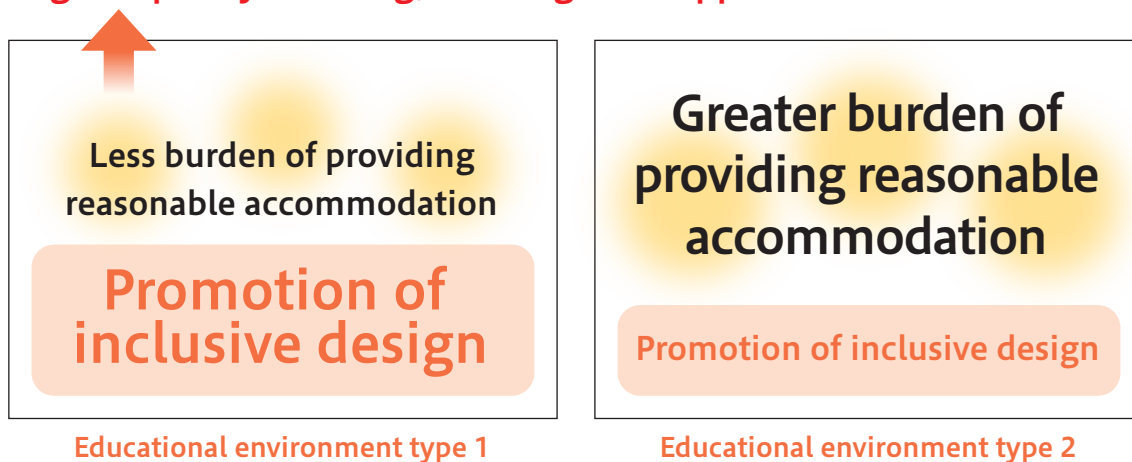
As Japan strives toward a truly harmonious society, the principle of diversity and inclusion has become mainstream in many areas of society. Osaka University, too, is striving to build an educational and research environment that enables students and staff with diverse backgrounds, whether with disability or not, to thrive, in line with its D&I Declaration and OU Master Plan 2027.

In addition to designing reasonable accommodation tailored to the individual conditions of students, it is also necessary to arrange the basic educational environment to meet diverse needs, or in other words, to build an inclusive educational environment by enhancing the basic learning environment and taking preliminary improvement measures and by adjusting class preparation tasks, instructional procedures, and other educational methods in consideration of the special needs of students. Reasonable accommodation measures include: adding subtitles to videos for students with hearing impairment; using universal design fonts in handouts and projected materials for students with reading difficulties; and giving specific and clear instructions for students with communication or interpretation difficulties.

Such a basic learning environment, once established, can reduce the burden of providing a reasonable accommodation (as shown in the following diagram), and enable students with any background to better understand the subject taught, which eventually results in higher-quality teaching and learning.

**Enhancing the basic learning environment and taking preliminary improvement measures
(inclusive design: ID) and reasonable accommodation**

Higher-quality teaching, learning and support



14 Special Note*

Give instructions or information necessary for class participation, if any.

Example: Special Note

- Bring a notebook computer when attending session 2.
- Session 5 is conducted as off-campus fieldwork. The meeting place and time will be informed in advance.

15 Office Hours*

Specify the office hours if set. If not, specify how to make an appointment.

Example: Office Hours

- One hour after each session is reserved as office hours during the term.
- Lunchtime on Wednesdays
- Please contact the instructor via the CLE e-mail function. The meeting time will be informed after adjusting the schedule.

16 Course Conducted by Instructors with Practical Experience*

In a “course conducted by instructors with practical experience,” an instructor with experience of working in the relevant field teaches the subject by using their knowledge gained from experience. In such a case, specify the instructor’s work experience along with how the course is taught.

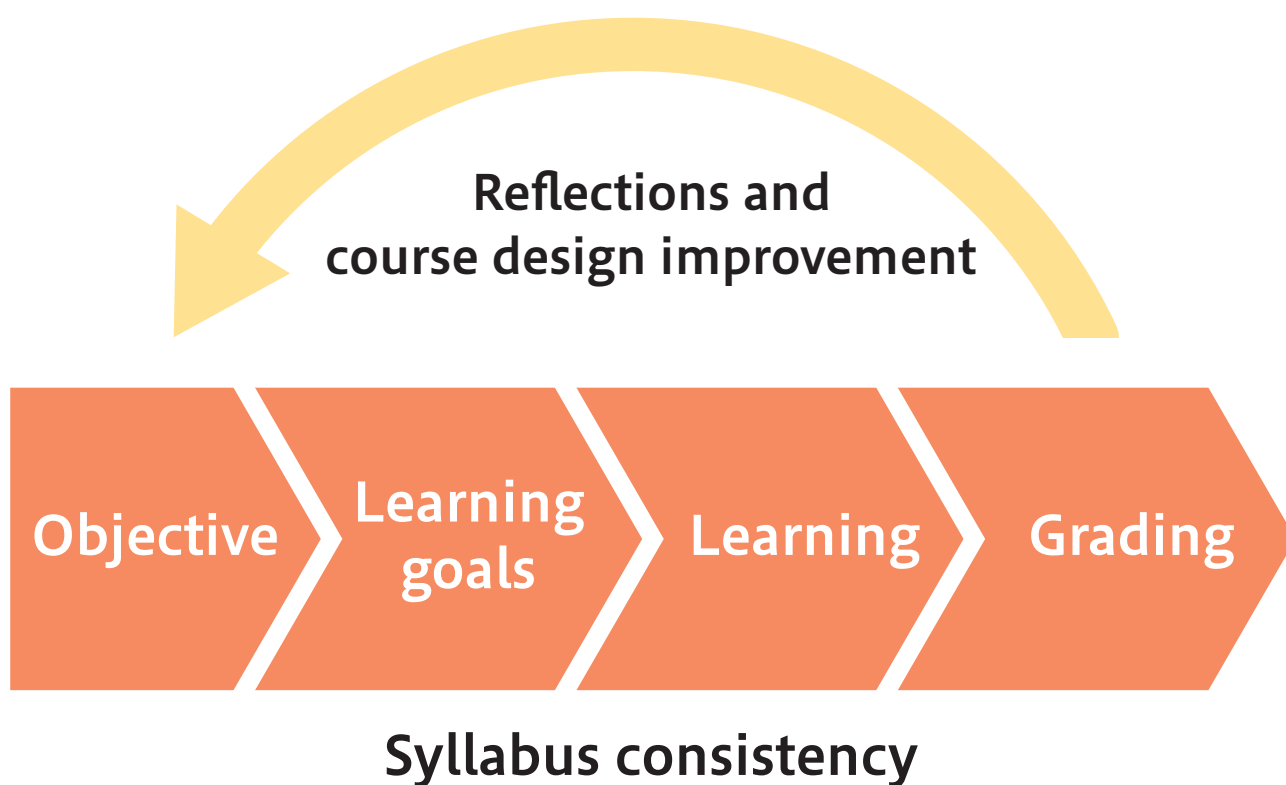
Example: Course Conducted by Instructors with Practical Experience

- An instructor who engages in (task) at (organization) teaches the course based on practical experience, sharing personal anecdotes as appropriate.
- The instructor conducts the course focusing on practical issues, based on long-term work experience at (organization).

Summary

Guidelines for how to write a syllabus are as shown above. After filling in all the syllabus sections, check the entire syllabus to ensure consistency among the course objectives, learning goals, learning and grading policy. Such consistency is indispensable for effective learning, since inconsistency can make it difficult to achieve the expected learning outcomes.

Writing a syllabus is often considered to be tedious, but a detailed syllabus, once created, not only motivates students in self-regulated learning but also enables instructors to reflect on their teaching from time to time and continue to improve the course design.



Note: Syllabus data export

KOAN's "syllabus data export" function, which had been used by the staff of the Educational Affairs Section at each school/faculty and graduate school only, can now be used by instructors too. This function enables instructors to extract data of the syllabus they need by specifying course information such as the year, department offering the course, and the day of the week and period the course is held. Instructors can use these data for checking syllabus information.

Note: Syllabus written in English

An English syllabus is essential for the internationalization of university education, not only because it supports non-Japanese-speaking students in their studies, but also because Japanese students studying abroad are often required to submit an English syllabus. To reduce the burden of writing an English syllabus, an automatic Japanese-to-English translation function is added to KOAN.



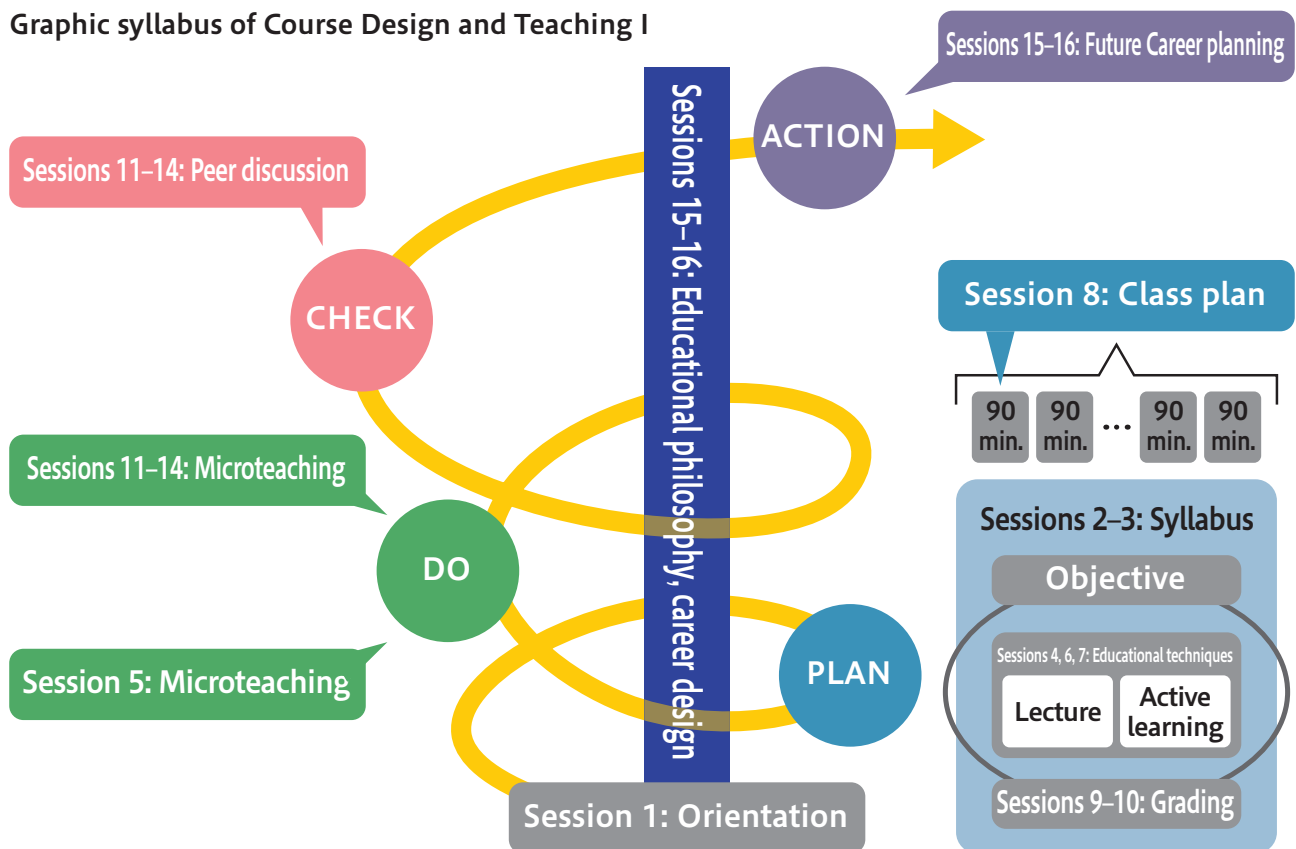
How to Use a Syllabus Effectively

This section describes tips for effective use of a syllabus. When used during sessions, a syllabus can serve as an educational tool to motivate students in their studies. For example, it is recommended to distribute the syllabus on the first day of the course and instruct the students to bring it to every session. By reading the syllabus at the beginning of each session, students can grasp how the session contributes to the overall course objectives, as well as the reason and significance of their study, which can help them better understand and retain what they learn in the session. Instructors are also encouraged to use a syllabus as a tool to communicate with students during sessions, in addition to as a teaching tool.

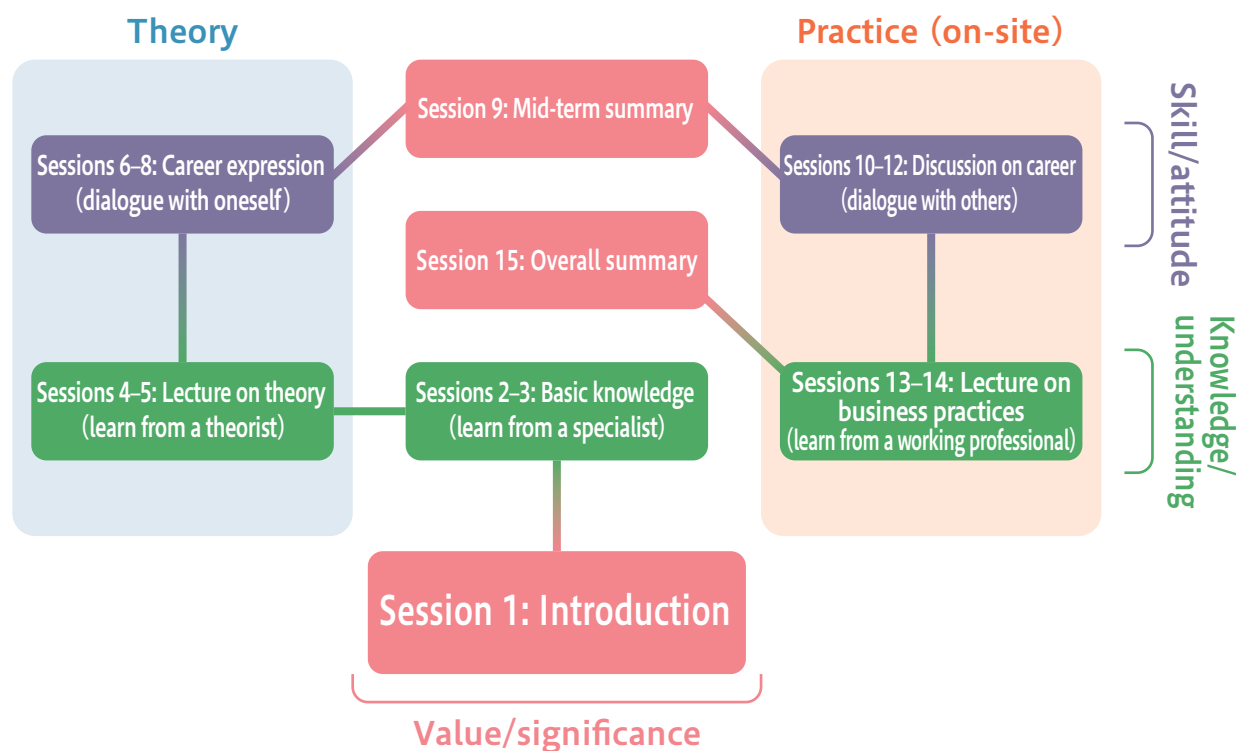
As Osaka University's syllabus format is not designed to include diagrams and images, instructors may prepare another, more detailed syllabus incorporating diagrams and images and distribute it to students during sessions. A detailed syllabus can contain a wider range of information, such as detailed grading criteria. It may be worth creating a graphic syllabus, or a syllabus that incorporates visual elements to clearly show the structure of the course to students.

Example of a graphic syllabus

Graphic syllabus of Course Design and Teaching I



Graphic syllabus of Career Design



References

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 - Otsuka Yusaku and Yamada Tsuyoshi, Chapter 5: "Evaluation of University Education," *Generation of University Pedagogy* (ed. Center for the Promotion of Excellence in High Education, Kyoto University), Nakanishiya Publishing, 2012
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 - "Educational Reform at Universities," Ministry of Education, Culture, Sports, Science and Technology, 2022
- < https://www.mext.go.jp/a_menu/koutou/daigaku/04052801/1417336_00009.htm >

Q1 Can I revise my syllabus at any time?

A1 As a syllabus serves as a contract between the instructor and students, you should be cautious about revising the syllabus after the course starts. Especially, revision of the grading policy should be avoided. While revision of the syllabus is allowed if there is an unavoidable reason, it should be avoided during the course registration period (within approx. one month after the course starts). If the class plan needs to be changed, notify students of the change in advance without fail.

Q2 If the class plan has to be changed in consideration of the students' level of understanding or other conditions, how can I notify students of the change?

A2 The class plan can be changed as the course progresses. Notify students each time a change is made, and distribute a revised syllabus to them (see p. 12-14).

Q3 I want to use a syllabus in teaching, but cannot include diagrams in the syllabus or rearrange syllabus items on KOAN. What should I do?

A3 You can draw up a more detailed syllabus based on the information registered on KOAN and distribute it to students on the first day of the course. A syllabus with a wider range of information can be used not only as a source of information by students when selecting which courses to study, but also as a teaching tool by instructors (see p. 21-22).

Q4 How can I input syllabus information on KOAN?

A4 Access KOAN from the My Handai menu and open "Manual (for instructors)," where you can find the necessary information on how to use each function.
By clicking the following URL, you can directly access the site explaining the syllabus registration procedures.

<https://koan.osaka-u.ac.jp/portal/manual/inst-ructor/man/e/shira.htm>

Seminar and Individual Consultation Service on Syllabuses

To help instructors write and use a syllabus effectively, a faculty development seminar is held regularly by the Division of Teaching and Learning Support of the Center for Student Success Research and Practice and the Department of Teaching and Learning Support of the Center for Education in Liberal Arts and Sciences. In this seminar, instructors learn how to design a better syllabus using their own syllabuses. Please join the seminar.

More detailed information is available on the following website of the Department of Teaching and Learning Support of the Center for Education in Liberal Arts and Sciences.

- Seminar on how to write a syllabus that motivates students in self-regulated learning (120 min.)
- Course design and teaching workshop (Two-day workshop in Japanese/four-day attendance-type workshop in English)
- This handbook is also available as a video (19min.) (Japanese only).
<https://youtu.be/0VOVhxJ4YXE>

For inquiries about the syllabus use and seminar, please contact:

Department of Teaching and Learning Support, Center for Education in Liberal Arts and Sciences

Website : <https://www.tlsc.osaka-u.ac.jp>

E-mail : [tlsc\[at\]celas.osaka-u.ac.jp](mailto:tlsc@celas.osaka-u.ac.jp)

* When sending an e-mail to this address, please replace [at] with @.

Inquiries about Syllabuses of Osaka University

For inquiries about syllabus formats of Osaka University and other related issues, please contact the Education Planning Division, Department of Education and Student Affairs ([gakusei-kikaku-kikaku\[at\]office.osaka-u.ac.jp](mailto:gakusei-kikaku-kikaku@office.osaka-u.ac.jp)).

* When sending an e-mail to this address, please replace [at] with @.

Syllabus Handbook of Osaka University

Published in October, 2023

Subcommittee on Syllabus Development and Improvement, Educational Reform Promotion Committee

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