***This document is a syllabus template, prepared by the Teaching and Assessment Committee at Marquette University Law School (the “Law School”) to aid full-time and adjunct faculty members. Although this document is optional, faculty members are encouraged to base their syllabi on it or, at a minimum, incorporate its key components into their own syllabi. Questions about syllabus requirements should be directed to the Law School’s Associate Dean for Academic Affairs.***

***This syllabus addresses the University’s and Law School’s commitment to inclusion and equity and the use of artificial intelligence technologies, but policies may change. Please follow current guidance and contact the Law School’s Associate Dean for Academic Affairs if you have any questions.***

**[COURSE TITLE] SYLLABUS**

**Instructor:** [Insert name.]

**Email:** [Insert email address.]

**Phone:** [Insert phone number.]

**Office:** [Insert office number and/or that you meet with students virtually, as applicable.]

**Office Hours/Preferred Contact:** [Insert your preferences for how and when students may contact or meet with you. It is recommended that faculty have set weekly office hours, even if they are virtual.]

**Class Meeting Days, Times, and Location:** [Insert class meeting days, times, and location (room number or remote, if it is one of the Law School’s few 100% remote classes).]

**Course Description:** [At a minimum, insert the course description listed in the Law School’s [Course Bulletin](https://bulletin.marquette.edu/law/#coursestext). You may, in your discretion, expand upon the approved course description, such as by providing additional information about course objectives or goals.]

**Course Materials:** [List required and recommended books and other course materials. If you plan to give an open-book, locked-down exam (i.e., an exam for which students will not have access to computer files or the internet), instruct students ***not*** to buy an e-book for your course.]

**Student Learning Outcomes:** [List student learning outcomes, using phrasing such as the following: “By the end of this course, students will . . .” For information on crafting effective student learning outcomes, see Appendix A to this syllabus template. If you are teaching one section of a course that is taught by other faculty as well, such as Trial Advocacy I, Appellate Writing and Advocacy, Civil Pretrial Practice, or Contract Drafting, please work with the other faculty members teaching the same course to ensure you have the same core learning outcomes. You may also have separate, individualized learning outcomes.]

**Technology Requirements:** [List technology requirements. For example: “To be successful in this course, you will need regular access to a computer and to the internet. This course will have a site through [D2L, the University’s learning management system] [The Westlaw Education Network, or TWEN[[1]](#footnote-2)]. This course also uses the online communication platform Microsoft Teams. If you are not familiar with these technologies, review [the [D2L Student Help](https://www.marquette.edu/its/help/d2l/d2l-student.shtml) webpage] [the [Student’s Guide to TWEN](https://lscontent.westlaw.com/images/content/documentation/TWEN_Student_Guide.pdf)] and the University’s webpage on [Using Microsoft Teams for Online/Live Classes](https://www.marquette.edu/remote-learning/microsoft-teams.php). The University’s [Technology for Remote Learning](https://www.marquette.edu/remote-learning/) webpage also has helpful resources.

For IT support, please contact the IT Services Help Desk via email at [helpdesk@marquette.edu](mailto:helpdesk@marquette.edu), chat at <https://www.marquette.edu/its/help/>, phone at (414) 288-7799, or in-person at Cudahy Hall, Room 293.]

[Policies and guidance regarding COVID-19 change on a regular basis. The following is a sample provision you may consider including in your syllabus. Please review all COVID-related provisions in your syllabus to ensure they follow current University and Law School policies. If you have questions about those policies, contact Dean Grossman.

**COVID-19 and Your Health:** Your health, safety, and well-being are of primary concern to the faculty and staff of Marquette University Law School. To live our mission of *Cura Personalis*, or care for the whole person, we ask that you adjust your behavior to keep yourself and others safe. As your professor, I will do the same. Please follow current federal, state, and local guidance, rules, and protocols regarding COVID-19 and other communicable diseases. Marquette University’s rules and guidance regarding COVID-19 may be found [here](https://www.marquette.edu/coronavirus/). If you get sick, please seek proper treatment from [Student Health Services](https://www.marquette.edu/medical-clinic/) or your healthcare provider.]

**Commitment to Inclusion and Equity:** In this course, I intend to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.).

I understand that experiences outside of class, such as economic disparities and health concerns, could impact your ability to reach your academic goals. If you feel your performance in this course is being negatively impacted by your experiences outside of class, please do not hesitate to talk with me or Dean Fodor. If you want information or resources on housing, food, financial aid, medical or mental health, or if you would like support on technology or in other ways, please feel free to reach out to Dean Fodor. Your other professors, the administration, and I are here to support you.

**Accommodations for Students with Disabilities:** The Law School supports the right of all enrolled students, including those with disabilities, to a full and equal educational opportunity. Students with a temporary or permanent disability may be entitled to receive certain academic adjustments and reasonable modifications or use certain auxiliary aides and services in the process of fulfilling course requirements. If you believe you have a disability requiring an accommodation, please contact Dean Fodor.

**Attendance Policy:** Class participation and active learning are important aspects of this course. Additionally,the Law School’s Academic Regulations require that you regularly and punctually attend class. A student’s violation of this rule may result in the award of a lower grade (including a grade of F) or dismissal from the course with a “U”. [You may, in your discretion, specify the number of classes that students must attend. For example: “To comply with this rule, you must attend at least 80% of regularly scheduled classes. You may therefore miss no more than [2/5/8] of our [14/28/42] scheduled classes. I will take attendance at the start of each class.” If you believe you might violate this Attendance Policy, please contact me immediately as well as Dean Fodor. The Law School may make accommodations for short-term absences due to emergencies or other compelling hardship, as well as for organized religious observances.]

**Emergency Absence Policy:** I understand you might have to miss some classes due to emergencies, such as illness or personal crises. Please contact me as soon as possible if an emergency arises so steps can be taken to ensure your success in the course. [You may, in your discretion, specify the steps you will take, e.g.: “If you give me sufficient notice, I will record classes you will miss due to an emergency. I may give you an additional assignment, which, if completed, will “count” as you having attended the missed class.”] As noted above, if you believe you might violate the Attendance Policy [by missing more than the specified number of classes above], please contact me immediately as well as Dean Fodor.

**Grading:** [State how the course is graded. Include, as applicable, the relative weights of assignments, assessments, and class participation, and your policy regarding late work. The following is sample language regarding grading:]

“Your final grade will be calculated as follows:

Writing Assignment #1 10%

Writing Assignment #2 20%

Final Paper 60%

Class Participation 10%

Total: 100%

“Attorneys have a professional responsibility to meet deadlines. As such, assignments that are turned in late, but within [24][12][8] hours after the deadline, will be docked a full letter grade (e.g., A to B). Assignments that are turned in more than [24][12][8] hours after the deadline will not be accepted, absent an emergency or other compelling hardship, and with my approval.”

“This course will graded consistent with the Law School’s [Academic Regulations](https://law.marquette.edu/academics/academic-regulations) and [Grading Scale and Grading Guidelines](https://law.marquette.edu/assets/faculty-staff/pdf/2013-grading-guidelines.pdf).”

**Exam[s]:** [If exams will be administered, include pertinent information about them. Specifically, identify whether an exam will be (i) in-room or take-home, the duration, and when it will be given (e.g. during the final exam period, on a specific date mid-semester); (ii) open-material (e.g., books and notes are permitted) or closed-material; (iii) partial (covering only part of the course material) or cumulative (covering all course material); and (iv) essay, multiple-choice, and/or short-answer.

**Final Paper:** [If applicable, provide details about final paper requirements, including (i) interim and final deadlines; (ii) topic and other substantive requirements; and (iii) length, formatting, and citation requirements. Please note that students generally appreciate detailed requirements and substantial advanced notice of those requirements.]

**Computer/Screen Policy:** [Select from one of the following.]

*Computers allowed:*

You may use your computer during class solely to take notes and for other class-related activities. You may not use it for any other purpose. Research shows that multitasking (e.g., trying to listen to a lecture while surfing the internet, using social networks, or checking email) has a negative impact on learning. It can also distract students around you. Additionally, you must silence your mobile device at the start of class and not check it, except during breaks. If I see you violating this policy, I may ask you to leave class, revoke your right to use a computer in class, and/or lower your final grade.

*No screen policy:*

You must take notes by hand, unless an accommodation has been granted. Laptops, mobile devices, and tablets must be turned to silent mode and stored away during class. The purpose of this policy is to aid student learning, as research shows that students who take notes by hand have better long-term comprehension of course material than students who take notes by computer. Additionally, it helps create a positive learning environment by reducing distraction and promoting more face-to-face interaction.

**Recording Policy:** [Select from the following.]

*No personal recording allowed.*

You are not allowed to make your own video or audio recordings of class sessions.

*Recording via Microsoft Teams for excused absence:*

I generally do not record classes for a student who misses class except for medical emergencies or a death in the family, where I receive adequate advance notice. To request a recording for such an absence, please email me at least [1 day] in advance of the class you would like recorded, and I will record it via Microsoft Teams. Note that a successful recording is not guaranteed, and technical errors do arise from time to time.

To receive full participation credit for an excused absence, you will need to [specify requirements, e.g., (1) watch the recording of that class; (2) answer any questions I posed in the recording via iClicker and send them to me along with a brief analysis of your answers; (3) send me your answers to all practice questions and problems assigned for that day, and (4) . . . .] You will need to email me (2) through (4) within one week of the missed class to receive full participation credit for that class.

**Academic Integrity:** Attorneys have a professional responsibility to act with honesty and integrity, and I expect you to do so as well. Students are specifically expected to understand and comply with Section 901 of the Law School’s [Academic Regulations](https://law.marquette.edu/assets/current-students/pdf/current-academic-regulations.pdf), which addresses academic integrity, among other things. I take allegations of cheating, fabrication, and plagiarism very seriously, and students who engage in such behavior or otherwise violate Section 901, for which there may be consequences including suspension or dismissal.

**Artificial Intelligence**:[[2]](#footnote-3) [Select one of the following.]

“Consistent with the Law School’s [Academic Regulations](https://marq-my.sharepoint.com/personal/nathaniel_hammons_marquette_edu/Documents/Using%20artificial%20intelligence%20writing%20programs,%20chatbots,%20or%20similar%20AI-driven), unless I explicitly authorize it, using artificial intelligence (AI) writing programs, chatbots, or similar AI-driven technologies, such as ChatGPT, Gemini, and similar programs, in taking an examination, test, or quiz, or in preparing any assignment for this class, is considered cheating.”

“The Law School’s [Academic Regulations](https://marq-my.sharepoint.com/personal/nathaniel_hammons_marquette_edu/Documents/Using%20artificial%20intelligence%20writing%20programs,%20chatbots,%20or%20similar%20AI-driven) provide that use of artificial intelligence (AI) writing programs is considered cheating, unless the instructor authorizes it. I am authorizing use of the following AI-programs for this course: [Lexis+ AI, Thomson Reuters Practical Law AI, ChatGPT, Gemini, Claude, Copilot, and Perplexity.]”

**SCHEDULE**

**(Subject to Change)**

[Please note that students appreciate being given a detailed schedule, especially with respect to assignments and due dates. Faculty members should aim to notify students of assignments at least 2-3 weeks in advance, if not more.

Additionally, consistent with ABA Standards and Section 101(7) of the Law School’s [Academic Regulations](https://law.marquette.edu/current-students/academic-regulations), you should, in your reasonable approximation, assign 2 hours/week of out-of-class work for a 1 credit course, 4 hours/week of out-of-class work for a 2 credit course, 6 hours/week of out-of-class work for a 3 credit course, and 8 hours/week of out-of-class work for a 4 credit course, excluding examination time.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class** | **Topic** | **Assignment** |
|  | **1** |  |  |
|  | **2** |  |  |
|  | **3** |  |  |
|  | **4** |  |  |
|  | **5** |  |  |
|  | **6** |  |  |
|  | **7** |  |  |
|  | **8** |  |  |
|  | **9** |  |  |
|  | **10** |  |  |
|  | **11** |  |  |
|  | **12** |  |  |
|  | **13** |  |  |
|  | **14** |  |  |

**Learning Outcomes**

**(Appendix A to Syllabus Template)**

According to ABA guidance, learning outcomes are “clear and concise statements of knowledge that students are expected to acquire, skills students are expected to develop, and values that they are expected to understand and integrate into their professional lives.”[[3]](#footnote-4) Learning outcomes are generally distinguished from course objectives. Course objectives are *instructor focused*, typically addressing what material will be covered. Learning outcomes, on the other hand, are *student focused*, addressing what a student should know or do, or what professional values a student should demonstrate, at the end of a course.

Law schools are required to establish learning outcomes in accordance with ABA Standards. Marquette University Law School has six learning outcomes, accessible at [this link](https://law.marquette.edu/assets/programs-degrees/pdf/2016-assessment-plan.pdf). Learning outcomes for an individual course should be tied to one or more of the Law School’s learning outcomes. (There is no requirement that a course address all six of the Law School’s learning outcomes.) The following are examples of course learning outcomes and the outcomes of the Law School to which they are tied:

|  |  |
| --- | --- |
| **Course Learning Outcome** | **Law School Outcome(s)** |
| Students will demonstrate knowledge of the core principles of [tort/property/civil procedure/etc.] law. | 1 |
| Students will employ the IRAC (Issue, Rule, Analysis, and Conclusion) method with a fact pattern implicating [contract/tort/property/etc.] law. | 2, 3 |
| Students will draft a clear and concise [complaint/commercial agreement/etc.], appropriate to the audience and context of the document. | 1, 2, 3 |
| Students will effectively interview a mock client, identifying the legal issues raised by the interview and actively listening to the client. | 1, 2, 3, 4 |
| Students will identify, discriminate between, and apply relevant primary and secondary legal authority. | 2, 3 |
| Students will recognize the challenges confronting the poor, marginalized, and under-represented in society and evaluate attorneys’ professional obligations with respect to those individuals. | 3, 4, 6 |

Learning outcomes should be written using “action verbs” that result in external behavior that can be observed and assessed.[[4]](#footnote-5) Verbs that relate to internal behavior (e.g., “learn” and “know”) are more difficult to assess and should generally be avoided.

The following is a list of good action verbs, tied to Bloom’s Taxonomy of cognitive levels:[[5]](#footnote-6)

|  |  |
| --- | --- |
| **Cognitive Level** | **Action Verb** |
| Remember | Define, describe, identify, name, outline, recognize, state |
| Understand | Classify, defend, discuss, distinguish, explain, generalize, give examples, identify, infer, locate, predict, recognize, summarize |
| Apply | Apply, demonstrate, employ, illustrate, interpret, modify, practice, predict, prepare, produce, show, use, write |
| Analyze | Analyze, compare, criticize, diagram, differentiate, examine, identify, illustrate, infer, interpret, outline, relate, select |
| Evaluate | Appraise, argue, assess, compare, conclude, defend, describe, evaluate, explain, judge, justify, interpret, relate, predict, summarize, support |
| Create | Assemble, categorize, combine, compose, construct, create, design, develop, explain, plan, propose, relate, revise, rewrite, summarize, write |

The following are additional resources on developing learning outcomes for law school courses:

* Anthony Niedwiecki, [*Law Schools And Learning Outcomes: Developing A Coherent, Cohesive, And Comprehensive Law School Curriculum*](https://www.westlaw.com/Document/Ie0aa838a41c611e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0), 64 Clev. St. L. Rev. 661 (2016)
* Michael H. Schwartz, et al., Teaching Law by Design (2d ed. 2017)
* Sophie Sparrow, et al., Teaching Law by Design for Adjuncts (2d ed. 2017)

1. The Law School’s Media and Technology Group supports D2L but not TWEN. As such, faculty are encouraged to use D2L. If you do use TWEN, you may wish to add to your syllabus registration information, e.g., “You must register for this course on TWEN by [date]. When you register, please use the email address at which you wish to be contacted for this course.” [↑](#footnote-ref-2)
2. The Law School updated its Academic Regulations in Spring Semester 2023 to clarify that, unless authorized by the course instructor, using artificial intelligence (AI) writing programs, chatbots, or similar AI-driven technologies in taking an examination, test, or quiz, or in preparing any assignment for any class, is considered cheating. *See* [Academic Regulations](https://law.marquette.edu/assets/current-students/pdf/current-academic-regulations.pdf), Section 901 (definition of “cheating”). [↑](#footnote-ref-3)
3. *Managing Director’s Guidance Memo*, A.B.A., at 4 (June 2015), <https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_learning_outcomes_guidance.authcheckdam.pdf>. [↑](#footnote-ref-4)
4. *See* Anthony Niedwiecki, *Law Schools and Learning Outcomes: Developing a Coherent, Cohesive, and Comprehensive Law School Curriculum*, 64 Clev. St. L. Rev. 661, 680-681 (2016). [↑](#footnote-ref-5)
5. *See id*., at 697-698. Bloom’s taxonomy is a hierarchical model used to classify learning objectives. It begins with lower levels of thinking (i.e., remembering and understanding) and progresses along a continuum to higher levels of thinking (i.e., evaluating and creating). [↑](#footnote-ref-6)