



Syllabus Reflection Worksheet

A Guide for Students

1. Choose any class (simply call it “Biology class”—no course number or professor).
2. What kind of learner or learning is emphasized by the professor as important to succeeding in this class? (How do you know?)
3. What, if anything, is going to come *easily* to me in this class? (for example class size, teaching approach, a certain assignment or requirement)
4. What, if anything, is going to be *difficult* for me in this class? (for example, class size, teaching approach, a certain assignment or requirement)
5. What is the professor’s preferred mode of contact?
6. Can I make it to the scheduled office hours? Can I come to class early or stay late?
7. What is the process for asking questions? Am I writing down questions before coming class?
8. What will I do to prepare for class? How can I find out if my planned process is going to be effective for this class and for this professor?
9. Do I have a sense of what a quiz, exam, report, or paper looks like for this professor in this class?
10. What resources exist for this class? (Tutoring sessions? Writing Center?) Can I fit these into my schedule?
11. Who do I know in this class? Do I have a study partner? How can I meet someone who has taken this class before?
12. What questions do I have about this class based on the syllabus and the first class meeting?

Action Step:

Choose a question to ask the professor of this class. Decide how you will approach this professor, and ask the question (before or after class, in office hours, on email).

Take a moment to reflect on the outcome. Was this a good way to approach the professor? What might I do differently next time?