Syllabus Reflection Worksheet: A Guide for Students

1. What kind of learner or learning is emphasized by the professor as important to succeeding in this class? (How do you know? Cite information from the syllabus)
2. What, if anything, do I think will come easily to me in this class? Why?
3. What, if anything, is going to be difficult for me in this class? (for example, class size, teaching approach, a certain assignment or requirement) Why?
4. Can I make it to the scheduled office hours? Can I come to class early or stay late? How will I contact the professor if I need to talk to them?
5. 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?
6. What resources exist for this class? (Tutoring sessions? Writing Center?) Can I fit these into my schedule?
7. What questions do I have about this class based on the syllabus and the first class meeting?
8. 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?

*Modified from* [*Syllabus Reflection worksheet*](https://www.mtholyoke.edu/sites/default/files/Syllabus-Reflection-Worksheet-Packard.pdf) *by Professor Becky Wai-Ling Packard at Mount Holyoke College*