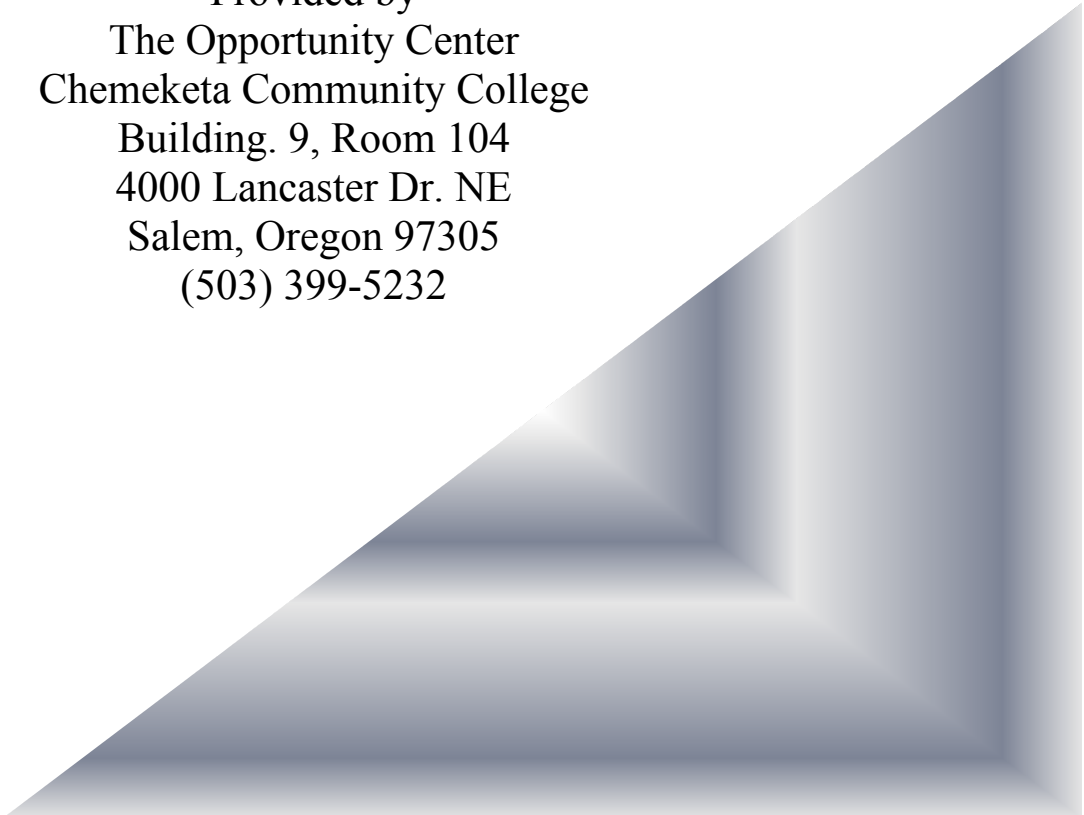




Syllabus Construction Handbook



Provided by
The Opportunity Center
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Building. 9, Room 104
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Salem, Oregon 97305
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Syllabus Construction Handbook

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Developed and produced by
The Opportunity Center for Teaching and Learning
Chemeketa Community College
Salem, Oregon 97309

Syllabus At-A-Glance

A Syllabus is...

The course syllabus describes how an individual instructor informs students of the content and outcomes they will be held accountable for learning during the course and how this learning will be assessed.

A Syllabus

1. Provides clear, consistent information.
2. Creates a set of course outcomes with activities and assignments that align with outcomes.
3. Aligns with the course outline.
4. Follows an accepted format.

What I Can Expect From My Supervisor

1. A copy of the official course outline and perhaps a sample syllabus for the course to be taught.
2. A copy of the accepted syllabus format.
3. Information about mandated or unique requirements and a standard text if applicable.

What My Supervisor Expects From Me

A copy of your syllabus by the end of the first week of the course/class.

Syllabus Construction Handbook

Philosophy Statement

Chemeketa Community College believes student success begins with clear and complete communication between faculty and students. A current and effective syllabus contributes a great deal to this goal. It is essential all students know what they will accomplish in a course and how they are going to get there. The syllabus provides a vehicle to do this. At Chemeketa it is our expectation that all instructors will provide students with a well-written and complete syllabus before the end of the first week of each term. Your supervisor is also to receive a copy of your syllabus by the end of the first week.

Why A Syllabus Is Important

The syllabus is the student's first impression of you and your expectations. In addition, a syllabus constitutes a legal agreement between faculty and students.

The purpose of a syllabus is to let students and faculty know what it takes to be successful in a course. It achieves its purpose only when it provides sufficient information to students about course outcomes, classroom activities, projects and assignments, as well as how they will be assessed.

Many faculty equate a course syllabus with an outline of course topics, a calendar of dates when topics are to be covered, and a list of readings for each topic. While such information is part of the syllabus, it is only part. The whole of the information that learners need is considerably more. The syllabus should be a reflection of your educational philosophy and it should flow naturally from your beliefs and values about teaching and learning to the activities and the course outcomes you want to achieve.

A syllabus differs from the course outline in that the course outline is considered the institution's contract with the Office of Community Colleges and Workforce Development about what content and outcomes will be in a given course. The syllabus is the faculty's contract with the student as to how they will deliver and assess the content and outcomes in the course outline. The course outline is used as the basis for creating a syllabus.

I. Key Components

A. Course and Instructor Information

- Name of Instructor
- Course Title
- Course Number, Course Reference Number (CRN) and Delivery Type (e.g. online, on-campus, hybrid)
- Class Meeting Times
- Class Meeting Place
- Office Hours/Location
- Contact Information
 - Campus voice mail – Check with your supervisor for voice mail access
 - Home number – Include home phone number only if you want to be called at home. If you use your home number you might set specific call times such as “after 6 p.m. until 9 p.m.”
 - Email Address

Example #1:

Course:	Conversational Spanish	Instructor:	McLaughlin, Suzanne
Course #:	SPN112 - Hybrid	Office:	Bldg. 16, Rm. 100
CRN #:	12746	Office Hrs:	MWF 2:00 – 3:00 p.m. UH 9:00 – 10:00 a.m.
Classroom:	Bldg. 16, Rm. 103	Phone:	(503) 399-5287
Class Hrs:	MWF 9:30 – 10:30 a.m.	Email:	mcls@chemeketa.edu
Credits:	3		

Example #2:

Study Skills
HD 112 - Online
MWF - 1:30- 2:20 p.m.
CRN: #56354
Bldg. 3, Rm. 103
3 Credits

Instructor
Maxine Byers

Office Location
Bldg. 1, Rm. 239

Office Hours
MWF 9:30 – 10:30 a.m.
U 8:30 – 9:30 a.m.

Phone
(503) 399-5199

Email
byem@chemeketa.edu

B. Course Description including Description of Technology Use

The course description identifies the course's content. Think of this as a corporate mission statement that must be honored. The course description is often taken from the official course outline your supervisor has on file. (See supervisor, program chair, or college course catalog for a copy.) However, you may reword it for clarity as long as the intent of the course is not changed.

Example #1:

Course Outline Course Description – BI 131 Environmental Science I

Introduces basic principles of ecology and environmental science; examines environmental problems and issues concerning human population growth.

Syllabus Course Description – BI 131 Environmental Science I

The primary goal this term will be to familiarize students with functioning ecosystems before human intervention. This will be necessary background for introducing "ecosystem management" as an underlying theme in later terms. Although environmental problems may be used as examples, later terms will more closely examine the specifics of most environmental problems. Additionally, students will be given a brief overview of environmental science – historical perspectives, philosophies, definitions, etc. and a thorough understanding of how science operates.

Example #2:

Course Outline Course Description – AUM 253 Automotive Engines II

Focuses on repair and service of automotive internal combustion engines. Stresses speed and accuracy of diagnosis and repair. Builds on prior training.

Syllabus Course Description – AUM 253 Automotive Engines II

Focuses on repair and service of automotive internal combustion engines. Stresses speed and accuracy of diagnosis and repair. Builds on prior training.

Course Description including Description of Technology Use (con't)

Clarify the role of technology within your course section--its level and kind of use, the amount of instructional support supplied as part of course instruction and information regarding access.

Minimally, this section specifies the level and frequency of technology use the learner can expect. In addition, if technology is required, this section identifies the specific tools needed to complete learning tasks and to communicate with the instructor and/or other learners. It offers information about on-campus computer access and free tool resources via the student CD (available for purchase in the Chemeketa Bookstore). It specifies whether technology skills will be supported by class instruction or whether skills are a pre-requisite entry expectation.

Example:

FE205C - Interviewing for Success

Introduction

Welcome to FE205C Interviewing for Success! First, I must call your attention to the changes made to this course. This course is now a "Hybrid" course. What is a Hybrid course? A hybrid course is one that combines face-to-face (F2F) classroom learning with online learning. In this course, you will be expected to participate in class and online. You will receive in class introduction in how to be successful in a hybridized environment.

What you will need

You will need either a PC with a modem at home or use of a computer on campus (Student Computer Lab is located in building 6 second floor). You will need to learn how to access the Internet and use WebBoard. From WebBoard you will need to up load and download files, post to a discussion board, and conduct online research. You will have in class instruction on how to access and use WebBoard.

C. Course Outcomes

Course outcomes are the descriptions of what students will know and be able to do at the completion of the course. They are taken directly from the course outline. Request an official course outline from your supervisor, program chair, or the Curriculum Resource Center. See the course planning sheet (Appendix A-1) for more information on how to use course outcomes to develop course assignments.

Example #1:

HD112 Study Skills

Upon successful completion of the course, students should be able to:

1. Use note taking and listening techniques for classroom lectures.
 2. Select and apply textbook appropriate study-reading method to a textbook chapter.
 3. Develop an effective time management plan for a college student.
 4. Practice test-taking strategies for objective and essay tests.
 5. Use specific memory and concentration techniques to study college-level material.
 6. Assess personal level of test anxiety and select appropriate strategies for dealing with stress.
-

Example #2:

ED110 Psychology of Learning

Upon successful completion of the course, students should be able to:

1. Describe and use examples to illustrate the major theories of human development.
2. Define learning and compare and contrast theories of learning and their implications for classroom practice.
3. Develop techniques for making learning meaningful and effective.
4. Assess and apply varied techniques to accommodate for student differences.

D. Course Prerequisites, and Materials and Skills

In this section the instructor includes several things:

Books/Materials

Let students know what the required text and other materials are (e.g., calculators, computer disks, etc.) Be clear about recommended materials and how important they are to succeed in the course. Do not add any new requirements after the course has begun.

External Regulations

Be sure to give any minimum skill level mandated by local, state, federal regulations or any other unusual requirements (e.g., EMT state standards). Check with your supervisor concerning unusual requirements.

Pre-requisites

Be clear if any previous course or testing data is necessary for entering your class. If there is any way to seek a deviation, include this information. Check with your supervisor or program chair about pre-requisites.

Example #1:

SP112 Fundamentals of Persuasion

Required Text: Public Speaking, Second Edition, Steven A. Beebe and Susan J. Beebe.
Recommended: Webster's New Collegiate Dictionary, Webster, Merriam (paperback).

Example #2:

DRF072 Introduction to AutoCAD

Required Equipment: Two 3 ½", high-density floppy disks.

Example #3:

OA085 Business English II

Pre-requisite: OA084 Business English
Students will take a short pretest on the first day of class to help them determine their readiness for Business English II.

E. Course Requirements and Schedule

This section will clearly identify what the students are expected to accomplish in order to successfully complete the course.

Example #1:

COURSE REQUIREMENTS:

1. **CLASS ASSIGNMENTS:** Class assignments consist of a written paper (understanding Yourself – 35 points), an in-class skit on listening where everyone will participate (25 points), and an in-class wrap-up exercise (20 points) the last day of class.
2. **PROJECT:** Your project is a major undertaking that you will work on most of the term. Because of the time and effort required and because it counts so much toward your final grade (100 points), it is important that you work on something meaningful to you. Therefore, you may choose one of the following: to keep a personal journal about a goal that you want to achieve, write a learning log that documents your learning in the course, or read a book in the field of human relations and write a book report. Projects will be graded primarily on the amount of thought, effort, and personal growth exhibited. Your project must be completed to receive a passing grade in the course.
3. **CLASS PREPARATION AND PARTICIPATION:** Coming to class prepared and participating in class are mandatory for successful completion of the course. Preparation means completing the assigned homework and the reading in your textbook BEFORE coming to class and being prepared to ask questions, answer questions, and participate in a discussion about the material you read. Participation means being present the entire class period, participating fully in your group, paying attention to what is going on in class, and being involved verbally and/or mentally in class discussion. It also means demonstrating (modeling) human relations skills in class. Modeling human relations skills simply means putting into practice the class guidelines and the skills covered in the course, for example, listening skills, assertiveness skills, and conflict resolution skills.
4. **TESTS:** Two tests and a quiz will be given which will cover the required reading in the textbook and class material including lectures, discussions, and videos. The tests are designed to measure understanding, rather than rote memorization, and will include questions of application as well as definition. There is no comprehensive final exam. The final exam will consist of making up a missed test or retaking the test on which you scored lowest and would like to bring up. You may take no more than one test (make-up or retake) at the time of the final. The final exam is optional for those students who have not missed a test. When you retake a test, you will always receive the higher of the two grades you received. If you missed both tests, you have not completed enough of the course to receive a grade.

Example #2:

COURSE REQUIREMENTS:

1. **CLASS PREPARATION AND PARTICIPATION:** Preparation means completing the assigned homework and the reading in your textbook BEFORE coming to class and being prepared to ask and answer questions. Participation means being present the entire class period and participating in class discussion and with your team. It also means demonstrating professional behavior at all times. Being on time and being present for the entire class is mandatory. Missed classes will result in a lowered grade and/or additional assignments.
2. **HOMEWORK:** Homework assignments are due at the beginning of each class on the date indicated on your syllabus.
3. **WRITTEN ASSIGNMENTS:** Written assignments require more thought, effort, and personal growth exhibited. All written assignments must be completed in order to successfully complete the course. Late papers accepted at the discretion of the instructor may result in a lower grade.

Course Requirements and Schedules (con't)

Common course content includes an outline of topics, activities, readings, and assignments broken down into weekly or daily units. Be sure to indicate this is a tentative schedule and subject to change. It is best to put a disclaimer about changes at the bottom of the schedule. Such as, "changes in the syllabus may be made by the instructor with notification to the students". Always announce changes to the schedule in writing and make sure all students receive these changes.

This section should also include important dates.

IMPORTANT DATES:

F 5/22 Last day to withdraw from classes without responsibility for grade

M 5/25 Memorial Day Holiday

H 6/11 Last day to request grade of incomplete (I)

Sample sections of Writing 122 Syllabus

<i>Time Frame</i>	<i>Class Outcomes</i>	<i>Content/ Concepts</i>	<i>Classroom Activity</i>	<i>Projects/ Assignments</i>	<i>Assessment</i>
<i>Week 2 Day 2 & 3</i>	<i>Identify, analyze and evaluate the elements of argument: claim and warrants</i>	<ul style="list-style-type: none"> <i>• Elements of argument... claim and warrants</i> <i>• Elements of audience... knowledge, beliefs, attitudes, needs</i> 	<i>Small group work to identify warrants and claims from statements of others (provided)</i>	<i>Read text: p.3-22 Create three samples of each type of argument</i>	<i>Small groups will evaluate and revise statements according to scoring scale provided</i>
<i>Week 3 Day 1 & 2</i>	<i>Identify, analyze and evaluate elements of persuasive language: connotation, tone, slanted language, irony</i>	<ul style="list-style-type: none"> <i>• Elements of persuasive language: connotation, tone, slanted language, irony</i> 	<i>Class discussion of language choice and how it sets tone</i>	<i>Read: "Ee Cud Sayve Weert..." by Paul Pintarich; write a 25-word summary of essay; continue activity</i>	<i>Dyads will look at summary of other using scoring sheet provided</i>

F. Grading and Classroom Policies

In this section inform students about what will be used to determine grades. Indicate the method grades will be determined (tests, projects, assignments, etc.), as well as the standards that will be used in assessment. Include any make-up policies, extra credit possibilities and what your incomplete grade requirements are. (See the college catalog and the Faculty Handbook for descriptions of incomplete grades.) Relate grading methods to course outcomes.

Grading on attendance is not advised; participation points are a better choice. If used for grading, it must be logically connected to outcomes. Once you set these policies, be cautious in making changes. If you do make changes, be sure to communicate the changes clearly to students and apply them consistently in the class. If you use a formula for calculating final grades, make sure it is mathematically correct and watch for use of vague words like graded on “effort, attitude or contribution” unless you define them.

Example #1:

Sources of Grades:

Quizzes	70%	90-100%	= A
Written Assignments/Worksheets	15%	80-89%	= B
Final Exam	15%	70-78%	= C
		60-69%	= D

1. All tests must be taken to receive a grade in this class.
2. An alternative test is available for most chapter tests. Students who wish to take an alternate test must do so within one week of the original test date. Grades on the original test and the alternate will be averaged to determine the grade on the chapter test. The average grade will be used toward the course grade.
3. Occasionally, unannounced quizzes or in-class assignments will be given in class. In-class activities cannot be made up.
4. Written assignments are *due the next day after the assignment is made*, unless otherwise noted in class.

Example #2:

Grading:

- A Level Portfolio with 8 polished, assigned writings (with 90% average).
Activity points, quizzes, assignment points (80%).
Mastery of English Usage/Mechanics (at 80% or above).
- B Level Portfolio with 6 polished, assigned writings (with 80% average).
Activity points, quizzes, assignment points (80%).
Mastery of English Usage/Mechanics (at 80% or above).
- C Level Portfolio with 4 polished, assigned writings (with 70% average).
Activity points, quizzes, assignment points (70%).
Mastery of English Usage/Mechanics (at 70% or above).

Grading and Classroom Policies (con't)

Example #3:

Grading: Your grade in this course will be based on percentage of total point accumulations according to the following scale:

90 – 100%	A	70 – 79%	C	Less than 60%	F
80 – 90%	B	60 – 69%	D		

Participation (40% of final grade): This class will involve activity, discussion and group work, so participation is vitally important. This area will be assessed in the following ways:

Participation: 2 points per week (1 point for each half of class fully attended),
Text Reading Responses: 3 points maximum (3 points = fully completed at beginning of class, major points in reading identified, typed or neatly handwritten in pen, no spelling errors, extension or application to other class material; 2 points = fully completed at beginning of class, major points in reading identified, typed or neatly handwritten in pen, no spelling errors; 1 point = partial completion at beginning of class, some major points in reading identified, neatly handwritten in pen).

Session Summaries: 3 points maximum (3 points = major points related to objectives identified, neatly handwritten in pen, extension or application to other class material; 2 points = major points related to objectives identified, neatly handwritten in pen; 1 point = some major points related to objective identified).

Practice Activities (30% of final grade): These may be in class or homework activities that provide you with opportunities to practice and apply the information covered in the course. Each will be worth 3 points, maximum. This area will be assessed in the following ways: (3 points = fully and correctly completed, typed or neatly handwritten in pen, no spelling errors, extension or application to other class material; 2 points = fully and correctly completed, typed or neatly handwritten in pen; 1 point = partial completion or correctness, neatly handwritten in pen).

Summative Evaluations (30% of final grade): These will occur at midterm and final times. The format will be short answer. Study guides will be distributed the week before these assessments and will address the objectives stated in previous class sessions.

G. Teaching Strategies and Beliefs about Learning

It is helpful to tell students about your teaching style and the teaching methods (See Appendix) you intend to use during the course. This can assist students in deciding if they are in the right place and can build a sense of security.

Teaching Strategies

In describing your teaching/learning methodology, here are some common strategies you may consider either alone or in combination. This is not meant to be an all-inclusive list or to limit you in describing your methods. When writing a philosophy statement explain to the students what teaching strategies you will generally use. A combination of approaches is encouraged but most importantly, this statement should reflect the reality of your classroom.

CAI – Computer Assisted Instruction includes the use of computer programs to assess, supplement, or provide resources for a course.

Case Studies – Case Studies engage students in true-to-life situations to encourage them to draw upon their own experiences and course content to analyze problems and to assess solutions.

Cooperative/Collaborative Learning – In cooperative learning, students work together in groups to gain content knowledge and develop team skills.

Coaching/Facilitating – Coaching primarily provides tips for improving student performance.

Demonstration – Demonstration uses actual performances or experiments by the instructor or others to show how to do something or explain a concept.

Discussion – Discussion is the use of classroom exchange on a given topic usually guided by instructor questions.

Drills – Drills are repetitive learning activities intended to fix a specific skill or aspect of knowledge.

Experimentation (Labs) – Structured learning activities carried out by students either in a laboratory setting or elsewhere.

Field Experience – Structured student experiences in the workplace or environment where the content taught is used.

Games/Activities – Carefully arranged activities/games designed to exemplify principle or concept.

Lecture – Prepared presentation of content by instructor.

Project Based – The project-based approach uses major group or individual projects as a method of applying principles and/or content from class.

Questioning – Questioning guides discussion through the use of questions.

Role Play – Activities in which students and/or teacher takes on the behavior/actions of a hypothetical or real personality in order to solve a problem or gain insight into a situation.

Self Directed Learning – Learning designed and implemented by students.

Simulations – Multiple simultaneous role-plays that emulate a real life situation for the purpose of reinforcing a concept or skill.

H. Student Behavior Expectations

It has become a more common practice to put in writing behavioral expectations and their related consequences. Be clear and reasonable, and discuss and clarify your expectations with students. If you cannot fully enforce expectations, do not state them. Become familiar with Chemeketa's Student Rights and Responsibilities policy to ensure alignment with your expectations.

Example #1:

Code of Cooperation

In order to ensure a valuable learning experience and respectful atmosphere for everyone, the following agreements are proposed for this class.

1. Members place a priority on attendance in order to participate in class activities and team assignments.
2. Class activities will start and end on time.
3. Everyone's viewpoint is valuable, therefore: (a) speak freely (using "I" statements) and listen attentively, (b) everyone has the right and responsibility to participate, (c) make sure to understand before evaluating, (d) evaluate ideas, not people (no personal attacks).
4. One conversation at a time.
5. Agreements—especially group assignments—be kept or renegotiated.
6. Refrain from put-downs, provocations, sexist or racist remarks.
7. Talk to the person with whom you have conflict, not about them.
8. Conflicts should be discussed privately prior to publicly.
9. Get help with or for a classmate who is troubled or troubling.

Code of Behavior

Students should exhibit a desire to learn course material by demonstrating continual progress in the course work. As a community of people seeking education, Chemeketa students are committed to improving personally and educationally. In order to ensure valuable learning experiences and a respectful atmosphere for everyone, the following guidelines are suggested.

Chemeketa students will:

- Practice personal and educational integrity.
 - Maintain standards of academic performance and contribute to the safe, cooperative, and respectful learning environment throughout the college.
 - Discourage bigotry and respect the diversity and dignity of all persons.
 - Respect the rights and property of all persons.
 - Bear the ultimate responsibility for the effects of their decisions and behavior.
-

Example #2:

What I Expect of You

1. Participation at each class (please call me before class if you can not attend).
2. Completion of the required work and submission of assignments on time.
3. Participation in class discussions and activities.
4. Respect others and cooperative fully when in joint activities.
5. Do your best and have fun.

H. Academic Integrity Statement

Learning is built on the fundamental qualities of honesty, fairness, respect and trust. At Chemeketa Community College, academic integrity is a shared endeavor characterized by academic honesty, personal responsibility and high academic standards. Any violation of academic integrity devalues the individual and the community as a whole.

One important aspect of academic integrity is academic honesty. Violations of academic honesty include:

- Plagiarism
- Collusion/Inappropriate Assistance
- Cheating
- Fabrication/Falsification/Alteration
- Unauthorized Multiple Submission
- Sabotage and Tampering

Example:

ACADEMIC HONESTY
Statement for Chemeketa Community College English Program

Guidelines for Statement

- Is Positive in Approach
- Defines Academic Dishonesty/Plagiarism
- Encompasses Intentional/Unintentional Plagiarism
- Presents Range of Possible Penalties
- Present on all English/Writing syllabi

Academic honesty is an indispensable value as students acquire knowledge and develop skills in college. Students at Chemeketa Community College are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are ultimately responsible for understanding and avoiding academic dishonesty whether such incidences are intentional or unintentional. Violations may result in failure of an assignment or failure of the course.

Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. The English faculty at Chemeketa are committed to educating students regarding academic honesty. If at any time you are not sure about the legitimacy of your writing in this course, ask your instructor for clarification.

J. Other Classroom Policies

If there are policies and procedures necessary for your course that are not universal to all courses, it is important to state them. These can include requirements, uses of labs, attendance, or use of unique methodology. Make sure your policies are not in violations of any school policy. Ask your supervisor or program chair to review your policies.

Example #1:

For CJ110 Introduction to Law Enforcement

RIDE-A-LONG POLICY:

Place a phone call or go initially in person to specific law enforcement agency and make a request to fill out form(s). Complete required CCH (criminal history) check prior to acceptance. INDIVIDUALS WITH CCH/WARRENTS/PAROLE/PROBATION STATUS ARE NOT ACCEPTABLE CANDIDATES. Any student in the above categories, see instructor immediately.

For your ride-a-long, dress neatly, but casually. Consider weather conditions and time of day/night. Take pad/pencil to take notes. If night, you may want to take a Maglight, but check with the officer before turning it on. YOU WILL FOLLOW THE OFFICER'S DIRECTIONS AT ALL TIMES AND ACT IN A PROFESSIONAL, MATURE MANNER...REMEMBER YOU ARE A GUEST, ASK QUESTIONS WHEN TIMING IS APPROPRIATE, if you have doubts, ask the officer first.

Example #2:

For DEN 063 Dental Materials II

LABORATORY ATTIRE:

The Dental Assisting requirements include the following dress and grooming regulations. They are intended to reflect the OSHA regulations:

1. Laboratory coats must be clean and buttoned
 2. No jewelry in excess of wedding band and watch may be worn in the lab.
 3. Hands must be clean and fingernails trimmed
 4. To prevent accidents while working with equipment, hair must be secured up and away from your face. See Student Handbook
 5. Personal protective equipment must be worn during all laboratory procedures
-

Example#3:

Practicum Site

SPECIAL POLICIES:

Practicum Site Attendance: Students are expected to be at their practicum site on time and on a regular basis. Students who are more than fifteen minutes late to the practicum site will not be credited for hours worked that day. Attendance is 60% of the practicum grade.

Any problems with attendance (more than two absences) and/or professional behavior reported by the practicum-supervising teacher may result in immediate termination of the practicum.

Tips for Success

It is helpful to students to get some advice from their teacher on how to succeed in the course. This advice can take many forms, from tips for studying, to resources for additional help. Make these positive and friendly recommendations.

For MTH 251

Example #1:

Student Support

First...your cooperative group will be a great help to you as questions come up. Discuss with your group members.

Second...your instructor is available at least five hours per week for office hours. This term they are: (list office hours). Other times may be arranged also. Office hours are an important part of the instructor's job...please feel free to drop by or call for an appointment.

Third...the Tutoring Center in Building 2 is available as a resource. Check with the Tutoring Center as to times when calculus tutors are available to you.

Example #2:

Some Tips to Learning Mathematics:

Attend every class.

Do homework on a daily basis.

Provide written steps for every math problem you do.

Take detailed notes and refer to them.

Use correct syntax when writing mathematically.

Read the textbook before class discussion.

Learn the meaning of mathematical terminology.

Study with a friend. Talk about concepts as well as work the problems.

Most importantly, ask questions as soon as you have them.

For CJH 110 Introduction to Law Enforcement:

Example #3:

1. Be on time and prepared for class, i.e., assigned reading information, class note-taking supplies.
2. Secure handouts that you missed due to any absences.
3. Exhibit mature classroom behavior.
4. Respect and maintain content confidentiality and victim sensitivity regarding specific crimes discussed by instructor, classmates, or guest speakers.
5. Sign attendance sheet.
6. If you have any problems or conflicts contact me as soon as possible, don't procrastinate.

K. College-Wide Policies

The college has a set of policies in line with its mission, federal and state laws and higher education doctrine. These are stated in the Faculty Handbook. These statements are also available on the college public website <http://www.chemeketa.edu/>.

Example:

Diversity Values Statement

We are enriched by the diversity of our students, staff and community. We welcome diverse perspectives and encourage the free exchange of ideas.

Academic Adjustment (ADA)

If you feel you may need an academic adjustment for any type of disability, please see me during office hours or contact the office of Services for Students with Disabilities.

Student Rights and Responsibilities

- 1.0 Preamble. Chemeketa Community College provides an environment that celebrates the freedom to learn and the freedom to teach. In that celebration of teaching and learning it is appropriate that individuals and groups be viewed with regard to their potential to contribute within the learning environment. Each has dignity and value.

- 2.0 Code of Behavior. As a community of people seeking education, Chemeketa students are dedicated to improving personally and academically. Choosing to join the college community obligates each member to a code of behavior. Chemeketa students will:
 - 2.1 Practice personal and educational integrity.
 - 2.2 Maintain standards of academic performance and contribute to the safe, cooperative and respectful learning environment throughout the college.
 - 2.3 Discourage bigotry and respect the diversity and dignity of all persons.
 - 2.4 Respect the rights and properties of all persons.
 - 2.5 Bear the ultimate responsibility for the effects of their decisions and behavior.

- 3.0 Student Rights. Each student in the college community has certain rights that accompany his/her responsibilities. Those rights are to be protected by both students and staff regardless of an individual's race, sex, religion, color, creed, disability, sexual preference, political affiliation, national origin, ancestry or age. The college will:
 - 3.1 Provide access to education and campus facilities.
 - 3.2 Assure the protection of confidential student records and information.
 - 3.3 Provide opportunities for association and preserve freedom of expression.

Note: For a complete listing of the Student Rights and Responsibilities please refer to the college catalog.

II. Appendices

Course Planning Sheet (Use for Creating a Syllabus)

Course Outcomes From Course Outline	Key Concepts/Skills Related to Content	Class Activities/ Assignments (As related to concept)	Determine How Students will be Evaluated	Time Frame
Advice: Take from official course outline	Match concept/skills to outcomes before planning time frame/assessments		Advice: Determine ways to distinguish for students the difference between levels of performance	

Sample Syllabus Form

<p style="text-align: center;">Chemeketa Community College</p> <p style="text-align: center;">4000 Lancaster Drive NE PO Box 14007 Salem, OR 97309-7070</p> <hr/> <p style="text-align: center;">Term</p> <hr/> <p style="text-align: center;">Credits</p> <hr/> <p style="text-align: center;">Instructor</p> <hr/> <p style="text-align: center;">Office Hours</p> <hr/> <p style="text-align: center;">Office Location</p> <hr/> <p style="text-align: center;">Phone</p> <hr/> <p style="text-align: center;">Email Address</p>	<p style="text-align: right; font-weight: bold;">Syllabus</p> <hr/> <p>Course Title</p> <hr/> <p>CRN # Course #</p> <p>Course Times Class Location</p> <p>Course Description</p> <p>Required Text/Materials</p> <p style="padding-left: 40px;">From approved course outline or as agreed to by director/program chair</p> <p>Prerequisites</p> <p style="padding-left: 40px;">(From approved course outline)</p> <p>Performance Based Learner Outcomes</p> <p style="padding-left: 40px;">(From approved course outline)</p> <p style="padding-left: 40px;">Upon successful completion of the course, students should be able to: (Follow with a list of outcomes)</p>
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Chemeketa Community College
4000 Lancaster Drive NE
PO Box 14007
Salem, OR 97309-7070

Course Syllabus
(Term and Date)

Course Title:

Course Number and CRN:

Class Location and Time:

Instructor:

Phone: **Email:**

Office Hours/Location:

Course Description:

Course Text/Materials:

Prerequisites:

Course Outcomes:

Course Requirements:

Course Content/Assignment Outline:

Grading and Classroom Policies:

Expectations and Tips for Success:

Academic Adjustments

If you feel you may need an academic adjustment for any type of disability, please see me during my office hours or contact Services for Students with Disabilities at 399-5192.

Diversity Values Statement

We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Chemeketa Creed

Chemeketa provides an environment that celebrates the freedom to learn and the freedom to teach. In that celebration of teaching and learning, it is appropriate that individuals and groups be viewed with regard to their potential to contribute within the learning environment. Each has dignity and value.

Academic Integrity and Honesty Statements (Examples)

1. Because learning is built on the fundamental qualities of honesty, fairness, respect and trust, students at Chemeketa Community College are expected to practice academic honesty by not cheating, plagiarizing or misrepresenting their coursework in any way. Academic honesty is a shared endeavor that is characterized by truth, personal responsibility and high academic standards. Any violation of academic honesty devalues the individual and the community as a whole and may result in failure for the assignments which may result in a failing grade for the course.

2. Academic honesty is an indispensable value as students acquire knowledge and develop skills in college. Students at Chemeketa Community College are expected to practice academic honesty by not cheating, plagiarizing, or misrepresenting their coursework in any way. Students are ultimately responsible for understanding and avoiding academic dishonesty whether such incidences are intentional or unintentional. Violations may result in failure of an assignment or failure of the course.

Plagiarism, collusion, and other forms of misrepresentation hurt the student and run counter to the goals of education. The English faculty at Chemeketa are committed to educating students regarding academic honesty. If at any time you are not sure about the legitimacy of your writing in this course, ask your instructor for clarification.

Sample Scoring Guide for Essay

- 4 Outstanding Analysis Essay** - An excellent essay meets and exceeds all identified criteria, fully demonstrating control of warrants/claims/supports and audience considerations. The piece demonstrates control of elements of clarity, fluency, and correctness.
- 3 Very Good Analysis Essay** - A very good analysis essay attends to all the major and minor criteria and suggests control of warrants/claims/support and audience considerations. The piece suggests control of elements of clarity, fluency, and correctness. Some recommended changes are made to tighten and to enliven the piece.
- 2 Good Analysis Essay** - A good analysis essay suggests a lack of control of some of the major and minor criteria and suggests a lack of control of warrants/claims/supports and audience considerations. The piece suggests some lack of control of elements of clarity, fluency, and correctness. Significant structural and surface changes are recommended.
- 1 In-Progress Analysis Essay** - An in-progress analysis essay demonstrates a lack of control of major and minor criteria. It suggests rudimentary understanding of the outcomes. Many changes are recommended to increase clarity, fluency, and correctness.

Chemeketa Community College Syllabus Checklist

The Opportunity Center for Teaching and Learning provides this checklist to help faculty with the creation and development of their syllabi. To obtain a copy of the *Syllabus Construction Handbook*, that contains additional information and examples, contact the Center at the Salem Campus, Building 9, Room 104, 503 399-5232 or visit the Opportunity Center website under Resources at <http://programs.chemeketa.edu/oppcenter>.

Instructor Information

- _____ Name
- _____ Phone numbers
- _____ Office hours - times when students may contact you
- _____ Email address
- _____ Name and address of college
- _____ Course number, CRN#, title, location, expectation for use of technology
- _____ Required text(s) – titles, authors, editions
- _____ Recommended books (not required)
- _____ Course description
- _____ Course outcomes
- _____ Course prerequisite(s)

Course Requirements and Schedule

- _____ Term schedule that includes subject matter/topics for course sessions (e.g., lectures, field trips, guest lecturers), pre-class readings and non-graded and graded assignment due dates (e.g., homework, quizzes, papers, projects)
- _____ Exam dates
- _____ Course requirements (exams, quizzes projects, papers) and the proportion each counts toward the final grade. Discuss the content and format for each requirement. If class participation is a factor, explain how you will evaluate it

Grading and Classroom Policies

- _____ Grading scale and standards
- _____ Teaching strategies and beliefs about learning
- _____ Student behavior expectations
- _____ Academic integrity statement
- _____ Other classroom policies
- _____ College-wide policies; such as procedures for special accommodations

For additional syllabus information and examples, contact the Opportunity Center for Teaching and Learning, Salem Campus (9/104).