Creating a CCS Syllabus

Last Revised: April 14, 2016

# All syllabi at CCS are developed using a consistent format so that students have ready and immediate access to needed information quickly. This consistency also allows the College’s staff to collect and analyze information when developing reports for accreditation.

Please follow the below guidelines when creating syllabi.

# Course Catalog Description

# Insert the course description as found in the most recent edition of the College Catalog. This information must appear as published in the catalog and may not be changed. The College Catalog may be accessed at Blackboard>Campus Offices>Academic Advising & Registration>Undergraduate Course Catalog.

# Course Prerequisites

# Insert the course prerequisites (if applicable) as found below the course description in the most recent edition of the College Catalog. The College Catalog may be accessed at Blackboard>Campus Offices>Academic Advising & Registration>Undergraduate Course Catalog.

# Course Overview

# The instructor’s description of the course in 250 words or less.

# Course Learning Outcomes (CLOs)

# Learning outcomes articulate student activities that demonstrate what the instructor expects the student to master by the end of the course. CLOs need to be specific, measurable and presented as bullet points. Please consult Bloom’s Taxonomy and Writing and Assessing Course-Level Student Learning Outcomes; both are attached to the end of this document. There must be at least three learning outcomes listed, but no more than six (or eight). CLOs should be aligned with Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). Consult with Chair or Department Administrator if questions about ILOs or PLOs.

# If this is the first time the course has been taught by an instructor, the Chair or Department Administrator should be consulted regarding expected student learning outcomes.

# Required Texts/Materials/Supplies

# If texts are listed, the name, edition, publisher, ISBN, and price must be included. If possible, required items should be available at the CCS Bookstore. If not, vendor information should be provided. The instructor should consult with the Chair or Department Administrator regarding any required texts prior to ordering them through the Bookstore.

# Recommended Texts/Materials/Supplies

# If texts are listed, the name, edition, publisher, and ISBN must be included. If possible, required items should be available at the CCS Bookstore. If not, vendor information should be provided.

# Basis for Final Grade

1. Evaluation Criteria/Weighting

Offer a description of evaluation criteria and their weighting leading to 100% of final grade. For example: 30% studio projects

 10% weekly quizzes

 30% midterm review

 30% final review

 100% final grade

Please reference the CCS Policy for Assigning Credit in the College Undergraduate or Graduate course catalog to ensure that the time commitment necessitated by work assigned is in accordance with policy.

1. Grading Scale

A standard College grading scale is provided; it may not be changed.

1. “Incomplete” Grades

A standard College statement is provided; it may not be changed.

# Grade Dissemination

A standard College statement is provided; it may not be changed.

# Course Guidelines Pertaining to Grades

1. Late Work

Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

1. Extra Credit

This may not be applicable to all classes; if it is not applicable, please write ”not applicable” in the space provided. Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

1. Rewrite/Project (or Process) Redevelopment

Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

1. Group Work

This may not be applicable to all classes; if it is not applicable, please write ”not applicable” in the space provided. Some departments have standard guidelines, some allow the individual instructors to develop their own. Please speak with the Department Administrator to determine if departmental guidelines exist.

1. Participation Expectation

State clearly what is expected of students in terms of participation both in class and online (through Blackboard, emails, blog postings, etc.)

# Policies Pertaining to Technology and Media

1. Blackboard

A standard College statement is provided; it may not be changed.

1. CCS Email

A standard College statement is provided; it may not be changed.

1. Professionalism

A standard College statement is provided; it may not be changed.

# Important Dates to Remember

List important dates affecting class time – spring break, holidays, review week, client interaction for sponsored projects, etc. An academic calendar with some of these dates can be found on Blackboard under Quick Links.

# Schedule

Provide a weekly schedule in the table provided including actual dates for all classes and assignments. Create separate project assignment explanations for each project and have them available on the course’s Blackboard site prior to project start date. Please reference the CCS Policy for Assigning Credit in the College catalog to ensure that the time commitment necessitated by work assigned is in accordance with policy.

# Institutional Policies Pertaining to Student Expectations

All sections - A standard College statement is provided; it may not be changed.

# Health and Safety Policies - see syllabus template

All sections - A standard College statement is provided; it may not be changed.

# Student Services Contact Information

Input department phone number under mentoring, all other needed numbers are provided.

**Bloom's Taxonomy**

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| --- | --- | --- |
| ew Bloom Triangle**New Version** | In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.*Note that the top two levels are essentially exchanged from the traditional to the new version.* | ld Bloom Triangle**Old Version** |
| **Remembering:** can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce state |
| **Understanding:** can the student explain ideas or concepts? | classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Applying**: can the student use the information in a new way? | choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. |
| **Analyzing**: can the student distinguish between the different parts? | appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test. |
| **Evaluating**: can the student justify a stand or decision? | appraise, argue, defend, judge, select, support, value, evaluate |
| **Creating**: can the student create new product or point of view? | assemble, construct, create, design, develop, formulate, write. |