

**PREPARING A COURSE OF STUDY
(INSTRUCTIONS AND FORMAT)**

*Formatting Note: In an attempt to obtain a standardized syllabi format, the following specifications are advised:

Font: CG Times (or New Times Roman if CG is not available).

Pitch/Point: 12 pt

Margins: 1-inch for all (unless tables or other formatting constraints dictate otherwise)

Bold Font: As depicted herein.

Upper/lower Case: As depicted herein.

*Formatting Note: The syllabus heading (below) will be in bold type, centered, and contain:

**CENTRAL TEXAS COLLEGE
ENGL 1301 (COURSE PREFIX/NUMBER)
COMPOSITION I (COURSE TITLE)**

Semester Hours Credit: 3 (or appropriate number of credit hours)

INSTRUCTOR: (leave blank underline)

OFFICE HOURS: (leave blank underline)

I. INTRODUCTION

* (Formatting Note: Justification will change to "full" .)

- A. Provide common course description. The course description will contain the overall goal(s), content, and major topics of the course. See Attachment 1 for examples of course description phrases. The course description content must adhere to the common description from the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM).

- B. Detail how the course is used in a curriculum. Is it a required course, a recommended elective, or may it be used as an elective? If the course is, for example, a general education English course that is required in many curricula. The paragraph could read "This course satisfies the English requirement in most curricula. Please check your degree plan to determine the status of this course in your program of study."

(Footer is the date of last revision—on page 1 only. Will change for each future revision, do not use auto text for date.)

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C. This course is occupationally related and serves as preparation for careers in _____, _____, or _____.
If the course is an occupational education course, this paragraph should list the Career field(s) that the course prepares the student to enter.

D. Prerequisite(s): None
If the course has prerequisite, list them using the course prefix, number, and title. If there are none, state "None"

II. LEARNING OUTCOMES

Upon successful completion of this course, (Course title), the student will:

A. Communicate thoughts in writing. (F2)

B. Generate new ideas. (F7)

The paragraphs above must list the major skills or knowledge that the student who successfully completes the course will achieve. These are competencies that the student will achieve and must be stated in performance terms. The first paragraph will state: "Upon successful completion of this course, (Course Title), the student will:" Do not use words such as "Understand" or "Know" following this statement; but rather action verbs such as, "Describe," "Distinguish," "Demonstrate", etc. A listing of appropriate action verbs is provided at Attachment 1 for further assistance.

Occupational courses must state the minimum learning outcomes given for the course in the WECM. Of course, additional learning outcomes may also be added to enhance the occupational requirements. The learning outcomes must include the Secretary's Commission on Achieving Necessary Skills (SCANS) occupational competencies. Please use Attachment 2—state the outcome and code (C1 through C20) for each of the workplace competencies and (F1 through F17) for the foundation skills. Do Not include a SCANS competency unless there is a significant portion of the course devoted to its' achievement. For ex... "F17 Integrity/Honesty: Chooses ethical courses of action", should be evaluated with a specific activity. Case studies or situations which require the student to exercise judgment in making a decision could be incorporated.

III. INSTRUCTIONAL MATERIALS

USE THE FOLLOWING STATEMENT IN THIS SECTION

The instructional materials identified for this course are viewable through http://www.ctcd.edu/im/im_main.asp.

NOTE: Remember to include any additional/supplemental materials in the notes section of the instructional materials spreadsheet.

IV. COURSE REQUIREMENTS:

This section should contain a detailed list of each requirement that the student must accomplish to successfully complete the course. Each requirement should be described in adequate detail so that the student is able to readily understand the level of performance required. For example, this section might include:

- A. Reading Assignment:
Include complete bibliographical information. Indicate whether the student will hand in written homework, be questioned orally, or given announced/ unannounced quizzes on material read. Indicate the desired level of student study effort.
- B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Clearly list requirements, options, basis of selection and approval, presentation methods, evaluation criteria, deadlines, etc. for each.
- C. Class Performance:
Summarize the official institutional policy in the CTC catalog. Provide answers indicating what prior arrangements must be made to make-up missed class work, how an absent student obtains class notes and assignments, and how class performance is graded.
- D. Class Participation:
Indicate the type and level of class participation expected, how class participation is graded, etc.
- E. List other requirements that must be successfully accomplished. Above requirements (paragraphs A through D) may be added or deleted as applicable to the specific syllabus being created. Re-letter the paragraphs after any omission.

V. EXAMINATIONS

Describe the type and schedule of examinations. Indicate whether or not pre-examination reviews will be given. Discuss the options available to the student in the event of an unavoidable absence during an exam or the consequences of an un-excused absence from an examination.

Explain only special methods of evaluating and examinations as well as policies concerning absences and make-up examinations. Discuss unscheduled quizzes, if applicable.

VI. SEMESTER GRADE COMPUTATIONS

It is the student's responsibility to complete the course requirements as defined within the syllabus. Each requirement should contain the methodology for evaluating and grading student accomplishment of the requirement.

The final grade for the course should be a compilation of the grades from each of the major course requirements (for example: minimum of three exams to include the comprehensive final, quizzes, projects, laboratory assignments, class participation/attendance, etc.). The method used for determining the final grade should be shown in this section.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

NOTE: Section VII is "standard". This information does not change, but additional instructor comments may be added as warranted following the same paragraph-lettering format.

- A. **Course Withdrawal:** (Consistent with CTC policy)
- B. **Administrative Withdrawal:** (Consistent with CTC policy)
- C. **Incomplete Grade:** (Consistent with CTC policy)
- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. **American's with Disabilities Act (ADA):** Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

This course outline may be posted in the classroom. Distribution to each student is not required; however, it should be available for student review if desired. Limit the outline to a broad overview of course content that will cover the stated Learning outcomes. The class syllabus will be customized by individual instructors. This will ensure that the body of knowledge is consistent with the subject matter throughout CTCD and separate from any individual instructor or one particular source, i.e., textbook.

- A. **Lesson One:** (optional title)
or
Module One:

1. **Learning Outcomes:** Upon successful completion of this lesson, the Student will:

(List using “action verbs” provided in Attachment 1)

- a. Read....
- b. Identify....
- c. Compose....

2. **Learning Activities:**

The activities should evaluate the achievement of the stated learning outcome. Code each activity with one or more workplace competency (C1 through C20) or foundation skill (F1 through F17) identifiers in parentheses, separated by a comma (i.e., (C3) or (C3, F5).

- a. Write a clearly-constructed thesis statement. (F2, F7)
- b.
- c.

3. **Equipment and Materials:** (if applicable)

List equipment or materials needed to conduct the lesson.

- a. TV/VCR
- b. Instructor-prepared handouts

4. Audio-Visual Aids: (if applicable)

List any filmstrips, videos, etc. to be used during the lesson. Some examples follow:

- a. The ABCs of Writing an Essay. Bergwall #A301, 1999 (video)
- b. Proofreading Made Easy. Payne # 101, 2000 (video)

5. Lesson Outline:

List the main topics to be covered. Some examples follow:

- a. Construction of an Essay
- b. Ten Proofreading Tips

B. Lesson Two: (Optional title)
or
Module Two:

Follow the same format used for Lesson One.

Example WECM Course Descriptions

A workforce education course description describes the overall goal(s), content and major topics of the course. Descriptions may begin with one of the following phrases.

Operation of	Mastery of	A study of
Topics Address	A course in	Projects in
Identification of	Examination of	Exploration of
Skill Development in	Practice of	Preparation of
Presentation of	Discussion of	Survey of
Operation of	An overview of	An introduction to
Fundamentals of	Advanced concepts of	Topics on
In-dept coverage of	Instruction in	Repair of
General principles of	A continuation of	

Progression of Course Descriptions

First Draft: This course covers the theory of automotive suspension + steering systems. This course also covers the theory of wheel + tire construction as well as angles+ procedures.

Final Description: Theory of automotive suspension and steering systems, including theory of wheel and tire construction, and alignment angles and procedures. OR Theories of automotive suspension, steering systems, wheel and tire construction as well as angles and procedures.

Action Verbs for Writing Learning Outcomes

Action verbs meet standards for writing learning outcomes for WECM courses. The list of action verbs may assist faculty in the creation of new courses.

Application

Apply
Care for
Carry out
Dispatch
Dispense
Effect
Employ
Give
Implement
Issue
Obtain
Process
Specify
Undertake
Use

Creativity

Change
Conceive
Conceptualize
Create
Design
Develop
Devise
Formulate
Initiate
Modify
Originate
Revise

Management

Administer
Arrange
Contact
Control
Coordinate
Direct
Manage
Negotiate
Officiate
Organize
Oversee
Preside
Regulate
Resolve
Supervise

Production

Complete
Construct
Duplicate
Execute
Fabricate
Form
Layout
Manufacture
Mount
Produce
Reproduce
Weld
Work

Collections

Collate
Secure
Select
Collect
Detect
Gather
Locate
Merge
Obtain
Order
Procure
Requisition

Communication

Advise
Communicate
Convey
Disseminate
Inform
Interpret
Present
Read
React to
Recommend
Submit

Maintenance

Adjust
Align
Assemble
Continue
Install
Maintain
Manipulate
Monitor
Operate
Repair
Service
Set up

Evaluation

Adapt
Appraise
Access

Check/Evaluation

Inspect
Judge
Measure
Test

Relationships

Assist
Cooperate
Follow
Help
Instruct
Lead
Participate
Teach

Performance

Demonstrate
Display
Exhibit
Perform
Practice
Show

Writing

Author
Compile
Compose
Correct
Document
Draft
Draw
Edit
Illustrate
Prepare
Record
Write

Problem Solving

Analyze
Support
Calculate
Determine
Diagnose
Estimate
Examine
Plan
Propose
Solve

Verification

Verify
Establish
Justify
Prove
Record

The "Bloom's Taxonomy of Cognitive, psychomotor, and Affective domains" provides an additional list of verbs for writing learning outcomes.

Cognitive Domain

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>
Define	Convert	Change	Break down
Describe	Defend	Compute	Diagram
Identify	Distinguish	Demonstrate	Differentiate
Label	Estimate	Discover	Discriminate
List	Explain	Manipulate	Distinguish
Match	Extend	Modify	Identify
Name	Generalize	Operate	Illustrate
Outline	Give	Predict	Infer
Reproduce	Example	Prepare	Outline
Select	Infer	Produce	Point out
State	Paraphrase	Relate	Relate
	Predict	Show	Select
	Rewrite	Solve	Separate
	Summarize	Use	Subdivide

Synthesis

Categorize
Combine
Compile
Compose
Create
Devise
Design
Explain
Generate
Modify
Organize
Plan
Rearrange
Reconstruct
Relate
Reorganize

Evaluation

Appraise
Compare
Conclude
Contrast
Criticize
Discriminate
Explain
Justify
Interpret
Relate
Summarize
Support

Psychomotor Domain

Assemble	Design	Hook	Saw
Build	Dismantle	Identify	Sharpen
Calibrate	Drill	Locate	Set
Change	Fasten	Make	Sew
Clean	Fix	Manipulate	Sketch
Compose	Follow	Mend	Start
Connect	Grind	Mix	Stir
Construct	Grip	Nail	Use
Correct	Hammer	Paint	Weigh
Create	Heat	Sand	Wrap

Affective Domain

<u>Receiving</u>	<u>Responding</u>	<u>Valuing</u>	<u>Organization</u>	<u>Value</u>
Ask	Answer	Complete	Adhere	Act
Choose	Assist	Describe	Alter	Discriminate
Describe	Comply	Differentiate	Arrange	Display
Follow	Conform	Explain	Combine	Influence
Give	Discuss	Form	Compare	Listen
Hold	Greet	Initiate	Complete	Modify
Identify	Help	Invite	Defend	Perform
Locate	Label	Join	Explain	Propose
Name	Perform	Justify	Identify	Quality
Point Out	Practice	Propose	Integrate	Question
Select	Present	Read	Modify	Revise
Set Erect	Read	Report	Order	Serve
Reply	Recite	Select	Organize	Solve
Use	Report	Share	Synthesize	Use
	Select	Study		Verify
	Tell			
	Write			

Examples of Learning Outcomes

Upon successful completion of the course, the student will describe the benefits and application of quality control; select quality control tools and techniques; plan and organize a quality control system; and analyze the cost of poor quality.

Upon successful completion of the course, the student will explain the operation of the basic refrigeration cycle; diagnose and repair air distribution system; demonstrate proper handling of refrigerant; and describe the operation of air conditioning and heating controls.

Upon successful completion of the course, the student will implement complex network environments; utilize troubleshooting and diagnostic procedures; create a complex network with multilevel access and security; and establish and utilize procedures to provide routine maintenance.

Attachment 2

SCANS OCCUPATIONAL COMPETENCIES

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities needed for solid job performance.

COMPETENCY	
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Resources: Identifies, organizes, plans, and allocates resources.

C1	Time: Selects goal-relevant activities, ranks them, allocates time, and prepares and follow schedules.
C2	Money: Uses or prepares budgets, makes forecasts, keeps records, and make adjustments to meet objectives.
C3	Materials and Facilities: Acquires, stores, allocates, and uses materials or space efficiently.
C4	Human Resources: Assesses skills and distribution work accordingly, evaluates performance, and provides feedback.

Information: Acquires and uses information.

C5	Acquires and evaluates information.
C6	Organizes and maintains information.
C8	Uses computers to process information.

Interpersonal: Works with others.

C9	Participates as a member of a team: Contributes to group effort.
C10	Teaches other new skills.
C11	Serves Clients/Customers: Works to satisfy customer's expectations.
C12	Exercises Leadership: Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
C13	Negotiates: Works toward agreements involving exchange of resources; resolves divergent interests.
C14	Works with Diversity: Works well with men and women from diverse backgrounds.

Attachment 2

Systems: Understands complex interrelationships.

C15	Understands Systems: Knows how social, organizational, and technological systems work and operates effectively with them.
C16	Monitors and Corrects Performance: Distinguishes trends, predicts impacts on system operations, diagnoses system's performance, and corrects malfunctions.
C17	Improves or Designs Systems: Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology: Works with a variety of technologies.

C18	Selects Technology: Chooses procedures, tools, or equipment, including computers and related technologies.
C19	Applies Technology to Task: Understands overall intent and proper procedures for s setup and operation of equipment.
C20	Maintains and Troubleshoots Equipment: Prevents, identifies or solves problems with equipment including computers and other technologies.

Attachment 2

FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

F1	Reading: Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
F2	Writing: Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.
F3	Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
F4	Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
F5	Listening: Receives, attends to, interprets, and responds to verbal messages and other cues.
F6	Speaking: Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

F7	Creative Thinking: Generates new ideas.
F8	Decision Making: Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
F9	Problem Solving: Recognizes problems and devises and implements plan of action.
F10	Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs, objects and other information.
F11	Knowing How to Learn: Uses efficient learning techniques to acquire and apply new knowledge and skills.
F12	Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Attachment 2

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management integrity, and honesty.

F13	Responsibility: Exerts a high level of effort and perseveres towards goal attainment.
F14	Self-Esteem: Believes in own self-worth and maintains a positive view of self.
F15	Sociability: Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
F16	Self-Management: Assesses self accurately, sets personal goals, monitors progress, and exhibits self control.
F17	Integrity/Honesty: Choose ethical courses of action.