

HARTNELL COLLEGE

A Guide to Creating a Course Syllabus

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Introduction:

Your course syllabus is one of THE most important documents you create for your class. It conveys a first and lasting impression of you and your course and shares some of your expectations and beliefs about teaching and learning.

The course syllabus sets the tone for your course. It should communicate what, when, and how students will learn and what students need to do to be successful in your course. Your syllabus also communicates your expectations in terms of student conduct and responsibilities and how you will work together to create a supportive and collaborative learning environment.

The course syllabus may be considered as an “agreement” between you and your students. As such, it must be based upon the official course outline of record (COR) and applicable Hartnell policies and procedures. The following information serves as a guide to help you consider those elements that are Title 5 requirements, ACCJC accreditation guidelines, and Hartnell academic policies as well as current “best practices” for communicating course expectations with your students.

1. Identifying Information:

- Course Designator and Number (e.g. PSY-14)
- Course Title (e.g. Child Psychology)
- Units
- Semester Offered
- Course Meeting Days, Time, Place
- TBA (if hours are by arrangement)

2. Instructor Information:

- Name
- (Office Phone)*
- e-Mail Address
- (Office Location)*
- (Office Hours)*– for part-time instructors, how will students contact you outside of normal class hours?
* (part-time instructors may not have these)

3. Important dates:

<https://www.hartnell.edu/academics-affairs/student-academic-calendars.html>

- Last day to add/drop class
- Last day to petition for P/NP option
- Holidays
- Due dates for exams and assignments (integrate with course lecture/lab schedule)
- Date/time of Final Exam

4. **Course Description: Catalog Description of the Course Plus Requisite and GE Information**

(see catalog, schedule or (green) active course outline in CurricUNET)

- **Provide the Catalog description of the general content of the course.** (You may wish to add a short expansion of this description here or elsewhere that personalizes your approach to teaching this course and includes some information about your experiences, values or philosophy of teaching this material).
- **Requisite Requirements and GE Info:**
<https://www.hartnell.edu/academics-affairs/catalogs.html>
 - ✓ Pre-Req/Co-Req/Advisories: (Use Schedule PDF or active course outline in CurricUNET www.curricunet.com/hartnell)
 - ✓ Provide GE status, if applicable (<https://www.hartnell.edu/academics-affairs/catalogs.html>) see Associate Degree Requirements for listing of courses that meet Hartnell's Associate Degree requirements
 - ✓ Transfer Information for CSU-GE and IGETC (see catalog information for courses approved for CSU-GE and IGETC)

5. **Student Learning Outcomes (REQUIRED!)**

- Course level outcomes are published in CurricUNET: www.curricunet.com/hartnell (use the SLO icon and the GREEN (active) course).
- Degree/Certificate level outcomes are published in the Hartnell catalog: <https://www.hartnell.edu/academics-affairs/catalogs.html>

****For your specific course:**

- Please include what students are expected to know and be able to demonstrate as a result of taking this course:
 - ✓ **List the course SLO's (this is required)** by our accrediting body, WASC/ACCJC
 - ✓ Consider including one or more of the aligning Program SLO's if the course is part of a certificate or program.
 - ✓ Consider including relevant Institutional Learning Outcomes/Core Competencies if the course provides GE credit. (You can find Institutional Learning Outcomes listed in the 2014-15 college catalog on page 48).
 - ✓ *Consult full-time faculty in your discipline or your dean if you need help identifying course SLOs or the PLOs and ILOs that are aligned with your course.*

6. **Texts and Resources**

- List texts and other resources to be used in the class.
- Texts should be the same or similar to those described in the COR
- In most cases, publication dates should be no older than five years
- Ask the library to put copies of your textbook on reserve

7. **Online Components of the Course**

- If you plan to use your Canvas course shell (for face to face courses) provide access instructions: [Canvas Help for Students \(hartnell.edu\)](http://Canvas Help for Students (hartnell.edu))
- Indicate expectations for the online components of the course

8. Schedule of Course Topics and Presentation Dates

- Align topics with course SLOs
- ***Must align with active Course Outline of Record (COR) in CurricUNET***
- Integrate with required reading, exam/quiz dates, and assignment/project due dates

9. Assessment

- Provide specific descriptions of major assignments and activities that significantly contribute to the course grade (include due dates)
- How do these assessment activities align with course SLOs?

10. Grading

- Define letter grades, quantitatively and/or qualitatively. For example, how many points (or what percentage of points) is required for a grade of “A”, “B”, “C”, “D”, “F”, or “P”
- Include grading rubrics for major research projects or essays
- List all the major assessment components (exams, projects, homework, research, etc.) and their point value and/or weight for the course grade. Include consequences related to missed or late assignments or failure to meet other expectations expressed in #11 and #12 below.

11. Expectations for Students

- Describe expectations for class participation, advance preparation, homework, etc.
- Describe expectations/college policies regarding attendance, lateness, late assignments, missed quizzes and exams, make-up work, extra credit, etc.
- Describe your expectations for student conduct within the classroom environment (use of cell phones and other technology, respecting opinions of others, respecting diversity, etc.)

12. Academic Honesty, Student Conduct and Grievance Procedures

- You may wish to disclose your use of anti-plagiarism technology (such as Turnitin.com)
- For descriptions of relevant college policies refer to the current catalog, Academic Policies (pp 30-38 of the 2014-15 college catalog) and Hartnell College Board of Trustees Administrative Procedures (AP 5500) at: [Hartnell CCD Governing Board Policies & Administrative Procedures](#)

13. Student Support Services

- State that accommodations for documented special needs students are available through the Department of Supportive Programs and Services (DSP&S). [Department of Supportive Programs & Services \(DSPS\) \(hartnell.edu\)](#)
- For a complete list and description of services go to: <http://www.hartnell.edu/students>
- For Crisis Counseling/Emotional Wellness Services refer students to: [Crisis Counseling & Emotional Wellness Services \(hartnell.edu\)](#)

14. **Safety Issues**

The Academic Senate approved safety information for inclusion in course syllabi: see [Syllabus Emergency Statement \(hartnell.edu\)](http://hartnell.edu/SyllabusEmergencyStatement)

EMERGENCY NOTIFICATION: In the event of a life threatening emergency call 911.

- To report a non-life threatening incident, safety hazard, or a suspicious activity please contact campus security at 755-6888.
- To obtain campus status information, call the campus safety and facilities emergency status bulletin telephone number: 831-796-6222. From a campus line, simply dial 6222.

Please visit Hartnell's emergency reporting link here: <http://www.hartnell.edu/reporting-emergencies>

Students: If you receive an emergency notification, please tell your instructor immediately.

During a campus emergency, you will generally be told to do one of two options, SHELTER IN PLACE or EVACUATE. When either of these are given, vehicle traffic coming onto campus will likely be turned away. Students are required to obey the directions of staff in a timely fashion.

EVACUATION: Please note the exit(s) in the room. In the event of an alarm or safety threat, uniformed Hartnell personnel equipped with two-way radios--including security, and maintenance staff--have up-to-date information; they also have the authority to order either shelter-in-place or immediate building evacuation. For evacuation, immediately heed their directions by proceeding calmly and quickly to an exterior assembly area as indicated by trained staff. Please stay back at least 200 feet from any building until the "all clear" command is issued.

SHELTER IN PLACE: In the event of a safety threat, instructors and staff will lock classroom doors and direct occupants to stay clear of windows. Occupants are requested to remain quiet. During this time, DO NOT access any exits unless directed by first responders or staff. A shelter in place order is also used for severe environmental threats like a thunderstorm.

[Run, Hide, Fight \(Links to an external site.\)](#) Active Shooter Response Information

[Situational Awareness and Realization](#) (Active Shooter Training & Readiness Video)

In the event of an Active Shooter Event, there are three things you need to know in order to survive: Run, Hide, Fight. Please review the video in the link: <https://www.ready.gov/public-spaces>

If you see suspicious behavior on campus, please tell someone at our [Campus Safety](#)

EMERGENCY PREPAREDNESS: The first 72 hours of a disaster are often the most difficult, but this period can be less stressful if everyone has extra supplies on hand. The college has a limited amount of emergency supplies, so students and staff should have on campus their own portable emergency kit including snacks, water, and prescription medication; this is especially important for those who may need to shelter on campus.

For more information go to <https://www.ready.gov/kit>

Students: If you have knowledge of an emergency on campus, share it immediately. If you see something suspicious or potentially hazardous, let someone know.

15. Inclusivity/Diversity Statement

Some instructors wish to include statements that contribute to the creation of an inclusive learning community within their course. An example of such a statement appears below:

The members of a classroom represent a rich variety of backgrounds and perspectives. I am committed to working with you to provide an atmosphere for learning that respects diversity. We will work together to build this learning community by asking all class members to:

- *share their unique experiences, values and beliefs*
- *be open to the views of others*
- *honor the uniqueness of their colleagues*
- *appreciate the opportunity that we have to learn from each other in this community*
- *value each other's opinions and communicate in a respectful manner*
- *keep confidential discussions that occur within class that are of a personal nature*
- *consider other ways that we may create an inclusive learning environment within this course and across the Hartnell College community*

CONCLUDING THOUGHTS:

There are no rules about the proper length for a syllabus. When in doubt, it is often best to err on the long side, to ensure that important course information is fully covered. At the same time, students will appreciate having key information in succinct form on the first page or two.

Don't neglect going over the syllabus in detail on the first day of class and allow time for questions. Students won't necessarily read the syllabus word-for-word unless you underscore its importance. (You may even wish to consider giving a quiz on your syllabus!)

The course syllabus may be considered as a reflection of you as well as a "contract" between you and your students. Hopefully, your course syllabus will help students to understand how this course fits within the larger framework of their educational goals and how they will apply the knowledge they gain into their "real world" environment.

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