

**GENERAL GUIDELINES
AND
SUGGESTIONS FOR PREPARING
THE SYLLABUS**

2007



CONTENTS:

--- SUGGESTIONS FOR MAKING A SYLLABUS

--- SAMPLE SYLLABI

- #1 CSIS 167 – Introduction to MS Publisher**
- #2 Eng 040 – Basic English Skills**
- #3 Bio 124 – Principles of Biology I**
- #4 Math 150 – Intermediate Algebra**
- #5 Bus 160 – Business Law and Legal Environment I**

--- STUDENT SUGGESTIONS FOR SYLLABI

--- IDEA PAPER NO. 27 – WRITING A SYLLABUS

SUGGESTIONS FOR MAKING A SYLLABUS

Because in many cases a class syllabus is considered a contract between an instructor and the students in a class, instructors should be careful to include all important information pertaining to class criteria and student performance. Before creating a syllabus for any class, instructors should obtain and read the approved course outline.

A good class syllabus should contain the following:

Course Description: Each course is described in the college catalogue and in class schedule. List the complete name and number of the course, the place and time of class meetings, and the instructor's name. (Students have been known to sit through an entire semester of class meetings and never know the name of their instructor.) It is also a good idea to give office location, office hours, and a phone number where messages can be left, if possible. Include any pre-requisites and indicate whether or not the class is transferable. Note the unit value of the class.

Course Objectives: These are part of the approved course outline. Instructors may re-word the objectives, but personal goals for the course should not contradict those in the course outline.

Required Materials and Texts: List titles, authors, and edition of required and recommended textbooks. Include materials such as index cards, Blue Exam Books, etc. that may be required later in the semester. Be sure that the required materials and texts are available in the college bookstore.

Attendance Policy: Grades may not be based solely on attendance, but instructors are required to keep records and document student attendance. In general, the number of units correlates with the number of permitted absences, i.e. 3-unit classes-3 unexcused absences. If instructors plan on dropping students from the roll because of excessive absences, this should be noted in the syllabus. Many departments have established their own attendance policy. Check with the Chair of the department.

Grading Policy: Students need to know the requirements for earning a grade in the class. Instructors should indicate the number of exams, required papers, oral reports, the possibility of quizzes, and the weight or value of each in the overall grade in the class. (It is better to remove assignments and requirements from the semester syllabus than to add items that were not included originally.) Instructors vary greatly in individual grading policies; some use percentages while others tally points

or average qualitative letter grades. Clearly state the method used in each class.

Class Calendar: Instructors should note, if possible, any days when the class will not be meeting, such as holidays and list the date and time for the Final Exam (found in the class schedule). Some instructors list class activities and assignments on a weekly basis; others may work by unit or even on a daily schedule. Such a calendar should give students an overall view of what will take place in class and the required assignments.

Miscellaneous: Syllabi are not written in stone. As the semester progresses, instructors may change due dates and assignments. Be sure to announce such changes to your students; it is a good idea to do this in writing. Although many instructors hand out a complete syllabus at the first class meeting, some students who attend the first day are class-shopping. Therefore, some instructors distribute class guidelines at the first class meeting and wait until the second class meeting to see who comes back before handing out long class syllabi. This saves paper and aggravation.

A Word to the Wise: Consult the Faculty Handbook for guidelines on issues such as student discipline, plagiarism, disabled student programs, sexual harassment, and academic freedom. Class syllabi and guidelines should not be in conflict with any school policies.

A CLASS SYLLABUS SHOULD FUNCTION AS A GUIDE FOR BOTH INSTRUCTORS AND STUDENTS. IT IS NOT A STRAIGHT JACKET. USE IT TO FOCUS AND CONTROL THE CLASS.

Sample #1

Citrus College
Introduction to MS Publisher - CSIS 167
Syllabus

Instructor: **Thomas W. Gerfen**
Office Hours: 5:00 pm – 5:50 pm
Mondays

Fall 2007
Telephone: (626) 914-8854
Office: IS 107 B

e-mail: tgerfen@citruscollege.edu

WEB link

<http://citruscollege.edu/tgerfen>

COURSE SYLLABUS

COURSE DESCRIPTION

An introduction to desktop publishing concepts using MS Publisher. MS Publisher allows you to create and design newsletter, brochures, calendars, and flyers. Using a computer you can create high-quality publications suitable for course work, professional purposes, and personal use. The course also covers concepts of publishing on the World Wide Web. Topics include creating and editing a publication; designing a newsletter; preparing a tri-fold brochure; and creating and e-mail letter using Publisher.

Four hours lecture, one-hour lab arranged.

Topics include:

Use of personal computers
MS Publisher 2007
Use of the Internet
HTML Language
Computer system hardware

Operating systems
Internet providers
Word processing software
MS FrontPage 2003

Other Microsoft products
Input/output devices
Data storage
Intro to programming languages
Organizational management
Management information systems
Computer Applications
Societal issues

CPU components
Data representation
H T M L Processors
Program documentation
Data base processing – ACCESS
Data processing profession

2 Units **4.5 lecture hours per week based on a 8 week semester**
One (2) hour of independent LAB work done out of class
per each hour of lecture or class work, or 3 hours lab,
practicum or the equivalent, per unit.
Hours: Monday - **6:00 pm – 10:15 pm**

TEXT AND MATERIALS

Text book:

Schelly Cashans Series
Microsoft Office PUBLISHER 2007
by Shelly, Cashman, Starks
Thompson – Course Technology - ISBN 1-4188-4348-2

Additional MATERIALS

- ☀ **USB 2.0 Drive (memory drive or stick)**
- ☀ **3 Ring Binder**
or three – 3 ½ DSDD Floppy Disk
- ☀ Color Markers or Pencils
- ☀ **Mouse pad**

SOFTWARE

MS-DOS & Windows XP, Microsoft Office 2007 (MS FrontPage, MS Publisher, MS Word, MS Excel, MS Access, MS PowerPoint, Internet Explorer 6, Netscape and BASIC --all are installed on the hard drives of the lab computers. Copying of commercial software is not allowed and is an infringement of copyright law.

COURSEWORK

In addition to reading assignments and in-class work, several major projects will be assigned. You are expected to have the reading assignments completed by the first class session of each week. Computer projects are to be submitted at the start of class on the due date. Late projects will not receive full credit. Final date that projects can be submitted is **December 10, 2007** .

EVALUATION AND GRADING

See additional handout.

Quizzes	Projects
Attendance	Final Exam

QUIZZES

There will be five quizzes covering textbook reading assignments and class activities. Each quiz is worth 50 points, but only four quizzes will be considered in your grade. Since

you will be able to drop your lowest score, there will be no make-up quizzes. If an emergency arises which prevents your attendance, call me as soon as possible.

PROJECTS

The following projects will be assigned:

1. One page Flyer _____
2. Calendar _____
3. Class Party /Picket flyer _____
4. Business Cards _____
5. Brochures (multi page) _____
6. Web Page _____
7. Newsletter (4 page) _____
8. CD Cover _____
9. Birthday Card _____
10. _____
11. other projects as assigned _____

ATTENDANCE and CLASS PARTICIPATION

Attendance and participation in class are expected and necessary for maximum credit. Ten percent of your grade will be based on participation and attendance. No credit will be lost for the first four absences; after that, points may be deducted for each absence. You may be dropped after four consecutive absences. Make sure you are aware of the college drop policy. Points may also be lost for failure to perform class exercises. In case of absence, it is your responsibility to find out what material was covered and what assignments were given. All assignments are due on the scheduled dates. Points will be deducted for late work unless prior arrangements have been made with the instructor.

It is your responsibility to DROP / WITHDRAW from class, or you will receive a final grade.

Drop date: November 12th, 2007

FINAL EXAMINATION

A final examination and/or homework project will be given at the end of the semester. It will cover most topics covered during the course.

CHEATING

The projects you submit must be your own individual work. If you copy another person's work or let another person copy your work, you are cheating. Cases where submitted projects are alike will result in an "F" on the project and will be subject to the student discipline process.

Students with Special Needs:

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Any student, who needs special attention, should speak privately with the instructor to describe their needs. This should be within the first two weeks or meetings of the start of class.

Children In Class Policy

Only in extreme cases are children allowed in classroom or laboratory facilities, and then only with approval of the instructor prior to class.

Electronic Devices In Class Policy

Cellular phones, pagers, iPODs, CD players, radios, and similar devices are prohibited in the classroom and laboratory facilities. Calculators and computers are prohibited during examinations and quizzes, unless specified. Reasonable laptop-size computers may be used in lecture for the purpose of taking notes.

Incomplete Policy

Students will not be given an incomplete grade in the course without sound reason and documented evidence. In any case, for a student to receive an incomplete, **he or she must be passing and must have completed a significant portion of the course.**

Notes

Class-Student Data Files are on :

Drive K:

CIS

CIS167

files _____

Download

Word



COURSE OBJECTIVES and Student Learning Outcomes (SLO's)

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

- define and understand the concepts of desktop publishing
- learn the technical vocabulary associated with desktop publishing
- create, design, and print high-quality publications
- prepare a publication for outside printing
- create a web site for a publication
- Working with templates
- Understand the process of storyboarding before creating
- Use and enter text from the Word
- Add text boxes
- Check spelling and preview a publication
- Use the drawing toolbar to enhance the publication
- Change color scheme, insert clip art, add pictures
- Create and print publications
- Name and save files in several type formats
- Use Help
- Save, exit and open Publisher

Windows Operating System (like Windows 2000 or XP):

Start an Office program or other application

- Use menus, toolbars and the task pane
- Save, print, and close a file
- Rename, delete, move, and copy files
- Format diskettes, and other storage media
- Through ***Exploring or My Computer***, understand the structure of the computer files, folders and properties of the workstation
- Understand the basic principals of the Internet
- Use Help

Calendar of Important dates
for Fall 2 0 0 7

Oct 29	First day of Classes
Nov 12	Withdraw from class without record
Nov 19	Withdraw from Class last day - WP
Dec 17	Final – Final meeting of Class

Last day to turn in Homework is: [December 10, 2007](#)

The FINAL EXAM is on:

December 17, 2007 at 6:00 pm

COURSE CONTENT

- I. Introduction to Desktop Publishing
 - A. History of printing
 - 1. the Guttenberg's press
 - 2. linotype and monotype machines
 - B. Desktop publishing
 - 1. software packages

- II. Introduction to Publisher
 - A. Learning the publisher window
 - B. Using wizards
 - C. Editing text
 - D. Moving and resizing objects
 - E. Formatting a publication
 - F. Modifying a publication

- III. Designing a Newsletter
 - A. Using a wizard in the design process
 - B. Editing a template
 - C. Editing a masthead
 - D. Editing the design set
 - E. Using graphics in a publication
 - F. Using WordArt objects
 - G. Printing a two-sided page

- IV. Preparing a Tri-Fold Brochure
 - A. Using a wizard
 - B. Creating a logo from scratch
 - C. Editing the front panel
 - D. Outside printing
 - 1. printing considerations paper and color considerations
 - 2. choosing a commercial printing tool
 - E. Packaging the publication
 - 1. using postscript files

- V. Creating a Web Site
 - A. Web properties
 - B. Editing web objects
 - C. Saving a web site
 - 1. graphs and charts
 - 2. objects

Fall 2 0 0 7 Tentative Class Schedule

Week	Date	Topics	<u>Assignments</u>	
1		Introduction to Course Overview of the Operating Systems, Windows XP Overview of Publisher Templates		
2		Sample Publications Navigation buttons Templates / Printing Saving as files / Importing pictures Use of the Internet		
3		Predefined formats ClipArt / WordArt		
4		ClipArt / WordArt Newsletters – Posters		
5		Business Cards & Flyers		
6		WEB Pages Use of the Internet		
7		Review Final Project		
8		FINAL		

Student / Teacher Responsibilities

Teacher Responsibilities

Classroom Hours:

- Arrive on time
- Break on time
- Adjourn on time

Lecture:

- Keep the lecture interesting
- Insure that all question are addressed
- Bring to the class "REAL WORLD" experience
- Enhance lecture with lab when appropriate and available

Lab:

- Provide for as much individual attention as possible
- Give exercises that build a foundation for future exploration

Grade fairly:

- Attendance, Lab, Quizzes, Final, Personal Integrity
- Make records available on request

Student Responsibilities

Attendance:

- Arrive on time
- Remain through all the lecture / lab
- Your responsibility to discuss excused absence
- Your responsibility to DROP THE CLASS**
- Dropped from class after _____ absences

Classroom:

- Voice your questions
- One person at a time speak
- Always bring your books / diskettes / handouts / assignments
- Read the book / assignment before class

Student / Teacher Responsibilities (Cont.)

Lab:

DO YOUR OWN WORK

Turn assignments in on time

When you need help:

1. Consult your book and handouts
2. Have fellow student double check you work
3. Consult with lab instructor
 - a. Have assignments and materials available
 - b. Show the lab instructor what you have done
 - c. Don't let the lab instructor TYPE
 - d. Read the assignment first
4. Always keep a log of problems & resolutions

Put you name & ID on all work you hand in

Personal Integrity:

- ⊗ Do your own work
- ⊗ DO NOT do other students work
- ⊗ Be willing to help and assist
- ⊗ DO NOT copy any lab-supplied diskettes
and software as this is an infringement of copyright law.

Notes

Sample #2

ENGLISH 040 – BASIC ENGLISH SKILLS

SAMPLE TERM and YEAR

INSTRUCTOR:

TICKET #:

OFFICE VOICE MAIL:

HOME PHONE: *(optional)*

E-MAIL:

COURSE DAYS & TIME:

COURSE DATES:

OFFICE HOURS AND LOCATION:

COURSE DESCRIPTION *(sample below—Use description from Citrus Course Outline)*

From Official Course Outline: A review of English fundamentals including grammar, spelling, vocabulary, and standard usage with emphasis on punctuation, basic writing skills, and paragraph development. This course is designed primarily for those students preparing for English 100. Three hours lecture per week.

Prerequisite: Strongly recommend READ 099 if reading score is below level 2.

From Instructor: *(sample below—change or delete as needed)* This course focuses on the mechanics of written English...

TEXTBOOKS MATERIALS & EQUIPMENT

Required Texts (sample below)

- Yarber & Yarber, Reviewing Basic Grammar: Addison-Wesley, 5th ed., 01.
Note: Previous editions of this text may not work for some of the assignments.

Required Materials and Equipment (sample below—change or delete as needed)

- A supply of either 3x5 or 4x6 cards
- Report binder and/or 3-ring binder
- College level dictionary

COURSE REQUIREMENTS *(sample below: list specific requirements for completing assignments)*

1. Preparation of class assignments. All assignments are due the first session of the week.
2. Class participation and attendance
3. Weekly quiz or in-class writing activities
4. Periodic written assignments and examinations
5. English Proficiency Exam as determined by Department
6. Midterm and Final Examinations on assigned topics

ATTENDANCE *(minimum required language below)*

Students are expected to attend class regularly. Excessive absences (3 hours or more) as well as tardiness or leaving class early with no excuse will affect your grade and may result in your being dropped from the course. Students who are absent from the first day of the class may be dropped by

the instructor. Students absent two consecutive days in the first two weeks of instruction may be dropped by the instructor. Please make every effort to contact the instructor if you will be absent. It is your responsibility to make up missed assignments. It is also your responsibility to officially withdraw from the class, if necessary by the deadline stated in the schedule of classes.

- The last date to Drop this course with no grade is: _____
- The last date to Withdraw with a “W” grade from this course is: _____

IMPORTANT: *If you wish to withdraw from this course and do not do so by the date listed above or in the schedule of courses, you will receive a regular letter grade in this course (an F if your work is incomplete or you stop attending).*

ASSIGNMENTS *(sample below – list specific requirements for completing assignments)*

All assignments must be presented on due dates as stated in this document or as announced in class. Assignments with interim progress work will not be accepted unless this work is submitted as required. Reading assignments or due dates for written assignments may be changed with notice from the instructor. There will be no make-up dates for assignments and examinations without prior agreement with the instructor.

GRADES *(sample below – list areas that will be graded and method of calculating grade)*

Assignments	30%
Participation, preparation, attendance	10%
Quizzes	10%
Midterm Exam	20%
Final Exam	30%

REPEATING COURSE *(minimum required language below)*

It is important that you succeed in this course. If you get a D, F, NC or W grade in this course, you may repeat it only once. If you receive a D, F, NC or W in this course twice, you will need to take this course at another college or file a petition (Request for Exceptional Course Repeat) with the Counseling Office. The few successful petitions each year are granted because of extenuating circumstances beyond the control of the student (see Catalog, pages 26-27, section: Repeated Courses for more details). If your petition is granted, there is no guarantee you will be able to add the course. You will be added at the discretion of the instructor and only if the class has an available space.

ACADEMIC HONESTY *(minimum required language below)*

It is expected that all work submitted for grading is original, not copied from others, and that the work being graded is indeed done by the student who is receiving the grade. Cheating and plagiarism are serious violations of the student conduct code. Cheating or plagiarizing will result in a zero on the assignment or test and may result in suspension, failure in the course, and/or other disciplinary action taken by the College. All incidents of cheating or plagiarizing are reported to the Office of Student Affairs.

STUDENTS WITH DISABILITIES *(minimum required language below)*

If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DSP&S office (914-8675). Please discuss your accommodations with me during office hours or after class and be sure to allow at least one week to arrange appropriate classroom or testing accommodations.

With the appropriate documentation all class materials can be provided in alternate formats, such as large print, audiotape, Braille, or a computer file. Requests can be made by calling the Disabled Students Programs and Services Department at (626) 914-8675.

WEEKLY SCHEDULE

Week 1

- Readings:
- Homework:

Week 2

- Readings:
- Homework:

Week 3

- Readings:
- Homework:

Week 4

- Readings:
- Homework:

Week 5

- Readings:
- Homework:

Week 6

- Readings:
- Homework:

Week 7

- Readings:
- Homework:

Week 8

- Readings:
- Homework:

Week 9

- Readings:
- Homework:

Week 10

- Readings:
- Homework:

Week 11

- Readings:
- Homework:

Week 12

- Readings:
- Homework:

Week 13

- Readings:
- Homework:

Week 14

- Readings:
- Homework:

Week 15

- Readings:
- Homework:

Week 16

- Readings:
- Homework:

Week 17

- EPE
- Homework:

Week 18

- FINAL EXAM

Spring 2007

Biology 124

Citrus College

Dana Hester
LH 108 (626) 852-8055
dhester@citruscollege.edu

Office Hours: MW 9-10:00 am
TTh 4:30-5:30 pm
F 12-1:00 pm

WEEK	CHAPTERS	TOPICS
8 Jan Life	1, 2	Introduction, Chemistry Review, Chemical Context of Life
Holiday – January 15th – Martin Luther King Day		
15 Jan	2, 3	Chemistry (Con't), Properties of Water
22 Jan	4	Carbon and the Molecular Diversity
29 Jan	5	Categories of Biological Molecules
5 Feb	5	Macromolecules
12 Feb	6	Cellular Organization*
EXAM 1 (Chapters 1-5,) Week of February 12th		
*Holidays – Friday, February 16th and Monday, Feb. 19th – President's Day		
19 Feb	7, 8	Membrane Structure and Function
26 Feb	8	Energy and Kinetics of Enzymes
5 March	10	Photosynthesis
12 March SPRING BREAK		
19 March	9	Cellular Respiration
26 March	12	Cellular Life Cycles and Reproduction
EXAM 2 (Chapters 6-10) Week of March 26th		
2 April Genetics	13	Sexual Reproduction, Introduction to Mendelian
9 April	14, 15	Mendelian Genetics, Chromosomal Inheritance
16 April	16	Molecular Basis of Inheritance and DNA Structure
EXAM 3 (Chapters 12-15) Week of April 23rd		
23 April	16, 17	DNA con't., Gene Expression/Protein Synthesis
30 April	22, 23	Darwin, Mechanisms of Microevolutionary Change
7 May	24, 25	Speciation and Phylogeny
FINAL EXAM (Including Chapters 16, 17, and 22 –25) MONDAY MAY 14th 10:30AM-12:30PM		
* Students are responsible for any changes in the syllabus.		

REQUIRED TEXTBOOK: Biology, Neil Campbell, 7th Edition.

Prerequisite: Grade of “C” or better in Chemistry 111

COURSE DESCRIPTION: This course is designed for biology majors and pre-medical students. This course is a detailed study of basic structure and function of living material, with emphasis on animal and plant diversity and functional relationships, ecology, and evolutionary change. The laboratory section of the course provides the student with first hand experience in specific areas of course content.

GRADING STANDARDS: **One third** of the course grade will come occasional unannounced quizzes and from the 3 lecture exams given (**all** exams count*).
No makeup exams will be given. Anyone who leaves during an exam may not return to finish the exam.

One third of the course grade will come from the laboratory and the discussion section. This will include discussion material, lab exams, lab reports, lab quizzes and a presentation.

One third of the course grade will come from the comprehensive final exam. This exam will include comprehensive material of approximately 90 points and approximately 90 points of new material covered after lecture exam #3 (Approx. 180 points).

Anyone cheating on exams, quizzes, or any other work for this course will be removed from this course and subject to severe institutional disciplinary action.

ATTENDANCE: This class will meet on MWF from 11:00-11:50 for lecture, on Mondays from 12:00-1:00 for discussion and from 1:00-4:00 for lab. Attendance will be taken at the **beginning** of class each day. Should you arrive after attendance has been taken, you will be marked late for that day (two late arrivals = 1 full absence). You may be dropped after any combination of **5 hours of class time missed**. If an absence causes you to miss your 5th hour after the withdrawal deadline, you will be allowed one additional hour before you are removed and given an “F” in the course. If you have less than 4 hours of absence, you may use half of your final exam score to replace a missed exam.

BIOLOGY COMPUTER LAB: Each student is required to spend a minimum of one hour per week in the Biology Computer laboratory. The student is expected to use this time for laboratory write-ups, discussion preparation and presentation preparation. At the end of the semester, the total number of hours spent in the computer laboratory will be made available to the instructor. Based on these hours, the number of earned discussion points awarded to each student will be determined as follows:

16 - 18 semester hours = 100% of the discussion points earned
13 - 15 semester hours = 75% of the discussion points earned
10 - 12 semester hours = 50% of the discussion points earned
7 - 9 semester hours = 25% of the discussion points earned
0 - 6 semester hours = 0% of the discussion points earned

All computer lab hours must be accrued in either the Biology or Math Computer labs. Hours accrued in other computer labs will not be credited toward the 16 required for this class. Hours for the computer lab must be accrued prior to finals week. A maximum of two hours can be accrued during each of the last 2 weeks of lecture. Should you swipe in for more hours during the semester than the minimum required as stated in the College Catalog, your excess hours will be listed against a non-credit ticket number and course. By collecting these hours, the College is able to generate additional revenue to support student services like this skills or computer lab for your use. You do not have to sign up for the non-credit class, nor do you have to pay any fees for this class.

ASSISTANCE: The Learning Assistance Center is a resource should you have difficulty. I am available during office hours and by appointment should you wish to have help. There will be problem sessions and review sessions held as the semester progresses.

ACCOMODATION: All reasonable efforts will be made to accommodate students with disabilities. It is your responsibility to provide documentation of your disability and resolve the appropriate accommodation(s) during the **first week of the semester**. I require written notice from your DSPS counselor **one week** prior to any form of assessment in which accommodation is requested.

DICTIONARIES/TRANSLATION DEVICES: You **may not** use any dictionary or translation device during lecture or laboratory exams.

USE OF RECORDERS: There will be specific conditions under which students will be allowed to use a recorder in the course. Please see me to discuss these conditions. **The right to use a recorder may be revoked at any time during the semester.**

CONSIDERATION OF OTHERS: Please turn beepers off or set them on vibrate mode during class. Cell phones must be turned off in class. Excessive talking or noise from cell phones or pagers during lecture will result in a pop quiz. Please do not bring beverages or food into class.

All students should abide by the behaviors set forth in the Citrus College Code of Student Conduct. Infractions may result in institutional disciplinary action.

Biology 124 Laboratory Schedule

8 January	Introduction
15 January	No Lab - Holiday
22 January	Introduction to Computer Lab and Lab Write-up Format; Presentations
29 January	Exercise 1: Biologically Significant Molecules--First Half
05 February	Complete Biologically Significant Molecules (Unknowns only – No Chromatography) (20 pts.) Review The Microscope – Exercise 2 for 2/14/05
12 February	Exercise 3: Cell Structure and Diversity (10 pts.)
19 February	No lab...Holiday
26 February	Exercise 4 + Supplement: Membrane Action--First Half (Diffusion)
05 March	Complete Membrane Action (Osmosis & Cell permeability) (30 pts.) * last submission for email paper
12 March	SPRING BREAK – No lab
19 March	Exercise 5: Enzyme Action--Experimental Design
26 March	Complete Enzyme Action (20 pts.)
2 April	Exercise 7:Photosynthesis (No Hill rxn or Carbon fixation) (10 pts.) * last submission for lab report paper
9 April	Supplement: Biotechnology lab I
16 April	Biotechnology lab II (20 pts.)
23 April	Field Trip (20 pts.)
30 April	Laboratory Practical Exam (100 pts.)
07 May	Presentations

Discussion Schedule

8 January	Themes of Biology Discussion
15 January	No lab...Holiday
22 January	Chemistry/Organic Chemistry Discussion
29 January	Biochemistry Discussion
05 February	Cell Biology Discussion
12 February	Membrane Transport Discussion
19 February	No lab...Holiday
26 February	Metabolism Discussion
05 March	Photosynthesis Discussion
12 March	SPRING BREAK
19 March	Cell Cycle Discussion
26 March	Meiosis Discussion
02 April	Mendelian Genetics Problem Set
09 April	Chromosomal Inheritance Discussion
16 April	Protein Synthesis Discussion
23 April	Evolution Discussion – on Field Trip
30 April	Wrap up of Major Biological Themes
07 May	Presentations

The discussion section of this course will meet on Mondays from 12:00-12:50. The purpose of the discussion section is to help students prepare for and review the major biological themes presented in lecture. Discussion sessions will include a discussion of assigned scientific papers, problem sets and review/summary statements. Many times, materials for the discussion section will be made available to the student in advance. You must participate in each discussion to get credit for the discussion points.

<u>Laboratory Points:</u>	One major laboratory exam...	100 points
	Discussions	100
	Papers 2 at 30 pts. each	60
	Presentation: 20 points for abstract and outline 40 Points for oral presentation	total 60 points
	Quizzes (approx. 5 at 10 pts. each)	50 points
	Lab Exercises	<u>100 points</u>
	Total Points	470 (approx.)

There are no make up labs, quizzes or practical exams. I will not accept late assignments under any circumstance. If the assignment is not turned in on time, you will not receive credit for that assignment.

CITRUS COLLEGE

Fall 2007

Math 150

CRN: 20791

Intermediate Algebra

MTWF

7:00 – 8:10 am

INSTRUCTOR: Alfie Swan

ROOM #: Math computer lab, on the left hand side.

PHONE: (626) 914 – 8781

E-MAIL: aswan@citruscollege.edu



REQUIRED: Text : Intermediate Algebra by Miller and Oneil

Basis for determining grades:			100% - 90% A
grade	4 Homework checks	10% of total	89% - 80% B
grade	9 Quizzes (I will drop the lowest)	25% of total	79% - 70% C
grade	4 Exams	50% of total	69% - 60% D
grade	1 Final Exam	15% of total	59% - 0% F

- *There will be NO MAKEUP of exams or quizzes. The missed exam or quiz missed will be assigned zero points.*
- *You are expected to attend class. If you miss more than five class meetings you may be dropped. Also, I will consider three tardies equivalent to one absence.*
- *If you choose to drop the class, it is your responsibility to withdraw. Failure to withdraw could result in a course grade of "F".*
- *Students should keep quiet during lecture, and direct all questions regarding the material to the instructor.*
- *I will assign homework everyday; I will collect this homework 4 times during the semester.*
- *All cell phones must be shut off, and put away. Cell phones will not be allowed to be used as calculators on exams or quizzes. All headphones and i-Pods must be put away during the duration of lecture.*
- *There will be no eating or drinking in class. Exceptions are made for drinking water.*

- Any student who does not comply with the rules listed above may be asked to leave the class for the day. If a student continues to disobey the aforementioned rules, then he or she will be dropped from the course.

KEY DATES:

NOV/ 10 & 12 Veteran's Day	
NOV/ 22 - 24 Thanks Giving Day Holiday	
NOV / 17-21	FINAL EXAM

Tentative Schedule of Important Dates For Math 130

WEEK	EXAMS/QUIZZES	WEEK	EXAMS/QUIZZES
1	🕒 Class begins 🕒	9	🎃 Happy Halloween 🎃
2	QUIZ#1(9/12)	10	QUIZ#6(11/7)
3	QUIZ#2(9/19)	11	QUIZ#7(11/14)
4	EXAM#1 & HOMEWORK#1(9/26)	12	EXAM#4 & HOMEWORK #4 (11/21)
5	QUIZ#3(10/3)	13	QUIZ#8 (11/28)
6	QUIZ#4(10/10)	14	QUIZ#9 (12/3)
7	QUIZ#5(10/17)	15	EXAM#5 & HOMEWORK #5(12/10)
8	EXAM#2 & HOMEWORK #2 (10/24)	16	🔄 Final Exam 🔄

HOMEWORK

SEC #	PAGES & PROBLEMS	SE C #	PAGES & PROBLEMS	SE C #	PAGES & PROBLEMS	SEC #	PAGES & PROBLEMS
1.1	PG.12-13 (1-61)ODD	3.5	PG.218-219 (11-31)ODD	6.6	PG.455-457 (19-47)ODD	9.3	PG.647-649 (13-51)ODD
1.2	PG.27-29 (1-91)ODD	4.1	PG.261-263 (1-22)ODD	7.1	PG.479-481 (9-89)ODD	9.4	PG.658-659 (11-45)ODD
1.3	PG.36 (23-59)ODD	4.2	PG.273 -275 (1-71)ODD	7.2	PG.487-489 (9-87)ODD	9.5	PG.669 -674 (11-55)ODD
1.4	PG.47-48 (15-95)ODD	5.1	PG.316-318 (3-55)ODD	7.3	PG.494 -497 (3-57)ODD	10.1	PG.696 (31-77)ODD
1.5	PG.57-60 (13-57)ODD	5.2	PG.327-328 (9-65)ODD	7.4	PG.501 (15-59)ODD	10.2	PG.705-708 (1-51)ODD

1.6	PG.67-68 (7-47) ODD	5.3	PG.338-341 (9-41) ODD	7.5	PG.509-510 (9-95) ODD	10.3	PG.715-718 (13-53) ODD
1.7	PG.78-79 (9-41) ODD	5.4	PG.347-349 (11-69) ODD	7.6	PG.516-517 (19-73) ODD	10.4	PG.729-733 (11-83) ODD
1.8	PG.87-88 (19-83) ODD	5.5	PG.360-362 (9-79) ODD	7.7	PG.526-527 (11-63) ODD	10.5	PG.739-741 (19-75) ODD
2.1	PG.109-111 (1-25) ODD	5.6	PG.369-370 (3-69) ODD	7.8	PG. 537-539 (15-93) ODD	10.6	PG.751-753 (11-57) ODD
2.2	PG.122-127 (1-27) ODD	5.7	PG.375-377 (7-11) ODD	8.1	PG.558 (21-51) ODD	10.7	PG.751-753 (7-41)&(47-73) ODD
2.3	PG.136-138 (17-51) ODD	5.8	PG.386 - 387 (17-59) ODD	8.2	PG.571 (15-33) ODD	11.1	PG.790-793 (3-41) ODD
2.4	PG.150-151 (35-85) ODD	6.1	PG.414-415 (21-69) ODD	8.3	PG. 579-580 (13-53) ODD	11.2	PG.802-803 (9-23) ODD
3.1	PG.184-186 (15-25) ODD	6.2	PG.417-420 (3-45) ODD	8.4	PG.589-591 (11-65) ODD	11.3	PG.810-812 (9-39) ODD
3.2	PG.193-194 (9-39) ODD	6.3	PG.429-431 (7-65) ODD	8.5	PG. 603-604 (17-49) ODD		
3.3	PG.200-201 (5-47) ODD	6.4	PG.437-438 (9-43) ODD	9.1	PG.626-628 (9-55) ODD		
3.4	PG.208-209 (9-35) ODD	6.5	PG.446-447 (9-57) ODD	9.2	PG.639-641 (13-79) ODD		

BUSINESS LAW AND LEGAL ENVIRONMENT I - BUS 160
(CRN 20232)

FALL 2007 SYLLABUS

Professor: Bruce Grossman
Class Hours: W 6 p.m. – 9:10 p.m.
Classroom: LB 202

Office: LB 205
Office Hours: M/T/W/R 10 a.m. – 11 a.m.
M/W 5 p.m. – 6 p.m.
Before/after class or by appointment

Phone: (626) 857-4104
E-mail: bgrossman@citruscollege.edu

COURSE DESCRIPTION:

A study of law, with an emphasis on the law's relationship to business. The legal environment of business, court procedures, torts and crimes in the business context, principles of contract law, and, to some extent, commercial transactions, will be covered.

COURSE OBJECTIVES:

- Develop an understanding of how laws impact businesses and individuals in the business environment.
- Develop an understanding of the court system, general legal procedures, and the types of laws that affect businesses and individuals in the business environment.
- Develop an ability to analyze common legal issues which arise in the business context.
- Develop an understanding of how legal issues and problems are or can be resolved in the business context.

REQUIRED TEXT:

WEST'S BUSINESS LAW (TEXT AND CASES), Legal, Ethical, International, and E-Commerce Environment (Custom Edition for Citrus College, derived from Tenth Edition, 2006), by Clarkson, Miller, Jentz & Cross. **(ISBN for Custom Edition: 0324371128)**

GRADING POLICY:

Grading will be based upon the accumulation of points throughout the semester. A letter grade will be given at the end of the semester which corresponds to the number of points earned in the class and

is expected to be based on the following schedule:

Points Earned	Grade
405-450	A
360-404	B
315-359	C
270-314	D
269 and below	F

It is the student’s responsibility to complete the course requirements. Please contact the professor if you have special needs or otherwise need assistance with the course requirements.

Students are also responsible for keeping track of the Add/Drop deadlines during the course of the semester and, if necessary, for finding out from Admissions and Records what those specific deadlines are. The last day to withdraw from the course without a record of the withdrawal appearing on your transcripts is likely to be sometime in mid- to late September 2007. The last day to withdraw from the course without receiving a letter grade in the course (the “**Drop Deadline**”) is likely to be sometime in mid- to late October 2007.

If it becomes a student’s desire to withdraw from the course, it is the responsibility of that student to do so by the Drop Deadline. Students enrolled in the course after the Drop Deadline will receive a letter grade for the course. In addition, the professor reserves the right to drop any student from the course on or at any time prior to the Drop Deadline if a student has missed an excessive number of classes without sufficient justification.

COURSE REQUIREMENTS*:

Final course grades will be comprised of several components. Those components are summarized below and then explained in further detail below that.

*The course requirements set forth below are subject to change, as necessary, at the discretion of the professor.

FINAL COURSE GRADE COMPONENTS

	<u>Maximum Points</u>	<u>% of Course Grade</u>
<i>In-Class Exams (4) + Final Exam</i>	400	89%
<i>Class Attendance/Participation</i>	<u>50</u>	<u>11%</u>
TOTALS	450**	100%

**There will also be an opportunity for students who would like to raise their grades to earn additional points through some extra credit questions that will be given on some of the in-class exams.

EXAMS

1. There will be four in-class examinations and a final examination, all of which will be non-cumulative. Each of the examinations will be weighted equally (each being worth a maximum of 100 points) and collectively will count for approximately 89% of the final course grade (a maximum of 400 out of a possible 450 points available to be earned in the course). **No make-up exams will be given to any student who misses an exam.** However, the lowest grade of the five exams will be dropped and not counted in the calculation of that student's total exam points earned .
2. The exams will likely consist of multiple-choice and essay questions, although other forms of exam questions, such as true/false or fill-ins, may be used as well.
3. Students are expected to take all exams on the scheduled exam dates. It is the responsibility of the students to arrange their schedules in advance so that they are available to take the exams on those dates.
4. Much, but not necessarily all, of the material tested on the examinations will be taken from the subjects covered and/or emphasized in class. The remainder of the material tested on the exams may be taken from the required reading for the course. Students are encouraged to read the assigned chapters from the text in advance of when those chapters are covered in class.

ATTENDANCE/PARTICIPATION

Regular attendance to class lectures is expected. Attendance will be taken at the beginning of each class session. If students are late to any particular class, it is their responsibility to speak with the professor immediately after that class to ensure that their attendance for that class session is properly recorded.

Class attendance/participation will count for approximately 11% of the final course grade (a maximum of 50 points out of a possible 450 points available to be earned in the course). This portion of the course grade will be based upon attendance, participation in class, being attentive in class, not being disruptive in class, and not regularly coming late to class.

CHEATING/PLAGIARISM

Plagiarism is the act of submitting someone else's work as your own. This includes, but is not limited to, using a report or essay written by someone else; quoting from a source without giving that source credit; and taking someone else's ideas or thoughts and submitting them as your own. Plagiarism and other forms of cheating are violations of

the most offensive type; are taken very seriously in the academic environment; and will not be tolerated under any circumstances. Students in this class are expected to adhere to the standards of conduct outlined in the Citrus College Catalog. In response to any student caught cheating or plagiarizing, the professor reserves the right to employ any and all disciplinary actions authorized by Citrus College policies and procedures.

DISABILITY:

If you have a learning or other disability, you may qualify for services through the Disabled Student Program and Services (DSP&S) Department. The telephone number for that Department is (626) 914-8675. If you do have a learning or other disability, and you do qualify for services through the DSP&S, please notify the professor as early in the semester as possible of any special accommodations that you may need.

COURSE OUTLINE*:**

***The following outline of the subjects covered in the course, and the order in which and dates on which those subjects will be covered, is subject to change, as necessary, at the discretion of the professor. The subjects covered and dates on which those subjects are covered may vary, depending on the pace at which the class proceeds.

<i>Date</i>	<i>Topic</i>	<i>Chapters Covered</i>
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INTRODUCTION TO LAW AND THE LEGAL PROCESS

Wed 9/5/07	Introductions and Course Requirements/ Introduction to Law and Legal Reasoning	1
Wed 9/12	Introduction to Law and Legal Reasoning Courts/Alternative Dispute Resolution	1 2

Wed 9/19	Court Procedures	3
	Constitutional Authority to Regulate Business	4
Wed 9/26	Constitutional Authority to Regulate Business	4****

EXAM #1

****Chapter 5 covers Ethics/Business Decision Making. Students are responsible for the material in that chapter, although it will not be covered separately in class. Relevant sections of Chapter 5 will be covered in class at various points in the semester as part of the coverage of other chapters.

BUSINESS TORTS AND CRIMES

Wed 10/3	Intentional Torts	6
	Negligence and Strict Liability	7
Wed 10/10	Negligence and Strict Liability	7
	Product Liability	23 (pp.
457-468)		
Wed 10/17	Intellectual Property	8

EXAM #2

Wed 10/24	Intellectual Property	8
	Criminal Law and Cyber Crimes	9

CONTRACTS AND E-CONTRACTS

Wed 10/31	Nature and Terminology	10
	Agreement	11
Wed 11/7	Agreement	11

EXAM #3

Wed 11/14	Consideration	12
	Capacity and Legality	13
Wed 11/21	Capacity and Legality	13
	Genuineness of Assent	14
Wed 11/28	The Statute of Frauds	15

EXAM #4

Wed 12/5	Third Party Rights	16
	Performance and Discharge	17
Wed 12/12	Breach of Contract Remedies	18
	E-Contracts	19

Sale or Lease of Goods Contracts
20*****

19-

Wed 12/19 **FINAL EXAMINATION**
(6 p.m. to 9:10 p.m. in LB 202)

*****Certain relevant portions of Chapters 20-23, which cover contracts for the sale and lease of goods under the Uniform Commercial Code, Article 2, will be covered in class as part of the discussions relating to general contract principles (Chapters 10-19). Other portions of Chapters 20-23 will be covered in class only if time permits. Students will be responsible for reviewing those chapters and for developing an understanding of the basic concepts set forth in them.

ASCC/Student Suggestions, Likes and Dislikes for Syllabi

Students like:

A detailed course layout that provides turn-in dates and quiz/test dates
A syllabus that comes with a sheet for self-grading
A point breakdown which includes all assignments, quizzes, projects and exams
The syllabus should be printed on colored paper-not white- to help students easily locate it in their paperwork
Contact info for the instructor
Course objectives
Resources that could be used other than a textbook
Required supplies
Space for students to exchange contact information with fellow students
A grading scale
List of extra credit opportunities
A list of field trips (if any).

Students dislike:

1. Not having enough detailed information
2. Putting negative remarks in the syllabi (i.e. statistics show that only half of the class will pass the course)
3. Too much unneeded information, such as the teacher's biography.

Writing a Syllabus

Howard B. Altman
University of Louisville

William E. Cashin
Kansas State University

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," . . .
(*Alice in Wonderland*, Chapter VI, p. 64; Carroll, 1960)

Introduction

Etymologically syllabus means a "label" or "table of contents." The *American Heritage Dictionary* defines syllabus as outline of a course of study. We agree that a syllabus should contain an outline, and a schedule of topics, and many more items of information. However, we suggest that the primary purpose of a syllabus is to communicate to one's students what the course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade.

Most of this paper will list suggestions from the literature about what information might be included in your course syllabus. It is extremely unlikely that you will include everything listed. We suggest two criteria in deciding what information to include. First, include all information that students need to have *at the beginning of the course*; second, include all information that students need to have *in writing*. We believe that any really important information about the course should be in writing. However, it may be better to introduce some information later in the term, e.g., the details of a required project. To attempt to include every single item of importance in your syllabus is to insure that the students will not read much of it.

To the experienced teacher, probably few of the items listed in this paper are likely to come as a surprise. However, Lowther, Stark, and Martens (1989) found in their interviews with faculty and in their examinations of syllabi that "obvious" items were often omitted. At the very least we hope this IDEA Paper will provide the reader with a useful organization of what is already known.

In compiling the list of items of information that might be included in a syllabus, we started with an unpublished article by the first author—an abbreviated version of which appeared in *The Teaching Professor* (Altman, 1989). We found additional items in other publications (Birdsall, 1989; Lowther, Stark, & Martens, 1989; Millis, no date; Wilkerson & McKnight, 1978). There was surprising agreement about the major areas of information to be included in a syllabus.

Major Content Areas of a Syllabus

Course Information. The first items of information in a syllabus should give course information: **course title**, **course number**, and **credit hours**. Also, are there any **prerequisites**? Is the **permission of the instructor** required? Include the **location of classroom**, and the **days and hours class/lab/studio/etc. meets**.

Instructor Information. Second, the students need information about the instructor: **full name**, **title**; **office location** (and where to leave assignments), **office phone number**; **office hours**. Depending on the size of the class (and other factors), it may be desirable to include an **emergency phone number**; quite often this can be the number of the department office. Many instructors give the students their **home telephone number**. If you do, it is well to also list restrictions, e.g., "No calls between 10:30 p.m. and 8:30 a.m. please." If you are helped by **teaching assistants** or other instructors, their names, locations, and phone numbers should also be listed.

Texts, Readings, Materials. College-level instruction—at least in the United States—is heavily dependent upon the use of print material, if not a required textbook, then a variety of readings. These are becoming increasingly costly. The syllabus should provide the students with detailed information about the following.

Textbook(s)—include the title, author, date (and edition), publisher, cost, where available, (often it is appropriate to indicate why the particular text was chosen and/or how extensively it will be used).

Supplementary reading(s)—in addition to the detailed bibliographic information about the readings, the syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore. Sometimes instructors make their own books available to

students. If this is the case for the given course, that information might be included in the syllabus along with whatever conditions apply to their use.

Materials—although many courses use only print material, there are a myriad of courses that require additional—sometimes expensive—materials, e.g., lab or safety equipment, art supplies, special calculators or even computers, etc.

Course Description/Objectives. The treatment of this area—variously called course description, content, goals, objectives—differed more than any other in the publications we reviewed.

The bare minimum would be to repeat the **description in the college's catalog**—assuming that it describes the course with some accuracy. Certainly a paragraph describing the **general content of the course**—and even a sentence or two on why the course is important—would not be excessive. Information about **instructional methods**, e.g., large lecture with small discussion sections, may also be included here.

Some instructors, who have developed detailed instructional objectives, include them in their syllabi. Such inclusion may result in information overload for some students. However, the inclusion of *general course goals* (e.g., the learning and application of the general principles of . . . , or the development of the skill of . . . , or the development of a more positive attitude toward . . .) can help orient the students to the purpose of the course, the instructor's expectations, etc.

Course Calendar/Schedule. Some instructors are concerned that, if they include a **daily—or weekly—schedule of topics** to be covered, they can be held legally liable if they depart from it. One remedy for this is to state that the schedule is tentative and subject to change depending upon the progress of the class. In many cases the instructor has only limited flexibility about scheduling anyway, e.g., in a multisection course where departmental exams are administered on specific dates, or in a course which is a prerequisite for another course (the material has to be—should be—covered by the end of the course). If we expect students to meet our deadlines, to plan their work, we must give them the information needed for such planning.

The calendar or schedule should also include the dates for **exams, quizzes, or other means of assessment.** (We are *not* implying that all evaluation of students must be in groups and at the same time. A course in college teaching might require that the students be videotaped while teaching a class, so the syllabus could say “to be scheduled individually.”)

The calendar should also include **due dates for major assignments.** For example, when a paper is due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.

Finally, any **required special events** need to be included in the calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.

Course Policies. Every discussion of syllabi we read included something about course policies, although what specifically was included varied. We suggest the following topics.

Attendance, lateness—at least for freshman and sophomore classes, and perhaps for all undergraduate classes, the syllabus should include some statement about attendance (is it required, will students who attend regularly be given a break if the grade is borderline?) and about lateness, at least if it is penalized. (Students who arrive late disturb the class, but on some campuses it is not possible for a student to get from one part of the campus to another within the allotted time; sometimes our colleagues do not let the students leave promptly.)

Class participation—in the medieval lecture hall, class participation was not an issue, but if students are to learn to apply, analyze, synthesize, etc., they need to be active. Such approaches are contrary to the experiences—and preferences—of many students. If active participation is expected, the syllabus needs to say so. It also needs to explain if/how participation will be graded.

Missed exams or assignments—since these affect grades, they are of interest to students. Syllabi should inform the students whether exams and assignments can be made up; statements regarding earning extra credit should also be included if that is an option.

Lab safety/health—in some courses these issues can literally be a matter of life or death. Even if detailed materials are handed out early in the course, the syllabus should include a short statement about the importance of these issues and indicate that more detailed information will follow.

Academic dishonesty—in some syllabi this is treated as a separate area. The syllabus should address questions related to cheating and plagiarism. On campuses where these topics are treated in detail in a student handbook, it is sufficient for the syllabus to simply refer the students to that handbook. In the absence of such a resource, details in the syllabus are necessary. Many students actually do not know what constitutes plagiarism. We owe it to the students to explain what is considered to be plagiarism or cheating.

Grading—this topic, even more than academic dishonesty, is often treated as a separate area. Given the students' interest in grades, such treatment is certainly defensible. Each syllabus should include details about how the students will be evaluated—what factors will be included, how they will be weighted, and how they will be translated into grades. Information about the appeals procedures, often included in a student handbook, is also appropriate at least for freshman and sophomore classes.

Available Support Services. Most college courses have available to the students a considerable variety of instructional support services. We often bemoan the fact that the students do not avail themselves of these services. Perhaps this is because we do not draw their attention to the possibilities. The **library** is probably the oldest resource, and perhaps still the richest. Including a brief statement in the syllabus identifying collections, journals, abstracts, audio or video tapes, etc. which the library has which are relevant to the course would be appropriate. If the institution has a **learning center**, making the students aware of its services can be of real benefit to students. In today's world **computers** are becoming almost a necessity. Most campuses have some terminals, if not personal computers, available for student use. Many courses have other support services unique to them. Briefly describe what is available in the syllabus, or tell the students where they can get detailed information.

Beyond the Syllabus

While reading this paper it has undoubtedly occurred to many of you that our suggestions often are based on certain assumptions about what is appropriate for a course or what constitutes effective teaching. You are, of course, correct. "Before the Syllabus" would really be a better title for this section. If one of the main purposes of a syllabus is to communicate to the students what the course is about, it presumes that we have some idea about what we think the course should accomplish. It requires that we have **planned the course**.

Other than commenting generally on the content of the course, most writers do not raise special questions about the underpinnings of the course. Lowther's *et al.* (1989) *Preparing Course Syllabi for Improved Communication* is a significant exception. They list educational beliefs as a separate area, including beliefs about students, beliefs about educational purpose, and beliefs about the teaching role. This concern will come as no surprise to those acquainted with the work of Stark, Lowther, and their colleagues at NCRIPAL studying course planning. In addition to the above publica-

tion, the following are suggested for the reader who wishes to read on the topic in depth (Peterson, Cameron, Mets, Jones, & Ettington, 1986; Stark, & Lowther, 1986; Stark, Lowther, Bentley, Ryan, Martens, Genthon, Wren, & Shaw, 1990; Stark, Lowther, Ryan, Bomotti, Genthon, Haven, & Martens, 1988; Stark, Lowther, Ryan, & Genthon, 1988; Stark, Shaw, & Lowther, 1989).

For readers wishing a single book, Diamond's (1989) *Designing and Improving Courses and Curricula in Higher Education* is a thorough one volume treatment on course design. For something even shorter (79 pages), try Gronlund's (1985) *Stating Objectives for Classroom Instruction*. For something very short, but still thought provoking, complete the "Teaching Goals Inventory" in the forthcoming *Classroom Assessment Techniques* (Angelo & Cross, in press).

First we—individual instructors, faculty groups, curriculum committees—must plan the course, must decide where we want the student to get to. Then the syllabus is one way to tell the students which way they ought to go.

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Center for Faculty Evaluation
and Development
Kansas State University
1615 Anderson Avenue
Manhattan, KS 66502-4073