THE CENTER FOR TEACHING & LEARNING EXCELLENCE
AT HOUSTON COMMUNITY COLLEGE

“Faculty Excellence Equals Student Success”

TL2055

Creating Learner-Centered Syllabi

The Center for Teaching & Learning Excellence is a division of the Office of Vice Chancellor for Instruction
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**Student Learning Outcomes**

Define the features of learner-centered syllabi

Recognize student-centered wording

Change wording in the syllabus to student centered

Write expectations of the learner in the syllabus

Create a learner–centered syllabus
Creating a Learner-Centered Syllabus

The Purpose of a Syllabus

Describes the instructor’s beliefs and philosophy of teaching
Describes the instructor’s attitude toward students
Sets the overall tone for the course
Creates a contract between the instructor and the student
Sets the expectations for the course regarding workload, learning outcomes, learner behavior and responsibilities, deadlines, grading, late assignments, college and instructor policies, extra work and assessment.

Goals to be accomplished by a Learner-Centered Syllabus

Define student’s responsibilities
Define instructor’s role and responsibility to students
Provide a clear statement of intended goals and student outcomes
Establish standards and procedures for evaluation
Acquaint student with course logistics
Establish a pattern of communication between instructor and students
Include difficult-to-obtain materials such as readings, complex charts, and graphs

(Diamond, p. xi)
A Learner-Centered Syllabus

1. Creates a *community*

2. Shares the *power and control* of what is learned and how it is learned

3. Focuses on *assessment and evaluation* tied directly to learning outcomes. Learning outcomes must be listed as well as the assessments which determine if the learning outcomes have been met by the student.

“They may forget what you said but they will never forget how you made them feel.”

– Anonymous
Three Features of a Learner-Centered Syllabi

1. Creating a Community
   - State office hours and times and methods of availability of the instructor. Is the instructor available via phone or e-mail? The accessibility of the instructor demonstrates the willingness of the instructor to provide extra time and energy in providing students assistance. This ease of accessibility creates a feeling of community for the student.
   - Create a personal connection with the student. Write a letter to the student in the syllabus. You may want to ask students to respond to your letter by asking you two questions concerning the information in your letter. You may ask the student to evaluate the course to aid in improvement.
   - Set a tone of caring and concern on the part of the instructor.
   - Describe collaborative work and active learning activities. Instructors who engage students in collaborative and active learning activities demonstrate respect for the students with lessons that encourage higher levels of thinking by the students. Collaborative activities allow students to learn from each other resulting in a learning community.
   - What do I want students to know about myself? My interest in the discipline? My teaching philosophy? How can I convey my enthusiasm for teaching, for the course?

2. Providing Students with Power and Control
   - Empowering students is motivating students to accept their own responsibility in the learning process. Wording in the syllabus is a key to providing students a choice with regard to the acceptance of their learning responsibility.
   - Providing students with a choice, even a minor choice provides the student with a sense of control (M. Harris/R. Cullen, 2009)

3. Evaluation and Assessment
   - Assessment is ongoing formative feedback, allowing students to determine progress in the learning of the curriculum. Assessment also provides feedback of the students’ level of learning to the instructor. Assessment is ungraded.
   - Evaluation determines if learning outcomes are appropriate and valid. Evaluation is used as summative information. Evaluation is graded.
Creating the Syllabus

Bigger is better. Providing students with detailed and specific information is invaluable for the student and more information reduces anxiety. As the syllabus is a contract, detailed information provides instructors with written documentation in case of disputes.

1. Instructor contact information (phone, e-mail or other)  
   Example: Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance.  Creating a Community

2. Location of office and office hours. Example: Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours.  Creating a Community

3. Semester/time of Class/Room #/CRN  Creating a Community

4. Course Description: What content will the course address? How does the course fit in with other courses in the discipline? This information can be the description in the catalog. However, the instructor may wish to provide the students with more information such as: Why is the course valuable to the students? How is the course structured: Large lecture with discussion sessions? Large lecture with laboratory and discussion sessions? Seminar? How are the major topics organized? What do students need and/or want to know about the course? What pre-requisites exist?  Creating a Community

5. Testing and certification info for CATE (if applicable)  Creating a Community

6. Course Goals: What does this course aim to do? What does it cover? What does it teach? What purpose does it have? Generally phrased, non-measureable statements about what is included and covered in a course.  Creating a Community

7. Associated websites: Learning Web, departmental sites, publisher’s sites, library sites and other useful sites pertaining to course material.  Creating a Community

8. Textbook, Edition, Author, Publisher  Creating a Community

9. Lab times and requirements: Providing students with this information and the consequences for not completing required lab by designated deadlines allows students to make a choice, thus requiring the student to be accountable for his or her own actions or lack of.  Power and Control

10. ADA statement: Provides students with information concerning outside resources which they may choose to use.  Power and Control

11. Discipline Statement: Provides students with classroom policy which students may choose to follow or not, and suffer the consequences.  Word
the statement as to place the responsibility on the student.  Example: “As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.” (Saunders, 2009).  

Power and Control

12. Electronics in the Classroom Statement: Provides students with policy which students may choose to follow or not and suffer the consequences. Example: “As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor”.  

Power and Control

13. Academic Honesty, Plagiarism, Collusion: The policy should be written as to provide reasons for being honest. Examples: “A student who is academically dishonest is, by definition, not showing that the coursework has been learned. And that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University’s Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you.” (U of Delaware Student Conduct Office) For more examples go to: http://www.udel.edu/judicialaffairs/syllabustats.html  

Power and Control

14. Attendance/Withdrawal Policy: Policy needs to be worded as to place responsibility on student. Example: 1. “Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. In order to support your ability to succeed, I have made attendance a factor in your final grade. This should be the easiest outcome for you to achieve in this class.” (U of Delaware Student Conduct Office) 2. “You should understand that your in-class grade will suffer as a result of unexcused absences, and of course your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower.”  

Power and Control

15. Additional Required Withdrawal Statement: This statement includes information about 3-peats and state-imposed limits on W’s. Example: If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before you withdraw from your course, please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.  

Power and Control
16. Grading Policy: The instructor needs to establish very clear guidelines concerning assessment of the students’ performances. A grading scale and the grading percentage should be in the syllabus. If the instructor gives extra credit work, then the work and point system should be identified. The instructor’s values and educational philosophy are reflected in his/her grading. Wording should make students aware of their responsibility in maintaining the grade average they seek, but to also keep a record of their progress in reaching their goal. Example: “Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.” (Saunders, 2009) Power and Control and Evaluation/Assessment

17. Course Requirement: General requirements that the discipline committee decide are basic requirements. The individual instructor may add additional information. Example (Discipline): All students enrolled in Education classes must complete 15 hours of observation in an EC-12th grade class. Students will be able to determine the school, grade and time to complete the 15 hours. To determine the student’s grade for this field study, students will be asked to complete forms, a timesheet, and a five page report. These forms and information concerning the report are included in the syllabus. Example (Instructor): This course meets on Monday and Wednesdays at 8:00 am. As you chose to sign up for a 8:00 am course, it is your responsibility to be here at the beginning of class. We begin class on time. This is not a lecture class. I respect the intelligence of my students and expect them to analyze, synthesize and create. Students do critical thinking in collaborative groups. As each student is a valuable member of a group, it is important for you to be present and ready to think. Power and Control

18. Learning Outcomes: Student Learning Outcomes are defined as the specific knowledge, skills or attitude students should be able to effectively demonstrate at the end of a particular course or program. Student Learning Outcomes are measured and provide students, faculty, and staff the ability to assess student learning and instruction. Learning outcomes describe over-arching goals that a student will be able to demonstrate by the end of a course, require the use of higher level thinking skills such as analysis, synthesis and evaluation, and result in a product that can be measured and assessed. When writing Student Learning Outcomes use action verbs in Bloom’s Taxonomy, make sure that the outcomes can be assessed, limit them to 4-7 as you will need to measure them, think about what you want the student to do at the end of the course, do not use the word “understand” and do not use the phrase “students will”. Example: SLO in ENGL 0349 “Compose a variety of writing assignments.” Evaluation/Assessment

19. Make-up Policy: Policy should be worded clearly to allow students to be responsible for their actions. Example: As you receive instructions concerning all of your required assignments at the beginning of the semester in your syllabus, late work is not acceptable. As a dedicated college student, it is your
responsibility to complete your assignments on time. As discussion concerning your assignments will be ongoing during the class, you may ask questions about the projects any time during the semester. Your questions are welcomed as you are not the only student wanting the information. Make-ups are not allowed for class assignments, research papers and field studies. Students missing exams will be allowed to make-up those tests with permission from the instructor. If you are ill or have an emergency on the day of the exam, you must e-mail or call your instructor that day. You and the instructor will discuss when you may make up the exam. **Power and Control**

20. Instructional Objectives: After writing the Student Learning Outcomes for the course, you will need to write objectives for each outcome. The objectives should start with the verbs from Bloom’s Taxonomy and should be on the same level as the verb(s) used in the Student Learning Outcome. Bloom’s Taxonomy has six levels or categories that describe a learning hierarchy. Objectives are the specific teaching objectives detailing course content and activities. **Example:** SLO in ENGL 0349 (see #18) “Compose a variety of writing assignments.” An objective for this SLO: “Generate the pre-writing strategies: generating, organizing, and outlining ideas.” **Evaluation / Assessment**

21. Course Calendar (with Due Dates): Provide as much specific detail as feasible, including dates of examinations and due dates of assignments. Identify the relationship of readings to lectures/class activities. List important dates such as holidays, last date of withdrawal, and the schedule of final exams. Emphasize to the student the importance of reading the calendar daily. You may have the students refer to the calendar during class. Students need to accept the responsibility of reading and following the course calendar. **Power and Control**

22. Other student information: The instructor will write any information that is important, but has not been covered in any of the other sections. This section may include policies concerning this course. **Examples:** 1. “You have beautiful children, but our class is not the place to bring your children. You and your classmates need to have all of your energy focused on the course.”
2. “Different people have differing preferences for how they participate in class discussion. I will promise to do my best to try to keep the classroom a safe place to share ideas, even tentative uncertain ideas. In discussions, making connections with the readings, with topics discussed in previous classes, and with the comments that others have made in class is especially helpful to you and to everyone else and therefore is especially noted and appreciated.”
(From Grunert, Millis, Cohen *The Course Syllabus: A Learner-Centered Approach* p 72.) **Power and Control**

23. HCC Core Curriculum Statement: "For information regarding HCC’s Core Curriculum, see P. 46 of the HCC Catalog. For information about HCC’s Social Sciences Exemplary Educational Objectives, see P. 59-60 of the HCC Catalog." **Community**
References:


Saunders, Dr. Peter, (2009) “15 Survival Strategies for New College Instructors”, Magna Online Seminars


Additional Sources:

Strategies for Inclusive Teaching: Fostering Equitable Class Participation
(Center for Instructional Development and Research, University of Washington)
http://depts.washington.edu/cidrweb/inclusive/foster.html

Suggestions for a Course Syllabus and/or Requirement Sheet for University Instructors and Professors
(University Ombudsman, University of Kansas)
http://www.ku.edu/~ombuds/suggest.html

Grading Class Participation
(Martha L. Maznevski, Assistant Professor, McIntire School of Commerce, University of Virginia)

Student Participation Rubric
(Professor Kathleen Tunney, Dept. of Social Work, SIUE)
http://www.siue.edu/~deder/partrub.html

Learning-Centered Syllabi Workshop (Iowa State University)
Material prepared by Lee Haugen
http://www.cte.iastate.edu/tips/syllabi.html
Excellent presentation of specific ideas to help you construct a learner-centered syllabus...

Summary of "Creating a Learning Centered Syllabi"
by Ken Jones, College of Saint Benedict | Saint John's University
http://www.csbsju.edu/les/pastevents/syllabi.htm
Excellent discussion that focuses on the rationale for using a learner-centered syllabus.

Scholarly Reflections About Teaching
Excerpt from 1994 Peer Review of Teaching Workshop by Lee Shulman and Pat Hutchings sponsored by AAHE.
Taken from The Course Syllabus--A Learning-Centered Approach by Judith Grunert. A very interesting read on some questions to ask yourself about your course..

The State of the Syllabi at Drexel University
http://www.drexel.edu/irt/facilities/fdc/syllabistate.html
Good discussion of why to use a learner-centered syllabus and syllabus template..

The Learning-Centered Syllabus
http://www.uml.edu/centers/FTC/article.html
Article by Mary L. Beaudry and Tracey A. Schaub, Faculty Teaching Ctr., University of Massachusetts Lowell. A version of this article appeared in The Teaching Professor, Feb. 1998, Vol. 12, No. 2

Books

It must be remembered that the purpose of education is not to fill the minds of students with facts... it is to teach them to think, if that is possible, and always to think for themselves.

– Robert Hutchins
<table>
<thead>
<tr>
<th>HCC Course Template (Information for Students)</th>
<th>Standard Info</th>
<th>Instructor Input</th>
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<td>Office: location/hours</td>
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<td>✓ As written in HCC Catalog</td>
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<td><strong>Course Calendar</strong></td>
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<td>List of assignments and due dates</td>
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<td><strong>HCC Policy Statement: Academic Honesty</strong></td>
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<td><strong>HCC Policy Statement: Student attendance, 3-peaters, withdrawal deadline</strong></td>
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<td><strong>Instructor Grading Criteria</strong></td>
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EDUC 1301 - Introduction to the Teaching Profession  
CRN 31774 - Spring 2010  
Stafford Campus - Room W126 | 8:00 - 9:30 am | Mon/Wed  
3 hour lecture course / 48 hours per semester/ 16 weeks  

Instructor:  

Instructor Contact Information:  

Office location and hours  
Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours.  

Course Description  
EDUC 1301 is an enriched integrated pre-service course and content experience that:  
1. provides active recruitment and support of undergraduates interested in a teaching career, especially in high need fields such as secondary math and science education, bilingual education, and special education;  
2. provides students with opportunities to participate in early field experiences including middle and high school classroom with varied and diverse student populations;  
3. provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introducing and analyzing the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.  

Prerequisites  
Completion of developmental English classes or passing grades on the English portion of the college assessment exam.  

Course Goal  
Have education majors begin thinking, writing, and dialoguing creatively and critically about educational theories, history, practices and policies.  

Student Learning Outcomes  
The student will be able to:  
1. Define, compare, and discuss teaching and the process of learning.  
2. Explain the purpose, functions, and process of schooling and curriculum development.  
3. Discuss the foundations of American Education
4. Examine the critical issues and challenges facing contemporary educators

**Learning objectives**

Students will:
1. Examine the historical development of public and private U. S. schools.
2. Review the general structure of our K-12 education system.
3. Consider the principles, practices and benefits of professional unions and associations.
4. Understand the importance of a professional code of ethics and the legal responsibilities of teachers (e.g. responding to child abuse).
5. Examine the various curricular, instructional, assessment and management responsibilities that teachers engage in on a daily basis.
6. Decide on grade, subject(s), and geography as they embark on a teaching career.
7. Review several major court decisions that affect schools.
8. Examine diversity in the classroom with consideration on culture, gender and special needs.

**SCANS or Core Curriculum Statement and Other Standards**

*Credit: 3 (3 lecture)*

This course is designed to help individuals decide whether teaching could be a satisfying career for them. Information concerning the role of education and educators, teacher preparation programs, effective teaching, employability, and rewards and challenges of teaching is presented.
16 WEEK CALENDAR

WEEK ONE
   Introduction
   Chapter 1: Becoming a Teacher

WEEK TWO
   Chapter 2: Student Diversity

WEEK THREE
   Chapter 2: Student Diversity

WEEK FOUR
   Chapter 3: Culturally Responsive Teaching
   Chapter 4: Schools: Choices and Challenges

WEEK FIVE
   Chapter 11: Teacher Effectiveness  
   **Assignment:** Write possible test questions from Chapters 1-4 in your text using Bloom’s Taxonomy. You will write two questions at each level in Bloom’s. The questions may be multiple choice, essay, matching or fill in the blanks. You will also provide the answers. This must be typed and turned in on the **first** class day of Week 7. **Late papers will not be accepted.**

WEEK SIX
   Chapter 11: Teacher Effectiveness
   Chapter 5: Student Life in School and at Home

WEEK SEVEN
   Chapter 6: Curriculum, Standards and Testing
   **DUE:** Bloom’s Taxonomy questions. **Late papers not accepted.**

WEEK EIGHT
   Review for midterm
   **MIDTERM EXAM**

WEEK NINE
   Chapter 7: The History of American Education

WEEK TEN
   Chapter 8: Philosophy of Education

WEEK ELEVEN
   Chapter 9: Financing and Governing America’s Schools
   **Assignment:** Develop and write your philosophy of education. Type and turn in on second class day of Week Thirteen.

WEEK TWELVE
   Chapter 10: School Law and Ethics

WEEK THIRTEEN
   Chapter 12: Your First Classroom
   **DUE:** Assignment on philosophy of education. **Late papers not accepted.**

WEEK FOURTEEN
   Chapter 13: Q and A Guide to Entering the Teaching Profession

WEEK FIFTEEN
   Review for final

WEEK SIXTEEN
   **FINAL EXAM**
**Instructional Methods**
EDUC 1301 is a required course for all teacher education majors.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of education, modeling good teaching strategies, and organizing and monitoring the field experience that allows you to connect the information that you learn in this course to the real world of education.

As a student wanting to learn about the field of education, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in classroom activities, attend class, and enjoy yourself while experiencing the real world of education.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in collaborative activities. You will be involved in discussions with your classmates and your instructor. As you will want to contribute to these discussions, you will need to come to class prepared to discuss, analyze and evaluate information from your text and other assigned readings.

**Student Assignments**
Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in your career as an educator. Students will be required to successfully complete the following:

**Analysis of Bloom’s Taxonomy**
Students will write possible test questions from Chapters 1-4 in your text using the Bloom’s Taxonomy chart. You will write two questions at each level in Bloom’s. The questions may be multiple choice, essay, matching or fill in the blanks. You will also provide the answers. This must be typed and turned in on the first class day of Week 7. In the world of education, it is imperative that you submit reports, lesson plans or required paperwork on time, thus I require you to submit your papers on the due dates. Late papers will not be accepted.

**Philosophy of Education Paper**
1. Use the educational theories discussed in your text to provide a well-written synthesis describing how you plan to apply concepts of cognitive, behaviorist and constructivist theories of learning to your own classroom practice.
2. Include your own experiences in education and describe how that impacts your personal philosophy.
3. Discuss the use of appropriate theories of motivation for classroom learning.
4. Evaluate how your pedagogical practices are consistent with your personal educational philosophy.
Midterm Exam
Fifty (50) multiple choice questions covering Chapters 1, 2, 3, 4, 5, 6 and 11. Questions will include knowledge and comprehension questions covering educational definitions and terminology. Questions will also include analysis, synthesis, and evaluations questions concerning educational theories. Matching questions concerning the levels of Bloom’s Taxonomy will also be included.

Final Exam
Fifty (50) multiple choice questions, which will include all chapters of the text. Questions will include knowledge and comprehension questions covering educational definitions and terminology. Questions will also include analysis, synthesis, and evaluations questions concerning educational theories

Field Study
Students are required to complete 16 hours of observation in a classroom in a school setting. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. At the end of the semester, students will submit the Field Experience Forms and a paper detailing your observation. The paper will be a minimum of three pages and will include the following elements:

- Name of school
- Classroom setting
- Number of students in class
- Type and grade of class
- Description of the children
- Anything that interested you during your visits
- Teacher’s Effectiveness
  - Withiness
  - Overlapping
  - Transitions
  - Least intervention
- Assessments
  - Effectiveness
  - Types
- Classroom management
  - High-traffic areas
  - Listening skills of teacher
  - Examples of overlapping
  - Classroom rules
    - Computers
- Classroom techniques
  - Wait time
  - Teacher feedback
  - Teacher’s questioning methods
  - Scaffolding
  - Engaged time
  - Hands on learning
  - Academic learning time
Assessments
Analysis of Bloom’s Taxonomy 20% of your final grade
Philosophy of Education Paper 20% of your final grade
Midterm Exam 15% of your final grade
Final Exam 15% of your final grade
Field Study 30% of your final grade

Instructional Materials

HCC Policy Statement - ADA
Services to Students with Disabilities
Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office

HCC Policy Statement: Academic Honesty
A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student’s individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a
grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

**HCC Policy Statements**

*Class Attendance - It is important that you come to class!* Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of six (6) hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

**HCC Course Withdrawal Policy**

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals through their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor may “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care,
financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you MUST contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done PRIOR to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

**Repeat Course Fee**
The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**Classroom Behavior**
As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

**Use of Camera and/or Recording Devices**
As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.
**Instructor Requirements**

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student’s responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
  - Bloom’s Taxonomy Analysis, Educational Philosophy Paper, Midterm Exam, Final Exam, Field Study
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Complete the field study with a 70% passing score

**Program/Discipline Requirements**

The Field Study is a discipline requirement of EDUC 1301. The field study is essential in your deciding if education is the right career path for you. The field study also reinforces what you are learning in class by connecting theory to the real world of education. This assignment is very important and as such, it must be completed with 70% of possible points or you will not receive a passing grade in this class.

**Grading**

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

**Grading Scale**

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- Below 60 = F
Grading Percentages
Analysis of Bloom’s Taxonomy  20% of your final grade
Philosophy of Education Paper  20% of your final grade
Midterm Exam  15% of your final grade
Final Exam  15% of your final grade
Field Study  30% of your final grade

TO ALL INSTRUCTORS

This is an example of a syllabus written in the format required for the Learning Web. Please note that the wording of the syllabus is learner-centered.

A component of a learner-centered syllabus is a letter to the students that explains to the student how you feel about this course. Create a personal connection with the student. Set a tone of caring and concern on the part of the instructor. What do I want students to know about myself? My interest in the discipline? My teaching philosophy? How can I convey my enthusiasm for teaching, for the course?

You will add specific information that relates directly to your course. Some of this information may be placed in one of the required format topics. Some of the information may be added to the end of the syllabus.