



## Suggestions for the *Institution & Course Information* Syllabus Section

### MCCCD Requires

- College name, Campus or Site
- Course information
- Title, prefix, course number and section number(s)
- Academic term and year, e.g., Fall 2007
- Course description and/or overview
- Course objectives

### Suggested Categories

- Course Prefix/Number
- Course Name
- College Name
- Campus Name
- Date/Time/Location (or “Internet Section” w/course location)
- Semester/Year
- Section/Class #:
- Purpose of the Course
- Course Description
- Course Competencies/Objectives (<http://www.maricopa.edu/academic/ccta/>)
- Time Commitment
- Letter Introducing the Course and Welcoming Students

### Online/Hybrid Learning Suggestions

- Statement explaining the structure/organizational plan of the course
- Statement explaining Course Prerequisites, official and disciplinary
- Revision of Course Competencies/Objectives/Outcomes in language students can understand.
- Required Technical Skills
- Module/Unit/Assignment Learning Objectives

### Examples

*Time Commitment* (example developed by Shelley Rodrigo)

Many of our students are first generation college attendees and/or finished high school without doing much homework. They need to be warned of the work expectations that will be required of them outside of the classroom.

Please recognize that most college courses expect two to three hours of work outside the class, for every one hour in class. So, for a three credit hour class (during sixteen weeks) that would equate to three hours in class, and six to nine outside of class.

If you are teaching either an online course and/or a course that is not sixteen weeks, do the math...like “Since this is an online course, you are not required to meet in class, this then equates to nine to twelve hours of work a week.”



*Letter Introducing the Course and Welcoming Students* (example developed by Shelley Rodrigo)

This letter sets out in advance some of the instructors expectations about how the course is structured and how it will run. Notice the suggestion about taking responsibility for ones own learning, overall goals for the course, and a “warning” about using technology.

Welcome! I'm glad you have decided to join us this term as a distance learning writing student. Distance learning will require you to be self-motivated, and you may find that it takes more time and effort than a traditional face-to-face classroom. Being a writing student, especially one working through a research project, will also require self-motivation as well as strong organizational skills. I am here to help and guide you as much as possible. Since I never see you, I only assume the best unless you ask for help. I am happy to answer any questions you may have, but you have to ask.

I have tried to do two major things in this course:

1. To introduce you to major processes used when conducting and writing about research; and
2. To give you the space and support to try a variety of activities to improve your writing skills.

Both goals attempt to give you critical reading, writing, and thinking strategies that you will be able to use in other academic classes as well as in your professional, civic, and personal lives.

This is also a highly technologically mediated course. You will be responsible for working with a variety of different technologies to accomplish the course goals. A side benefit to working with these technologies is that you will be more comfortable with our ever changing, increasingly technological world, and learn how to more readily adapt in and to it. You will be required to open a number of freeware accounts (especially through Google). Please recognize that you may choose to use your name, or a pseudonym, when starting these accounts. If you are highly concerned about the safety of your digital identity, consider using the pseudonym option. Feel free to email ([shelley.rodrigo@gmail.com](mailto:shelley.rodrigo@gmail.com)) or call me (480-215-2156) with any questions or concerns.

Although I firmly believe that a student is responsible for his or her own learning, I also take my role as course instructor, learning facilitator, seriously. Part of being a good student is knowing when you need help and seeking your instructor out for it. Do not wait until you are too far behind to catch up; if you need help, ask early, ask often!

Good Luck, and may we have a fun journey together!

***Shelley***