Name of Course, Quarter Year

**Catalog name, number, course number, and section number | Number of credits**

**Dates of quarter – from first day to last day of exams**

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# General Class Information

## Instructor Information

List your contact information such as office number, telephone number, email address, Office (student) hours (Adjuncts: 1 hour per course taught/ Full-time: Minimum of 5 hours).

## Schedule and Location

List the class schedule and location (i.e. when and where the class is held).

## Catalog Description

Look up your class and cut and paste the official description from the College Catalog.

## Prerequisites

List any required prerequisites and the grades students must have gotten in order to take your class.

## Welcome Message

Write a message here that welcomes your students to your class. This personal message from you helps create a positive, student-centered tone starting the first day of class.

## Instructional Methods Used

Describe how your class will be conducted, which is particularly important if it is a hybrid or online course. You may wish to include text like this:

In this class, I use a mixture of discussion, lab, and group work activities. You can expect to:

* be engaged in frequent classroom activities to build on the readings, activities, and/or homework you have done for each class;
* work in small groups during class and for those groups to change on a regular basis; and to
* ask your instructor for clarifications, rather than expecting lectures.

## Textbooks & Supplemental Materials

List your required textbook and materials. Provide details for students such as the ISBN if a published textbook is being used. If your class requires significant interaction with a computer or requires a certain version of software, you may want to include that.

## Technology

Describe the technology and technology skills needed to be successful in your class and resources to help students. Example:

This is a web-enhanced course meaning that our course materials are available online via Canvas. You will need regular access to a computer and internet. Some assignments can be completed on your phone but others will be easier if done from a desktop, laptop, or tablet. If you need support using technology or learning how to use Canvas, please visit the Information Commons in Building 16 on the first floor at the end of the hallway.

# Learning Outcomes

## Degree Learning Outcomes

Tacoma Community College has identified six college-wide student learning outcomes that form the foundation of our educational emphasis:

* communication (COM),
* critical thinking & problem-solving (CRT),
* responsibility & ethics (RES),
* information & information technology (IIT),
* living & working cooperatively (LWC), and
* core of knowledge (COK).

## Program Learning Outcomes

List your PLOs. Example:

Upon successful completion of the program, the student will be able to:

## Course Learning Outcomes

List your CLOs. Example:

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

You can find your PLOs and CLOS in [CurriQunet.](https://tacoma.curricunet.com/Account/Logon?ReturnUrl=%2f) Please ask your program chair if you do not have access to CurriQunet.

# Ways to Meet Course Learning Outcomes

## Assessment Structure

Describe how you will be assessing students’ learning. Provide a table with the list of assignments, their corresponding course learning outcomes, the points possible, and the due dates. Example:

Table 1: Assessment Structure

| **Graded Item**  | **Course Learning Outcome**  | **Points Possible** | **Due Date** |
| --- | --- | --- | --- |
| Assignments  |  |  |  |
| Quizzes  |  |  |  |
| Participation |  |  |  |
| Final Exam/Project/Paper |  |  |  |

## Participation

Describe the behaviors and attitudes you want students to have in your class related to participation and if/how participation will be graded. Example:

I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance. I will not take formal daily attendance, but there will be in-class activities each week worth ~10 points. You must be present in order to get these points and they are given in full if you are present and complete the activity. If you are regularly absent or if you regularly appear to be inattentive in class, it will concern me so I will contact you to talk about how we can help you reach your goals for this class.

## Recommended Study Habits

Describe the behaviors and attitudes you want students to have in your class related to studying. Example:

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every 50 minutes in class (i.e. one class session). As this is a five-credit class, you can reasonably expect an average of 10 hours of reading/homework each week. Before each class, read the chapter sections that correspond to that class day. Formulate questions about the content that you cannot answer on your own. Come to class prepared to ask those questions and deepen your understanding of the content.

I have tried to ensure that the workload is evenly distributed throughout the class, but if you find you have less than the normal amount of work one week, I suggest meeting with a classmate, going to the Writing and Tutoring Center, and/or attending a Supplemental Instruction (SI) session to review the concepts. Students who do well in this class are able to connect concepts within the class and beyond the class to their other classes and their personal experiences. The more time you spend building connections with the class material to other areas of your life, the better!

## Instructional Services

Describe and give the location information for the appropriate Student Learning Center(s) for your course (e.g. WTC, MARC, BEC, etc.). Example:

For assistance with business, please make use the tutors in the Business Education Center. You are entitled to book up to 2 hours per week to work individually with a BEC tutor.

* Business Education Center (BEC), 16-308 (hours vary depending on the quarter and the day).
* Writing and Tutoring Center, Building 7; Room 221 (upstairs in the library)

# Class Policies and Procedures

List your policies and procedures here to make your expectations clear. Example:

* **Attendance:** Attendance is not tracked in this class. However, there are certain in-class activities and group quizzes that you can only get points for if you are present. These happen frequently (at least three times a week) and are not announced prior to class.
* **Due Dates:** All assignments are due by 11:59pm the day of the due date, unless otherwise listed on Canvas.
* **Late work:** Late work is accepted within the same unit. For example, if you miss a Chapter Review, you can still turn it in up to the test on that particular chapter.
* **Cell phones & other electronic devices:** Use of these devices are permitted and encouraged during class. You may be asked to quickly find a fact or confirm information so please bring them with you. If you need to take a phone call or use your phone for a non-class purpose, please leave the room temporarily so that your behavior does not distract others.
* **Children in class:** By college policy, children are not permitted in the classroom while class is in session.
* **Food/beverages in class:** No open drinks or aromatic foods, please. This will be handled on a case-by-case basis to keep our classroom comfortable for everyone.
* **Group work:** Group work is an essential part of this class. Please talk to me if you have any concerns or reservations about working in groups during and outside of class time so we can discuss strategies to help you succeed.

## Student Expectations

Describe what you expect of students and what the behaviors and attitudes of successful students look like. This can also be a good activity to do with your class during the first week (i.e. creating a community agreement or classroom norms). Example:

* **Attend class:** Class time is when we make meaning of the readings and assignments. It is important that you come to class and engage in discussions and activities.
* **Engage in class:** Attending class is the first step – coming to class ready to actively participate in the next step. Ask relevant questions. Take notes. Work cooperatively with other students.
* **Check Canvas:** Assignments and other assessments are in Canvas. Check Canvas at least three times per week to ensure you complete work on time and understand instructions.
* **Respect others:** Behave with respect toward each other including other students and your professor. Refrain from profane language or inappropriate/unrelated remarks. Refrain from wearing strong perfumes or colognes – this is a scent-free class.
* **Communicate with me:** Keep me updated of any circumstances that will not allow you to complete your work on time. I am here to help you learn and can be flexible if something unexpected comes up in your life.

## Instructor Expectations

Describe what you expect of yourself and what the behaviors and attitudes of successful professors look like. This can also be a good activity to do with your class during the first week (i.e. creating a community agreement or classroom norms). Example:

As your professor, we will work to create an atmosphere that will encourage and support your mastery of course concepts. As such, objectives for which I will strive to meet include to:

* Get to know you and what your goals are for this class.
* Meet with you individually at least one time during the quarter.
* Maintain a safe and supportive learning environment.
* Administer fair and equitable policies and procedures to all students.
* Provide a schedule of activities that is clear and communicate changes by email and on Canvas.
* Grade assignments, quizzes, etc. within one week after the stated due date.
* Grade projects (if assigned) and hand them back to students in class no later than one week after the stated due date.
* Answer email within one business day.
* Provide feedback and comments that are thorough and meaningful.
* Be available for students during my office hours and by appointment and inform students of any changes to my office hours by email and Canvas.
* Equip students with general skills applicable to multiple career paths.

# Grades and Grading

## Evaluation Criteria

State how the students’ grades will be calculated. Example:

Final Grades will be based on the following items:

Table 2: Evaluation Criteria

| **Graded Item**  | **Percent**  |
| --- | --- |
| Quizzes  | XX%  |
| Team Assignments  | XX% |
| Team Updates  | XX% |
| Individual Assignments  | XX% |
| Attendance  | XX% |
| Final Exam  | XX% |

## Grading

Include text like the statement below and a table that shows exactly how the percentage will be converted to a letter grade (make sure this matches what you have in Canvas). The table below shows the TCC Standard Grading Scheme which is available on all Canvas shells. Example:

Grades will be posted to Canvas as soon as assignments are graded, usually within two business days. If you think there has been an error, see me as soon as possible to have it corrected. If you need assistance accessing your Canvas account, please ask for help at the Information Commons in Building 16 or review the Canvas module in our Canvas course. Final grades will be assigned using the following scale:

Table 2: Grading

| **Grade**  | **Percent**  |
| --- | --- |
| A  | 93 to 100%  |
| A-  | 90 to 92%  |
| B+  | 87 to 89%  |
| B  | 83 to 86%  |
| B-  | 80 to 82%  |
| C+  | 77 to 79%  |
| C  | 73 to 76%  |
| C-  | 70 to 72%  |
| D+  | 67 to 69%  |
| D  | 65 to 66%  |
| E  | 64% and below  |

## Incompletes

Include TCC’s incomplete policy. Example:

An ‘I’ grade is given at the instructor’s discretion when a student has completed more than 60 percent of the quarter and has a plan to finish remaining class work. The student and instructor must fill out a contract form that identifies specific requirements to be completed, the time allowed for completion, and the grade to be assigned if the contract is not completed. One copy of the contract is retained by the instructor, one given to the student, and one given to the department chair or division dean. An ‘I’ grade will revert to ‘E’ if not completed within one year.

## Classroom Concerns/Disputes/Final Grade Appeal Process

Describe your concerns/disputes/appeals process. Example:

If you have questions or concerns about this class, please talk to me about them. If we are unable to resolve your concerns, you may talk next with the Program chair, Mary Jane Oberhofer in 16-223, moberhofer@tacomacc.edu or 253.566.5253. Ms. Oberhofer can assist with information about additional steps, if needed. If you think that your final grade has been given in error, please see the [final grade appeal process](https://www.tacomacc.edu/about/policies/final-course-grade-appeal-policy) (https://www.tacomacc.edu/about/policies/final-course-grade-appeal-policy).

## Academic Dishonesty

State your expectations and TCC’s policy related to academic integrity. Example:

In this class, academic dishonesty will result in a failing grade (“E”) for the assignment or the quarter. Direct copying is prohibited, while incorrect citation and referencing will result in points taken off. I also reserve the right to remove any inappropriate posts on Canvas such as, but not limited to, profanity or plagiarism. In such a case, you will lose posting privileges and be given alternate assignments. As stated in the TCC Catalog, “Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students” (pg. 33). The complete Administrative Procedure for Academic Dishonesty is available on the [TCC website](https://www.tacomacc.edu/about/policies/administrative-procedure-for-academic-dishonesty) (https://www.tacomacc.edu/about/policies/administrative-procedure-for-academic-dishonesty).

# Class Schedule

Include text like the statement below and a table that shows the tentative class schedule. Example:

Every attempt will be made to maintain this schedule, but schedule changes may occur during the quarter. Check Canvas for the most updated schedule.

Table 3: Class Schedule

| **Week** | **Date** | **Day** | **Topic(s)** | **Chapter** | **Due** |
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# Access and Accommodations

If you have established disability accommodations with the Access Services office, please communicate your approved accommodations to me at your earliest convenience. You can request that Access Services email your Letter of Accommodation to me, or you can provide me with printed copies.

If you have a disability or health condition and *have not* established services, please contact Access Services at (253) 460-4437 or access@tacomacc.edu.

# Religious Accommodations

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the quarter and should follow the procedures listed in the [Leave for Faith & Conscience policy](https://www.tacomacc.edu/about/policies/leave-for-faith-and-conscience) webpage (https://www.tacomacc.edu/about/policies/leave-for-faith-and-conscience).

# Safety

We care about the safety of our campus and community and all of us are needed in order to create a safe and secure learning environment. Please review the full list of safety resources available to you, which are listed on our [TCC Ready website](https://www.tacomacc.edu/tcc-life/campus-services/tcc_ready) (https://www.tacomacc.edu/tcc-life/campus-services/tcc\_ready). Additionally, please watch this [brief video](https://vimeo.com/99287407) (https://vimeo.com/99287407) to familiarize yourself with our general safety practices. Please **program the Public Safety number into your cell phone (253-566-5111)** or 5111 from any campus phone (If this number is inoperable due to an emergency, dial **253-495-4146**) and sign up for [TCC Alerts!](https://www.tacomacc.edu/tcc-life/campus-services/campus-safety) (https://www.tacomacc.edu/tcc-life/campus-services/campus-safety) to receive emergency notifications to your cell phone.

In the event of an emergency, refer to the Emergency Procedures flipchart located near the door of every classroom. This quarter, we are located in Building xx, Room xx. Our nearest exits are to the [left/right] after exiting the room. Please review the [campus map](http://www.tacomacc.edu/campus-map/) (http://www.tacomacc.edu/campus-map/) in order to orient yourself to where we are on campus. In the event of an emergency where we need to evacuate, please follow my instructions to safely direct us to a safe and secure location on campus.

# Student Resources

Inform students that they have access to a Canvas Course called “Student Resources” that gives them information about housing, food, financial aid, etc. Example:

During this quarter, you may encounter a need that goes beyond this class that affects your academic performance. We are here to help you be successful. You have access to great resources on campus and people ready to support you. Login to Canvas and access the [Student Resources](https://tacomacc.instructure.com/courses/1687752) (https://tacomacc.instructure.com/courses/1687752) course to learn about some of these excellent resources.