Hi Mary and Chris,  
  
I have asked Luciana and Nathan for 30 minutes for the hands on activity we discussed at a previous Division meeting to revise/improve the Division syllabus template.    
  
First, is the template attached here the most updated version?  If not, can you forward me the one that is being suggested we use?  
  
Next, after going over all the English syllabi with Rob, there were some unclear parts on the template and areas I could see needed to be revised:  
  
(1) It lists "Instructional Methods" as a category.  We weren’t sure what this meant so did not comment on the syllabi. On the official course outlines there is one similar category—see below—but would this be something to list for students?)   
  
7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include: (Note: In CurricuNET, these are checkboxes)

A. Lecture

B. Lab

C. Essay Writing

D. Research

D. Discussion

E. Field Trips

F. Observation and Demonstration  
  
  
(2) There is also a category called "Course Requirements."  What does this mean? Texts? Pre-reqs? Number of essays? Policies? There is no reference to general “requirements” on the official course outlines so we did not comment on this either.  Should this and the above categories be removed?  
  
(3) Should we come up with a Division "standard" on revisions and make-ups?

            (a) Revision Policy:

            (b) Make up Policy:

(4) I think we should spend time rewording the 3 policies below as the language is punitive and alienating--what do you think?  
  
            (a) Attendance: The attendance policy of dropping a student after a certain number of absences goes   
 against school policy. Can tell them exceeding absences will affect their participation grade   
 adversely. See more information from the template below: (your attendance policy should help a   
 student transition to a collegiate attendance standard. State the benefit of excellent attendance,   
 convey an acceptable number of absences, and explain what responsibilities a student has when s/he   
 misses class.)  
  
            (b) Class Conduct Policy: Students are responsible for adhering to the Code of Student Conduct outlined   
 in the Skyline College Catalog and the Skyline Student Handbook, available online. Students who   
 engage in disruptive behavior—conduct that interferes with the instructional, administrative, or   
 service functions of the course – can be subject to disciplinary action, including suspension and/or   
 expulsion from the course and/or college. Specifically, cell phone interruptions, the use of iPods,   
 habitual profanity or vulgarity, and continued willful disobedience will result in disciplinary action.

            (c) Expected Preparation for Class: Students must come to class with the required assigned   
 texts/textbook(s) each class period, and they must come prepared with all work completed, as   
 assigned. Students should plan to spend a minimum of two hours outside of class for each hour spent   
 in class to learn and make satisfactory progress in the class.

(5) As Rob and I were looking at the syllabi, this section really added to length.  Must all these dates be listed?  Can you instead put a link?

Important Dates to Remember:

8/16 Day and Evening Classes Begin

8/29 Last Day to ADD Semester Length Course

8/29 Last Day to DROP Semester Length Course

9/2-9/3 Declared Recess

9/4 Holiday – Labor Day

9/4 Last Day to DROP Semester Length Courses with no record

9/5 Census Day

10/6 Last Day to Apply for a Degree or Certificate

10/11 Flex Day

11/10 Holiday- Veteran’s Day

11/11-11/12 Declared Recess

11/15 Last Day to WITHDRAW from Semester Length Courses

11/23 Holiday – Thanksgiving

11/24-11/26 Declared Recess

12/10-12/16 Final Examinations- Day, Evening & Weekend Classes

12/16 Day, Evening & Weekend Classes End

12/22-1/01 Winter Recess

1/3 Final Grades Available on WebSmart

(6) I was also going to ask for a consensus of what is an appropriate length for a syllabus.  Rob and I saw some syllabi like Jarrod's and John's that were 18 pages plus.  Do you guys have any feelings on this?  Is there a campus policy on this?  
  
(7) Lastly, if there is time, I wanted to ask the question about syllabus presentation to students.  What are the best methods to do this?  Read over it with your students the first day of class?  Are there other better practices out there?    
  
Let me know your thoughts and also, are there other syllabus issues you think we should try to address in our 30-minute session.  
  
Rachel