II.G. CLASSROOM TEACHING

II.G.1. OFFICE HOURS
(Revised: August 2, 2000; August 4, 2005)

ADMINISTRATIVE OFFICES

Administrative offices during the Fall and Spring semesters are open from 8:00 a.m. to 5:00 p.m. Monday, Wednesday, Thursday; 8:00 a.m. to 7:00 p.m. Tuesday (to accommodate night students); and 8:00 a.m. to 3:00 p.m. on Friday, with an hour for lunch.

FACULTY ADMINISTRATIVE ASSISTANTS AND SECRETARIES

Faculty administrative assistants and secretaries work staggered hours so that one assistant or secretary works until 7:00 p.m. Monday through Thursday to take messages and to provide secretarial support for night classes.

FACULTY OFFICE HOURS

Faculty are expected to be on campus "comparable to a regular work week," in order to be available to students and for committee meetings and other duties. With night classes, the schedule will vary for each faculty member. Faculty submit a schedule of their hours to the Dean's Office through the faculty administrative assistants each semester so that meetings may be scheduled and students informed when faculty will be on campus and/or in their offices.

Faculty are expected to post a minimum of five scheduled office hours a week scheduled over three days when they will be in their offices and available to students.

SUMMER SEMESTER OFFICE HOURS

Regular faculty are expected to schedule and observe a minimum of four office hours each week, scheduled over at least three days, during a summer term. Adjuncts should plan to be available to meet with students before and/or after class.
II.G.2 Advisory Statement on the Syllabus  
(April 26, 2001)

The syllabus is an important part of every college class. A good syllabus explains to students the expectations and procedures for the class. A clearly written and complete syllabus can prevent many problems. Faculty should distribute and explain the syllabus to the class at the first class meetings.

In this increasingly contentious (and litigious) age, a syllabus is a quasi-official contract with students. This contract gives students certain assurances about the course and methods, and it provides faculty members with protection if they become involved in a dispute over a grade or procedure. The syllabus, if clear and fair, is the best defense. Be sure each student is given a syllabus. And, be sure to abide by your stated procedures systematically, impartially, and consistently.

Examples of effective syllabi are available in the Division Offices; feel free to use them as models.

The Parts of a Syllabus

Each syllabus should, as a matter of good practice, include the following items.

1. Basic information about the course including:
   a. your name
   b. course title and number
   c. your office phone number (listing your home number is optional)
   d. your office number and building
   e. office hours (a minimum of five, reasonably scheduled office hours a week is the College requirement; these should be posted on your office door and kept regularly.)

2. A general description or definition of the course. This should be like the catalog course description but longer and more detailed. If special labs, extra meetings, or field trips are a required part of the course, these should be noted early on.

3. A list of the specific goals to be achieved. These should be as exact as possible, e.g. "know and be able to discuss in writing the major criticisms of Skinnerian Psychology" or "be able to identify and discuss the major themes of Emerson's
poetry." Avoid large, vague goals, e.g. "be able to discuss the western cultural tradition."

4. A clear discussion of each graded activity in class including:
   a. specific dates for each test and paper
   b. the specific nature and scope of each assignment or test. (Will you give in-class essay tests? Open-book take-home examinations? Multiple choice exams? How long, in pages, are your students' research papers to be? Do you demand typed work?)
   c. the criteria for evaluation (If, for example, you give heavy weight to grammatical accuracy, say so. If you give credit for class participation, say how you will determine the award.)
   d. how much weight (percentage of course grade) will be given to each graded activity.
   e. a clear distinction of requirements for graduate and undergraduate students, if the course is offered to both.
   f. any optional or extra credit activities. If these exist they should be equally available to all members of the class.

5. Your policy on issues including (but not limited to):
   a. late work
   b. plagiarism (see University catalog Academic Honesty and Integrity statements)
   c. missed examinations
   d. attendance and tardiness
   e. preferred method of scholarly citation
   f. paper rewrites, if any

   Each of these policies should be spelled out as clearly as possible. The more explicit you are about your policies, methods, and expectations, the less likely your students will be to appeal on the grounds of lack of information.

6. A listing of necessary supplies in courses where there are such. This may include information on approximate costs and where such supplies may be purchased if other than the local campus store.

7. The required and optional texts for the course and any supplementary materials on reserve in the library.
8. A provisional course outline, organized by class meeting or topic, indicating relevant reading assignments and significant dates.

9. Any other specific expectations or rules you may have. Be honest here. If you want people to raise their hands to speak, say so.

Plans change. So, if you modify the course plan or syllabus in any substantive way, be sure to inform the students of the modifications by distributing a printed syllabus addendum and announcing the change several times in class.
II.G.3 Study Week

A) Study Week: The last full week of classes during the long semester is designated as Study Week. Classes will continue as scheduled. Examinations, presentations or papers that have due dates during Study Week must be announced to the students on the syllabus during the first week of classes.

B) Final Examinations: Final examinations must be scheduled during the regularly scheduled examination time listed in the official class schedule. If papers or take-home examinations are assigned in lieu of a final examination, the due date must be at the regularly scheduled examination time listed in the official class schedule. If final presentations or final critiques in lieu of final examinations require multiple days to complete, then the final day for the critiques/presentations must occur on the regularly scheduled exam day.

The students strongly request that major exams not be scheduled during Study Week. Please keep this in mind when you are constructing your syllabi.