

**CONSTRUCTING A  
COMPREHENSIVE SYLLABUS**  
Requirements and Suggestions for the EACC staff

# COMPONENTS OF THE SYLLABUS

- Course Description
  - Learning Objectives
  - Instructional Materials/Textbooks
  - Course Length
  - Evaluation Tools
  - Class Schedule/Assignments
  - Lab/Software
  - Prerequisites
- 
- \*All components listed above must be provided by instructors teaching Ivy Tech courses.



## COURSE DESCRIPTION

- It should be clearly articulated the nature of your course.
- What is it the students are expected to learn?
- How will the course benefit them?
- Possible learning opportunities beyond the classroom.



## LEARNING OBJECTIVES/GOALS

- How will student's learning be measured?
- This can be in various formats; i.e. paragraph, outline, state standards, or bullet points.



# EXAMPLES OF OBJECTIVES

**MAJOR PROGRAM LEARNING OBJECTIVES:** Upon successful completion of this program the student will be expected to:

**Content Standards for Advanced Culinary Arts from the IDOE\***

**Domain – Basic Baking Theory and Skills**

**Core Standard 1** Connect baking theory and skills to develop proper techniques in baking. (IvT HOSP 105, # 1-7)

## **Standards**

ACA-1.1

Define baking terms

ACA-1.2

Identify equipment and utensils used in baking and discuss proper use and care

ACA-1.3

Demonstrate proper selection of equipment and utensils for specific application



# EXAMPLES OF OBJECTIVES

1. Become certified in CPR for the Health Professional
  1. Meet competencies in skills
  2. Pass written exam with 80%
  3. Complete and present First Aid/Health Project
  
1. Complete one semester of Medical Terminology including:
  1. Flashcards
  2. Workbook assignments
  3. Breakdown and define terms
  4. Written test for each chapter
  5. Midterm and Final exams



# EXAMPLES OF OBJECTIVES

## **MAJOR COURSE LEARNING OBJECTIVES:**

1. Upon successful completion of this course the student will be expected to:
2. Identify the critical control points during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).
3. Identify microorganisms, which are related to food spoilage and food borne illnesses; describe their requirements and methods for growth.
4. Describe symptoms common to food borne illnesses and how these illnesses can be prevented.
5. Demonstrate good personal hygiene and health habits.



# EVALUATION TOOLS

- What instruments will be used to measure student learning?
  - Tests
  - Projects
  - Rubrics
  - Hands-on demonstrations
  - Portfolios
  - Competencies

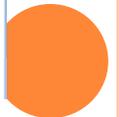


# EVALUATION EXAMPLES-RUBRIC

## -High Key-

### Commercial photography Rubric

	Professional [4pts]	Average [3pts]	Fair [2pts]	Poor [1pts]
<b>Technical:</b> (Exposure, Focus, White balance & Sync speed)	Technical qualities at a professional level. Exceeds basic Objectives	Understands basic technical objectives. Displays <u>consistency</u> in all but 1 area	Understands basic technical objectives. Does not show consistency.	Problems with at least 2 technical aspects. Overall low technical quality; little to no understanding.
<b>Composition:</b>	Student shows a compelling composition with visual movement, professional quality of balance, perspective and compositional elements.	Student shows an understanding of composition rules, but has at least 1 distracting element.	Composition is flat or lacks interest. No consideration of visual movement.	Little to no thought given to composition or visual movement
<b>Lighting:</b>	Professional control of separation, depth & texture. Excellent use of modifiers & <u>specularity</u> . high level of understanding controlling and modifying light	Shows an understanding of lighting, control of separation, texture, depth and good use of modifiers.	Lighting is flat, poor choice of modifiers. No separation, lacking depth.	Little to no understanding of lighting. Lacks direction, contrast, separation. Poor choice of <u>specularity</u> for subject.
<b>Creativity:</b>	Student shows Original & Compelling Idea. Professional Quality from concept to completion.	Demonstrates a creative approach to the subject. Interesting <u>concept</u> , shows potential.	Lacks originality, little effort given to expand on the basic objectives or concept.	Little to no thought was given to the concept. Does not show a creative approach to the subject.
<b>Effort:</b>	Student shows the ability to collaborate and receive critiques. Makes necessary revisions to produce professional level quality.	Accepts critiques but does not follow through with reshoots to a professional level.	Accepts critiques but reshoots are not made. Quality of work is poor.	Work is submitted with no critiques or revisions/reshoots.
<b>Comments:</b>				



# EVALUATION EXAMPLES-PORTFOLIOS

- You **MUST** have a portfolio to participate in this class. The portfolio can be purchased in class for \$28.75 (make checks payable to Elkhart Area Career Center) or you may purchase one on your own. Portfolios should be at least 13” x 19” with a minimum of 20 pages. You will need your portfolio by the deadline for your first project. Final portfolios are a requirement for dual credit approval and not submitting a portfolio at the end of the year is cause for failing the course



# EVALUATION EXAMPLES-PORTFOLIOS

- Prepare a Professional Portfolio containing:
  - Resume and References
  - Letters of recommendation
  - Certificates and Awards
  - Technical and Academic evaluations
  - Evidence of achievements



# EVALUATION EXAMPLES-COMPETENCIES

## **Program Competencies:**

### **Duty A: Administering Proper Infection Control Measures**

- Wash hands
- Identify ways disease-producing microbes are transmitted and controlled.
- Don and remove gown, mask, gloves, cap, and eyewear
- Don and remove sterile gloves
- Disinfect equipment
- Dispose of contaminated material
- Practice Standard Precautions



# CLASS SCHEDULE/ASSIGNMENTS

- Instructional schedule
- Types of assignments
- Grading scale and weights



# INSTRUCTIONAL SCHEDULE

- **Calendar/Timeline:**
- Shop Safety
- Tool Identification/Familiarization
- Shop Management
- Inventory Control
- Customer Relations
- 2/4 Stroke Theory
- Measurement
- Fasteners, Sealants, and Gaskets
- Measuring Engine Performance
- Fuel Control & Emissions
- Carburetion
- Chainsaws
- String Trimmers
- Lawn Mowers
- Ignition Systems
- Skills USA, FFA, Hot Rodders of Tomorrow, and NHRA's YES Program
- Leaf Blowers
- Lubrication Systems
- Preventive Maintenance



# INSTRUCTIONAL SCHEDULE

## ○ Analyze the DSLR

- This project will introduce the student to the Digital Single Lens Reflex. We will explore and indentify the essential components of a DSLR. Students will understand how the camera works to capture an image. Students will explore and contrast various types of camera formats and technologies.

### Resources:

- - Diagrams
- - Videos
- - Lectures
- - Individual Research

### Projects/Quizes

- Camera Diagram **Quiz** —20 Pts
- Exposure **Quiz** —20 Pts



# INSTRUCTIONAL SCHEDULE

	<p>Vocab: topic, thesis</p> <p><b>HW:</b> Langan p67-71 Activity 8, 10-12 (35pts)</p> <p><b>QW#1 DUE</b></p>	<p>transitions</p> <p><b>HW:</b> Langan p102-109 Activity 8:2, 9:1,3, 10:all, 11: 2-5, 13: all (25pts)</p>
<p>WEEK 3 Sept. 22, 24</p>	<p>The Writing Process: <b>Step 4:</b> Edit/Revision PPT Vocab: edit, revise Go over proofreader's marks Go over editing/revision checklists <i>Test Review</i></p> <p><b>HW:</b> Read Langan Ch. 7 <b>Journal #1:</b> What did you learn? What were the important points to remember from chapter 7? (15pts)</p>	<p><b>Writing Process Test</b> (30pts) Introduction to the readings – Langan pgs 622-626 Brainstorm activity</p> <p><b>HW:</b> Read O'Keeney article (p740) and answer comprehension questions (10pts) and <b>Journal #2</b> critical reading question #1 on pg 747 (15pts)</p> <p><b>Journal #1 DUE</b></p>
<p>WEEK 4 Sept. 29, Oct. 1</p>	<p>Grammar Review -Parts of Speech -Punctuation -Sentences</p> <p><b>QW #2:</b> Why is grammar important?</p> <p><b>Journal #2 DUE</b></p>	<p>Sentence Fragments PPT Langan Ch. 24</p> <p><b>HW:</b> Langan p457 Review Test 1-10 Label and correct the fragments (14pts)</p> <p><b>QW #2 DUE</b></p>
<p>WEEK 5 Oct. 6, 8</p>	<p>Sentence Run-ons PPT Langan Ch. 25</p> <p><b>HW:</b> Review Test 3 WS (5pts)</p>	<p><b>No Class</b> <b>Parent Teacher Conferences</b></p>
<p>WEEK 6 Oct. 13,15</p>	<p>Commas PPT Langan Ch. 39 Punctuation Paintball</p> <p><b>HW:</b> Review Test 3 (5pts)</p>	<p>Commas – cont'd In-class practice Review/update vocabulary</p> <p><b>Commas Quiz</b> (20pts)</p>
<p>WEEK 7 Oct. 20, 22</p>	<p><b>No Class</b> <b>Fall Recess</b></p>	<p><b>No Class</b> <b>Fall Recess</b></p>
<p>WEEK 8</p>	<p>Summarizing/Writing a Report PPT</p>	<p>Writing Descriptive Essays PPT</p>



# GRADING SCALE AND WEIGHTS

## Grading Policy

- Think of your grade in terms of “payment” for services. Grades are recorded on a continuum; there is no averaging of the semesters. There are no opportunities for extra credit, but freelance opportunities MAY be offered throughout the semester for compensation.

A letter grade will be given based on the following weighted categories:

- Skills Performance (60% of your total cumulative grade)
- Employability Skills (40% of your total cumulative grade)



# GRADING SCALE AND WEIGHTS

## Evaluation (Grading):

The grading scale is as follows:

We are a grade to date program; grades are updated on an ongoing basis from the start of the year. There are no six week, nine week, or semester grades averaged.

100+	A+	73-77.5	C
93-99.5	A	70-71.5	C-
90-92.5	A-	68-69.5	D+
88-89.5	B+	63-67.5	D
83-87.5	B	60-62.5	D-
80-82.5	B-	0-59.5	F
78-79.5	C+		

## Grades Determined By:

The student's grade is based on a point system combining written assessments based on the textbooks, semester projects, homework packets, math, and employability skills. The employability skills includes lab grades, time management, proper uniform, and attendance. Experience has shown that attendance is a major factor in the final grade. The points per semester breakdown as follows:

## Point Structure

	Semester 1	Semester 2
Baking (HOS 105)	2700	
Foundations II (HOS 102)		1100
Nutrition (HOS 104)		1300
Finals	200	400
Projects	300	700
Math	360	360
Homework	250	250
Employability Skills (includes labs)	4500	4500
<b>Total Points</b>	<b>8310</b>	<b>8610</b>



## RULES, EXPECTATIONS, AND SUPPLIES

- Clearly stated assignment, attendance, and behavioral expectations.
- Supplies needed and expected cost.
- Consequences
- To ensure support from parents/guardians request a signature.



# RULES & CONSEQUENCES

Just like in the workplace there are rules in place that everyone must follow. In addition to ALL Elkhart Community School rules and regulations, the following rules apply in this classroom:

- **A professional working environment is expected.** I encourage you to collaborate with each other about what you are doing, the decisions you are making, and the problems/solutions that arise; try, however, to keep the talk focused on classroom matters and keep the volume low. No blurting out, yelling, throwing or horseplay! You will be warned then disciplinary action will be taken.
- **Keep a clean workplace.** This means clean up after yourself. You probably share your space with another student in the AM/PM class. Please store your things in your assigned flat-file, keep your papers in your binder, clean your workspace, and help keep common work areas clean. Please shut down computers upon dismissal and push in chairs.
- **Food, candy, and beverages are not allowed.** The carpet in this classroom is new and the computers cost over a thousand dollars each to replace. All food a beverage should be consumed outside of the classroom. Bottled water with a cap is allowed.
- **Uses of electronic items that distract your productivity or the productivity of others are prohibited.** Items will be confiscated if problems arise.



# RULES

**Daily requirements:** All students shall arrive on time, dressed for class ready to work. Students will be required to wear shoes with no open toes at all times. Jeans/khakis are acceptable, skirts or dresses are not recommended due to the nature of our work, leggings/ yoga pants or “skinny jeans” are not allowed. Tops should provide adequate coverage, recommendations ( Polo, Sweatshirt, Cardigan, Collared button up). All students should arrive daily with their own SD cards, required subjects or supplies, notes and a plan for their project. Cell phones are not necessary for this photography class, as we will be using high resolution DSLR cameras. Students will keep cell phones out of sight during class.

**Weekly Grades will be given based on students Work Ethic.** A total of 25 points per week will be accredited for appropriate adherence to expected work ethic standards.

I \_\_\_\_\_ have read and understand the expectations of the commercial photography program. I accept that it is my responsibility to seek feedback, and I understand this is a photography class which will require me to take pictures on a daily basis. I understand and agree to all dress code and cell phone rules of the program. I understand critiques and feedback, are intended as a valuable resource in my growth as a photographer, and not a personal attack on myself. I promise to contribute to classroom discussions, and hold myself accountable for my actions. I am excited to be a part of this program and look forward to creating a professional collection of work, for the purpose of either further education or a career in the photography industry. **Date** \_\_\_\_\_

I have read and understand what is expected of my student in the Commercial photography program.

**Also I understand my student is not to use their cell phone during class, they have access to the**

**commercial photography phone at any time (574-262-5650 Xt 2012)**

Parent/Guardian \_\_\_\_\_ Phone \_\_\_\_\_ **Date** \_\_\_\_\_



# SUPPLIES

- Pen or pencil
- Calculator
- Binder, provided

## Materials and Supplies Needed for Lab:

Students must be in **FULL** uniform to earn uniform points.

- Two (2) full uniforms (purchased from a supplier of the instructor's choice), the uniforms required are two chef's hats, two pairs of hounds tooth checkered pants, and two chef's coats so that student always has at least one **clean** uniform
- OSHA-approved, non-skid, closed toe shoes
- One (1) instant read thermometer that registers between 0° and 350°, at a minimum.
- Sharpie
- Pen or pencil
- Optional: knife and pastry tool kits will be available for purchase



# DISCLAIMERS

- Consideration should be given in reference to:
  - Cheating/plagiarism policy
  - Equal opportunity
  - Schedule subject to change

