

How to copy and paste SLOs from a Course Outline of Record to a Syllabi Template.

Before you begin download the *Norco College Accessible Syllabi Template* and save.

Course Syllabus Shells

Beginning in the 2015-2016 Academic Year, the Norco College Academic Senate approved a syllabus "shell" as a best-practice tool for your consideration when developing your syllabus. Adoption of the syllabus shell is not mandatory; however, using it ensures that all students receive consistent information.

It continues to be critical that the SLOs on your syllabus exactly match the language from the official Course Outline of Record. Please use [CurriQunet](#) to find your Course Outline of Record and then copy and paste the Student Learning Outcomes to the following Syllabi template.

[Norco College Accessible Syllabi Template](#)

Second- [Click here](#)

First- download the syllabi template and save

1. Choose course

2. Choose Subject

3. Enter Course Number

4. Click 'Search'

TIP: Use CurriQunet (Public Access) to ensure you are choosing the current Course outline of record and SLOs.

The screenshot shows a search form with tabs for 'Program' and 'Course'. The 'Course' tab is selected. The 'Subject' dropdown is set to 'ACC'. The 'Course Number' field is empty. The 'Title' field is empty. There are 'Search' and 'Cancel' buttons. Arrows point from the numbered instructions to the corresponding form elements.

Click on document icon

ENG 1A - English Composition

ENG 1AH - Honors English Composition

The screenshot shows the search results for 'ENG 1A - English Composition'. The 'Subject' dropdown is set to 'ENG' and the 'Course Number' is '1A'. A document icon is highlighted with a red box and an arrow pointing to it. Below the icon is a 'Course Outline' button. The 'Search' and 'Cancel' buttons are also visible.

RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

ENGLISH 1A

ENG-1A - English Composition

College: NOR
Lecture Hours: 72 000
Lab Hours: 18 000
Outside-of-Class Hours: 144 000
Total Student Learning Hours: 234 000
Units: 4.00
Grading Methods: Letter Grade

Course Description

Prerequisite: ESL-50 or ENG-50 or ENG-80 or qualifying placement
Course Credit Recommendation: Degree Credit

Emphasizes and develops skills in critical reading and academic writing. Reading and writing assignments include exposition, argumentation, and academic research. Students will produce a minimum of 10,000 words of instructor-evaluated writing. Classroom instruction integrates writing lab activities. Students may not receive credit for both ENG-1A and ENG-1AH. 72 hours lecture and 18 hours laboratory. (TBA option)

Short Description for Class Schedule

Teaches college-level critical reading, academic writing, and research skills.

Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

- Distinguish main idea from evidence in texts and arguments.
 - ENG-50 - Distinguish among rhetorical strategies, main idea, and evidence in non-fiction texts.
 - ENG-80 - Employ effective reading strategies for active, critical reading (including pre-reading and post-reading).
- Construct unified, organized essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in support of arguable thesis statements.
 - ESL-50 - Write text-based essays (700-1,250 words or more) that respond to college-level readings (Lexile Measure 1185-1385), employ a flexible variety of rhetorical strategies, integrate newly-acquired, advanced academic vocabulary, include an effective thesis with appropriate support, and show proficiency in the conventions of standard American English that is largely free of disruptive errors in written language.
 - ENG-50 - Construct unified, organized, primarily text-based essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in MLA format in support of arguable thesis statements.
 - ENG-80 - Compose intelligible, multi-paragraph essays that employ rhetorical strategies for situating, developing, and communicating a controlling idea.
- Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.
 - ESL-50 - Write text-based essays (700-1,250 words or more) that respond to college-level readings (Lexile Measure 1185-1385), employ a flexible variety of rhetorical strategies, integrate newly-acquired, advanced academic vocabulary, include an effective thesis with appropriate support, and show proficiency in the conventions of standard American English that is largely free of disruptive errors in written language.
 - ENG-50 - Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.
 - ENG-80 - Assess their own writing processes.

Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

- Analyze rhetorical strategies, reliability, ideas, and evidence in non-fiction texts of varied difficulty.
- Find, evaluate, analyze, interpret, and engage with primary and secondary sources, meaningfully incorporating them into essays (including paraphrase, summary, and quotation), using appropriate documentation format.
- Demonstrate varied and flexible strategies for generating, drafting, proofreading, editing, and revising essays.
- Apply a variety of rhetorical strategies in constructing essays with arguable thesis statements and persuasive support.
- Organize essays so that paragraphs contribute to the clear, unified development of the thesis.
- Write unified paragraphs that make clear points and stay on topic.
- Construct timed, in-class and formal, out-of-class essays generally free of disruptive errors.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

- Construct arguments that explore complex academic issues from more than one perspective by evaluating differing ideas on an issue, testing rival hypotheses, and/or rebutting challenges.
 - Critical Thinking: Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
- Write arguable thesis-driven, text-based, and supported essays of various lengths.
 - Communication Skills: Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Course Content:

- persuasive support.
- Organize essays so that paragraphs contribute to the clear, unified development of the thesis.
- Write unified paragraphs that make clear points and stay on topic.
- Construct timed, in-class and formal, out-of-class essays generally free of disruptive errors.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

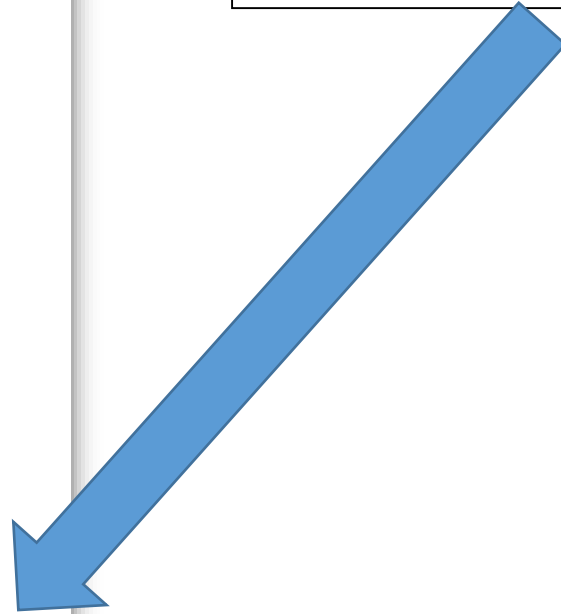
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 - Critical Thinking: Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
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Course Content:

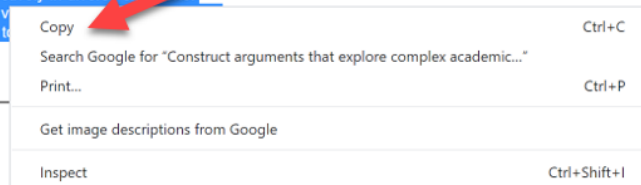
Lecture Content:

- Critical reading and thinking skills
 - Analysis of non-fiction texts
 - Generation and synthesis of ideas about texts
 - Awareness and understanding of basic elements of argumentation in texts
 - The assertion and defense of claims
 - The use of sufficient and varied evidence in support of those claims
 - The use of logic/reasoning to construct sound arguments

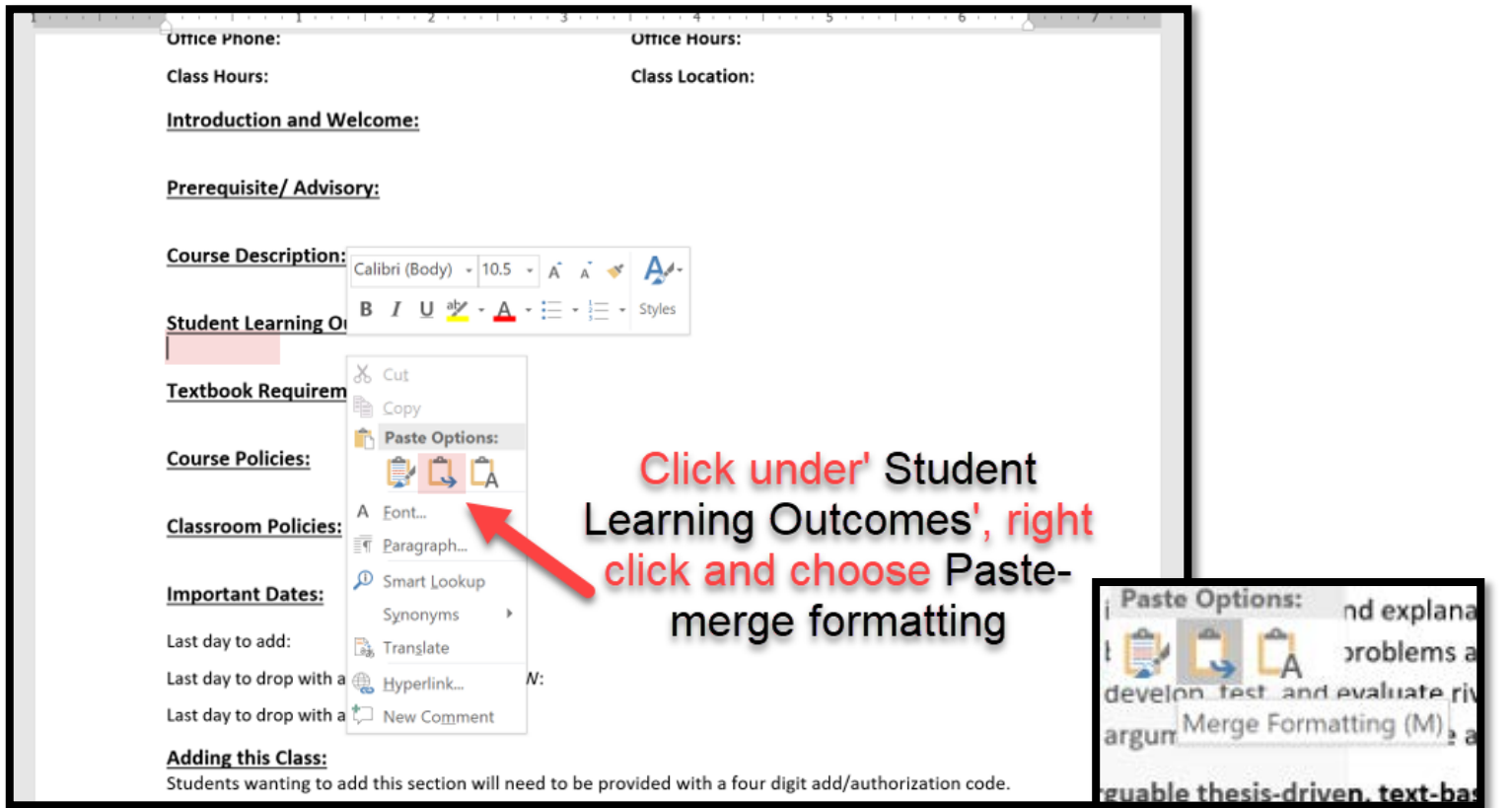
Find the Student Learning Outcomes in the course outline of Record



Highlight SLOs, right click and click Copy.



Open the Syllabi Template



Office Phone: Office Hours:
Class Hours: Class Location:
Introduction and Welcome:
Prerequisite/ Advisory:
Course Description:
Student Learning Outcomes:
Textbook Requirements:
Course Policies:
Classroom Policies:
Important Dates:
Last day to add:
Last day to drop with a grade:
Last day to drop with a grade:
Adding this Class:
Students wanting to add this section will need to be provided with a four digit add/authorization code.

Click under 'Student Learning Outcomes', right click and choose Paste-merge formatting

Paste Options: Merge Formatting (M)

Class Hours: Class Location:

Introduction and Welcome:

Prerequisite/ Advisory:

Course Description:

Student Learning Outcomes:

1. **Construct arguments that explore complex academic issues from more than one perspective by evaluating differing ideas on an issue, testing rival hypotheses, and/or rebutting challenges.**

- **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

2. **Write arguable thesis-driven, text-based, and supported essays of various lengths.**

- **Communication Skills:** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Textbook Requirements:

#1 You have added your SLOs to your syllabi. 😊

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