Style and Format Guidelines for Course Outline of Record

Course Element		Guidelines
Purpose and function of this sheet		The following guidelines highlight capitalization, punctuation, format, and writing styles recommended for Saddleback College Course Outlines of Record (COR). Consistent use of the guidelines should assist in the writing and evaluation of CORs. The guidelines highlight local practice and complement, but do not replace, the officially adopted reference, The Course Outline of Record: A Curriculum Reference Guide (2008) by the Academic Senate for California Colleges Curriculum Committee and the Program and Course Approval Handbook (2013) by the Chancellor's Office, both linked for reference on the curriculum website under guides and resources.
All elements of the COR are integrated	☐	A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. In other words, there should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives like a thread that you can clearly see woven throughout the course.
General considerations that apply to the whole outline		
Capitalization	☐	Be consistent with capitalization
	☐	Capitalize only proper nouns
Punctuation	☐	Avoid using the slash (/) as it does not clearly express intended meaning. Instead, use the actual word the slash was replacing.
	☐	Avoid using the ampersand (&) unless part of a proper noun
Format and Writing Style	☐	Abbreviations and acronyms are spelled out the first time the term is used and then the abbreviation is placed in parentheses immediately after. The abbreviation can be used thereafter. **Examples:** • Curriculum Leadership Team (CLT) and thereafter CLT • National Association for the Education of Young Children (NAEYC) and thereafter NAEYC • Course Outline of Record (COR) and thereafter COR
	☐	Use parallelism and remain consistent throughout document **Examples** (either option is acceptable as long as consistently used) • Using, browsing, and viewing **OR** Use browse, and view • Obtaining, applying, converting **OR** Obtain, apply, convert • Drawing, finding, and determine **OR** Draw, find, and determine
Title		
	☐	• Do not use the following symbols **in** the title ? < > " \ / * : |

		• 60 character max • Changing the title will trigger a revision to any program this course is a part of
Short Title		
	☐	• This is what will show on transcripts so make sure it conveys the idea of the class • Do not use the following symbols **in** the title **? < > " \ / * : |** • 22 character max
Catalog Description (Character Limit 840)		
Format and Writing Style	☐	Omit introductory words and start with the primary topic when appropriate **Examples** • ~~Covers~~ Network vulnerabilities from hackers' perspective. • ~~The course covers the~~ Basics of commercial HVAC control theory as it applies to electric, pneumatic, and digital control systems. • ~~Presents an appreciative background to~~ Dramatic literature and the development of dramatic art.
	☐	It is permissible to use short phrases as opposed to complete sentences provided that the course description is consistent with the goals, objectives, and content of the course.
Things to include	☐	Include course requirements **Examples:** • Field trips are required. • TB test is required.
	☐	The course and catalog descriptions should provide a brief summary of the course and should differentiate the course from similar courses that may be offered at the college; this is particularly important if you have a leveled course (e.g., beginning, intermediate, and advanced).
Schedule Description (character limit 360)		Remember this is the description students will most often see and use.
Format and Writing Style	☐	All guidelines for the catalog description plus:
	☐	When possible, use the entire catalog description.
	☐	Do not introduce topics not mentioned in catalog description
Lecture Topics		
Capitalization	☐	Use consistent capitalization
	☐	Capitalize only proper nouns
Punctuation	☐	Avoid using the slash (/) as it does not clearly express intended meaning. Instead, use the actual word the slash was replacing.

	☐	Avoid using the ampersand (&) unless part of a proper noun
	☐	Use colons (:) where appropriate and use them consistently
	☐	Periods are not necessary but if you use them do so consistently
Format and Writing Style	☐	Omit references to the following as they are not topical • Syllabus • Course orientation • Review of • Instruction and overview • Midterm or Final
	☐	List topics only once
	☐	List distinct topics on separate lines
	☐	If there is topic with an "a" there must at least also be a "b"
	☐	Omit teaching activities
Lab Topics	☐	All lecture topic capitalization, punctuation, and format guidelines plus:
	☐	Topics should indicate student's application of lecture topics, in other words what will students be doing? Use action verbs. Lab topics MUST NOT be a copy/paste duplication of lecture contents **Examples** • Identify components of the flower, photographed from the garden and describe based upon lecture topics. • Make the photo records of the good and the bad examples of tree pruning in the neighborhood.
Objectives		Objectives complete the sentence: **Students participating in this class will……**
	☐	**Objectives should describe what students do during the class that ultimately lead them to being able to demonstrate the student learning outcomes. You might think of these as practice exercises or parts leading to the whole. Examples** • Outline topics to include in a research report • Write a script • Play basic scales • Differentiate between various learning theories
	☐	Avoid the following, difficult to measure, verbs: • Know, Understand, Comprehend **Instead use verbs that indicate what you will see that indicates that a student knows, understands, or comprehends**
	☐	Use plural form when appropriate **Examples** • Create and integrate appropriate tables, charts, or diagrams into Word documents • Classify disinfectants by category and explain their modes of action • Analyze various settings for best teaching practices
	☐	Do not use period unless the objective is a complete sentence or if you do –be consistent

Student Learning Outcomes: These complete the sentence "Students completing this course satisfactorily will be able to…..		
	☐	If you make changes to the existing SLOs, make sure to copy back to TracDat whatever you changed so that the records are consistent.

In and Out-Of-Class Assignments

This section identifies representative samples of the assignments students will complete both in and out of class. In their descriptions it should be clear that the amount of total time these will likely take the average student across the term of the course equals 2 hours of homework for each one unit of course.

Reading	☐	State typical things students will read, including textbook **Examples** • College level textbook • Current periodicals such as Time and Newsweek • Horticulture lab manual
Writing	☐	Include approximate length, type and number of written assignments. And write them so that the content and objectives of your course are evident. Writing assignments would look different in a child development class than in a film class, and so on. They should not be generic. **Examples** • Three critical essays of 3-4 pages examining financial topics such as retirement planning • Two Case Outlines (3-5 pages in length)
Oral	☐	Describes the nature of the topic and the format of typical oral presentations related to the topics of the class. Not generic. **Examples** • Various types of spoken class participation which demonstrate knowledge of course materials • Presentation of the pre-production, production and post- production stages of individual film projects
Other	☐	"Other" are not required but should be used if students are required to do something that clearly doesn't fit the above categories **Examples** • Evaluation of glazing methods and practices through portfolio evaluation • Diagram the cycle of observation, planning, implementation, andassessment in early childhood curriculum development

Methods of Evaluation
- Now it will make sense that the assignments section should be completed first because the Methods of Evaluation describe how the student will be evaluated on the assignments listed in the assignments section.
- There should be a clear correlation between things listed in the assignments and things listed in the MOES. For example if an observation report is listed in assignments, you might see "Students will be evaluated on their ability to clearly connect theory to observed behaviors, organize their paper as directed and make connections to lecture material.
- **Think of what you write here as the rubric for how you would grade the assignment –what would you look for to assess student success.**

Verbs	☐	Avoid the following, difficult to measure, verbs: • Know, Understand, Comprehend • Instead use verbs that indicate what students will actually do to indicate that they knows understands or comprehend

Format and writing style	☐	Clearly identify what the student will be evaluated on **Examples** - Student will be evaluated on the accuracy and of the connections they make between child's behavior and developmental theory - Evaluation of student's ability to manually operate the camera, and audio equipment - The essay questions on the midterm exam are graded on format, presentation, and content as well as the students' ability to formulate and explain their personal views on developmentally appropriate practices in the inclusive classroom.
	☐	Make sure all measurable objectives have a representative evaluation
Writing Assignments		
	☐	Include the focus of the written work, expected product (i.e. research paper, web page, marketing document), and the elements the student will be evaluated on. **Examples:** - Students will be evaluated on their ability to articulate the historical, social and psychological factors involved in the making of art through a research paper. - Evaluation of the student's ability to synthesize the interactions of the private and public sectors in a mixed economy on an essay question. Writing will be assessed for critical analysis and the application of appropriate economic concepts to the problem under consideration.
Problem Solving Demonstrations		
	☐	Describe how the student will be evaluated on their ability to solve something relevant to the topic of the class using critical thinking skills **Examples** - An evaluation of the student's ability to produce short films within time and budget constraints. - In a homework problem, students will be evaluated on their ability to interpret economic data and form conclusions about basic economic relationships in pre-industrial society.
Skill Demonstrations		
	☐	Describe applications of the course concepts **Examples** - Students will be evaluated on their ability to analyze annualrainfall and temperature data by the Koppen climate system. - Evaluation of student's ability to use appropriate observation, analysis, and reporting skills related to child and family development in written observation reports.
Examinations	May include an evaluation duplicated from the previous three sections if appropriate to the course	
	☐	Describes the focus of the examination, the format, and the elements the students will be evaluated on **Examples** - Students will be assessed through a multiple choice test on ceramic terminology. - Assessment, through written or verbal examination, of students understanding of specific applicable knowledge of evidence, fallacies, the model of argument, and other general concepts of argumentation.