

Memo

Date: July 31, 2017

To: LSHS Faculty

From: Dr. John Faulkenberry

Re: Course Syllabus for 2017-18 School Year

The course syllabus shall clearly convey the purpose and expectations associated with each course offered at Lee's Summit High School. The course syllabus used by multiple teachers of the same course must be common. Common means each teacher of the course must employ the same course description, essential standards/major course goals, major assignments and projects, assessment plan, grading policy, and the same make-up work policy.

In order to develop an easy-to-access electronic warehouse and reduce paper usage, course syllabi will be shared electronically with students and parents. Teachers should upload each syllabus per the instructions provided at the end of this document, and avoid printing paper copies. Syllabi may also be shared with students via Google Classroom, Schoology, or other electronic methods. Additionally, if desired, teachers may create a Google form (survey) to use as a student sign-off sheet. Once uploaded to our website, these documents will be easy for parents and students to find and utilize. As in the past, syllabi will be organized per department, per teacher.

Each course syllabus should contain the components listed below.

1. **Course description:** This should be the same description as is found in the course enrollment book. It should explain the aims of the course. The flavor of the description should be inviting to students. Any pre-requisites for the course should be listed and, if necessary, explained.
2. **Instructional Philosophy:** This statement should characterize the instructional approach that the instructor will employ. It should describe what a typical day of instruction will look like. Different instructional strategies that will be used should be listed and, where necessary, explained.
3. **Essential Standards/Major Course Goals:** If you teach a course that has been through Balanced Assessment curricular revision, you must list the essential standards that students are expected to master throughout the course. For all non-Phase I and Phase II courses, you should list four to six major objectives or "big ideas" that students are expected to master. These objectives or "big ideas" should come directly from the existing curriculum guide. These objectives or "big ideas," clearly defined for students, should drive all assessments.
4. **Major Assignments and Projects:** This is the body of work students must complete to provide evidence they have met course outcomes. Not every assignment should be listed here. Instead, only the assignments that carry significant weight and importance in the class. ***The approved research/resource-based project for the course must be listed here.*** This is also a good place to explain the level of challenge provided by the work. ***Any projects that are required to pass the course must be fully explained within this section. For those teaching honors level courses, this explanation is critical. Please consult the student handbook for the exact policy.***
5. **Assessment Plan:** How many assessments will occur and what will they look like? Be sure to include more than traditional tests. Describe how any and all assessments that occur will be translated into a grade for the course. This description should extend beyond percentages. ***For Phase I and Phase II courses, District Summative Assessments and their approximate delivery window must be listed. For those teaching the same course as others, the same assessment plan must be articulated and utilized.*** A statement regarding how formative assessment will be employed must also be present.

6. **Tutoring/Extra help Plan:** Explain how the student can get help in case they begin to struggle in your course. *You must offer specific times, before and/or after the regular school day, that you are available to meet with and tutor students.* This requirement stands for all teachers, no matter extra-curricular responsibilities.
7. **Teacher Contact information:** Be sure to include the times of your plan hour. Your email address should be included on the document. The school's main line, 986-2000, should also be listed along with your phone or voice mail extension. If you maintain a classroom website, list it here. If you do not closely maintain the site, do not list it.
8. **Grading Policy:** Thoroughly explain how a student's grade will be figured. This should include the weight assigned to exams, projects, daily work, etc. In courses where end of course exams are administered, the assigned 10% weight must be shown. *For those teaching the same course as others, the same grading policy must be articulated and utilized. Any exceptions must be approved by the supervising administrator.*

For 5th hour teachers- the following SSR statement must be included in the course syllabus that governs your fifth hour class:

1% of the student's grade will be comprised of his/her performance within Lee's Summit High School's silent sustained reading (SSR) program. SSR will occur for 20 minutes, during 5th hour, on 60% of Wednesdays throughout the school year. The two key elements of the student's SSR grade will be bringing materials (30%) and time spent reading (70%).

9. **Late Work Policy:** The department's common policy on late work should be clearly described. Your statement here must articulate how you will deal with work not turned in during class due to the student not having his/her Chromebook during class.
10. **Makeup Work Policy:** The school's make up work policy, as described in the student planner, should be provided.
11. **In Class Cell Phone/Chromebook/Other Devices Policy:** As prescribed by LSHS Site-Based Team, the classroom is sacred when it comes to cell phones or any other electronic device. If you wish for cell phones and other devices to remain unseen during class, this is a fair and supportable expectation. If you choose to allow students to utilize cell phones or other devices for instructional purposes, that is supportable as well. Articulate and enforce your position.
12. **Other Items you Deem Necessary:** These might include class expectations, general procedures, etc.

Instructions for Loading Syllabi:

1. Create your syllabus as a google doc, edit your existing google doc syllabus, or upload your current syllabus as a document to your google drive.
2. Name the document in the following manner <Course Name Syllabus> (ex: College Prep Math Syllabus)
3. Within your google drive shared folder, find the folder titled **Course Syllabi**. It was shared from Kari Twillegar.
4. Right click on the Course Syllabi folder and select **Add to My Drive**.
5. Return to your drive and locate a syllabus for this year. Right click on that document and select **Move to**. Select the **Course Syllabi** folder Select the **Course Syllabi** folder by double-clicking, then select your department, and finally, your name. Hit **OK** when prompted to share this file.
6. Repeat this for each course syllabus document you have.