

## HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES

### *Syllabus Guidelines for Best Practices*

The following categories are typically included on a syllabus (keeping in mind that some categories are more or less appropriate, depending on the course). Required sections for all **new** courses appear in **red**. The following order of sections and format **are not required**. Examples appear in **blue**.

**Hofstra University College/School/Department**

**Course Prefix & Number: Course Title (including Distribution category); Semester Hours**

**Professor:**

**Contact information:**

**Office hours:**

#### **Course Description**

This may be an elaboration on the Bulletin description.

#### **Learning Outcomes for this course**

This section may be outcomes that are specific to the course only.

#### **Goals/Objectives this course fulfills within the Department/Program**

*This section must align the course with specific Department/Program Goals and Objectives for the purposes of Outcomes Assessment. If the course carries Distribution credit, it should also align with the College's General Education Goals and Objectives.*

*The following examples are for RLL courses for the major or minor in French, Italian, or Spanish:*

**This course fulfills:**

1. Learning Goal: Students should develop linguistic skills in oral and written expression.

Objectives: Students should be able to

- a) demonstrate the ability to understand speech in the target language in most social and professional situations;
- b) demonstrate the ability to communicate orally in the target language in most social and professional situations;
- c) demonstrate the ability to understand written texts (journalism, non-fiction, literature, etc.);
- d) demonstrate adequate mastery of the grammar of the target language;
- e) demonstrate the ability to write grammatically and analytically at a variety of language levels.

2. Learning Goal: Students should develop a sense of the cultural aspects of the peoples who speak the target language.

Objectives: Students should be able to:

- a) recognize political, social, economic, and linguistic factors that influence components of the language and the culture;
- b) develop understanding of people of other cultures in general and in the particular local setting(s).

***OR a more abbreviated version could be:***

This course fulfills:

Goal 1. Students should develop linguistic skills in oral and written expression and

Goal 2. Students should develop a sense of the cultural aspects of the peoples who speak the target language of the Department Goals and Objectives which can be found on the Department webpage at:

[https://www.hofstra.edu/academics/colleges/hclas/rll/rll\\_goalsobjs.html](https://www.hofstra.edu/academics/colleges/hclas/rll/rll_goalsobjs.html)

**Goals/Objectives this course fulfills within the College (if for Distribution credit ONLY)**

*If a course is a Distribution course, it should also be tracked to the HCLAS Distribution Goals and Objectives:*

This course also fulfills:

3. Learning Goal: For distribution courses in translation, students will develop an understanding of other cultures through translations of literature as well as non-fiction documentation that originate from the region where the target language is used as an official mode of expression.

Objectives: Students should be able to accomplish the following:

- a) develop an understanding of people of other cultures in general and in the particular local setting with individuals of those cultures;
- b) develop an appreciation of the political, social, economic and linguistic factors, including prejudices, that characterize the human experience across cultures in the particular local setting(s) with individuals of those cultures;
- c) understand the historical, social, and political context of literary works and apply that knowledge to a literary analysis of those works.

**OR** a more abbreviated version could be:

This course also fulfills:

Goal 4. Cultural and Global Awareness

of the General Education Goals and Learning Objectives in the College of Liberal Arts and Sciences which can be found on the College webpage at:

<https://www.hofstra.edu/liberal-arts-sciences/goals-learning-objectives.html>

More information about distribution requirements can be found in the Faculty Handbook:

<https://www.hofstra.edu/sites/default/files/2024-06/faculty-handbook-spring-2024.pdf>

**Course Goals for First-Year Seminars (for FYC seminars ONLY)**

*The following five course goals are required for all first-year seminars, and should appear on FYC seminar syllabi:*

1. The course will cultivate intellectual curiosity
2. The course will foster competencies in critical thinking
3. The course will foster competencies in oral, written, and/or artistic communication
4. The course will encourage engagement with your peers and seminar instructor
5. The course will facilitate your adjustment to college

**Learning Outcomes for accreditation (if in an accredited program ONLY)**

*(The following example is for OTH 223L: Occupational Engagement and Performance accredited by the Accreditation Council for Occupational Therapy Education)*

**ACOTE (2018) Standards addressed in this course:**

B.4.1. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

B.4.2. Clinical Reasoning. Demonstrate clinical reasoning to evaluate, analyze, diagnose, and provide occupation-based interventions to address client factors, performance patterns, and performance skills.

B.4.3. Occupation-Based Interventions. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention

B4.16 Evaluate and provide interventions for dysphagia and disorders of feeding and eating to enable performance, and train others in precautions and techniques while considering client and contextual factors.

### Course requirements

*This section might include materials, costs, or specific computer needs.*

### Assignments

*For new course proposals or requests for Distribution tags on existing courses, a detailed description of course assignments or at least one sample assignment must be attached.*

### Required Text(s)/Readings

### Grading Criteria

*FPS #10 states that the “faculty member’s policy for establishing the final grade must be clearly stated in the syllabus.” Therefore, in addition to points or percentages please include a grading scale for the final grade or, if your course is graded on a curve, an explanation of that calculation, similar (but not limited to) the following possible examples:*

*Sample grading Scales:*

A	100 – 93	A	90%–100%
A-	92 – 90	B	80%–89%
B+	89 – 87	C	70%–79%
B	86 – 83	D	60%–69%
B-	82 – 80	F	< 60%
C+	79 – 77		
C	76 – 73		
C-	72 – 70		
D+	69 – 67		
D	66 – 60		
F	59 – 0		

**NOTE:** Hofstra’s official final grading scale does not include an A+ or a D-.

*Sample explanations of grading on a curve:*

Individual exams are worth points, not letter grades. An approximate letter grade scale for each exam, based upon the normal curve of the entire class's scores will be posted after each exam.

The distribution usually falls along these lines:

Top 20-25%    A  
next 20-25%    B  
next 50-55%    C  
next 5-10%    D  
scores below 50% of possible points – F

**OR**

This course is graded on a curve. Letter grade cutoffs are determined by defining the mean score to be a C+, and then subdividing the curve into regions for each grade (ABCDE) using the standard deviation. This process uses the overall statistical performance of the class to define the details of the conversion of each exam's results to letter grades. The divisions between the major letter grades for each exam will be provided once the curve is computed.

### **Course Schedule**

*This may be a weekly breakdown of in-class activities, course readings, and/or assignments.*

### **Attendance Policy**

*If there is a specific attendance policy for the class, please be as explicit as possible, including indicating if there are any penalties for unexcused absences and/or lateness and specifically how that factors into the final grade.*

### **Participation Grade**

*If the student's grade is affected by lack of participation while in class, please be as explicit as possible, including separating any penalties from penalties for absences.*

### **Bibliography**

*This section may be a list of resources that a student can access to better understand the topics being discussed.*

### **Provost's Office Policy statement or link:**

*Rather than listing all policies, this section may be the following statement and link which is updated annually:*

“For specific policies relating to the following important matters: Academic Dishonesty; Student Access Services; Deadlines and Grading Policies; Absences for Religious Observance; Discrimination, Harassment, Sexual Misconduct; the Center for Academic Excellence, see Hofstra Policies:

Inclusion of information about policies and services in your syllabi will help make the experience in the classroom and the community more welcoming and productive for both faculty and students. In light of recent advancements in Artificial Intelligence and Machine Learning tools, what follows are three specific syllabus statements for different approaches to generative AI and ML use by students. Select and use the document which reflects your preferred approach.

- [AI Tools Prohibited](#)
- [AI Tools only with Permission and Acknowledgment](#)
- [AI Tools Permitted with Acknowledgment](#)

### **An agreement or compliance statement may be added:**

*Example:*

[Your presence in this class signifies that you have read the syllabus and are willing to comply with its contents.](#)

Approved by the HCLAS Standards and Review and Curriculum Proposals Committees Spring 2021

June 12, 2024