

Syllabus Template

Course Name	
Meeting Time & Location	Professor Information
Required Texts/Materials	
Brief Course Description: (focus, topics, place in the program or general education curriculum)	
Learning Goals and Assessments:	
1. First objective (learning demonstrated through which assignments and exams)	
2. Second objective (learning demonstrated through which assignments and exams)	
3. Third objective (learning demonstrated through which assignments and exams)	
4. Fourth objective (learning demonstrated through which assignments and exams)	
Course requirements:	
Attendance and Participation	
Expectations for Preparation	
Grading	
Community and Academic Integrity	
Statement on Students with Disabilities	
Schedule of Meetings and Assignments	

Based on this sample syllabus, and the answers to the preliminary questions given on pages 25-27, the material on the following pages represents a sample syllabus for English 110-B. Note that the syllabus attempts to accommodate the template, but does not need to exactly follow its order.

Sample Syllabus

Course Syllabus: Studies in Critical Thinking and Writing



English 110-B, Section 2
Rose Hall 4, TuTh 12:00 – 1:15 P.M.

Books: *Interpreter of Maladies*
Brief Holt Handbook
Literature Through the Eyes of Faith

Professor: Daniel de Roulet, Ph.D.
Office: CLEAR center, Library
Phone: (562) 777-4045
Email: daniel.deroulet@biola.edu
Office Hours: Tuesday after class,
Thursday before class, and by appt.

Course Description: This course uses literary works as the context for discussing and then writing about issues that matter to us. It stresses critical thinking, persuasion, evaluation, and writing as argument and dialogue. The course requires you to take notes on assigned readings and lectures, keep a portfolio of your writing assignments, and write a research paper.

Expectations of Student Learning: By the end of the semester, you will have practiced and improved a number of skills and you will have thought through the issues listed below. The means of measuring both your skill levels and the degree of your engagement with the issues are listed in parentheses at the end of each item.

- Read texts critically, noting how a text's style, structure, and context contribute to its meanings and implications. (discussions, journals, essays)
- Write well organized, clearly written argumentative essays that are supported by strong evidence. (essays, research paper)
- Learn and apply strong drafting and revising techniques, including improved proofreading skills. (essays, research paper)
- Become an effective researcher, able to find appropriate sources that can be summarized and integrated into your research project. (research paper)
- Format your papers according to Modern Language Association (MLA) guidelines. (essays, research paper)
- Show an understanding of how, through literature, our culture's ideas can be approached through a position of faith. (discussions, journals, essays, research paper)
- Practice, through writing and discussion, entering into a dialogue with our culture through a position of faith. (discussions, journals, essays, research paper)

Specific Assignments Used in This Course:

<u>% of final course grade</u>	<u>Assignments</u>
15	Journals
40 (10, 15 & 15)	Three argumentative essays (about 4 pages each)
20	One research paper (6-8 pages)
15	Participation (discussion, attendance and in-class assignments)
5	Midterm assessment
5	Final assessment (final exams week)

English 110-B Schedule

8-26	introduction to the course; writing sample/diagnostic
8-31	the structure of fiction and world view
9-2	the structure of poetry; writing thesis statements for argument
9-7	for today, read "A Temporary Matter" in <i>Interpreter of Maladies</i> ; journals due
9-9	continue discussion of "A Temporary Matter"; essay #1 assigned
9-14	writing argumentative essays
9-16	essay #1 rough draft due
9-21	essay #1 final draft due
9-23	for today, read <i>Literature Through the Eyes of Faith</i> , chapter 6
9-28	for today, read <i>Literature Through the Eyes of Faith</i> , chapters 7 and 8;
journals due	
9-30	for today, read "Sexy" in <i>Interpreter of Maladies</i> ; essay #2 assigned
10-5	for today, read chapter 10 of <i>Literature Through the Eyes of Faith</i>
10-7	for today, read chapter 11 of <i>Literature Through the Eyes of Faith</i> ; journals
due	
10-12	return to discussion of "Sexy" and <i>Interpreter of Maladies</i> generally
10-14	essay #2 rough draft due
10-19	essay #2 final draft due; midterm assessment
10-21	No class meeting: Torrey Conference; note that October 22 is last day to DROP
10-26	for today, read "This Blessed House"
10-28	essay #3 assigned
11-2	conversing with culture
11-4	essay #3 rough draft due
11-9	Exercise: in between cultures; essay #3 final draft due

11-11	for today, read “Mrs. Sen’s” in <i>Interpreter of Maladies</i>
11-16 11-18	research paper assigned; conducting meaningful research examples of research: two articles in cultural displacement
11-23 11-25	research proposals due; in-class editing No meeting; Thanksgiving Break
11-30 12-2	effectively incorporating research into your text; citing sources in MLA working draft (introduction, outline, sample sections) of research paper due
12-7 12-9	open topic research paper due as part of completed portfolio
12-16	final assessment (10:30 a.m. to 12:30 p.m.)

Notes on the Course

My expectations of you: I’m expecting everyone enrolled in our course to attend without fail, do the reading in time for class, turn in the writing assignments (including the journals) on time, and participate in class discussions and editing sessions. Class discussion is just that: discussion. This means listening and speaking with respect to others. I’ll talk with anyone not showing respect and, if the problem is not resolved, I’ll ask them to leave the course.

Keeping a portfolio: By the end of the first week of class, I would like each person to purchase a six-sleeve portfolio from the campus bookstore. The portfolio is a storage space for all the graded work returned to you in the class, and it is a record of your progress in meeting the writing goals of the course. At the end of the semester, you will turn in your research paper in the last sleeve of the portfolio and I’ll return these to you, with comments on your progress during the term. One of our last assignments will ask you to review the portfolio and write an introduction for it concerning your progress in the course.

Writing Center: You can get help with your writing in the campus writing center, located upstairs in Sutherland Hall. It’s a place to go for feedback on drafts and specific writing difficulties; the writing advisors will not correct your paper; instead, they will help you to identify its strengths and weaknesses, and they will help you to understand grammar and punctuation. I may assign student visits to the center to address certain writing issues (grammar concerns, thesis and introductions, organization, etc.)

Our research assignment: All the sections of English 110B this year are doing essentially the same research assignment. That is, the goals and requirements are the same for all sections, while the reading on which this is based differs from class to class.

Academic integrity: Plagiarism is the act of presenting someone else’s ideas and work as your own. It ranges from not citing the sources of ideas and textual excerpts to turning in an essay written by someone else. Plagiarism at Biola is not tolerated, and may result in failing the assignment and/or the course and further discipline by university officials.

Students with Disabilities: Students desiring accommodations for this class on the basis of physical, learning or psychological disability are to contact the Office of Disability Services. The Office of Disability Services is located in the Student Services Building and can be reached by dialing extension 5851.