



## Syllabus Template

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*During fall quarter, 1999, the I.C. approved a syllabus checklist. This listed all of the items that are required to be on each instructor's syllabus at Green River Community College. Each item in bold below reflects the checklist approved by the I.C. The print that is not in bold is added information that may help each instructor brainstorm details to include for each larger bolded area. Remember to also always include specific policies that you intend to hold your students to for such things as attendance and grading. While this is not necessarily required, it becomes vital to have on a syllabus in order for an instructor to hold his or her students accountable for the said policy.*

### 1. Course Information

- **Title of course**
- **Course Number, course section, quarter, credit hours**
- Prerequisites (if any)
- Time, location

### 2. Instructor Information

- **Instructor's name** and title
- **Office location, office hours, office phone number**, e-mail address

### 3. Assigned texts, required course materials

- **Textbooks** (titles, authors, editions)
- **Course materials** (binders, spiral notebooks, dictionaries, calculator, etc.)
- Readings or other resources such as videos, CD ROM, etc. (titles, required or optional, where to locate the resources)
- Electronic resources (web sites, listserv, newsgroup, etc.)

### 4. Course Description

- **General description of the course from the CAR**
- Additional description of the course as instructor sees fit.

### 5. Statement of instructional methods

- **Instructional methods (lecture, group discussion, etc.)**
- General education requirements met by course

### 6. Course Specific Learning Outcomes

- Course objectives should match those on the CAR for that specific class.



- You may add course objectives of your own in addition to those on the CAR, but you may not omit any listed on the CAR.

7. *How Each Course Specific Learning Outcome will be Demonstrated (recommended for accreditation, but not required by the I.C.)*

- Under each course specific learning outcome you listed for “6,” put “Demonstrated By:” and list the assignment(s) that you will use in your specific course to assess this outcome.

8. **One or More of the Four Campus-Wide Learning Outcomes**

- Each individual instructor syllabus will need to include all campus-wide outcomes that are listed on the CAR for that course. (Please check in the front of this book to see what campus-wide outcomes are included in this course’s CAR.)
- Campus-wide outcomes can either be added to a separate section of the syllabus after course specific outcomes, or they could be imbedded in the course outcomes. They need to be distinct, though.

9. *How Each Campus-Wide Learning Outcome will be Demonstrated. (recommended for accreditation, but not required by the I.C.)*

- Under each campus-wide learning outcome you listed for “8,” put “Demonstrated By:” and list the assignment(s) that you will use in your specific course to assess this outcome.

10. **Course Policies as Relevant, and Requirements, when Relevant, Related to Safety and Health**

- Attendance/lateness policy
- Class participation policy
- Missed exams or assignments
- Policies for dress during a lab, etc.

11. **A Statement Regarding Academic Honesty**

- The following is an example of language you can use in your syllabi to address academic honesty.

**Plagiarism** occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that not only is dishonest, it robs you of the most important product of education---the actual learning. Should I suspect that you have plagiarized, I will talk with you one-on-one and ask you to prove that the work in question is your own. If you are found guilty of academic



dishonesty, you will automatically fail that assignment. If you are caught plagiarizing again in the same quarter, you will fail this class.

## 12. ADA Statement

- The following is the language that needs to be included in each syllabus as the ADA Statement.

**ADA Statement:** If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office, which would qualify you for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class. You can reach me by phone at 253-833-9111, extension \_\_\_\_\_. Or, you can schedule an office appointment to meet me in the \_\_\_\_ Office Building, office number \_\_\_\_ during my posted office hours or at another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.

## 13. Assessment and Grading

- Factors included in grade, how assessed and weighted
- Grading scale

## 14. Tentative Course Schedule (may be attached on separate sheet)

- Daily or weekly schedule of topics to be covered
- Due dates for daily assignments such as readings, projects, etc.
- Dates for exams, quizzes, papers, and other forms of assessment
- Dates of required or recommended special events.



## Sample Syllabus for English 111

*English 111, Winter, 2000*

*Green River Community College*



### Instructor Information

Instructor: Julie Moore  
Phone: 833-9111 x4206  
Office: HS 45  
Office Hours: M-F 10-11  
e-mail: [jmoore@grec.ctc.edu](mailto:jmoore@grec.ctc.edu)  
website:  
<http://www.ivygreen.ctc.edu/jmoore>

### Course Information

Course: English 111  
Credit hours: 5  
Time of course: 9-10  
Location of course: HSB-2  
Prerequisites: English 110

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*Students are not expected to take writing courses because they do not yet know how to write, nor should they be expected to have become perfect writers when those classes are over. No writing class can complete the job of teaching students to write at their best. All writers...are always learning to write better each time they take on and complete a new writing challenge - and each new writing task should be a challenge to them in some sense...*

--- John Gage

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### **Texts / Materials:**

- Literature : Reading, Reacting, Writing 3<sup>rd</sup> Edition, by Kirszner and Mandell
- Writing Essays about Literature by Griffith
- College level handbook with citation rules in it (Longman, Holt, etc., will work)
- 3-ring binder or folder to keep all writing assignments and drafts in.



- College-level dictionary and thesaurus.

### **Course Description:**

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Although this is a composition course that continues to emphasize the basic skills taught in English 110, the major emphasis is on the development of reading and writing techniques involving interpretation, analysis, and critical judgment. Reading for the course will include short fiction, poetry, and drama. Some film and music will also be integrated.

A Special Note: You will learn effective use of *Standard Written English*, the language used most in colleges, the workplace, books, newspapers, and magazines. It is the language agreed upon by professional American society. You may not speak Standard Written English at home; you may speak a completely different language or one of many American dialects. All of these are equally correct, and are in no way inferior to Standard English. However, for success in college and business, a neutral, widely accessible language must be adopted for your ideas to reach as wide an audience as possible. My insistence upon use of Standard Written English should not be interpreted as discrimination against your own native language or dialect.

### **Course / Campus-Wide Learning Outcomes:**

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- ***Read and discuss essays, short stories, poems, and plays in order to learn to identify central themes in the works, rhetorical and literary techniques that are used to present those themes, and the personal, social and historical relevance of those themes.***  
*Demonstrated by:* Completed homework assignments on assigned readings, group presentation, seminar discussions.
- ***Improve written communication skills by writing, revising, and editing written assignments to illustrate improved style and content.***  
*Demonstrated by:* Writing a critical analysis essay on a poem, revising 2 essays for the portfolio, writing a reflective essay for the portfolio, peer response letters.
- ***Learn how to give and take constructive critique of writing in progress:***  
*Demonstrated by:* Peer response letters, group conference on research paper, other peer response activities assigned in class.
- ***Review sentence structure, mechanics, and punctuation.***  
*Demonstrated by:* Completion of grammar tutorials.



- ***Study techniques of research and write a research paper that illustrates your ability to use multiple outside sources in your writing.***  
*Demonstrated by:* research presentation (this shows how one gathers research), and completion of a research paper.
- ***Write in-class essay exams.***  
*Demonstrated by:* *The completion of 2 in-class essays – one on poetry and another on short fiction.*
- ***Develop critical thinking skills:***  
*Demonstrated by:* Depth of analysis and interpretation illustrated in all papers (in-class essays, analysis of poetry, research paper), depth of analysis illustrated in comments during seminar discussions.

***Campus Wide Outcomes:*** *Green River Community College has identified ability areas that we believe encompass knowledge and are the most important skills, behaviors, attitudes, and values that students will need in order to be successful in and after leaving the college. This course will address one of the four campus-wide ability areas – that of **student responsibility**.*

- ***Contribute appropriately in collaborative tasks with an understanding of the commitment involved in any group activity (Student Responsibility Outcome):***  
*Demonstrated by:* successful completion of group research presentation, successful completion of group conference on your research paper.
- ***Attend class regularly, and be ready to learn and actively participate (Student Responsibility Outcome):*** *Demonstrated by:* Attending class regularly (note the grades assigned for # of absences in assignments section below), completing all homework and submitting in portfolio.

### **Course Assignments:**

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- 1) Write two in-class essays.
- 2) Complete a group research presentation.
- 3) Participate in two seminar discussions.
- 4) Complete a total of 5 grammar tutorials at 80% or higher.
- 5) Complete a portfolio that includes a reflective essay, an analytical essay on a poem, a research paper on Hamlet, and a collection of all homework from the quarter.
- 6) Attendance



**In-Class Essay Exams:** Two in-class essay exams will be required. Each exam will directly follow seminar discussions. The in-class essay exam will ask you to write a full paper about one of the questions or issues that was central to the seminar discussions. There will be one in-class essay that covers poetry and another that covers short fiction.

**Group Research Presentation:** Your large project for this quarter will be a group research presentation on Shakespeare's Hamlet. This presentation will ask you to work in groups of 5-6 and research a particular aspect of the play such as the historical context, the role of women in the play, how the various film versions compare in their portrayal of certain characters, etc. You will then be given a full class period to present your research.

This presentation will be part of the research paper unit. It is designed to help facilitate the process of gathering research and brainstorming topics for your paper.

**Seminar Discussions:** Seminar is a method of group discussion that encourages active engagement with the text being discussed. They are designed to help participants practice close reading and careful use of support for claims. There will be 2 seminars, one on poetry and one on short fiction. Each seminar will prepare you to write an in-class essay. Assessment criteria for the seminar will be shared in detail later, but will primarily be based on the type of responses and dialogue you engage during the seminar itself. You must be present for your seminar in order to get credit for this assignment.

**Grammar Quizzes:** You will be required to take a total of five grammar tutorials upon any of the provided conventions you feel you need extra work. You will need to score above 80% on each tutorial. The tutorials are available on Grammar Tools in the tutor center in the library. You can access Grammar Tools on any of the computers in the tutor center, or ask a tutor to help you access this. I suggest that you budget your time for this assignment. The tutorials can take over 1/2 hour each, and you don't want to have to put in hours before each due date in order to complete this assignment. See the assignment schedule for due dates.

**Portfolio:** The portfolio allows writers to work on polishing their work all quarter in order to turn in their best work for a grade at the end of the quarter. While it may feel funny to be writing papers and doing homework during the quarter that you won't get a final grade on until the end of the quarter, writers can use this to their advantage. For example, you may learn something about your writing in the 5<sup>th</sup> week of the quarter that you can then go back and apply to an earlier paper in order to make it better. Portfolios allow you take all you have learned over the quarter and revise your work to reflect that learning.

For your portfolio, you will need to include several items. For this reason, it is advisable to keep all of your work for the entire quarter in an organized 3-ring binder. You will need to submit a reflective essay (to be assigned at the end of the quarter) that details the revisions you made to each item in your portfolio, what you learned through your revisions, and what level of work you think your revisions reflect. You will also need to include your final revisions of your two out of class



essays -- an analysis paper on a poem and a research paper on Hamlet. Finally, you will need to submit all homework you did for the class. You will be notified during the quarter of which homework will specifically be submitted in the portfolio.

*Special Note:* It is vital that you complete drafts of both of the out of class papers and bring them on the days we workshop them in class. Should you fail to have a draft ready when it is due (see assignment schedule), you will receive no feedback. Feedback is vital for you to be able to successfully revise your paper for your portfolio. Your participation and homework grades will also suffer.

*All work for this class should be typed, double spaced, 12 point font, one inch margins.*

**Attendance and Participation:** It is essential that you come to this class on a regular basis and are ready to participate in the class discussions and activities. The following is how your attendance grade will be determined. 0-2 days missed = A 3-5 days missed = B, 6-7 days missed = C, over 8 days missed =F.



## Grading:

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Your grade will be calculated according to the grid below. The following is the weight of each assignment as it corresponds to your overall grade.

- 1) Portfolio (reflective essay, literary analysis paper #1, research paper, homework) = 450 points
  - 2) In-class essay exam (2 of these): 200 points (100 points each)
  - 3) Seminar (2 of these): 100 points (50 points each)
  - 4) Group Research Presentation: 100 points
  - 5) Grammar Tests (five total): 50 points (10 points each)
  - 6) Attendance: 100 points
- Total Point = 1000**

### *Grading Scale*

99-100 = 4.0		83 = 2.8		71 = 1.6	
97-98 = 3.9	<b>A</b>	82 = 2.7	<b>B-</b>	70 = 1.5	
95-96 = 3.8		81 = 2.6		69 = 1.4	
93-94 = 3.7		80 = 2.5		68 = 1.3	<b>D+</b>
91-92 = 3.6	<b>A-</b>	79 = 2.4		67 = 1.2	
90 = 3.5		78 = 2.3	<b>C+</b>	66 = 1.1	
89 = 3.4		77 = 2.2		65 = 1.0	<b>D</b>
88 = 3.3	<b>B+</b>	76 = 2.1		64 = .9	
87 = 3.2		75 = 2.0	<b>C</b>	63 = .8	
86 = 3.1		74 = 1.9		62 = .7	<b>D-</b>
85 = 3.0	<b>B</b>	73 = 1.8		61 and below = failing	
84 = 2.9		72 = 1.7	<b>C-</b>		

### *What Constitutes an "A"?*

While specific grading criteria will be shared for each individual assignment, the following is a general guide to what is expected at the "A" "B" "C" "D" levels.



“ A ”	“A” work excels the expectations for the assignment. It goes above and beyond in clarity, content, organization, and presentation.
“ B ”	“B” work is above average. It goes beyond meeting the assignment, but doesn’t go as far as “A” level work. “B” work may excel in some areas, but not in the majority of areas designated by the assignment.
“ C ”	“C” work meets the expectations of the assignment. It shows competency, but does not go above and beyond the assignment in any significant way.
“ D ”	Below passing means that the work failed to meet the assignment’s requirements.

## Course Policies and Rules

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**Plagiarism:** Plagiarism occurs when you knowingly submit someone else's ideas or words as your own. Plagiarism is an act of intentional deception that not only is dishonest, it robs you of the most important product of education---the actual learning. Should I suspect that you have plagiarized, I will talk with you one-on -one and ask you to prove that the work in question is your own. If you are found guilty of academic dishonesty, you will automatically fail that assignment. If you are caught plagiarizing again in the same quarter, you will fail this class.

You should also know that it is possible to plagiarize yourself! If you submit work already completed for one course as original work for another course, you are plagiarizing. However, in English 111, if you wish to substantially revise or re-think a piece of writing you have already done, you may do so, as long as your discuss with me *beforehand* your ideas for re-working the piece.

**Attendance and Punctuality:** Should you miss class, it is your responsibility to make up all the work done that day as well as get the notes for that class period from a peer in the class. If you missed a quiz it is up to you to reschedule a make-up test time with me. Don’t expect me to seek you out and reschedule a time for you. I also appreciate it if you leave a message on my voice mail letting me know of your absence.

I will start the class as close to on time as possible. If you are late and class has already begun, it is your responsibility to get on board with what the class is doing without disturbing the class to ask questions.

**Adhere to the Rules of Conduct:** On the next page, I have included a guideline for student conduct. This lists the behavior that is acceptable and unacceptable as well as the procedures I will follow if there is a problem with student conduct in this class.



**An Invitation:** If you have any questions or concerns about your progress in this course, please arrange a time to speak with me immediately. There are few problems that can't be worked around, but it is necessary that you initiate a discussion with me about the issue at hand in order for any action to result.

**Special Note:** If you believe you qualify for course adaptations or special accommodations under the Americans With Disabilities Act, it is your responsibility to contact the Disability Support Services Coordinator in the LSC and provide the appropriate documentation. If you have already documented a disability or other condition through the GRCC Disability Support Services Office, which would qualify you for special accommodations, or if you have emergency medical information or special needs I should know about, please notify me during the first week of class. You can reach me by phone at 253-833-9111, extension 4206. Or, you can schedule an office appointment to meet me in the HS Office Building, office number 45 during my posted office hours or at another mutually determined time. If this location is not convenient for you, we will schedule an alternative place for the meeting. If you use an alternative medium for communicating, let me know well in advance of the meeting (at least one week) so that appropriate accommodations can be arranged.



## English 111: Assignment Schedule

### *Unit #1: Literary Analysis / Essay Exam Writing -- Poetry*

- Week #1**  
**Jan. 3-7**
- Diagnostic writing
  - Ice Breaker
  - Introduce the syllabus
  - Introduction to reading and writing about literature. *Read Chapters 1 & 2 in Literature.*
  - Begin unit on poetry. *Read pages 628-637 in Literature. Look at elements of poetry as they apply to Robert Browning's "My Last Duchess" (homework to be assigned on the following -- imagery; figures of speech; symbol, allegory, allusion, and myth).*
- Week #2**  
**Jan. 10-14**
- Look at elements of poetry as they apply to Tori Amos' song "Winter" (handout), and Walt Whitman's "A Noiseless Patient Spider" on page 794 (*homework to be assigned on the following -- imagery; figures of speech; symbol, allegory, allusion, and myth*).
  - Assign Paper #1: Analytical essay on one of the poems we have read.
  - Prewriting for paper #1: brainstorming a topic, outlining workshop. (*Read chapters 8-11 in Writing Essays.*)
  - Friday, Jan 14: Outline for paper #1 due. Sign up for outline conference.*
  - **Citations conventions workshop: poetry**
- Week #3**  
**Jan. 18-21**
- Conferences on outline for paper #1 (Tues-Wed. – some during office hours).
  - Thursday, Jan. 20: First draft of paper #1 due.**
  - Assign peer letters for paper #1 (homework).
  - Assign Seminar #1: Kubla Khan (pg. 908), and Prufrock (pg925).
  - Friday, Jan. 21: Peer letter due.**
  - Brainstorm questions for seminar, decide on a facilitator, observer, etc. (homework = use your peer letter to revise your first paper so it is the best you can make it)
- Week #4**  
**Jan. 24-28**
- Facilitators for seminar to bring seminar questions for all group members.
  - Editing workshop on paper #1
  - Tuesday, Jan. 25<sup>th</sup>: Final draft of paper #1 due with writer's memo.**
  - Time to work on seminar questions in class.
  - Wednesday, Jan. 26<sup>th</sup>: Seminar #1, group #1**
  - Thursday, Jan. 27<sup>th</sup>: Seminar #1, group #2**
  - Friday, Jan. 28<sup>th</sup>: 4 grammar tutorials due with 80% or higher*



score.

--In-class essay exam workshop part I

**Complete by Wednesday, Feb. 2nd:** Read Chapter 20 “Understanding Drama,” and Hamlet, pages 1355-1455 in Literature.

**Week #5**

**Jan 31-Feb 4**

-- In-class essay exam workshop part II

*Tuesday, Feb. 1 through Friday, Feb. 4: Take the in-class essay exam on your own time in the testing center.*

-- Pass back paper #1 with comments, share examples from various papers and writer’s memos. Class to write a revision memo to themselves for the portfolio.

***Unit #2: Research – drama***

**Wednesday, Feb 2<sup>nd</sup>:** **Begin Hamlet.** (In-class summary of the plot.)

**Friday, Feb. 4<sup>th</sup>:** **Character sketches of primary characters in Hamlet.**

**Week #6**

**Feb.**

**7,8,10,11**

-- *Read Chapter 7 in Writing Essays about Literature.*

--Assign Paper #2: Research Paper.

-- Assign Panel Presentations (part of the research paper). Go over various types of literary criticism.

-- Library tour.

-- In class time to research and prepare panel presentations.

**Week #7**

**Feb 14-18**

**Monday, Feb. 14: First panel presentation on historical criticism.**

**Tuesday, Feb. 15: Second panel presentation on biographical criticism.**

**Wednesday, Feb. 16: Third panel presentation on feminist criticism.**

**Thursday, Feb. 17: Fourth panel presentation on formalist criticism.**

**Friday, Feb. 18: 3 Grammar Tutorials Due with 80% or higher score**

-- Begin prewriting for paper #2: brainstorming a topic, drafting a thesis.

**Week #8**

**Feb. 22-25**

-- Continue prewriting for paper #2: Outlining workshop – sample outline to be shared. Time to outline in class.

*Wednesday, Feb. 23: Typed outline (part of research paper) due. (Bring 3 copies for peer review on outline.)*

-- ***Begin drafting your research paper.***

-- Citations workshop: citing drama and secondary sources in the text of



your paper.

-- Citations workshop: the works cited page.

**Week #9**  
**Feb 28-**  
**March 3**      **Monday, Feb. 28th: First draft of paper #2 due with writer's memo (bring 5 copies)**  
-- Group conferences assigned.

**Tuesday – Friday: Group conferences.** (If not conferencing, work on revising paper #1 and paper #2 for your portfolio. All revisions for your portfolio should be done by the end of next week.)

**Prepare for Monday, March 6th: Read pages 38-48, 160-172, and 318-324 in Literature.**

*Unit #3: Essay Exam Writing -- Short Fiction*

**Week #10**  
**March 6-10**      **Monday, March 6<sup>th</sup>: 3 Grammar Tutorials due with 80% or higher score.**

**Monday, March 6th: Assign second seminar.** (“The Yellow Wallpaper,” and “Everyday Use.”)

-- Choose facilitator and observer, choose questions from book for seminar questions.

-- Class time to prepare seminar notes.

Wednesday, March 8th: Seminar #2, group #1

Thursday, March 9th: Seminar #2, group #2

**Friday, March 10<sup>th</sup>: Assign Reflective Essay (for Portfolio)**

-- Prewriting for reflective essay

**Friday, March 10<sup>th</sup> – Tuesday, March 14: In-class essay exam in testing center (to be taken on your own time).**

**Week #11**  
**March 13-15**      *Monday, March 13: First draft of reflective essay due (bring 3 copies)*  
-- Work on revising your reflective essay using the peer review in class.  
-- Editing conference on reflective essay.

Wednesday, March 15: Portfolio due

**Wednesday, March 15: Instructor evaluations.**

**Finals**      During the scheduled finals period for this class, you will need to pick up your portfolio and in-class essay exam. You will need to come by my office to do this.



Note: This schedule is subject to change. Students will be notified in writing of any changes made to this schedule.