

# Title of Class (Course Code ##)

College Name

Meeting Day(s) [i.e. Tuesdays and Thursdays], 00:00a – 00:00p

Room: ###

**Instructor:** Your Name Here

**Email:** email@email.edu

**Office Hours:** by appointment, email to schedule or specific time, or link to online scheduling.

## Course Overview

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Your students will read this section closely, and it gives you an opportunity to grab their attention and set up the remainder of the semester. What is the story or argument of your course? Why should students be excited about it? What kinds of work will they be doing, and how will you be spending your time together? Keep it short and direct, but strive to make it impactful. Avoid platitudes and empty statements. Have a colleague or friend read this section and give you feedback. Treat this section seriously as a piece of writing (revise, revise, revise).

## Learning Goals

It's up to you whether or not you include learning goals in your syllabus, but they can prove helpful for focusing your planning and keeping the course on track. Include them here, introduced with a statement such as "At the end of the course, you will be able to":

- try to be as precise as possible in describing your learning outcomes.
- use active verbs as much as possible.
- avoid vague outcomes such as "appreciate," "know," "comprehend," "be familiar with," "be aware of."
- categorize the types of knowledge and skills you want your students to have at the end of the course and list them according to cognitive level (from knowledge to synthesis to critique).
- separate outcomes that identify knowledge built from skills developed.

## Course Expectations

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### ***Instructor's (and Participant's) Approach and Style (optional)***

Here you might include a brief note about your approach and style. This is often done verbally on the first day of class, but it wouldn't hurt to put your philosophy into writing in a document that your students will refer to often.

### ***Attendance & Classroom Policies***

Insert policy on attendance, absences, and tardiness, including information on how to contact you in case of illness, religious observances, or other reasons a student cannot attend class. If

you have policies on food and technology use in class, include them here... but, remember, keep the life of the CUNY student in mind as you are articulating these.

(Optional) A useful activity for building community on the first day of class is to ask students to get the contact information of two classmates. Here is a space to jot down the contact information of two classmates:

| Name | Email | Phone Number |
|------|-------|--------------|
| 1.   |       |              |
| 2.   |       |              |

**Academic Accommodations & Accessibility**

(This may be specific to and provided by your institution; what follows was adapted from a CUNY school) Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at (Room Number) in the new building (212-555-5555). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Academic Integrity**

(This may be specific to and provided by your institution; what follows was adapted from a CUNY school) It is expected that all students know, understand, and adhere to our college’s policies of academic integrity. Plagiarism, cheating, forgery, and other violations of academic integrity will be taken seriously and will not be tolerated. Sanctions for violating academic integrity may result in a failing grade for the assignment, or course suspension or expulsion.

*You can include a few more lines on plagiarism here using your own words. You can explain what it means, that it often occurs unwittingly, and that using your own work in another class also constitutes plagiarism. You may also note that you will discuss plagiarism and academic integrity issues in more detail at another time.*

**Academic Support Resources**

(This will be specific to your institution.) If you need help or have questions, there are likely resources available on your campus such as a writing center, a reference desk in the library, IT or educational/assistive technology services, and other resources. Check with your departmental contact for any relevant support resources that you might include in this section, and then be clear about how students may use them in the context of your course as you describe it in this space.

**Communication & Contacting Faculty** (optional)

Include a clear statement about how students should contact you, and what availability/response time they should expect from you.

## Grading & Assignments

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### **Grading**

|                                |     |
|--------------------------------|-----|
| Participation                  | 25% |
| Response Paper                 | 10% |
| Midterm                        | 15% |
| Reaction Paper                 | 15% |
| Semester Project & Final Paper | 35% |

Students expect to and deserve to have a clear understanding of how their work will be evaluated.

You might also describe your policy on late submission and possibilities for re-taking an exam.

## COURSE SCHEDULE & READINGS

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Include a note at the top listing citation for any texts that are required for the class, including author, title, publisher, publication date, and ISBN. If the text is placed on reserve in the library or you have suggestions for where students should purchase/borrow the text, include it here.

### **AUGUST**

**TH 28** Syllabus + Intro

### **SEPTEMBER**

**T 2** Class Subject / Description  
Reading 1

**TH 4** Class Subject / Description  
Reading 2  
Reading 1

**T 9** Complete Assignment 1  
Reading 1

**TH 11** Watch video 1  
Reading 1

**T 16** \*\*\*

**TH 18** \*\*\*

**T 23** **NO CLASS**

**TH 25** **NO CLASS**

**T 30** \*\*\*

## OCTOBER

TH 2       \*\*\*

T 7         \*\*\*

TH 9       **DEADLINE PAPER I** (in class: film screening)

T 14       \*\*\*

TH 16      \*\*\*

T 21       \*\*\*

TH 23      \*\*\*

T 28       **IN-CLASS EXAM**

TH 30      Library Instruction

## NOVEMBER

T 4         \*\*\*

TH 6       \*\*\*

T 11       **DEADLINE PAPER 2**

TH 13      \*\*\*

T 18       \*\*\*

TH 20      **DEADLINE ANNOTATED BIBLIOGRAPHY**

T 25       \*\*\*

TH 27      **NO CLASS**

## DECEMBER

T 2         Grammar Workshop

TH 4       Punctuation Workshop

T 9         Peer Review (students without a draft will be considered as absent)

TH 11      **DEADLINE PAPER 3**