College

Section 3: Syllabus

Student Materials
Before You Read

A. Discussion Questions

1. What are the advantages of a student having a list of all of the assignments for a whole semester-long class in one place?
2. What kinds of assignments might a college class require?
3. Why is it important to read documents like a syllabus (or insurance information, forms from a child's school, etc.) carefully, even though they might be long, boring, or difficult to understand?
4. What are some strategies you might use when reading long and difficult documents?
5. Most college students say that time management is their biggest challenge. When has that been a challenge for you?

Guiding Question: How can managing your time contribute to success at college and in the workplace?
B. Vocabulary Sort and Connections
Your instructor will give you a set of vocabulary words from this unit. First, set aside any words you don’t know. Then, sort the words you know into groups of connected words. There are many correct ways to group the words, and you can make as many groups as you want. Finally, explain to another student why you think those words are connected.
C. Pre-reading: Sections of the Syllabus
The headings for sections of a syllabus are listed below. Read each heading and make predictions. What information do you think you’ll find in each section? What other questions or notes do you have?

1. Course Description

2. Student Outcomes

3. Required Textbook

4. Attendance and Class Participation

5. Late Assignments

6. Grade Distribution

7. Grading Scale
Syllabus for English Composition 101

City College
4 Credits
Spring Semester
Delivery Method: Hybrid (classroom and online)
Classroom Meeting: Tuesday and Thursday 6:00-8:30 p.m., Old Main, Room 225
Online System: Moodle (link found at City College One Stop Resource Page)

Instructor: Donna Fugata
Email: d.fugata@citycollege.edu
Office: Old Main, Room 324
Office Hours:
   Mondays, 11:00-1:00pm
   Tuesdays 4:00-6:00

Course Description:
English Composition focuses on skills needed to create effective academic and professional writing. In this course, students will read and respond to a variety of texts, including fiction, non-fiction, and poetry. In addition to writing several essays, students will share reflections electronically and will respond to other student posts, creating an ongoing dialogue about the principles of effective writing.

Student Outcomes:
In this course, students will
   • Write well-organized essays with strong introductions and conclusions, learn to craft a strong thesis, and support main ideas through relevant details and examples
   • Use several reliable sources and cite them properly
   • Use correct grammar, sentence construction, and transitions between ideas
   • Strengthen critical thinking skills
Required Textbook:

Attendance and Class Participation: Attendance is mandatory. Three excused absences are allowed per semester. Additional absences will each result in the loss of 5 points from your total grade. Students will be graded on participation. Thoughtful, respectful participation in class discussions, both in class and online, is required.

Late Assignments: Late assignments will have a 5% deduction per day for one week. After one week, no late work will be accepted.

Grade Distribution:
Participation and Discussions (online and in class): 15%
Weekly Written Assignments: 30%
Position Paper: 20%
Research Paper: 20%
Team Presentation: 15%

Grading Scale:
A 93.0 – 100%
A- 90.0 – 92.9%
B+ 87.0 – 89.9%
B 83.0 – 86.9%
B- 80.0 – 82.9%
C+ 77.0 – 79.9%
C 73.0 – 76.9%
C- 70.0 – 72.9%*
D+ 67.0 – 69.9%
D 60.0 – 66.9%
F 0 – 59.9%

*Note: A Grade of C- or higher is required to pass this class.

Course Calendar:
Assignments are listed on the day they are due. Assignments due on Monday should be posted to our class Moodle site by 11:59 p.m. that day. All assignments are to be submitted electronically.

Week 1:
Monday: Introduction post and comments on two student posts
Thursday: Week 1 reflection paper

Week 2:
Monday: 2-page reaction paper on Mortruge article
Thursday: Week 2 reflection paper

Week 3:
Monday: Reflection on the role of writing skills in the workplace
Thursday: Position paper due (see Moodle site for detailed instructions)

Week 4:
Monday: Submit research topic
Thursday: Week 4 reflection paper

Week 5:
Monday: Submit list of five articles you plan to use to research your topic
Thursday: Week 5 reflection paper

Week 6:
Monday: Submit a summary of each article to be used in your research paper
Thursday: Week 6 reflection paper

Week 7:
Monday: Submit your thesis and outline for your research paper
Thursday: Week 7 reflection paper

[Syllabus continues, giving assignments for all the weeks of the course—this is an excerpt.]
Read Closely
A. First Reading and Self-Evaluation
Read the text quickly the first time. Don’t write on it or stop for any new words. Push through to the end. Reading this way is a good strategy to get a main idea quickly.

After you read, think about how much you understand. Your instructor will give you an Evaluation Scale. At the top of your text, write your rating for Reading 1.

B. Author’s Purpose or “What does the author want me to think about?”
Skim, or read the text quickly, to answer this question:

1. Is the author
   a. informing, or teaching, the reader about the best way to succeed in class
   b. communicating rules, expectations, and assignment deadlines with students in a college class
   c. convincing the reader to take a very interesting college course
   d. comparing and contrasting two ways to get a good grade in an English Composition course at the community college level

2. Why did you choose your answer? What made it the best choice? ____________________________

3. Why weren’t the other answers the best choice?
   __________________________________________
   __________________________________________
C. Analyze the Structure
Your instructor will give you a set of topic strips. Each strip of paper has the topic of one paragraph on it. Compare the topics to the paragraphs in the text. Put each topic in the correct place on the chart. After your instructor checks your answers, copy the topics into the chart to help you remember them.

<table>
<thead>
<tr>
<th>Syllabus Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td></td>
</tr>
<tr>
<td>Student Outcomes</td>
<td></td>
</tr>
<tr>
<td>Required Textbook</td>
<td></td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td></td>
</tr>
<tr>
<td>Late Assignments</td>
<td></td>
</tr>
<tr>
<td>Grade Distribution</td>
<td></td>
</tr>
<tr>
<td>Grading Scale</td>
<td></td>
</tr>
<tr>
<td>Course Calendar</td>
<td></td>
</tr>
</tbody>
</table>

D. Evaluate Your Understanding
Re-read the text, then think about how much you understand. At the top of the text, rate your understanding for Reading 2 using the Evaluation Scale.
E. Time Management: What to Do First?
A challenge for first-time college students is figuring out what they need to do to complete each assignment. All of the information is usually in the syllabus, but you need to carefully examine the assignments to understand how to use your time.

1. Look at the assignment due on Monday in Week 2 in the syllabus. It looks simple, but there are many steps to take before you write the paper. All of these steps below are needed to complete the assignment. Number them in the order you would do them. After your instructor checks your work, re-write your to-do list in order below.

   ____ read the entire article for the main idea
   ____ print the article
   ____ write a draft and edit it
   ____ look quickly at the title, headings, any images, and the first and last paragraphs of the article
   ____ post the assignment on Moodle
   ____ highlight important information in the article and write notes on it (ideas, questions, connections to other things you’ve learned in the course, etc.) as you re-read it
   ____ download Mortrude article from Moodle
   ____ study your notes and highlighted information
   ____ write an outline that gives an overview of how to organize the paper
   ____ write a final draft

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
Show Your Understanding

1. According to the syllabus, what are two ways students can contact the professor?

2. Which sections in the syllabus would fit under the heading Policies and Rules?

3. Based on the information in Attendance and Class Participation, Late Assignments, and Course Calendar, how would the professor change the grade of a student who missed four days of class (all absences excused) and then submitted an assignment two days late?

4. Which section of the syllabus gives students information about how the final grade is separated into five types of activities and assignments?

5. Based on the information in Grade Distribution, what does the professor consider the most important type of assignment? Use evidence in the text to support your answer.

6. Which sections explain what students will learn and do in this course?

7. What types of knowledge and skills does this course teach students? Use evidence in the text to support your answer.

8. Which week of the class asks students to do more reading than usual? Use evidence in the text to support your answer.
Rock the Test
Refer to your text to find the best answer to each question. Hint: Think about what section of the syllabus is likely to contain the information you need to check.

1. Which heading best describes the information that starts at “City College” and ends at “Online System”?
   a. Course Schedule and Location
   b. City College
   c. Location
   d. Basic Stuff

3. The note at the end of the Grading Scale gives the grade required to pass the class. What would happen if a student earned a D+?
   a. The student would pass the class.
   b. The student would fail the class.
   c. The student would fail the class until she or he could improve the grade by working with a tutor in the writing center and resubmitting at least one paper.
   d. The student would have earned between 60.0 and 66.9% of the possible points.

2. A student submitted the week 2 reflection paper assignment on Friday at 5:00am. What will happen to this assignment?
   a. the professor will receive the assignment on time
   b. the professor will give 5% more points for the assignment because it was turned in early
   c. the professor will take away 5% of the points for the assignment because it was turned in late
   d. the professor will wait to see if the student asks for an extension before grading the assignment

4. Where can students find more information about what they need to include in their position paper?
   a. in the course calendar
   b. on the Moodle site
   c. in The City College Anthology
   d. in the reflection paper instructions
5. The assignments for week 8 are not included in the syllabus because it is an excerpt. Which of these assignments are most likely included in week 8?

   a. final version of the research paper
   b. summary of an article for the research paper
   c. comment on other students' posts on the Moodle site
   d. reflection paper

6. According to the syllabus, which statement would the professor most likely agree with?

   a. Students who pass this class will be able to write a strong essay with clear ideas and a well-written thesis.
   b. Students who pass this class will be able to write fiction, non-fiction, and poetry.
   c. Students who email the professor and explain why their assignment was late can turn it in anytime, as long as the reason was important and beyond their control.
   d. Students with a grade of 68% will pass the class.
**Syllabus Writing Assignment**

Imagine that you are a student in Professor Fugata’s class in the first week of class. You realize that you won’t be able to turn in your Week 1 Reflection Paper on time. Write an email to her telling her that you will need to turn in an assignment late, and ask for an extension. This would allow you to turn it in late without losing any points. Professors may or may not give extensions; this option is up to them.

In order to have the best chance at receiving an extension, include the following in your email:

1. polite salutation and closing
2. your name, the title of the class you’re taking (most professors teach more than one class and may have hundreds of students in a semester), and details about the assignment you need to turn in late
3. information that shows you have read the syllabus and understand the expectations
4. an explanation of why you need to turn the assignment in late (possible reasons include child care problems, a family emergency, illness, etc.)
5. a polite request for a later due date (make sure that the date you propose will give you time to complete the assignment)
6. your full name and contact information
College

Section 3: Syllabus

Instructor Notes
**Before You Read**

**B. Vocabulary Sort and Connections**
Your instructor will give you a set of vocabulary words from this unit. First, set aside any words you don’t know. Then, sort the words you know into groups of connected words. There are *many* correct ways to group the words, and you can make as many groups as you want. Finally, explain to another student why you think those words are connected.

<table>
<thead>
<tr>
<th>semester</th>
<th>submit</th>
<th>effective</th>
<th>academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional</td>
<td>respond</td>
<td>variety</td>
<td>essay/paper</td>
</tr>
<tr>
<td>fiction</td>
<td>non-fiction</td>
<td>poetry</td>
<td>reflection</td>
</tr>
<tr>
<td>post/posted</td>
<td>ongoing</td>
<td>syllabus</td>
<td>thesis</td>
</tr>
<tr>
<td>relevant</td>
<td>reliable</td>
<td>outcomes</td>
<td>participation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>semester</th>
<th>submit</th>
<th>effective</th>
<th>academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional</td>
<td>respond</td>
<td>variety</td>
<td>essay/paper</td>
</tr>
<tr>
<td>fiction</td>
<td>non-fiction</td>
<td>poetry</td>
<td>reflection</td>
</tr>
<tr>
<td>post/posted</td>
<td>ongoing</td>
<td>syllabus</td>
<td>thesis</td>
</tr>
<tr>
<td>relevant</td>
<td>reliable</td>
<td>outcomes</td>
<td>participation</td>
</tr>
</tbody>
</table>
Read Closely

B. Author's Purpose Answer Key

1. Is the author
   a. informing, or teaching, the reader about the best way to succeed in class
   b. communicating rules, expectations, and deadlines with students in a college class
   c. convincing the reader to take a very interesting college course
   d. comparing and contrasting two ways to get a good grade in an English Composition course at the community college level

C. Analyze the Structure Directions
Copy, cut, and shuffle the strips.

<table>
<thead>
<tr>
<th>Overview of what the course will teach</th>
<th>What students will be able to do once they complete the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>The title, author, publisher, and copyright date of the book students will need to buy for class</td>
<td>Rules about how often students need to be in class and how they should contribute to class discussions</td>
</tr>
<tr>
<td>How turning in late assignments will affect grades</td>
<td>How much of your grade different assignments are worth</td>
</tr>
<tr>
<td>Ranges of points that will earn different grades</td>
<td>List of assignments and when they are due</td>
</tr>
</tbody>
</table>
### C. Analyze the Structure Answer Key

<table>
<thead>
<tr>
<th>Syllabus Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Overview of what the course will teach</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>What students will be able to do once they complete the class</td>
</tr>
<tr>
<td>Required Textbook</td>
<td>The title, author, publisher, and copyright date of the book students will need to buy for class</td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>Rules about how often students need to be in class and how they should contribute to class discussions</td>
</tr>
<tr>
<td>Late Assignments</td>
<td>How turning in late assignments will affect grades</td>
</tr>
<tr>
<td>Grade Distribution</td>
<td>How much of your grade different assignments are worth</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>Ranges of points that will earn different grades</td>
</tr>
<tr>
<td>Course Calendar</td>
<td>List of assignments and when they are due</td>
</tr>
</tbody>
</table>
E. Time Management: What to Do First? Directions

This activity requires a lot of background knowledge to complete correctly. For example, the students would have to realize that “Mortrude article” refers to an author with the last name “Mortrude.” They need to know that most articles assigned by a professor are available in the online classroom management system; that a reaction paper is an essay that you write as a response to something you’ve read; how to download, print, pre-read, and annotate an article; as well as what it means to “post” something. Ideally, this section of the module would be taught while actually using a free online classroom management system like Schoology. Using such a system for the first time is often a significant challenge for new college students.

E. Time Management: What to Do First? Answer Key

4 read the entire article
2 print the article
8 write a draft and edit it
3 look quickly at the title, headings, any images, and the first and last paragraphs of the article
10 post the assignment on Moodle
5 highlight important information in the article and write notes on it as you read it (ideas, questions, connections to other things you’ve learned in the course, etc.)
1 download Mortrude article from Moodle
6 study your notes
7 write an outline that gives an overview of how to organize the paper
9 write a final draft

1. Download Mortrude article from Moodle
2. Print the article
3. Look quickly at the title, headings, any images, and the first and last paragraphs of the article
4. Read the entire article for the main idea
5. Highlight important information in the article and write notes on it as you re-read it (ideas, questions, connections to other things you’ve learned in the course, etc.)
6. Study your notes and highlighted information
7. Write an outline that gives an overview of how you will organize your paper
8. Write a draft and edit it
9. Write a final draft
10. Post your assignment on Moodle

**Show Your Understanding** Answer Key

Answers will vary but will likely include some of the elements listed.
1. According to the syllabus, what are two ways students can contact the professor?
   Students can contact the professor by email and in person during office hours.

2. Which sections in the syllabus would fit under the heading Policies and Rules?
   *Attendance and Class Participation, Late Assignments, Grade Distribution, and Grading Skill are all policies and rules.*

3. Based on the information in Attendance and Class Participation, Late Assignments, and Course Calendar, how would the professor change the grade of a student who missed four days of class (all absences excused) and then submitted an assignment two days late?
   *The professor would subtract five points from the total grade and subtract 10% from the grade of the late assignment.*

4. Which section of the syllabus gives students information about how the final grade is separated into five types of activities and assignments?
   *Grade Distribution gives information about how the final grade is separated into activities and assignments.*

5. Based on the information in Grade Distribution, what does the professor consider the most important type of assignment? Use evidence in the text to support your answer.
   *The Weekly Written Assignments are the most important because they earn the highest percentage of any assignment (30%).*

6. Which sections explain what students will learn and do in this course?
   *The Course Description section explains what students will learn and Student Outcomes explains what students will do.*

7. What types of knowledge and skills does this course teach students? Use evidence in the text to support your answer.
   *This course teaches students the skills needed for academic and professional writing. Students will read fiction, non-fiction, and poetry. They will write essays, use sources, use correct grammar, and think critically.*
8. Which week of the class asks students to do more reading than usual? Use evidence in the text to support your answer. **Week 5 asks students to read** more than usual because they have to submit a list of articles to be used in a research paper. That means students must read all of the articles.

**Rock the Test Answer Key**

1. Which heading best describes the information that starts at “City College” and ends at “Online System”?
   
   a. Course Schedule and Location
   b. City College
   c. Location
   d. Basic Stuff

3. The note at the end of the Grading Scale gives the grade required to pass the class. What would happen if a student earned a D+?
   
   a. The student would pass the class.
   b. **The student would fail the class.**
   c. The student would fail the class until she or he could improve the grade by working with a tutor in the writing center and resubmitting at least one paper.
   d. The student would have earned between 60.0 and 66.9% of the possible points.

2. A student submitted the week 2 reflection paper assignment on Friday at 5:00am. What will happen to this assignment?
   
   a. the professor will receive the assignment on time
   b. the professor will give 5% more points for the assignment because it was turned in early
   c. **the professor will take away 5% of the points for the assignment because it was turned in late**
   d. the professor will wait to see if the student asks for an extension before grading the assignment

4. Where can students find more information about what they need to include in their position paper?
   
   a. in the course calendar
   b. **on the Moodle site**
   c. in *The City College Anthology*
   d. in the reflection paper instructions
5. The assignments for week 8 are not included in the syllabus because it is an excerpt. Which of these assignments are most likely included in week 8?

   a. final version of the research paper  
   b. summary of an article for the research paper  
   c. comment on other students' posts on the Moodle site  
   d. reflection paper

6. According to the syllabus, which statement would the professor most likely agree with?

   a. Students who pass this class will be able to write a strong essay with clear ideas and a well-written thesis.  
   b. Students who pass this class will be able to write fiction, non-fiction, and poetry.  
   c. Students who email the professor and explain why their assignment was late can turn it in anytime, as long as the reason was important and beyond their control.  
   d. Students with a grade of 68% will pass the class.