

A Well-Written Syllabus: Blueprint for Success in a College Class

The syllabus is your blueprint for success when teaching a college class. **A specific, clearly written, syllabus tells the students what you expect of each and every one of them.** According to the California Education Code—Title 5, **the syllabus is the written contract between you and each student.**

From the first day of class, the students know

- the objectives of the course,
- the assignments for which they are responsible,
- the criteria and policy by which they will receive a grade,
- your test and assignment make-up policy,
- and the academic honesty policy.

Your students will also know

- the schedule of lecture topics,
- list of books and other materials,
- the attendance policy,
- emergency procedures,
- academic accommodations,
- food/beverage and pager/cell phone policy,
- and where to find a list of student support services.

Benefits of a well-designed syllabus:

- **A well-designed syllabus will reduce the number of student complaints to you, the department coordinator, and to the division dean.**
- **This is especially important when students complete the “Student Evaluation Form” during your first two semesters and every fall after that.**

How Do I Get My Students to Read the Syllabus?

One of the most crucial, yet most difficult tasks is to motivate your students to read and understand the syllabus. Here are several methods that other instructors have found to work.

1. Reviewing the Syllabus

Option 1: Read the syllabus aloud.

Option 2: Use overheads or PowerPoint to emphasize main points.

Option 3: Direct the students read the syllabus silently. Write down three questions to ask the instructor.

2. Understanding the Syllabus

1. **After students have read the syllabus and written down three questions, break students into groups of three or four. Have each group decide on three questions to ask.**

2. **Allow each group to ask one question at a time.**

3. **Continue answering questions until all questions are answered or the time you have allotted to activity expires.**

3. Remembering the Syllabus – Can be used with all options.

Suggestion: At the next class meeting, test the students on the syllabus and its contents. This will ensure that the students understand the importance of the syllabus and its relationship to their success in the course, especially when they complete student evaluations.

Cypress College Syllabus Guidelines

All Campus Requirements:

- A. Course objectives:
 - 1. Clearly stated and conforming to Title V course outlines.
 - 2. Preceded by the statement, "Upon completion of the course the student will be able to: "
- Special Note:** Specific divisions, accredited by outside agencies, must provide unit objectives rather than, or in addition to, course objectives.
- B. Class assignments:
 - 1. List of required student assignments including such things as: reading, worksheets, essays, oral presentations, research papers, projects.
 - 2. List of the number and kind(s) of tests, including such things as: objective and/or essay; quizzes, tests, midterm(s), final-comprehensive or not.
 - 3. Schedule of due dates.
 - C. Grading Policy
 - 1. Statement of grade weight and grading criteria for student assignments.
 - 2. Statement clearly indicating if and how grading criteria includes class attendance and/or class participation.
 - 3. Statement of policy on make-ups, late assignments, and extra credit.
 - 4. Statement of criteria for final grades.
 - D. A reference to or attachment of college policy on Academic Honesty.

Other Important Inclusions:

- A. Course Identification:

Should appear at the top of page one of the syllabuses and include: instructor's name, instructor's office hours, course title, course number, semester, prerequisite, catalog description.
- B. Schedule of lecture topics:

May vary in detail but should include dates, preparation, and work due.
- C. List of supplies and other expenses:

Items such as the following would be included: required textbooks, blue books, Scantron sheets, PAR sheets, pencils, pens, lab fees, materials, photocopying of papers, attendance at plays or concerts, and special equipment.
- D. List of resources:

Items such as the following would be included: textbooks, supplementary reading, worksheets, reserved readings, software, and annotated bibliographies.
- E. Attendance:

If attendance will affect a student's grade, this needs to be included in the syllabus.
- F. Student Support Services:

Include a reference to the page in the Schedule of Classes that lists Student Services with location and hours.

G. Emergency Procedures:

If required to evacuate a classroom/building, students will proceed to a clear and safe area away from the evacuated building. Take all personal belongings with you.

H. Academic Accommodations:

Students with verified disabilities requiring accommodations should make a specific request of the instructor in a timely manner, at the beginning of the semester and at least one week prior to the verified and identified need.

I. College Catalog:

Refer to the College Catalog as the official publication addressing and guiding academic and student services policies.

J. Food and Beverage:

Are not permitted in the classrooms.

K. Pagers and Cell Phones:

Are to be turned off while class is in session.

Syllabus Checklist

A syllabus should include the following elements:

- _____ 1. Course Title
- _____ 2. Course Number
- _____ 3. Semester
- _____ 4. Pre-Requisites
- _____ 5. Instructor Name
- _____ 6. Office Hours
- _____ 7. Office Room Number
- _____ 8. Voice Mail Number/Email Address
- _____ 9. Catalog Description
- _____ 10. **Course objectives*
- _____ 11. Textbooks
- _____ 12. Supplies
- _____ 13. Resources
- _____ 14. Topics
- _____ 15. **Assignments and Due Dates*
- _____ 16. **Testing Dates*
- _____ 17. **Grading Policy*
- _____ 18. Attendance Policy
- _____ 19. **Academic Honesty Policy*
- _____ 20. Food & Beverage Policy
- _____ 21. Pager & Cell Phone Policy
- _____ 22. Emergency Procedures
- _____ 23. Academic Accommodations
- _____ 24. Reference to list of Student Support Services
- _____ 25. Reference to the College Catalog

**Italicized* items are ALL campus requirements.

A copy of a model syllabus titled Appendix A is printed out on colored paper within this document.

Additional information about construction a syllabus can be found online at www.4faculty.org under Module 105: Building Your Syllabus.

English 106: CRITICAL THINKING

Course Syllabus for Fall 2007

Instructor: Ms. Nancy Deutsch

| | | |
|----------------|----------------------------|---|
| Office Hours: | T Th 9:30A - 10:30A | Office Phone: (714) 484-7000 ext. 48670 |
| Office: H-303C | Voice Mail: (714) 484-7326 | e-mail: ndeutsch@CypressCollege.edu |

COURSE DESCRIPTION: This course develops critical reading, writing, and thinking skills. Emphasis is placed on learning the strategies necessary to analyze and evaluate rhetorical and logical elements of written communication. Completion of this course satisfies the Cypress College Associate Degree Graduation Reading Proficiency Requirement. *Prereq: Eligibility for ENGL 100*

REQUIRED MATERIALS: Bring all materials, available in book store, to every class meeting.

1. *Thinking for Yourself*, Mayfield, 7th Ed.
2. *Programmed College Vocabulary*, Feinstein, 8th Ed.
3. **PAR Forms: one Enrollment Form #F-288-ERI-L and eight PAR Form #F-289-ERI-L**
4. 2 examination books (8 ½" X 11" *bluebook*)
5. 1 three-ring binder, paper, pen, and pencil (daily)

INSTRUCTIONAL OBJECTIVES—Upon completion of the course, the student will be able to:

1. Analyze written material in college textbooks and serious expository writing; formulate inferences; identify the author's thesis; discriminate between fact and opinion; recognize the author's intent, attitude, tone, and bias; and judge an author's reliability.
2. Develop strategies for analyzing and evaluating information, argumentative and persuasive written material.
3. Explain the specific application of critical thinking to reading.
4. Identify his/her own critical reading and thinking skills and attitudes.
5. Analyze and evaluate the interplay between language and logic, especially in written language.
6. Distinguish between inductive and deductive reasoning in written material.
7. Recognize logical fallacies in written communication.
8. Develop the ability to judge clarity, to infer factual or judgmental conclusions, to predict outcomes, and to make generalizations about ideas encountered in academic reading.
9. Judge the merits of the written discourse based on a logical (sound argumentation) or rhetorical (effect) criterion.
10. Apply the critical thinking skills developed in the course to interpretation and analysis of ideas encountered in academic readings.
11. Evaluate and analyze persuasive written material.

ATTENDANCE: Regular attendance is **REQUIRED**. The class meets 1 hour 20 minutes a day two times a week. **Students with more than two absences may be dropped from the class.** Two tardies of 5 minutes or more will count the same as an absence. Students are expected to arrive on time and remain until the class is dismissed. Students who leave class early will be counted as absent for that class meeting. **If there is a problem or concern about attendance or grades or the student needs to make up a major test before graded tests are returned, it is the student's responsibility to contact the instructor.** (Telephone and voice mail numbers are printed above.)

If a student is absent, it is the student's responsibility to call a classmate to get assignments for the next class meeting. Be prepared: write down the names and phone numbers of students to call with questions about missed classes.

Name _____ Phone # _____

Name _____ Phone # _____

Name _____ Phone # _____

OUTSIDE ASSIGNMENTS: Each student will be expected to spend at least two hours outside of class for every hour in class in preparation for class participation. A minimum of four critical analyses of persuasive material will be assigned. All analyses, except those written in class, must be typed and double-spaced. Students may use the Learning Center or the Writing Center to prepare these assignments, but a 3.5" computer disk is required.

MAJOR EXAMS AND QUIZZES: Dates for major exams, quizzes, and critical analyses are listed on the attached Test and Assignment Schedule.

LATE WORK & MAKE-UPS: All assigned work for this class is due on the date assigned. However, unforeseen circumstances sometimes occur to us all to make this impossible. For this reason, each student will receive **three (3) NQA (No Questions Asked) Coupons** which may be used at any time in the semester. When you staple an NQA coupon to the top of the first page of any critical analysis or make-up test, I will accept it as though it had been submitted on time, no questions asked. **I will accept no late work or test—ever—unless a coupon is attached.** This includes “legitimate” absences. One coupon must be attached to the assignment or make-up test for each class (not calendar) day that it is late. *You have the option of turning in the sheet of coupons at the end of this session, uncut, for 15 points. If lost, the sheet of coupons will not be replaced.*

Major test make-ups must be taken before the instructor returns the graded tests. It is the student’s responsibility to make arrangements with the instructor. (See e-mail and phone numbers above.) ***No tests may be made up AFTER graded tests have been returned.*** Each make-up test must have a NQA coupon attached for each class day it is late. A sheet of NQA coupons is located on page 6 of this syllabus.

Critical Analyses are due on the assigned date, no later than 5 p.m.; critical analyses will be accepted if stamped and initialed by a member of the Learning Center Staff until 5 p.m. on the due date. **NO analyses (including those with NQA coupons) will be accepted after graded papers have been returned.**

Quizzes (including vocabulary) may not be made up; however, the lowest score will be dropped. A quiz may be taken ahead of time in the event of a planned absence. Students who arrive late while a quiz is in progress will not receive extra time to complete the quiz.

Homework assignments are due at the beginning of class on the due date. Homework turned in after the class begins will not be accepted. Nor will I accept homework turned in late because of an absence. However, I will drop the lowest two homework grades. ***No work completed on paper torn out of a spiral notebook will be accepted. It will be returned without a grade.***

INSTRUCTOR ABSENCE: If the instructor is absent, sign the attendance sheet posted on the classroom door and read any instructions regarding assignments. If a quiz or test is scheduled for the day of the instructor's absence, it will be given at the next scheduled class meeting.

ACADEMIC ACCOMMODATIONS: Students with verified disabilities requiring accommodations should make a specific request of the instructor in a timely manner, at the beginning of the semester and at least one week prior to the verified and identified need.

FOOD & DRINK IN THE CLASSROOM: To maintain a cleaner classroom environment and to avoid distractions, food and drinks (except for water in closed containers) may not be consumed in the classroom. Students eating in the room will be asked to leave and will receive an absence for the class meeting.

PAGERS & CELL PHONES: These devices are to be turned off or put in silent mode when class is in session.

STUDENT SUPPORT SERVICES: A list of Student Services, their location, and hours of operation are found on page 144-146 of the Fall 2006 Cypress College Schedule of Classes. The instructor will be happy to recommend services that you may need.

GRADING: Your grade will be based on both the quantity and the quality of your work in the course. The following point system, which is an estimation of the semester assignments, will be used to determine each student's grade in the course. Adjustments may be made at the instructor's discretion to better meet the needs of the class. Minimum requirements in terms of time devoted or number of assignments/tests are indicated, as well as the number of points in each category.

Grading Criteria

| | | |
|--------|--|------------|
| HW&P | Homework and Participation - 5 pts.each (drop 2 lowest grades) | 60 |
| VOCPCV | Vocabulary Quizzes - 9 quizzes @ 15 points (Drop lowest grade). | 120 |
| QUIZ | Quizzes/Class Assignments - 5 @ 15 points (Drop lowest grade). | 60 |
| TEST | Major Unit Tests - 3 @ 50 points | 150 |
| CRIT | Critical Analyses - 2 @ 25; 1 @ 60, 2 @ 100 points | 310 |
| EXAM | Final Examination (1 bluebook) | <u>200</u> |
| | Total Possible | 900 |

Final grades are based on percentages; the number of total points may be more or less than 900.

A (90-100%) **B** (80-89%) **C** (70-79%) **D** (60-69%) **F** (59% & lower)

English 106 Vocabulary Quiz and Major Test Schedule

The instructor reserves the right to alter this schedule as circumstances demand. A more detailed assignment sheet will be distributed every four weeks.

Textbooks: PCV = *Programed College Vocabulary*, TFY = *Thinking for Yourself*

| | | |
|----|-------|--|
| T | 8/21 | INTRODUCTION |
| TH | 8/23 | TFY Ch. 1 |
| T | 8/28 | |
| TH | 8/30 | PCV Ch. 6 Quiz; TFY Ch. 2 |
| T | 9/4 | Labor Day - Holiday |
| TH | 9/6 | PCV Ch. 7 Quiz; TFY Ch. 3 |
| T | 9/11 | |
| TH | 9/13 | PCV Ch. 8 Quiz; TFY Ch. 4 |
| T | 9/18 | |
| TH | 9/20 | TFY Test on Chapters 1-4; |
| T | 9/25 | TFY Ch. 5 |
| TH | 9/27 | PCV Ch. 9 Quiz |
| T | 10/2 | TFY Ch. 6 |
| TH | 10/4 | PCV Ch. 10 Quiz |
| T | 10/9 | TFY Ch. 7 & Tone |
| TH | 10/11 | PCV Ch. 13 Quiz |
| T | 10/16 | Quiz on "Tone"; TFY Ch. 8 |
| TH | 10/18 | |
| T | 10/23 | PCV Ch. 14 Quiz |
| TH | 10/25 | TEST on Chapters 5-8 & "Tone" |
| T | 10/30 | TFY Ch. 9 |
| TH | 11/1 | |
| T | 11/6 | PCV Ch. 15 Quiz; Critical Analysis due. |
| Th | 11/8 | TFY Ch. 10 |
| TH | 11/13 | PCV Ch. 18 Quiz |
| T | 11/15 | |
| TH | 11/20 | Critical Analysis due; TFY Ch. 11 |
| T | 11/22 | Thanksgiving Holiday |
| TH | 11/27 | TFY TEST on Chapters 9-11 |
| T | 11/29 | Critical Analysis due. |
| TH | 12/4 | |
| TH | 12/6 | In-Class Practice Final |
| TH | 12/11 | |
| T | 12/18 | Final Exam: 10:30A - 12:30P |

ACADEMIC HONESTY POLICY: The college standards of academic honesty will be applied in this class. The policy may be found in the 2006-2007 College Catalog (p. 8), the official publication addressing and guiding academic and student services policies.

ACADEMIC HONESTY POLICY (REV. 2005)

Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on basic concepts of integrity and honesty.

These include, but are not limited to the following areas:

- 1) Students shall not plagiarize, which is defined as stealing or passing off as one's own ideas or words of another and as using a creative production without crediting the source. The following cases are examples of what constitutes plagiarism:
 - paraphrasing published material without acknowledging the source.
 - making significant use of an idea or a particular arrangement of ideas, e.g., outlines.
 - writing a paper after consulting with persons who provide suitable ideas and incorporating these ideas into the paper without acknowledging the debt.
 - submitting under one's own name, term papers or other reports which have been prepared by others.
- 2) Students shall not cheat, which is defined as using notes, aids, or the help of other students on tests or exams in ways other than those expressly permitted by the instructor; and as misreporting or altering the data in laboratory or research projects involving the collection of data.
- 3) Students shall not submit an original paper or project to more than one class without approval from the second instructor. Instructors who do not accept previously submitted papers should so inform the students in the course syllabus.
- 4) Students shall not furnish materials or information in order to enable another student to plagiarize or cheat.

Plagiarism Prevention and Detection: In its commitment to academic honesty, Cypress College uses Turnitin.com software to prevent and detect plagiarism.

The instructor reserves the right to submit student assignments to Turnitin.com to check for textural similarities between those assignments, Internet sources and the Turnitin.com assignment database. Students will be required to electronically submit their written work for plagiarism checking. Assignments submitted to Turnitin.com will become part of their database and will be used only for plagiarism prevention and detection.

Students agree that by enrolling in a course, assignments may be subject to the above plagiarism prevention and detection processes. An instructor who has evidence that an act of academic dishonesty has occurred, after speaking with the student, is obligated to take the following steps:

- 1) Assign an appropriate academic penalty such as an oral reprimand (as in cases where there is reasonable doubt that the student knew that the action violated the standards of honesty); or assign an "F" on all or part of a particular paper, project, or exam (for example, where there was proof that it was a one-time occurrence). In cases where an "F" was assigned, report the incident to all appropriate personnel. (See Step 3).
- 2) In cases where the dishonesty was serious, premeditated, or part of an ongoing scheme, request an ad hoc review board made up of at least three faculty from the department or division of the instructor involved. This review board is to be appointed by the Academic Senate President or his/her delegate in consultation with the department coordinator, or if none is in place, with the members of the department. Supply to the review board the documents which are suspect and any other documents completed by the student which might help determine if academic dishonesty occurred. It would then be the responsibility of the review board to determine academic penalties as appropriate.
- 3) Report to the student involved, to the department coordinator, to the Division Dean, and to the Dean of Counseling and Student Development, the alleged incident of academic dishonesty, including relevant documentation, and recommendations for action that he or she deems appropriate.
- 4) The appropriate Division Dean shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation.
- 5) Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The appropriate Division Dean may initiate disciplinary proceedings under Education Code, Article 3, Section 76030-76037; when two or more incidents involving the same student occur, he/she shall do so.
- 6) Students charged with violations resulting in disciplinary action have the right to appeal the findings to the Petitions Committee under the Rules and Procedures of Due Process.

NQA (No Questions Asked) Coupons

(presented as a sample only)

All assigned work and tests for this class are due on the date assigned. However, unforeseen circumstances sometimes occur to us all to make this impossible. For this reason, each student will receive two **(2) NQA (No Questions Asked) Coupons** which may be used at any time in the semester. When you staple an NQA Coupon to the top of the first page of any assignment or make-up test, I will accept it as though it had been submitted on time, no questions asked. I will accept no late work or make-up test—ever—unless a coupon is attached. This includes “legitimate” absences. Nor will I accept a paper or a make-up test after the paper or test has been returned to the class. One coupon must be attached to the assignment or make-up test for each class (not calendar) day that it is late.

You have the option of turning in this sheet at the end of the semester, uncut, for 15 points. **If lost, these coupons will not be replaced.**

One (1) NQA Coupon for English 106 Fall, 2006

This coupon entitles the bearer to receive full, on-time credit for the attached assignment or test for one class day only. Additional coupons must be attached for each additional class day the assignment is late.

Print Name _____

Signature _____

Class/Date _____

N. Deutsch

One (1) NQA Coupon for English 106 Fall, 2006

This coupon entitles the bearer to receive full, on-time credit for the attached assignment or test for one class day only. Additional coupons must be attached for each additional class day the assignment is late.

Print Name _____

Signature _____

Class/Date _____

N. Deutsch

