

Syllabus Template for English 92

English 92: Developing Competence in Reading and Writing
Kingsborough Community College
Department of English

[Your Name]

Office Hours

Contact Information *[e-mail, phone, mailbox location]*

Course Description

English 92 is a pre-freshman course emphasizing the development of critical reading, writing, and thinking abilities necessary for success in college-level courses. Its primary purpose is to prepare students for the kinds of learning experiences they will encounter in college-level courses, both in English and in other disciplines.

Learning Outcomes

[Following are the departmental learning outcomes for English 92. Feel free to re-format these for your own syllabi, but please stay true to these goals.]

By the end of the course, students should be able to do the following:

- Use a variety of reading and writing strategies to strengthen approaches to comprehending texts: annotating, determining meanings of words and phrases from context, predicting, close reading, low-stakes writing (i.e., reading logs, journals, freewriting, paraphrasing, summarizing) as well as a variety of other low-stakes responses to reading selections.
- Determine topics, themes, main ideas, and supporting points in a text; recognize and begin to examine how multiple texts address similar themes or topics; compare and evaluate the authors' points of view and approaches; make connections between the ideas in different texts and students' own experiences.
- Write logically organized multiple-draft essays centered on one main idea and support that main idea through meaningful engagement with texts, i.e., synthesizing, integrating, and developing ideas by summarizing, paraphrasing, quoting, and discussing information.
- Engage in a meaningful revision process, which includes reconsidering, editing, and proofreading one's work (with and without teacher and peer feedback).

Required Texts

[List all required course texts here, including online texts you might be using.]

Types of Assignments

[Briefly describe the types and approximate quantity of work that students will do in your course.]

Means of Assessment

Grades are determined as follows:

- Final Exam – 20% of total grade
*[The midterm exam does **not** affect students' final grades.]*
- CATW – 35% of total grade
- Two Multiple-Draft Essays – 30% of total grade (15% each)
- Coursework – 15% of total grade

Final – 20% of total grade

FINAL SCORE	PERCENTAGE POINTS
100	20 points
95	19 points
90	18 points
85	17 points
80	16 points
75	15 points
70	14 points
65	13 points
60	12 points
55	11 points
50	10 points
45	9 points
40	8 points
35	7 points
30	6 points
25	5 points
20	4 points

[If your cohort members feel the need to split this further (e.g., my student scored a 67 how many percentage points do I assign him/her?), simply multiply the score of 67 x .20 = 13.4.]

CATW – 35% of total grade

CATW SCORE	PERCENTAGE POINTS
86-96	35 points
83-85	34 points
80-82	33 points
77-79	32 points
75-76	31 points
72-74	30 points
69-71	29 points
66-68	28 points
62-65	27 points
59-61	26 points
56-58	25 points
54-55	24 points
51-53	23 points
48-50	22 points
45-47	21 points
42-44	20 points
39-41	19 points
36-38	18 points
34-35	17 points
31-33	16 points
28-30	15 points
25-27	14 points
22-24	13 points
19-21	12 points
16-18	11 points

Essays – 30% of total grade (15% for each essay)

MULTIPLE-DRAFT ESSAY	PERCENTAGE POINTS
Satisfactory	8 - 15 points
Needs Improvement	0 - 7 points

Coursework – 15% of total grade

[Please decide how you want to configure class work and its value (for a total of 15%)]

Course Outline

[Provide some sense of the structure of your class over the course of the term. This could be distributed to students under separate cover at a later date, if preferred.]

Attendance

If at any point during the semester you stop attending classes, and you do not officially withdraw from Eng. 92, you will be assigned a WU for this course.

Tutoring

The Center for Academic Writing Success offers tutoring in reading and writing. Students should go to L-219 to schedule sessions during the semester.

Academic Integrity

Please keep in mind that whenever you use someone else's words—or their ideas, even if they are expressed in your own words—you must give credit. This is true regardless of where you find the words or ideas, whether it is a book, a magazine or newspaper, television, or the Internet. This class will include instruction on how to acknowledge your sources. Plagiarism, failing to acknowledge sources or submitting someone else's work as your own, is a serious offense. A plagiarized paper or test will receive a grade of F, and if I discover plagiarism in your work, I will file a request for disciplinary action.

Civility in the Classroom

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence.

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

A brief statement about Access-Ability to alert students with disabilities to reasonable accommodations available to them to facilitate the educational process.

Below is an example of a disability statement that can be used/adapted for course syllabi:

“It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175 as early in the semester as possible. All discussions will remain confidential.”

Kingsborough’s Diversity Statement¹

“The administration, faculty, staff, and students at Kingsborough Community College believe that the college is best served by having a campus that is truly diverse. We strive to create a campus where the voices, talents, and skills of all members of the college are valued and respected, and where all members of the college community can thrive. We maintain that a student body, faculty, staff, and administration that reflect the diversity of New York City is vital for the success of our community, allowing opportunities for people with different perspectives, abilities and backgrounds to interact with and learn from each other. We at Kingsborough Community College believe that a focus on inclusive excellence – the proactive fostering of greater diversity, inclusion, and ultimately equity at every level of college life – will maximize success for all members of the college community.” (Approved by the College Council on 5/21/2015)

¹ *Diversity* refers to the range of differences represented in our community, including, but not limited to, differences of race, ethnicity, sex, gender identity and expression, sexual orientation, socioeconomic status, age, physical ability, neurological makeup, learning style, cultural affiliation, country of origin, religion, veteran status or political ideology.