

## **Suggested Template for English 1100 Syllabus:**

*The following is a standard template that you can use when constructing a syllabus for English 1100. In certain cases, you may decide to modify the language, but you should also feel free to copy and paste wherever you find that useful. If you have any questions or concerns about your syllabus, please feel free to contact Chris Weaver or Liane Robertson.*

*It may be useful to break your syllabus into different sections.*

### **Section 1: General Information**

**Course Number, Section Number, Course Title  
Semester and Year**

#### **Course Information:**

Meeting Days and Time:

Building and Room:

English Department Office: Atrium 242

English Department Phone: 973-720-2254

#### **Instructor Information:**

Name:

Email:

#### **Textbooks:**

### **Section 2: Course Overview—What Is a Writing Workshop?**

*You should include a brief description of the course and you should list objectives and outcomes. The following wording or something like it should be included in every syllabus for English 1100.*

A workshop course is one in which the main activity sharing drafts of your writing, discussing these drafts, and revising them. There is a strong emphasis on revision in this course. At times, you will be asked to do very rough exploratory writing—just to or begin thinking about a topic or to test ideas. Some of this writing may grow into drafts of papers. Some of those will get extended and revised. All along the way, you'll share your writing, discuss it, and get feedback—both from your fellow classmates and from your instructor. You will be graded not just on the quality of your final drafts but on your engagement in all steps of the writing process.

Be prepared to do a lot of writing in this course. You will complete at least twelve pages of workshopped, reviewed, and revised writing. You will do at least three times that amount of rough or unedited writing.

**Objectives:** *Note to Instructor* - Please check the English Department Blackboard site for course outlines. They will include the objectives and outcomes for each course. You can copy them and paste them into the syllabus at this point. You can also get a copy of these course outlines from the English Department office.

**Outcomes:** *Note to Instructor* - Please check the English Department Blackboard site for course outlines. They will include the objectives and outcomes for each course. You can copy them and paste them into the syllabus at this point. You can also get a copy of these course outlines from the English Department office.

### **Section 3: Requirements and Procedures**

*You should use the rest of this section to explain the basic requirements of the course. Will students post work to Blackboard? Are they expected to bring copies of their drafts to class? Do they need to save their rough copies in a folder, etc.?*

*The Writing Program has adopted an attendance policy. You may decide to make exceptions to this policy in individual cases, but we ask that you copy and paste the policy below into your syllabus:*

#### **Writing Program Attendance Policy:**

Because this is a workshop course requiring regular attendance and participation, the policy of the William Paterson University Writing Program is that students may not have more than five absences in the case of classes that meet twice a week, or three absences in the case of classes that meet once a week. If you have more absences than this, you will automatically receive an "F." No distinction will be made between "excused" or "unexcused" absences. Students are strongly advised to save absences in case of an emergency.

### **Section 4: Assignments and Deadlines**

Some teachers know exactly what assignments that they will be giving and can list them in the syllabus. Others develop specific assignments as the semester unfolds. In the latter case, you may find it useful to post assignment descriptions and deadlines to the Blackboard web site.

You do not need to give a specific listing of assignments in your syllabus; however, you should use your syllabus to let students know how many formal written papers and major projects there will be over the semester, how long and involved those assignments will be, and approximate deadlines.

Some examples:

- You can expect to do some kind of writing for homework each and every class. Much of the time, these will be short bursts of unedited writing—maybe no more than a page or two. But about every two weeks, you will turn these into rough drafts of at least three pages. About every three to four weeks, you will submit a revised and edited draft to me along with rough work and notes on the feedback that you received in your writing groups.
- Schedule of Major Assignments:

|   |         |
|---|---------|
| First Revised Draft Due:                        | Week 4  |
| Second Revised Draft Due:                       | Week 7  |
| Writing Conference (Bring Third Revised Draft): | Week 10 |
| Fourth Revised Draft Due:                       | Week 13 |
| Final Portfolio (Select Two Finished Drafts):   | Week 15 |

## **Section 5: Grading**

*It's very important that your syllabus explain how the grade for the course will be calculated. It's not enough to simply say: Essays will count for 80% of the grade and homework will count for 20%. Will each essay count for an equal portion? Will every essay be graded? Will rough drafts be assigned grades? Students deserve to understand how grades will be calculated, and the Writing Program will need this information in case of grade appeals.*

*We believe that it's important not to grade a piece of writing until you have had a chance to give students feedback at some stage of the writing process. Putting a grade on a piece of writing tends to finalize it in students' minds. So we strongly advise against a grading scheme that simply tells students that they will be doing five different papers and that each of those papers will receive a grade—unless you have the time and energy to give feedback to mid-range drafts of all five papers!*

*Here are some possibilities:*

- Homework, short writing assignments, and rough drafts will count as 20% of your total grade. Individual assignments will not be graded. The point of these assignments isn't to produce finished, polished pieces of writing but to get you moving towards your final drafts. However, making sure that you have these assignments finished and ready to share is a crucial part of your progress in the course. Therefore, these assignments will receive credit, and missing them will count against your grade as follows:

You must complete 95% or more of these assignments to get an A.

You must complete 90% or more of these assignments to get a B.

You must complete 85% or more of these assignments to get a C.

You must complete 80% or more of these assignments to get a D.

The rest of your grade will be determined by a final portfolio of work—two or three essays that you select as your best. Your final portfolio will count as 80% of your total grade.

- Same as above, but with students selecting three papers at different points in the semester to submit for a grade. (These should be papers that have already received feedback from you and been revised.) So the homework grade would count for 25% and each paper count for 25%.
- Students will submit revised drafts for feedback twice in the first half of the semester and twice in the second half. At the mid-point and again at the end of the semester, students will submit a final paper for a grade. These papers will be graded with minimal feedback, since they may no longer be revised after that point. The papers will each count as 40% of your course grade. The other 20% will be based on completion of short writing assignments, homework, and rough drafts.

### **Class Participation:**

*Some teachers include a class participation grade as part of their calculation. If you decide to do this, it's important to define what class participation means to your students: Does it mean speaking in class? If so, then how often? Does it mean having drafts of writing to share and giving feedback?*

*It's also important to explain how the class participation grade will be calculated. Ideally a student should know roughly what to expect from this portion of the grade well before the end of the semester.*

*The following is some language that you might use in your syllabus if you use a class participation grade:*

- Because this is a workshop course, it requires regular participation on your part. This means that you are always prepared with drafts and copies, that you actively engage in group work, and that you participate regularly in class discussions. I should expect to hear from you at least once every class if not more often.

Class participation counts for 10% of your final grade for the course. If you are meeting my expectations for participation, you can expect at least a “C” for this portion of your grade. If you are not meeting them, I will notify you by the eighth week of the course, and we can discuss where you are falling short of my expectations and how you can do better.

- Because this is a workshop course, it requires regular participation on your part. This means that you are always prepared with drafts and copies, that you actively engage in group work, and that you participate regularly in class discussions. I should expect to hear from you at least once every class if not more often.

Class participation counts for 15% of your final grade for the course. Halfway through the course, I will give everyone a mid-term participation grade and a brief explanation for that grade. If you have questions about your participation grade, we can discuss it at that time.

*Because English 1100 is a writing course, by far the biggest portion of the grade should be determined by the writing itself—although this grade can certainly account for revision, reflection, and general progress. At least 75% of the grade for the class should be based on the student’s revised writing.*

## **Section 6: Plagiarism and Ethical Issues**

We suggest the following language be included in your syllabus:

**Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

Plagiarism is a serious offense with serious consequences, which may include failing the assignment, failing the course, disciplinary action, or even expulsion from the University.

*Also—please include the following somewhere in your syllabus:*

**Message from the Writing Center:** The Writing Center provides one-on-one tutoring for any WPU student working on any kind of writing in any stage of development. Tutorial sessions typically take thirty minutes to an hour. Appointments are available at <https://wpunj.mywconline.com/>. We'll work with you on issues such as brainstorming, outlining, thesis clarification, organization, style, transitions, citing, and grammar, and we help you learn how to edit and proofread your own writing. Our aim is not just to produce a better piece of writing; it's to produce a better writer. See [www.wpunj.edu/writing-center/](http://www.wpunj.edu/writing-center/) for our locations and hours.