

Syllabus for Mrs Duffy's Senior English, Fall Semester, 2017-2018

English 7-8, Tier Seniors

GFHS English Dept, Class Meeting: Period ____ Room 207

Fall Semester

Instructor: Mrs. Cindy Duffy
Room 207, Main Campus
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School phone: 268-6368
Office hours: 7:30 am – 4:00 pm

25 yrs in GFPS
IEFA Trainer of Trainers, MT Teacher Leader in the Arts
GFH since 2000
BS in Secondary Educ. with emphasis in English/Reading
Masters in Curriculum & Instruction Integrating the Arts

Preferred mode of contact: by phone or email

Students expected to communicate, in a timely manner, when they plan to be absent & to collect their makeup work in advance OR within 24 hrs. upon their return. <Electronic communication/cell or computer is OK>

Course Description

<Insert description from Course Listings, or an expanded version. Along with the topic of your course, the description may also include information about what type of course it is (e.g. lab, studio, discussion- based seminar, writing-intensive, multidisciplinary, etc.) as well as particular pedagogical strategies required (group work, fieldwork, etc.). List any course prerequisites. >

Course Goals

Students who complete this course successfully will be able to:

<Consider listing 4-6 "big picture," student-centered course goals or learning objectives– What should your students learn or be able to do as a result of participating successfully in your course? Some instructors prefer to list course goals elsewhere, such as on Blackboard or in another document.>

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Required Texts, Materials, or Equipment

- List required texts, titles, and authors, as well as edition.
- List any required materials or equipment (e.g. lab notebook, specific calculator, etc).
- Include a note about where to obtain these materials.
- Include a note about any electronically-available content posted on Blackboard, library reserves (ARES), or course website, for example.

Daily Work/Homework

<Briefly describe what students will be required to do to prepare for class and/or to complete weekly homework and problem set assignments.>

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Major Assignments: Descriptions

<Include a brief description of each of the graded components in enough detail that a student reading the syllabus will have a good general understanding of the amount and type of required work. >

Class Participation

<Describe the function of student participation within the course, as well as your expectations for how students should participate in class. This information should include whether participation is required, how it is assessed, etc.

Consider including a statement indicating that all interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Encourage students to speak to you, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.>

Course Grading

Statement of Grading Approach or Philosophy

<For example, are major assignments or exams grading on a curve? Will exams be graded anonymously? Will a "curve" be applied when grades are tabulated?>

Explanation of Grading System

<Include assignments, exams, presentations, etc. that together determine the final grade for the course, with a clear indication of the value of each. If relevant, include grade cut-offs or other information. Examples are included below>

- Paper/Exam 1: % of total grade or maximum points
- Paper/Exam 2: % of total grade or maximum points
- Paper/Exam 3: % of total grade or maximum points
- Paper/Exam 4: % of total grade or maximum points

OR

- Exams = XXX points
- Homework = XXX points
- Class Participation = XXX points

Sample Grade Cutoffs

90%	A
80%	B
70%	C

Course-Specific Support or Supplementary Instruction

<Include recitations, help sessions, Peer-Led Team Learning, TA office hours, opportunities to seek help from Peer Mentors at Cornerstone, etc. >

Course Policies and Information for Students

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INCLUSIVE LEARNING ENVIRONMENT STATEMENT

<Suggested syllabus statement on inclusive learning environment; Developed by WUSTL Standing Committee on Facilitating Inclusive Classrooms, 2016>

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor or TA about any suggestions or concerns they have regarding a particular instructional space or situation.

Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System

<The following are suggestions of policies that can help ensure your class runs smoothly. Larger sections may require more specific policies. >

1. ATTENDANCE POLICY

<If attendance will be required, indicate the number of classes that may be missed without a penalty, as well as the penalties that accrue thereafter.>

2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS

3. POLICIES ON MISSED EXAMS, MAKE-UP EXAMS OR QUIZZES

4. REGRADING POLICY

<If you will allow students to submit requests for regrades, indicate the procedure for submitting a regrade. We suggest you ask your students to submit the request in writing, by a specific date.>

5. REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE

<Include these policies if your course includes writing assignments or other major assignments that involve revision. Remember that you will need to be able to offer the same amount of feedback, and the same opportunities to revise, for all students.>

6. TECHNOLOGY POLICIES: <This article on The Teaching Center site includes research-based recommendations for what you might include in a policy on in-class use of laptops and other mobile devices: <https://teachingcenter.wustl.edu/resources/getting-started/developing-course-policies-on-laptops-mobile-devices/>. If you use an online discussion board, you might also consider a “digital etiquette” policy indicating guidelines for respectful online discussions.>

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7. ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University's academic integrity policy: wustl.edu/policies/undergraduate-academic-integrity.html. Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask your instructor.

<Here, you may wish to list some specific examples related to your course, such as:

- Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions.
- Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc on any assignment where use of such materials is not allowed.>

Resources for Students

<Numbers 4-5 have been recommended by Provost Holden Thorpe, 11/23/2015).

1. DISABILITY RESOURCES: If you have a disability that requires an accommodation, please speak with instructor and consult the **Disability Resource Center** at Cornerstone (cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.
2. WRITING ASSISTANCE: For additional help on your writing, consult the expert staff of **The Writing Center** (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc. < The **Engineering Communication Center** <http://engineering.wustl.edu/current-students/student-services/Pages/default.aspx> offers students in the School of Engineering and Applied Sciences help with oral presentations, writing assignments, and other communications projects, as well as job-search documents such as resumes and cover letters.>
3. THE UNIVERSITY'S PREFERRED NAME POLICY FOR STUDENTS, with additional resources and information, may be found here: registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/.
4. SEXUAL ASSAULT: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however,

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requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

SEXUAL ASSAULT REPORTING: If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

5. **BIAS REPORTING:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's **Bias Report and Support System (BRSS)** team. See: brss.wustl.edu
6. **MENTAL HEALTH:** Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer

The instructor reserves the right to make modifications to this information throughout the semester.

Preliminary Schedule of Topics, Readings, and Assignments

<Include dates you plan to cover specific topics (with reading assignments), the due dates for major assignments, and the due date for the final exam. Consult relevant academic calendars and keep in mind religious holidays and significant campus events.>

Date	Topics/Assigned Readings/Homework	Major Assignments and Deadlines

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