

[Syllabus Template]

[**Bold** print is sample text, regular print is advice]

**XXXX 1234: Name of Class**

**Term 200X**

<b>Professor:</b>	<b>Emily Dickinson</b>
<b>Office:</b>	<b>The Homestead, Amherst</b>
<b>Phone:</b>	<b>What?</b>
<b>Email:</b>	<b>Huh?</b>
<b>Office hours:</b>	<b>Oh no!</b>

**Mission:**

Include the University's Mission Statement and then any particular mission statement or goals of your school/department/program. The course description that follows should connect to these mission statements.

**Seattle Pacific University seeks to change the world and engage the culture by graduating students of competence and character, cultivating people of wisdom, and modeling a grace-filled community.**

**Course Description:**

Start with a provocative question that the course will address: **Why would a Christian be a scholar?** (Christianity & Scholarship). **What is an American?** (American Literature Survey). Next provide a statement that *briefly* describes the course, its main goal, and why it is important. Finally, sum up how the course is connected to the mission statements above, and how it fits into the overall SPU curriculum: Is it part of the major? The exploratory curriculum? Does it have prerequisites? What might a student take after this course?

**Required Texts:**

I usually give these with full bibliographic citations, following the correct style manual for my discipline. I can then point to them as examples later.

**Marsden, George. *The Outrageous Idea of Christian Scholarship*. Oxford: Oxford UP, 1997.**

### **Learning Objectives:**

Learning objectives should be phrased in terms of what students are able to do when they've completed the course. Using verbs from Bloom's taxonomy of education objectives is helpful. Remember, the goal is not to "cover" material, but to help students learn.

**By the end of this quarter, students will be able to**

- **Describe . . .**
- **Analyze . . . .**
- **Evaluate . . .**

### **Learning Activities:**

This section describes what students need to do to successfully complete the course and achieve the learning objectives listed in the previous section. The message you are sending is that students are responsible for learning to take place. Here are a few examples of the kinds of things that can be included:

- 1) **Read assigned work by the date indicated.**
- 2) **Attend class faithfully, arrive promptly, listen courteously, and participate actively in class presentations, writing, and discussions.**
- 3) **Write and revise one short essay.**
- 4) **Take two exams.**
- 5) **Complete a group research project.**

Some faculty include something like this: **In addition, we will all attempt to model a grace-filled community by respecting the opinions and work of others and by coming to class prepared to participate.**

### **Policy Notes:**

This is a crucial section that spells out all the rules and regulations for the course. The first six items are policies that faculty should include in every syllabus and

are indicated with a \*. Other policies are samples of matters on which different faculty may have different preferences. It's useful during the first week of class to discuss with your students your reasons for having policies, some of which might be to better facilitate learning, to minimize distractions, to help students learn to be responsible for when they enter the workforce, to keep you organized, etc.

- 1) **\*Academic Integrity**: The current edition of the SPU *Undergraduate Catalog* describes the University's commitment to academic integrity, which is breached by academic dishonesty of various kinds. Among these is turning in another's work as your own and committing plagiarism, which is the copying of portions of another's words from a published or electronic source without acknowledgement of that source. The penalty for a breach of academic integrity is a failing grade for the work in question on the first offense and a failing grade for the course as a whole with repeated offenses.
- 2) **\*Exam policy**: Note when the final exam is scheduled and avoid making conflicting travel plans. I will not re-schedule final exams.
- 3) **\*Disability statement**: In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with specific disabilities that qualifies for academic accommodations should contact Disabled Student Services (DSS) in the Center for Learning. DSS in turn will send a Disability Verification Letter to the course instructor indicating what accommodations have been approved.
- 4) **\*Emergency procedure**: Note the emergency procedures posted in the classroom or laboratory, and note the emergency exits. In case of an emergency (fire, earthquake, hazardous material spillage, bomb threat, etc.), the class will evacuate the building and gather in the [emergency meeting spots for each campus building can be located at [http://www.spu.edu/info/emergency/AppendixC\\_Jan06.pdf](http://www.spu.edu/info/emergency/AppendixC_Jan06.pdf).] Please try to stay together so that we can check that everyone has made it safely out of the building.
- 5) **\* Course Evaluation**: I hope that you will participate in an online evaluation of this course and its instructor in a thoughtful and constructive manner. The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments. Courses are evaluated using the Banner Course

**Evaluation System.** All answers are completely confidential - your name is not stored with your answers in any way. In addition, I will not see any results of the evaluation until after final grades are submitted to the University.

- 6) **\*Inclement Weather:** The University maintains an Emergency Closure Hotline (206-281-2800). In the event of inclement weather or an emergency that might close the university, please call the Hotline for the most up-to-date closure information or check the SPU website. Both will be updated before 6:00 a.m. Information on evening classes, events, and athletic games will also be updated.
- 7) In order to receive a final grade above an E, you must complete both essays and take all three exams.
- 8) Due dates are firm; exceptions will be made only for dire illness or emergencies, not poor planning or lots of work.
- 9) Late work will be lowered one grade (from A to A-) for each 24-hour period, including weekends.
- 10) Please turn off your cell phones at the beginning of class, or set them to silent mode, so you don't disturb our time together.
- 11) You are welcome to bring food and drinks to class, but try not to be too distracting when consuming them. Also, please take care of other personal needs (i.e., bathroom visits) before class begins.

#### **Evaluation:**

It is important to indicate to the students how they will be assessed; how much various activities weigh. Some faculty members use percentages, like below; others will assign points and provide a point/grade chart.

<b>Attendance, participation, and in-class writing</b>	<b>20</b>
<b>Essay</b>	<b>20</b>
<b>Poster Presentation</b>	<b>10</b>
<b>Prospectus</b>	<b><u>50</u></b>
	<b>100</b>

#### **Syllabus and due dates:**

Include a list of days that the class will meet, the topics to be covered, and any major assignments that will be due. Try to stick to these dates as much as possible, with obvious latitude when it comes to snow days, instructor illness, etc.

<u>Date:</u>	<u>Reading and assignment:</u>
April 5	* Arthur Holmes, "The Closing of the American Mind and the Opening of the Christian Mind," in Henry and Agee, pp. 101-123 * Lipson, Ch. 1, 2, and 15
April 12	* Essay #1 due; start reading Marsden