

COLT XXXX – COURSE TITLE HERE
crn XXXXX / TERM - YEAR

DAYS / HOURS
LOCATION
INSTRUCTOR NAME
INSTRUCTOR EMAIL

INSTRUCTOR office hours:
at least 2 hrs/week
INSTRUCTOR OFFICE
INSTR. OFFICE PHONE

COURSE DESCRIPTION:

A pithy summary of your course ~150 words. Combine general overview with some juicy examples, and also give a sense of your priorities/big themes in the course. This is a good place to give a friendly heads-up regarding any controversial or challenging material. You can follow up on that later on in the syllabus.

LEARNING OBJECTIVES: [Any of the formats presented below work fine, as does the language of “course” or “learning” objectives. Just be sure to pick 3-5 clearly stated “take aways” (skills learned or developed in your course)...And remember to teach and assess with emphasis on those objectives 😊]

COURSE OBJECTIVES (example of paragraph format):

In this course, we will train in the attentive and analytical reading that is key to finding the clues to what has been left unsaid in a text. We will use these clues to identify and discuss the narrative techniques each author uses to write the unspeakable --techniques including *epiphany*, *magical realism*, *satire* and *psychoanalysis*. The course’s writing assignments are designed to take students from identifying key points in the text, to taking effective notes, to generating a longer response, and, finally, to forming a well-argued paper. By the end of the course, students will be able to integrate the theoretical models of critical analysis we have studied into their own analytical responses to a text.

-OR-

LEARNING OBJECTIVES (example --from a different syllabus-- of bullet format):

- Students will learn to recognize and identify the defining characteristics of the genre of science fiction (major themes, aesthetic traits)
- Students will examine the way different cultural, historical and linguistic traditions affect the characteristics of the genre
- Students will learn to use criticism and film theory as lenses through which to examine the texts discussed in class
- Students will continue to develop their skills in critical reading and written argumentation, incorporating the language of film criticism in their essays and short responses for the course

-OR-

COURSE DESCRIPTION and LEARNING OBJECTIVES (example --from a third syllabus-- of blended format, with language on Gen Ed):

As humans, we are creatures of *poiesis* and of representation: we are hard-wired to make worlds through words. Within the long history of this verbal making, "literature" is an idea that arises rather late. In COLT 101, we will historicize literature within traditions of *poiesis* and representation, examining how writers from Homer and his translators through such twentieth-century figures as Walter Benjamin, Gwendolyn Brooks and Junot Diaz work their art. In particular, we will examine relationships between some key literary genres: the *epic*, the *lyric*, the *novel* and the *essay*. And since this is a Gen Ed course, expect to develop skills that will serve you well in your courses, college-wide: we will discuss how to hone efficient reading practices and how to prepare incisive and useful textual analyses; how to organize your paragraphs (the key element of effective argumentative writing); and how to distinguish between gut reactions and what we'll call 'considered responses' (i.e., how to expand beyond personal opinion --'I liked/didn't like it'-- and *evaluate within a conceptual framework*: 'Initially, I found this book troubling, but when I considered it in the context of genre, I realized that some of its most disturbing elements represent challenges to traditional notions of what a novel is and should be.').

REQUIRED TEXTS: [provide full bibliographical information here, using the most recent MLA guidelines. For help, see the Purdue Owl:

<http://owl.english.purdue.edu/owl/resource/747/01/>]

ADDITIONAL MATERIALS: [selected readings, tech, films, items on reserve, items stored on Blackboard, etc. Include information on where to access them.]

COURSE POLICIES:

Attendance and tardiness:

Your regular attendance is vital to the goals of this course. You may miss ____ class meetings without penalty. Your final grade will drop one-third of a letter grade (3.3%) for each subsequent absence, unless you have contacted me in advance and we have made alternative arrangements. You are still responsible for making sure your work is turned in on time. Coming to class late is disruptive and discouraged, but making it to class is better than missing class entirely. Repeated tardiness will negatively affect your participation grade. If you are more than ____ minutes late, you will count as absent for the day.

Reading and participation:

This class is based around active discussion. To ensure that class time is used productively, all students are expected to have completed the reading assignments for class and come prepared to discuss the material. All students must also bring the appropriate text with them to every class session. Any student not prepared will be marked as absent.

Accessibility:

The Comparative Literature Department and I are committed to the creation of inclusive learning environments. Please notify me in Week 1 if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu for assistance. If you plan on taking tests and exams through the AEC, please be aware that you must contact them at least 5 business days before a regular exam/test and 2 weeks before a final exam.

Grading rubric: [how grades are calculated in your course (for example, attendance, 5%, 3 response papers, 20% each, etc.) List due-dates for papers and any exam dates here for student reference]

Format, documentation of sources and submission guidelines:

All written work for this course should be typed, double-spaced, 12-point font, 1-inch margins. Include a header or a footer that contains your name and page numbers. Note carefully the due-dates for all papers and exams. All assignments must be completed *before* class on the day they are listed as DUE in the syllabus. Unless we have made prior arrangements due to an emergency, failure to turn an assignment in on time will result in the following penalties:

- Handed in same day, but late: -10% (highest possible grade, 90%)
- Handed in the next day: -20% (highest possible grade, 80%)
- Handed in two days later: -30% (highest possible grade, 70%)
- Handed in three or more days late: Assignment will not be accepted

All work must be properly documented using MLA format.

Information regarding MLA format has been made available by the generous community of scholars at Purdue:

<http://owl.english.purdue.edu/owl/resource/747/01/>

For information on plagiarism and academic integrity, see below.

Incompletes:

Incompletes are strongly discouraged, and are only approved in cases of genuine emergency. You must contact me to begin the process of filing for an incomplete as soon as you realize that completing the class may be an issue.

Academic integrity and honesty:

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please refer to the Code of Student Conduct on the website for the Office of Student Conduct and Community Standards for a definition of plagiarism. The Comparative Literature Department complies with all policies regarding the reporting, investigation and sanctioning of academic dishonesty.

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

Respectful class environment: [you may have a different tech policy than the one listed

here]

It is the expectation of the Comparative Literature Department that the members of our community will engage with each other respectfully and attentively. We don't always have to agree, and genuine ignorance can provide an opportunity for personal and communal growth. However, disagreement and ignorance are never excuses for disrespect. **Intolerant and/or harassing language and/or behavior in or outside of class is unacceptable and will lead to sanctions.**

This course may include content that is, at times, painful and/or troubling to discuss in a public setting. Please accept my appreciation in advance for your raising with me any concerns that may arise in the wake of a lecture, reading assignment or class meeting.

Texting and talking about material unrelated to class is (1) rude, (2) distracting, and (3) prohibited. I will ask you to leave the room if your behavior is interfering with our work as a class. Repeated disruptions will have an impact on your grade. **Regrettably, laptops, cell phones and tablets provide more distraction than benefit in a lecture setting; their use is not allowed in class** (see me if you have a documented reason to use an electronic device in class).

If you would like to discuss any of the policies described above, I am happy to do so. Please come to my office hours or make an appointment.

MEETINGS SCHEDULE AND AGENDA: