

Use this document as a checklist to create or revise your course syllabus. While we encourage faculty to adapt syllabi to suit their needs, the information included here is required to ensure clarity for your students. In many cases, detailed examples are provided on the [Teaching English 110 website](#).

HOW TO REACH YOU

YOUR CONTACT INFORMATION	<p>In addition to your email and any other tools students can use to contact you, it's recommended that you note when you're available and the timeframe in which you respond to emails. For example:</p> <p>Please note that I don't check email on weekends and will respond to your email during business hours, Monday–Friday 9am–5pm EST, generally within 1–2 business days.</p>
OFFICE HOURS	<p><i>Office hours must be specified and must not be listed simply as "by appointment."</i></p> <p>Example</p> <ul style="list-style-type: none"> By holding in-person office hours in your assigned office. By responding to students' emails within 12 hours Setting times when you will be on email and can respond immediately. By holding virtual office hours through video conferencing at set times. By holding virtual office hours through video conferencing by appointment. By holding virtual office hours at set times on a messaging board (like Blackboard or CUNY Academic Commons – please specify the platform in response). Other ideas are fine too.

HOW TO JOIN THE CLASS

CLASS MEETING SCHEDULE	<p>Include when (class meeting times) and where your class meets (building and classroom number).</p>
LMS / MODE OF INSTRUCTION	<p>Note: Although Blackboard is CUNY's default LMS, if you're using Blackboard, you should still inform students on the first page since it's the virtual location of the class.</p> <ul style="list-style-type: none"> Blackboard, CUNY Academic Commons, Other Links, codes, and/or passwords

HOW TO SUCCEED IN THE COURSE

COURSE DESCRIPTION	<p>Include a brief overview of the course and its goals and customize according to the course theme.</p>
STATEMENT OF LEARNING GOALS	<p>You might add a few of your own, but the ENG 110 learning goals are required.</p>
DESCRIPTION OF THREE REQUIRED FORMAL WRITING ASSIGNMENTS	<p>You should also include writing process information, such as how the three formal essay assignments are scaffolded through low-stakes writing assignments and the revision of essay drafts.</p>
REQUIRED READING	<p>Each section of English 110 requires thorough and recursive reading of texts from a range of genre, of varying difficulty, and with distinct purposes. Reading assignments are considered occasions to learn and practice reading strategies and should inform the writing and editing processes of writing assignments.</p> <p><i>Over the course of a semester, students should read no more than 10-15 pages per week.</i></p>

IMPORTANT POLICIES AND DATES

COURSE CALENDAR	<p>The Course Calendar should be explicit about writing instruction, rather than organized by reading assignments, and should include due dates for formal writing and reading assignments.</p>
COURSE REQUIREMENTS AND POLICIES	<p>Example</p> <p>To receive a passing grade in this course, students must at minimum:</p> <ul style="list-style-type: none"> Submit a final draft of the three essays ranging from 750 – 2200 words, each accompanied by at least one formal draft. (NB: Students must submit all three final essays in order to pass the class). Participate in class discussions, including the conference hour. Prepare reading and writing exercises as assigned. Submit all writing process and essay assignments on Blackboard.
GRADING BREAKDOWN	<p>Include percentages or points for the formal essay assignments, participation, and writing/revision process (scaffolded assignments). Define the terms you use: What does "A" mean, for example, or "B," or "C"? You can refer to a rubric to answer those questions in detail over the course of the semester.</p>
CUNY ACADEMIC INTEGRITY POLICY	<p>A policy statement, like the one provided on the Teaching 110 website, should aim to emphasize the course's proactive and preventative approach to learning source use practices while at the same time articulating the consequences of plagiarism in student essays. A link to the CUNY Policy on Academic Integrity must also be provided.</p>
TITLE IX STATEMENT	<p>Example</p> <p>Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Know your rights, and please refer to the link for more information, and/or seek assistance.</p> <p>Also, please know that disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.</p>
TECHNOLOGY REQUIREMENTS	<p>Include any information about technology requirements for the class, such as a CAMS account, QC email address, CUNY login, Slack account, etc.</p>
COURSE PRIVACY AND DATA POLICY	<p>Note any privacy policies, such as sharing content from your course or recording classes, which requires the express consent of every student in your class (and yours).</p>

IMPORTANT QC STUDENT RESOURCES

THE WRITING CENTER	<p>Encourage your students to use the Writing Center! You might also include resources outside of QC for student reference, such as an online dictionary, Purdue OWL, MLA, etc.</p>
THE BENJAMIN S. ROSENTHAL LIBRARY	<p>Since research is an essential component of the writing students will do, include some brief information about the library, along with the link.</p>
OFFICE OF SPECIAL SERVICES	<p>Include the Office of Special Services (OSS) website and contact information and a disability statement to encourage students to inform you of any accommodations they may require.</p>
OFFICE OF THE PROVOST	<p>The Office of the Provost provides links to numerous resources for students, including loaner laptops.</p>
COUNSELING SERVICES	<p>Counseling Services gives attention to individual students' health and well-being and also presents workshops, training, and educational consultation to the college community.</p>

QUESTIONS?

Contact First Year Writing at fyw@qc.cuny.edu.

We also encourage you to visit the [Teaching English 110 website](#).