

Chapter 3 — Creating a Syllabus

Florida State University requires all courses to have an accompanying syllabus that is distributed at the beginning of the semester. Here, we outline the many uses of a syllabus, which serves as a window into your course plan; provides suggestions for constructing an organized and complete syllabus; and gives checklists and examples for writing your syllabus, including University policy and rule statements.

- Syllabus Considerations
- Uses for a Syllabus
- Syllabus Template
- Syllabus Checklist
- Examples for Writing Policy and Rule Statements
- Tips on Writing Your Syllabus
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Syllabus Considerations

A syllabus is a basis for a common understanding between instructor and student. Some points to consider as you prepare your syllabus:

A syllabus assures students that certain activities, a grading system, with evaluation (grading) standards, etc., will occur during the semester.

Syllabi should be written to cover the worst-case situation; requirements can be relaxed but not made more restrictive. Let the students know the expectations that are required for the class on the first day.

If you make a change from the syllabus, even at student request, make it in writing, and obtain signed consent of the students, especially if it is to the disadvantage of the student.

End each syllabus with a caveat to protect you, your department, and the University if changes in the syllabus must be made once your course is underway.

Example

“The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.”

Uses for a Syllabus

- **Aids the instructor in course design and development.**
 - ◇ Provides the framework for the course.
 - ◇ Helps determine course content.
 - ◇ Helps organize and structure course material.
 - ◇ Helps pace the course.
 - ◇ Serves as an indicator of how well the course is going.
 - ◇ Clarifies course goals and objectives and strategies for achieving them.
- **Lists general administrative and logistical information.**
 - ◇ Provides information on the professor, the course, and course prerequisites.
 - ◇ Schedules dates and meeting times.
 - ◇ Identifies meeting places.
 - ◇ Lists required and recommended textbooks and materials and where to find them.
 - ◇ Provides laboratory information.
- **Delineates policies and expectations.**
 - ◇ Establishes course requirements, general policies (attendance, class participation, late assignments, missed work) and guidelines for student performance (grading policies).
 - ◇ Makes explicit the relationship between requirements, performance, and the grade received.
- **Presents an overview of course content.**
 - ◇ Describes course content, perspective, goals, and learning outcomes.
 - ◇ Includes course scope, coverage and sequence, course structure and organization, goals and mechanisms for meeting them.
 - ◇ Explains how course content fits within the context of the discipline, careers, or life-long learning.
- **Provides information on schedules, assignments, and exams.**
 - ◇ Gives the specific course topics, when these topics will be covered, and information on assignments and exams.
 - ◇ Includes class schedules, topic lists or outlines, course assignments and due dates, and exam dates and coverage.

- **Influences student attitudes and increases motivation.**

- ◇ Helps orient students to the course and helps alleviate their anxiety about the unknown.
- ◇ Begins to establish a collegial tone and a non-threatening environment.
- ◇ Conveys enthusiasm for the subject and sparks student interest and motivation.
- ◇ Indicates that the goals are attainable yet establishes the intellectual challenge.
- ◇ Lets students know what they can expect from the course and the instructor.
- ◇ Sets a tone of support for learning.

- **Serves as a starting point for mutual discussion.**

- ◇ Serves as a framework for mutual (professor and students) setting of goals and expectations, not as a lock into a rigid schedule.
- ◇ Doesn't restrict students' freedom to learn.

- **Serves as a study guide/source of assistance for students.**

- ◇ Guides students through the term and helps them take responsibility for their own learning.
- ◇ Helps students prepare for classes, exams, and readings.
- ◇ Helps them organize/synthesize course material.
- ◇ Guides them through the course/readings.
- ◇ Serves as pre-lecture/pre-discussion guide.
- ◇ Helps them assess their progress throughout the term.

- **Meets departmental or administrative needs and requirements.**

- ◇ Provides information about the course to the department, college, accrediting panels, or others.

Excerpted from Hammons, J. O., & Shock, J. R. (1994). The course syllabus reexamined. *Journal of Staff, Professional, and Organizational Development*, 12, 5-17.



Suggestion

On the first day of class, it is important to provide each student with your syllabus and review the points. Do not rely on students reading and understanding it on their own. Make sure that all students' questions are answered, and that all points of potential misunderstanding are cleared up. Once the course has started, reinforce syllabus content by referring to it in class.

Syllabus Template

A Syllabus Checklist [pdf doc] developed at Florida State University is provided in the next section with brief discussions of its elements.

Syllabus Checklist

The course syllabus...should be a document that captures the scope of the discipline and identifies the contribution of the course to that discipline.

*Larry Abele
April 13, 2001*

- » Course Information
 - ◇ Course Name, Number, and Section
 - ◇ Class Meeting Time
 - ◇ Class Meeting Place
- » Contact Information
 - ◇ Your Name and Title
 - ◇ Office Number/Building
 - ◇ Your Office Hours (both asynchronous and synchronous)
 - ◇ Office Phone and Fax Number
 - ◇ E-mail Address
 - ◇ Class E-mail Address
 - ◇ Information about your graduate assistant if you have one
- » Material
 - ◇ Required Readings/Texts
 - ◇ Suggested Readings
 - ◇ E-mail Account and Other Instructional Technologies
 - ◇ Course Packs
 - ◇ Other Materials

» Course Description

◇ Goal/Rationale of the Course

- How the course will benefit the student; how the course relates to the content, primary concepts and principles of the discipline (where it fits into the overall intellectual area)
- Type of knowledge and abilities that will be emphasized
- How and why the course is organized in a particular sequence

◇ Learning Objectives [“Approved written objectives of each course” and course outlines to students. University policy requires that an outline of the course contents be distributed at the beginning of the semester along with the written objectives. The evaluation of each instructor’s teaching effectiveness will begin with the approved written objectives of the instructor’s course.]

- What the students will gain from your course
- Why you chose these objectives as the most important skills/knowledge (It is helpful to include objectives for each of the class meetings or topics.)

» Teaching Philosophy – What is your approach for teaching this course? What do you think students should do to best benefit from the course? You may include your expected teaching methods and a statement regarding students’ responsibility for learning and your responsibilities as their instructor.

» Student Responsibilities

- ◇ Participation
- ◇ Homework
- ◇ Other Daily Responsibilities
- ◇ Projects, including information on group processes
- ◇ Tests/Exams

» Course Content and Outline (may be in the form of a course calendar)

- ◇ Class Meeting Dates
- ◇ Holidays/Other Non-meeting Dates
- ◇ Major Topics
- ◇ Due Dates for Readings, Assignments, Tests, Projects, etc.

» Evaluation (Grading) Standards and Method – A clear explanation of evaluation, including a clear statement on the assessment process and measurements. Be explicit! You may include format, number, weight for quizzes and exams, descriptions of papers and projects, as well as how they will be assessed and the overall grading scale and standards.

- ◇ Resources
- ◇ Web-based
- ◇ Labs
- ◇ Study Groups/Halls
- ◇ Other Types of Help

» Essential Policy Information (Accompanying each item should be a statement on how each will impact grades.)

◇ Attendance/Lateness Policy

◇ Policy for Late Work

◇ Policy for Missed Tests

◇ Policy for Extra Credit

◇ Copyright Statement [Suggested language]:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

◇ Florida State Academic Honor Policy—[The Faculty Senate suggests]:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University" (Academic Honor Policy).

» ADA Policy: [Suggested language from the Faculty Senate]:

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:

(1) Register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center

874 Tradition Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu>

» Syllabus Change Policy: [Suggested language from the Faculty Senate]

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

Examples for Writing Policy and Rule Statements

Attendance Policy

If attendance is important, state why it is important, how many absences are allowable, and what effect, if any, attendance has on the final grade.

FSU's Class Attendance Policy

(from the Faculty Handbook)

The instructor decides what effect unexcused absences will have on grades and will explain class attendance and grading policies in writing at the beginning of each semester. Instructors must accommodate absences due to documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities **and must do so in a way that does not penalize students who have a valid excuse**. Consideration also should be given to students whose dependent children experience serious illness. All students are expected to abide by this class attendance policy. Students must also provide, when possible, advance notice of absences to the instructor as soon as possible following the illness or event that led to an absence. Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed. University-wide policy requires all students to attend the first class meeting of all classes for which they are registered.

Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. In order to enforce this policy, instructors are required to take attendance at the first class meeting and report absences to the appropriate person in their department or school/college.

The faculty member is expected to check attendance in all classes. The faculty member is expected to make some allowance for absence occasioned by illness, by trips, for the University, or by authorized field trips. Any arrangement to make up work because of class absence is the responsibility of the student. The effect of absence upon grades is determined by the instructor; at the beginning of the term the faculty member explains the grading policy to the students. For further information consult the Faculty Handbook.

Example 1

Attendance Points

To achieve the goals of this course successfully, a high rate of attendance is necessary. Therefore, points will be awarded accordingly.

Classes Missed	Points
0	+20
1	+15
2	0
3	-5
4	-10
5	-15
6	-20
7	-30
8	-50
9	-100

All requests for excused absences must be in writing with supporting documentation. The request should include: date of absence, reason for absence, date of submission, signature. Decision to excuse absences will rest with the instructor.

Example 2

Attendance: There is no formal policy; however, it is doubtful that you will pass with more than four absences. Attendance will be recorded daily in case an advisor or dean inquires about a student. If you miss a class YOU ARE RESPONSIBLE for making up missed work. I will answer specific questions, but I will not re-teach any lesson.

Class Participation

Some instructors feel strongly that students should not only attend class, but also should actively participate. If you expect students to participate in class, state this in your syllabus, indicate if it will count in the final grade (and how much weight it will have), and state what constitutes “good” or “acceptable” class participation.

Example

Class participation is an important element of the course. The quality of participation, which is a reflection of careful reading of cases, detailed quantitative analysis where necessary, thoughtful reflection, and clear and concise comments, is extremely important. It is also important to build on each other's comments, which means attentive listening. Class participation will be judged on the basis of quality and consistency of effort on a daily basis. Attendance is not participation. Each student can ascertain the adequacy of his or her class participation by occasional discussion with the instructor.

Late Assignment Policies

What is your policy on late assignments? Do you accept them? Do you downgrade them? How much are they marked down? How late can these assignments be before the student gets an F?

Example

Grades of late papers will be penalized up to one full grade down for every 2 weeks (10 weekdays) they are late. For example, an A paper (due March 13) handed in March 20 will be given an A-/B+ or if it were handed in March 27 will be given a B. Papers will not be accepted more than two weeks late.

Missed Work and/or Exams

What is your policy on missed class work, quizzes, or exams? What excuse(s), if any, will you accept? Can the student make up the missed work? How much will missed work affect their final grade?

Examples

Quizzes: Three quizzes will be given during the quarter. Dates are Wednesday, April 30, Wednesday, May 21, and Wednesday, June 11. Should you miss a quiz because of an excused absence, you have until the next class meeting to take it. Make-ups will not be allowed for unexcused absences. The average of quizzes used in final grade calculation will be calculated from the quizzes taken.

Exams: There will be three exams (including the final). All three exams will be weighted equally.

Make-up Exams: Make-up exams are discouraged. If you miss an exam you **MUST** leave me a message, **BY THE TIME OF THE EXAM**, saying you will not be there and why. Leave your phone number(s) and times you can be reached. Make-up exams will be given only if a) a physician's note says that you were unable to take the exam, or b) the Dean's office requests a make-up. Otherwise, you will be given a 0 (zero) on the exam.

Cheating and Plagiarism

What are your policies on cheating and/or plagiarism? What constitutes cheating or plagiarism? Do you have a policy on group work and multiple submissions?

A sample of Academic Honor Violations outlined in FSU's Academic Honor Policy:

- **Plagiarism** - Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.
- **Cheating** - Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized ; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.
- **Unauthorized Group Work** - Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

- **Multiple Submission** - Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.

After including the statement on FSU's Academic Honor Policy in your syllabus, it might be beneficial to state your beliefs about what you consider to be cheating or plagiarism.

Example 1

Dr. Bell* identifies three common types of plagiarism:

1. Submitting a paper that was written by someone other than you.
2. Submitting a paper in which you use the ideas of another but do not footnote that source and/or do not place that source in your list of references.
3. Submitting a paper in which you use the exact words of a source and do not put the words within quotation marks, footnote and place the source in your list of references. Even if you footnote and place the source in your list of references, the omission of quotation marks is a type of plagiarism. As a practical guideline, use quotation marks when quoting more than four consecutive words.

*From Bell, J. E. (1974). *Independent study and self-directed learning in psychology* (pp. 18-19). Columbia, MD: Howard Community College.
[Professor, Nursing]

Example 2

Students are encouraged to discuss among themselves the assigned case. But, collaboration must not extend to the writing of the report or to the preparation of the exhibits. Similar outlines, organization, exhibits, or phrasing in the written reports of two or more students will be regarded as evidence of excessive collaboration and be dealt with in accordance with the rules of the University regarding academic dishonesty.

Example 3

All work must be original to you and done for the first time this semester for this class. Works or parts of works previously submitted for credit in another class are not permitted. Doing so constitutes a violation of the University's Academic Honor Policy.

Course Requirements and Grading Policy

Course requirements and grading policy are often (although not always) treated together in the syllabus.

Example

The required work for the course will consist of:

- Four homework problem sets covering input-output/SAM, linear programming, CGE modeling, and project appraisal (40% weight)
- An article review assignment (20% weight)
- A final exam covering lectures and required readings (40% weight)
- Optional extra credit assignments will also be available. Class attendance and participation will be taken into account in borderline grading situations.

Adapted from Hammons, J. O., & Shock, J. R. (1994). *The course syllabus reexamined*. *Journal of Staff, Professional, and Organizational Development*, 12 (1), 5-17.

Tips on Writing Your Syllabus

- Be as brief as possible. Use short sentences or lists or outlines. Don't overwhelm your students with lengthy prose – the syllabus should merely serve as a reference document and reminder to students.
- Organize the information. Outlines, tree charts, and various diagrams can help you plan before you actually write the text of your syllabus. A logical structure of the syllabus can help you make sure you have covered every important topic and help ensure that students will be able to identify important information more easily.
- Be friendly. Use everyday words and address the student in the syllabus. For example, use “you,” “we,” and “I,” rather than “the student,” “your professor,” or “the instructor.”
- Consider the visual organization of your information as it appears on the sheet of paper. Graphic design is not only a matter of aesthetic appeal; it has a strong bearing on the readability of any document.
- Use headings so students can easily scan it to find pertinent information.

- Highlight important information. Use capital letters, italics, and bold type or underlining. However, use them sparingly or the purpose will be lost (the student will ignore it). Also, long strings of capitalized text are less legible than using upper and lower case. The logical structure of the syllabus helps ensure that you have covered every important topic and, in the end, helps ensure that students will be able to identify important information more easily.
 - Use plenty of white space. Do not put too much text on one page.
 - Be neat. Avoid messiness, typos, etc. (particularly when you do not accept messiness and typos from your students).

Sample Syllabus

Course Information: Syllabus

HUM 3321: Multicultural Film and 20th
Century Culture (Fall 2006)
214 LSB
MWF 9:05-9:55

Syllabus Change Policy:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Contact Information

Annette Jones, Ph.D.
C3500 UCC
(850) 644-6141
hajones@campus.fsu.edu

Office Hours: Tuesday and Thursday 9:00-10:00 a.m. or almost anytime by appointment

Materials:

- John Belton, American Cinema/American Culture 2nd ed. NY: McGraw-Hill, 2005. ISBN: 0-07-288627-7
- Maricarmen Martinez, Multicultural Film: An Anthology (Fall 2006)

Course Description:

- The student will benefit from this course by learning a matrix of movie history, movie genres, and approaches to multiculturalism by which to judge the movies, cultural representation and the cultural experiences of life. The movies provide a window on middle and late 20th century cultures, which serve as comparisons and contrasts for culture in the 21st century.
- The ability to synthesize and analyze articles on culture and movies, and an ability to speak and write about movies and culture will be necessary.
- The course is arranged chronologically by appearance of movies and genres of film, which characterized discrete time periods in 20th and 21st century cinema history.

Learning Objectives: The learner will be able to...

- Analyze how Americans look to race, class, gender and sexuality as formulas by which to judge others through both classroom discussions and various online/writing assignments.
- Identify stereotypes of race, class, gender and sexuality and then explain the harm in such stereotypes through both classroom discussions and the writing assignments required for this class.
- Evaluate the extent to which movies conform to or break the mold of their genres by watching various film clips in class and then analyzing them in relation to American Cinema/American Culture.
- Evaluate the different ways that Americans have become divided by race, class, gender, and sexuality, and possessed with this knowledge, be able to propose solutions to such divisions. Students will have the chance to explain their proposed solutions in class, online, and in several writing assignments throughout the semester.
- Recall the information presented in the articles from the film reader and the assigned chapters from the Belton book through take home quizzes and both the midterm and final exams.

Goal/Rationale for the course:

This course is meant to raise the conscious level for all students of film and culture to acknowledge film as a mirror of our culture as well as affecting our culture. We shaped our movies by who we were, and in turn they have shaped us to be who we have become. By watching movies with a better understanding of their biases and prejudices we may confront the stereotypes in our culture. Students who attend all the classes, watch all the movies, read the text and articles diligently, discuss in the classroom or on Blackboard the salient points raised, and write clearly their analyses and syntheses will do well in this course. The learners' responsibilities include an open-minded approach to new ideas about race, class, gender, and sexuality. Class and Blackboard discussions will be conducted with decorum and the learners will maintain a demeanor that is in harmony with a non-threatening exploration of sensitive issues. Writings and essays for the course will be the students' own work reflecting their best effort and considered thought.

Student Responsibilities

- **Participation:** Learners are expected to be present and on time for all classes. Learning is by classroom and Blackboard discussions and students are expected to be full partners in this process. Learners are also expected to be attentive to the Blackboard site's announcements and assignments on a continuing basis. Checking with the Blackboard site at least three times each week will be necessary. Learning is by classroom lecture/discussion and/or online discussion forums. There will be some online group work and students are expected to be full partners in this process.
- **Homework:** Assignments will be given requiring the students' own writing and responses to articles, films, and outside stimuli brought into the course for the purpose of student responses. The amount of writing is required to be a predetermined minimal amount (3333 words) set by university policy (Gordon rule).
- **Other daily responsibilities:** Learners will be encouraged to enrich their learning environment by bringing into course discussions items from newspapers, radio reports, television coverage, the latest films, and anecdotes from their own life experiences.
- **Projects:** There may be frequent discussion forums online that will be carried into the classroom. They must be worked on in advance. There will be a paper on a film not seen or discussed in the course, but reviewed according to the parameters established in the course.
- **Tests/Exams:** There will be a mid-term and a final (non-cumulative) exam. There will also be weekly take home quizzes to test such items as whether articles have been read with care, films seen in their entirety, etc.

Course Content & Outline

August 28-September 1

Introduction to Multicultural Film

- Articles:** Introduction: The Multicultural Nation
(1) Langston Hughes, “Little Song”
(2) A Conceptual Framework for Understanding Race, Class, Gender, and Sexuality
(3) Ideology and Ideological State Apparatuses
- Belton:** (1) The Emergence of the Cinema as an Institution

September 05-08

America Divided in Film

***Film: North Country

- Articles:** (4) Men’s Behavior and Women’s Interest in Blue-Collar Jobs
- Belton:** (2) Classical Hollywood Cinema: Narration
(3) Classical Hollywood Cinema: Style

September 11-15

Film and Stereotypes

***Film: But I’m a Cheerleader

- Articles:** (5) Stereotypes: Conceptual and Normative Considerations
(6) Queer and Now
(7) The Silent Minority: Rethinking Our Commitment to Gay and Lesbian Youth
- Belton:** (4) The Studio System

September 18-22

The Western Film

***Film: Red River

- Articles:** (8) A New Vision of Masculinity
(9) Cowboys and Free Markets: Post-World War II Westerns and Hegemony
- Belton:** (11) The Making of the West

September 25-29

The Screwball Comedy Film

***Film: Woman of the Year

- Articles:** (10) Fast Talking Dames
(11) ‘Miss Hepburn is Humanized’: The Star Persona of Katharine Hepburn
- Belton:** (8) American Comedy

October 02-06

The War Film

*****Film: Jarhead**

Articles:

- (12) "Now a Major Motion Picture": War Films and Hollywood's New Patriotism
- (13) The Psychohistory of Warfare: The Co-Evolution of Culture, Psyche and Enemy

Belton:

- (9) War and Cinema

October 09-13

Film Noir

*****Film: A Touch of Evil**

- Articles:** (14) Film Noir and the American Dream: The Dark Side of the Enlightenment
(15) Women in Film Noir

- Belton:** (10) Film Noir: Somewhere in the Night

October 16-20

Review and Midterm Exam

The midterm exam will be on Friday, October 20th.

October 23-27

The African-American Film

*****Film: Baadasssss!**

- Articles:** (16) No Accident: From Black Power to Black Box Office
(17) Making It: A Conversation with Melvin Van Peebles

- Belton:** (14) The 1960s: The Counterculture Strikes Back

October 30-November 03

Film and The Gaze

*****Film: The Girl Next Door**

- Articles:** (18) Objectification
(19) "The Girl Next Door" A Teen Romantic Comedy Formula Disguises the Darker Implications Underneath

- Belton:** (5) The Star System

November 06-10

Essay Due Monday, November 6th

Film and Class

*****Film: Office Space**

Articles: (20) The Perversion of Human Needs

(21) The Destructive Power of Money

Belton: (12) Hollywood and the Cold War

November 13-17

Film and Race

*****Film: X-Men 2: X-Men United**

Articles: (22) The Spectacle of the 'Other'

(23) White Privilege: Unpacking the Invisible Knapsack

(24) White Privilege Shapes the U.S.

(25) Global Capitalism: What's Race Got to Do with It?

Belton: (15) The Film School Generation

November 20-24

Outline for Final Paper is due Monday, November 20.

November 28-December 02

Film and Sexuality

*****Film: Brokeback Mountain**

Articles: (26) I'll Show You Mine, If You'll Show Me Yours: Gay Men, Masculinity Research, Men's Studies, and Sex

(27) Capitalism and Gay Identity

Belton: (16) Into the Twenty-First Century

December 04-08

America Reunited in Film

*****Film: Big Eden**

Articles: (28) All Colors Flow into Rainbows and Nooses: The Struggle to Define Academic Multiculturalism

(29) Treat Students Right by Valuing Their Diversity

Belton: (13) Hollywood in the Age of Television

Final Paper is due Friday, December 8th (the last day of class)

Final Exam: Thursday, December 14th at 10:00 a.m.

Final Exams/Essays

Grading Method: Evaluation is based mainly on essay writing and therefore a competency in such writing is expected. Students' writing will be judged by its clarity and precision in manuscript execution (all essays must be word-processed and submitted digitally) with evidence of proofreading before submission; correct spelling, punctuation, and grammar; focus on a point, topic, or subject that is congruent with the scope of the assignment; appropriate synthesis and analysis; logical progression of ideas, arguments, counter arguments, and conclusions; and assertions and statements supported by evidence and discussion.

All writing assignments will be submitted to safe-assign.com. All work must be original to you and done for the first time this semester for this class.

Grading Scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

Assessments:

- The final paper (4 pages) counts for 20% of the grade
- The midterm exam counts for 25% of the grade
- The final exam counts for 25% of the grade
- Quizzes, Discussion Board assignments, etc., count for 20% of the grade
- The essay (500 words) counts for 10% of the grade

Resources:

The films will be shown at the Student Life Building on Mondays. Check the detailed schedule at their website:

<http://movies.fsu.edu>

You must be able to attend one of these showings in order to take this course. Some of our films may be available at the local movie rental stores, but the rentals will usually be at a premium price.

Printed text and reader are referenced above.

Anecdotal evidences from life (films, TV, radio, newspapers, magazines, personal experiences, etc.) are welcomed and encouraged to be brought into the discourse.

Essential Policy Information:

Gordon Rule Requirement: Since this course is a Gordon Rule class, students must obtain a C- or better in order to pass the Gordon Rule requirement. Gordon rule requirements mandate a total writing assignment of approximately 3,333 words. Failure of the student to turn in the writing assignment will result in a final grade no higher than D+. For further information on these university policies, refer to the handbook at <http://deanofstudents.fsu.edu/policy.html>

Attendance/lateness policy:

Unexcused Absences:

1. A student may miss one week's worth of work without penalty.
2. For any part of the second week of missed classes we will reduce the grade by one stage, e.g., B- > C+.
3. For any part of the third week of missed classes we will reduce the grade by one additional stage, e.g., B+ > B-.
4. For any part of the fourth week of missed classes we will follow the university guidelines on attendance and give no credit, i.e., F.

Excused absences do not count against the student's attendance. (Excused absences must be negotiated with the instructor, and may be for such reasons as funerals, visits to the doctor, job interviews, or verifiable transportation emergencies.)

Policy for missed tests:

All students will be expected to be present for the exams scheduled in the classroom. Only after the exam has been missed will there be a negotiation for how to make up the exam. Why the exam was missed will be a chief consideration in these matters.

Florida State Honor Code:

"The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University."

Academic Honor Policy

ADA Policy:

"Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class."

For more information about services available to FSU students with disabilities contact the Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu | <http://www.disabilitycenter.fsu.edu>

Resources for Course Design, Objectives, and Syllabus

Writing Objectives and Constructing Syllabi *Books/Articles*

- Andrews, J. (1982). *Teaching assistants: A hand book of teaching ideas*. San Diego, CA: University of California, San Diego, TA Development Program.
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives*. New York: Longmans, Green.
- Briggs, L. J., Gustafson, K. L., & Tillman, M. H. (Eds.). (1991). *Instructional design: Principles and applications* (2nd ed.). Englewood Cliffs, NJ: Educational Technology Publications.
- Day, R. S. (1980). Teaching from notes: Some cognitive consequences. *New Directions for Teaching and Learning*, No. 2. San Francisco: Jossey-Bass.
- Diamond, R. M. (1989). *Designing and improving courses and curricula in higher education*. San Francisco: Jossey-Bass.
- Erickson, S. C. (1984). *The essence of good teaching*. San Francisco: Jossey-Bass.
- Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design*. New York: Harcourt Brace.
- Kemp, J. (1985). *The instructional design model*. New York: Harper & Row.
- Kemp, J. Morrison, G., & Ross, S. (1998). *Designing effective instruction* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.
- McKeachie, W. J. (1986). *Teaching tips: A guide book for the beginning college teacher*. Lexington, MA: D.C. Heath.
- Reiser, R. A., & Dick, W. (1996). *Instructional planning: A guide for teachers* (2nd ed.). Boston: Allyn and Bacon.
- The First Day of Class: Advice and Ideas. (1989, August/September). *The Teaching Professor*, 3, (7), 1-2.

FSU Websites

- Office of Distance Learning
<http://odl.fsu.edu>
- Office of the Provost and Academic Affairs
<http://provost.fsu.edu>
- Program for Instructional Excellence
<http://pie.fsu.edu>
- Expectations, Annual Evaluations, and Promotion and Tenure Online Document - Abele, L. G. (2001, April). Florida State University, Expectations, Annual Evaluations and Promotion and Tenure: A follow up to promotion and tenure document. Retrieved April 2002 from the World Wide Web

Writing Objectives

Books/Articles

- Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan.
- Mager, R. F. (1984). *Preparing instructional objectives* (2nd ed.). Belmont, CA: Lake Publishing.

Constructing Syllabi

Books/Articles

- Grunert, J. (1997). *The course syllabus: A learning-centered approach*. Boston, MA: Anker Publishing.
- Von Harrison, G., & Derr, K. (1977). *Writing a student syllabus*. Provo, UT: Brigham Young University.
- Wilkerson, L., & McKnight, R. T. (1978). *Writing a course syllabus: A self-study packet for college teachers*. [Copies may be acquired by writing: LuAnn Wilkerson, Ed.D., Director Faculty Development New Pathway Project Harvard Medical School, 25 Shattuck St. Boston, MA 02115]