

TRINITY COLLEGE

Syllabus Handbook and Guidelines



Third Edition
August 2003

Office of Academic Affairs
Trinity College
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The syllabi included are official documents of Trinity College and instructors have given permission for their use. Minor formatting and other changes have been made for the purposes of this handbook.

Table of Contents

Overview..... 2
Essential Elements of a Course Syllabus..... 3
Foundation for Leadership Curriculum Goals..... 7
School of Education: Special Syllabus Guidelines..... 8
Sample Syllabi..... 9
 EDCC 600 Research in Education..... 9
 ENG 208 The Art of Poetry (FLC Area II)..... 14
 MAT 108 Elementary Mathematical Modeling (FLC Area IV)..... 22
 SOC 340 Understanding AIDS: An Interdisciplinary Seminar..... 24

Overview

Trinity College strives to provide the best possible education for its students. In order to accomplish this goal, the College emphasizes the importance of the course syllabus as an essential means for effective communication between students and faculty. Course syllabi also serve as the official record of specific learning outcomes for each course, providing essential documentation to accreditors, prospective students, and other external constituencies interested in the academic life at the College. The Office of Academic Affairs provides this handbook for all instructors to facilitate the construction of effective course syllabi.

The course syllabus represents the primary means of communicating instructors' expectations directly to students. In this regard, the syllabus is more than an information sheet; it is a formal guide for the professor and the student that includes an outline of material to be covered as well as the expected educational outcomes of the course.

Instructors must submit syllabi for each course taught to Faculty Services on or before the first day of class for the term. *Timely submission of syllabi is essential.* Specific details about the requirements for syllabus submission each term are available from the Office of Faculty Services 186 Main (202/884-9230).

Please note that the School of Education has special format requirements that are designed to align syllabi with the School's overall curricular design. In addition to reviewing the next section of this guidebook, "Essential Elements of a Course Syllabus, instructors teaching in the School of Education should follow the specific instructions in the subsequent section, "School of Education Syllabus Requirements."

Essential Elements of a Course Syllabus

1) Identifying information for the course:

- Institution name (“Trinity College”)
- Semester/term and session number
- Course number
- Section number
- Complete course title
- Credit hours
- Class meeting days and times*

* Please place emphasis on when the class meets regularly and any exceptions to this schedule. Trinity’s unique semester structure allows students a great deal of flexibility to schedule classes around other commitments, but this flexibility can often lead to confusion about when, where, and how frequently a class meets.

2) Instructor information:

- Instructor’s full name
- Telephone number
- Email address
- Office location
- Office hours

3) Course description

The course description should reproduce or strongly resemble the official description of the course in the College Catalog (<http://www.trinitydc.edu/academics/catalog>). These descriptions may be cut and pasted into the course syllabus. Minor modifications may be made if appropriate; it may also be appropriate to elaborate in subsequent paragraphs about more specific aspects of the course, although much of this material could appear under course goals and objectives (see #4 below).

4) Course goals

Course goals are broad statements that describe what students will accomplish in the course. Rather than presenting specific details of the course, goals should describe what students will cover in general throughout the term and should indicate the general direction or emphasis that the course will take. In this respect, a well-stated goal describes what students will understand or what body of material they will master. For instance, an introductory accounting course might list its goals as follows: “Students will understand Generally Accepted Accounting Principles (GAAP) as prescribed by the Financial Accounting Standards Board (FASB). Emphasis is placed on understanding the accounting cycle and preparing financial statements.” Other broad goals might follow, and it may be appropriate to number or otherwise distinguish separate goals. All academic programs as a part of the Program Assessment process have generated general goals for their curricula; the appropriate program goals should appear on the course syllabus. Program goals are available from Program Chairs/Directors.

Courses that fulfill specific general education requirements in the Foundation for Leadership Curriculum (FLC) or the Core Curriculum (goals forthcoming) should list the goals assigned to the Area of the course. For instance the syllabus for a course that fulfills the Area IV Requirement of the FLC should state something like:

In this FLC Area IV course, students must achieve the following learning goals:

- Understand and apply the methods and techniques of scientific inquiry
- Use quantitative analysis and reasoning

5) *Course Objectives*

Course objectives support course goals, identifying knowledge- and competency-based objectives that indicate what students will know, value, or be able to do after the successful completion of the course. A good competency-based objective is a clear statement of what the professor expects the student to learn. Most importantly, well-written course objectives communicate specifically the assessment tools used to determine student success. For example, course objectives to support the course goals for the accounting course identified above may be: “The student will be able to classify, journalize, and post transactions in the appropriate accounting records. In addition, students will be able to prepare financial statements according to GAAP.” Many academic programs have set specific learning objectives for individual courses. Instructors should consult with Program Chairs for details about how the faculty in each program has assigned specific objectives to particular courses.

6) *Attendance Policies*

The statement of an attendance policy is required. You should state your policy and identify the consequences for student absences. The College sets the following policy as a baseline, but instructors may modify this policy as required: “Faculty have the right to monitor attendance. Students are responsible for reviewing the attendance policy for each instructor as listed on the course syllabus. Absence in any course amounting to one-third or more of the class periods may result in a lower grade, including the grade of "F," at the discretion of the faculty member.”

Special note for courses in the School of Education: Instructors teaching in the School of Education should refer to the School-wide attendance policy on page 8.

7) *Grading and Assessment Policies*

Students deserve to know how their performance will be assessed. Grading policies must be stated clearly and specifically on the syllabus. It is important to identify each component of the grading policy.

Special note for courses in the School of Education: Instructors teaching in the School of Education should refer to the School-wide grading scale on page 8.

Exams: If you administer exams, it is useful to identify the type of exam you plan to administer. For example, identify the proportion of exam questions that will be multiple choice, true/false, essay, short answer, etc. You should also state your policy for missed or late examinations. Instructors are responsible for administering make-up examinations. If a student’s final examination must be rescheduled beyond the date when grades are due, instructors should follow the procedures for awarding a grade of incomplete (“I”).

Assignments: List all assignments and your policy for late assignments. If you want to reserve the right to change the weight of each assignment, then this should be stated on all syllabi. Specifically state the percentage or weight of each graded assignment. For example:

Your final course grade will be calculated as follows:

Course Requirements	
Attendance and participation	10%
Research paper	20%
Web Assignments	20%
Midterm exam	25%
Final exam	25%
TOTAL	100%

Grading Scale: Explain your grading scale and how you plan to calculate the students' final grade. State how you will convert a percentage grade to a letter grade and/or a numeric grade (4.0-scale) to a letter grade. The following two examples show how grade conversions may be done.

Example One:

Percentage Grade	Letter Grade	Percentage Grade	Letter Grade
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	Below 60	F
77-79	C+		

Except in the School of Education (see page 8), there is not a standard way to convert 100-point scale grades to letter or 4.0-scale grades. This example, however, is fairly representative of common practice in the College of Arts and Sciences and the School of Professional Studies.

Example Two:

Letter Grade	Numeric Grade	Letter Grade	Numeric Grade
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	F	0.0
C+	2.3		

The College uses the table above to convert letter grades into 4.0-scale grades and vice versa. Instructors should use this conversion scale in their own grading.

Grades of A+ and D- are not valid for any students at Trinity College. Graduate students may not receive grades of C-, D+, or D.

8) *Statement of Academic Integrity*

The Honor System has been a part of the Trinity College community since 1913. Under the Honor System, each student is assumed to be a member of integrity. This assumption is the foundation of trust among students, faculty, and administrators to respect each other's rights and to uphold the regulations that maintain the integrity of the College community.

The formal articulation of the Honor Code states, "I realize the responsibility involved in membership in the Trinity College community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community." The College encourages each instructor to reprint this statement on his or her syllabus. In addition, you could include a statement regarding your commitment to uphold the Trinity College Honor System by explaining how the Honor Code applies to specific situations, such as take-home assignments, team projects, late assignments, and other outside team activities. Students should pledge and sign the Honor Code on all graded assignments.

The College takes violations of the Honor Code seriously and actively pursues violations of the Honor Code. As an instructor please review the College's policy on Academic Honesty, and you may reprint as much of this policy on your syllabus as you see fit. The text of the policy is available online.

Useful Resources

Academic Honesty Policy: http://www.trinitydc.edu/academics/acadaff/aph/acad_honesty.html

Academic Policy Handbooks: <http://www.trinitydc.edu/academics/acadaff/aph/index.html>

College Catalog: <http://www.trinitydc.edu/academics/catalog/index.html>

Honor Code: <http://www.trinitydc.edu/academics/catalog/campuslife.html#honor>

9) *Other Information*

Identify any other information you deem important. In addition, you may want to describe classroom procedures and/or the pedagogy you plan to use. For example, if you plan to use cooperative learning teams during the semester, the syllabus could describe the importance of cooperative learning teams in meeting the educational goals of the course and how these teams will work in your classroom. If you use feed-forward folders, you could describe their purpose and the process of giving and receiving feedback.

10) *Class Schedule and Assignments*

The class schedule and list of assignments is a calendar for students to follow during the semester. A thorough and specific class schedule of assignments helps students to prepare for each class and enhances their ability to organize their time. The syllabus should list all assignments for each class session. Specifically state what the student is expected to do before class and what you intend the class to cover. All graded or major assignments should be in bold or highlighted in some other way to ensure that the student will note that a graded assignment is due. You may want to describe this schedule on the syllabus as a "tentative schedule" and to reserve the right to change assignments when necessary, but make sure to print this on the syllabus.

Foundation for Leadership Curriculum Goals

The curricular goals guide the development of all courses selected for this curriculum. All goals are equally important, yet each is emphasized at different points throughout the undergraduate program of study. This goal-based structure gives each student a unique opportunity to build an integrated and coherent curriculum, with an emphasis on individual aspirations and goals. A student who completes the Foundation for Leadership Curriculum will be able to understand the different modes of inquiry represented by the liberal arts and develop the ability to see and integrate liberal knowledge and learning. More specifically, she will be able to:

1. Read with understanding and critical analysis
2. Write clearly, coherently, persuasively and logically
3. Speak effectively and confidently
4. Understand and apply the methods and techniques of scientific inquiry
5. Explore various modes of creative expression
6. Use quantitative analysis and reasoning
7. Understand and apply the method of scientific inquiry to the societal forces that have shaped - and continue to shape - our world
8. Examine ethical questions and behaviors in the context of religious and moral knowledge and theory, especially with regard to the search for social justice
9. Develop respect for and understanding of cultural, racial, and gender differences; the concept of citizenship; and global diversity.

The achievement of these curricular goals prepares a student to embrace a life in which learning, self-knowledge, and leadership are central in her personal journey.

AREA I: Communication Skills courses cover the following goals:

2. Write clearly, coherently, persuasively and logically
3. Speak effectively and confidently
9. Develop respect for and understanding of cultural racial, and gender differences; the concept of citizenship; and global diversity

AREA II: Traditions and Cultural Expression courses cover the following goals:

1. Read with understanding and critical analysis
5. Explore various modes of creative expression
7. Understand the societal forces that have shaped - and continue to shape - our world

AREA III: Search for Ultimate Meanings courses cover the following goal:

8. Examine ethical questions and behaviors in the context of religious and moral knowledge and theory, especially with regard to the search for social justice

AREA IV: Scientific and Mathematical Exploration cover the following goals:

4. Understand and apply the methods and techniques of scientific inquiry
7. Use quantitative analysis and reasoning

AREA V: Perspectives on Self and Society cover the following goal:

7. Understand the societal forces that have shaped - and continue to shape - our world

School of Education: Special Syllabus Guidelines

The School of Education maintains a commitment to preparing men and women to become major contributors to the realization of excellence in education. To this end, the curricula in the School of Education have been carefully crafted to meet the School's overarching mission of "modeling excellence" and its commitment to graduating educators who meet the specific learning objectives articulated by appropriate Specialized Professional Associations (SPAs). To achieve this mission, the School of Education requires each syllabus to adhere to its School-wide format for syllabi, following the example syllabus (pp. 9-12) very closely in terms of specificity and order of presentation. Questions about format and requirements should be directed to an appropriate Program Director or the Associate Dean.

Essential Elements of Syllabi in the School of Education

- 1) *Identifying information for the course*
- 2) *Instructor information*
- 3) *Course description*
- 4) *Course objectives*
- 5) *Course outline*
- 6) *Instructional strategies*
- 7) *Integration of technology in the course*
- 8) *Course requirements*
- 9) *Student assessment criteria*
- 10) *Course policies (see below)*
- 11) *Bibliography*

Attendance Policy in the School of Education

The School of Education has standardized the attendance policy for its courses. Instructors are required to place this policy on their syllabi and enforce the policy to ensure as much consistency and equity as possible. This policy states, "Students are expected to attend all class meetings; class attendance means students are punctual and stay for the duration of the class. Faculty have the right and obligation to monitor attendance, and absences are defined at the instructor's discretion. Students are responsible for reviewing the attendance policy for each instructor as listed in the course syllabus. As a baseline policy, a student's final course grade will be lowered by one letter grade for three absences, and four absences will result in the student receiving the grade of "F" for the course."

Grading Scale in the School of Education

Letter Grade	4-Point Scale Equivalent	100-Point Scale Equivalent	Letter Grade	4-Point Scale Equivalent	100-Point Scale Equivalent
A	4.0	100-95	B-	2.7	83-80
A-	3.7	94-90	C+	2.3	79-77
B+	3.3	89-87	C	2.0	76-75
B	3.0	86-84	F	0.0	74 and

All instructors in the School of Education will use the conversion chart above in the calculation of student grades.

**Trinity College
School of Education**

Course Number and Section: EDU 599 E31	Semester: Summer 2003
Course Title: Research in Education	Day and Time: T 4:30pm-7:00pm
Credit Hours: 3 credits	
Instructor: Dr. Jane Smith	Phone: (202) 884-9222
Office: 399 Main Hall	Email: SmithJ1@trinitydc.edu
Office Hours: T 3pm-4pm, 7pm-8pm and by appointment	Fax: (202) 884-9229

COURSE DESCRIPTION:

This course examines qualitative and quantitative educational research methodologies. Students will increase their skills in reading, analyzing, and interpreting the extant literature in teaching and learning and counseling of students. Student will learn how to evaluate research, data and demographic and assessment information about students so that they can translate the information to actual practice to influence children's development and learning. Topics include: defining the research process; writing a review of the literature; exploring methods of gathering quantitative and qualitative data; developing a research design; and examining ethical issues related to the research process. Students will be required to develop and analyze case studies as well as develop an action research plan and project.

REQUIRED TEXT:

Creswell, J.W. (2002). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. Prentice Hall publications.

American Psychological Association. (5th Edition). *Publication manual of the American Psychological Association*. Washington, DC: Author.

The instructor will assign additional readings and handouts throughout the semester.

COURSE OBJECTIVES:

Candidates will identify and critically evaluate research in the fields of education and counseling. Specifically, candidates will:

1. Demonstrate an ability to distinguish and understand the concepts of qualitative and quantitative research and the appropriate use of these methods. (CACREP 8.b,)
2. Demonstrate the use of various technologies in acquiring and assessing data and other research information about students. (1.4, 1.9, 2.3, 2.4, 3.4, 4.10, 6.3, CACREP 8.c).
3. Demonstrate the ability to write a research proposal/plan that could be submitted to an Institutional Review Board (IRB), with an understanding of the ethical, legal, and professional responsibilities of the researcher. (1.4, 1.9, 4.10, 6.1, CACREP 8.f.)
4. Demonstrate an ability to read research and determine its quality, and extract and synthesize its major points and implications and applications for students and the counseling, teaching and learning process. (2.7, 4.4, 4.10, CACREP 8.a).
5. Demonstrate how to develop a well-organized literature review, and be able to critically read research literature and synthesize findings from different studies. (4.3, 4.10, 6.1).
6. Develop an Action Research plan and project that is practical and/or participatory. (ACEI 3e.)
7. Demonstrate the ability to communicate orally and in written form, research findings and the implications of the findings to support the various practices of teaching and learning and counseling and to use the knowledge of research findings to support/improve practices of teaching, learning and counseling. (CACREP 8.e., ACEI 3e.)
8. Demonstrate the ability to reflect about the process of research and its impact on the profession of teaching and evaluate its realistic application to the counseling, teaching and learning process. (ACIE 5b. NAEYC 4d.)

INSTRUCTIONAL STRATEGIES:

Written Assignments

In this course students will spend much of their time writing. All assignments are to be turned in by the dates scheduled by the instructor. **Late papers will not be accepted, unless there are extreme emergency conditions, in which the instructor determines the definition of emergency.** Technical problems with the

computer are not considered emergencies. Students are expected to complete assignments ahead of the due date.

All writing assignments must be typed with the assistance of a computer. Students are expected to write at the graduate level, which means papers must be grammatically correct, appropriately documented (APA) and must use gender inclusive language, and papers should be free of jargon or slang. All written assignments should be proofread and edited. The assessment of the student's written assignments will be impacted by the quality of their writing.

The instructor may suggest that some students receive additional help to improve their writing skills. This suggestion is not a negative assessment but should be seen as an opportunity for improvement. Students are strongly encouraged to seek writing assistance from the Trinity Writing Center. (There is a separate handout on how papers should be written for this class.) However, all papers must be completed on the computer using one and a half or 2 spaces unless otherwise instructed. Make a cover sheet for the paper with your name, the course name and the number, the instructor's name and the title of the paper or assignment, with the date submitted.

Research Journal Workbook

The research journal workbook is a major requirement for this course. The journal/workbook will document the students' progress in understanding the research concepts and will contain the students working documents and documents in progress towards the two major assignments for the class. The workbook/journal will include copies of 12 research studies that students will use for their final research paper, and 8 research studies that students will use to develop their action research plan. These research studies must relate to a single research topic of the students choosing for the paper and the action research plan. The two research topics that students select must relate directly to the students area of specialization, and relate to solving a particular problem or issue in education or school counseling. The journal / workbook is the foundation for the students research. The research topic for the research paper and the action research will be works in progress and an integral part of class discussion throughout the semester. Therefore, it is essential that students selects their two topics and locate the journal studies as early as possible. Students may not choose topics that they used as topics for papers in other classes.

In the journal/workbook students will begin be completing a topic and purposes assignment (see attached) explaining why the problems or issue that have been selected are important to the student's practices and their objectives and goals in pursuing this line of inquiry. Each week throughout the weeks that follow the student's topic selection, the student will write a one-page reflection in the journal/workbook about how the topics have emerged in the student's practice that week and any insights that might have been gained from the literature that may or may not relate or assist in the student's teaching or administrative practice. Students are free to both agree and disagree with the literature based on their own experience.

By the end of the semester, the students will have a document that demonstrates how they have met the course objectives, and have a resource that will help them with their future research endeavors and, and provides a document that the instructor can use to assess the students' progress through the course for the final evaluation and assessment.

The completed Research Journal/workbook will include the following:

- 1. Topics and purposes essay (will receive separate handout)**
- 2. Preliminary statements of the research problem identified by the student**
- 3. An outline of the research paper, and the team proposal for the action research project**
- 4. A draft of the research design for the action research**
- 5. A list of major references sources (journal, bibliographies, and databases) the student will use to search for literature related to their area of interest**
- 6. A review of the literature for the research paper and for the action research project**
- 7. Weekly journal reflections**
- 8. Copies of evaluations of published studies or case studies assigned in class**
- 9. Copies of 12 journal studies for the research paper, and 8 journal studies for the action research plan**
- 10. Bibliography, (working and annotated), of readings related to the two research topics**
- 11. A report of a research conference that the student attended**
- 12. Completed critique for each study (see critique format)**
- 13. Final research paper and team action research project plan**

Critique of Journal Articles

Each student is expected to read and critique a number of recent articles pertaining to their research area of interest. The articles must be from professional journals, published within the last three to five years. Students may not use articles previously used or currently being used in another class (this would be a violation of the Honor Code). The format for these critiques will be discussed in class (see attached handout).

Reading Assignments

Students are responsible for all reading assignments and should be prepared to discuss the major issues in class. Students will not be able to effectively complete their other assignments for this class if they have not read the reading assignments. The APA manual is to be "studied" as an important resource manual. It is suggested that students design their own tabs for the manual so that they can find information more quickly. The instructor will not answer questions that are related to APA, it is expected that students find the answers in the manual.

Students demonstrating that they are not prepared for class discussion will ten points (per class) deducted from their class participation points.

Action Research Project

Students will be assigned to work collaboratively with a group of students in the class to develop a plan for an action research project. The research design will be practical and/or participatory allowing students to reflect about educational practices and to implement theory to practice. Students will be evaluated on the ability to work within a team as well as the quality of the research design. Teams will present their research design using the appropriate technology at the end of the semester.

Attendance at a Research Conference

Trinity College strongly encourages students to become student members of a professional educational or counseling association. Information about membership in an organization can be attained from your advisor or instructors as well as the Internet. The benefits of being a member of at least one organization are numerous but include having available to students on-going professional development. Many of these organizations sponsor conferences. Students will need to find a local conference or professional meeting in which research is presented, and attend and write a reflection paper about their experience and what they learned about various research topics.

Oral Presentations

Each student will present individually a summary of the research findings, and will present with their group about their action research design. Students will need to effectively use technology to aid in conveying the information about their research. Students' oral presentation skills will be evaluated using a rubric for graduate level oral presentations.

Exams

There will be one exam in this course, a mid-term exam. The mid-term will determine students' ability to define key research terms. *There also might be periodic quizzes depending on the level of class discussion.*

Topics and Purposes Assignment Journal/Workbook Entry One

1. What is the topic, problem, or issue that you want to focus on for this course? A brief statement is sufficient; the main goal here is to be clear about just what you've chosen as your topic to work on during the course, not go into a detailed analysis of what you think about this topic and connection to it is important.
2. Why are you interested in studying this topic? Why do you care about this topic, personally, professionally, and/or intellectually? This requires some reflection if you have not thought about all of these kinds of purposes. What would you want to accomplish by doing research on this? What makes this topic important to you? Write about the purposes that impact you directly in your teaching or counseling practice.

It is suggested that you use brainstorming techniques to develop a list of the purposed for choosing the topic. The assignment should be about 500-750 words (2-3 double-spaced pages with normal font and margins). See due date on Course out-line.

Grading and Assessment of Work

Papers will be evaluated on content, and overall writing including appropriate use of APA, and the student's ability to analyze, critique and demonstrate overall critical thinking skills. **The sources of any quoted material or information or ideas that are not original to the writer must be identified. Students who fail to adhere to this procedure will receive a failing grade (see section on Honor Code).** There will be not bargaining for grades. However, the instructor will be open to discussion with any individual about their progress in class. **To earn an 'A' in the class, students must be present and on time for all classes, actively participate in an informed manner in class discussions, and complete all projects and assignments in a timely and exceptional manner. Students earning an 'A' or 'B' will have demonstrated writing skills at the graduate level.**

Evaluation

Grading will be based on the completion and quality of all course requirements.

Research Journal Workbook

Topics and purpose essay	20 points
Research problem	20 points
Outline of the research paper	20 points
Research design team proposal	50 points
Reference sources	20 points
Review of the Literature	50 points
Weekly journal reflections (10)	100 points
Critiques of journal articles	30 points
Bibliography	30 points
Final Research Paper	100 points
Team Action Research design	100 points
Mid-term	90 points
Oral presentation/research paper (individual assessments)	50 points
Action research	50 points

Students may pick-up their journal/workbooks at the beginning of the next semester

Grading Scale:

A	=	95% -100
A-	=	90 - 94
B+	=	87 - 89
B	=	84 - 86
B-	=	80 - 83
C+	=	77 - 79
C	=	75 - 76
F	=	74 and below

COURSE POLICIES:

The Red Box: Students needing to leave assignments or other correspondence for the instructor must leave the material in the Red Box by the Faculty Services Office, Room 186, Main Building. **Do not** leave important papers under the instructor's office door. The Red Box is the safe place for important papers.

Accommodations for Students with Disabilities:

Students who need specified accommodations because of a disability should provide documentation to the Coordinator for Disabilities in Room 350. The Coordinator will make arrangements with the instructor to insure that the student's needs are appropriately and reasonably accommodated.

Class Participation and Attendance

The most important course requirement is regular attendance. It is expected that students will arrive on time and stay for the entire class. The commitment to the class should be similar to the commitment to your workplace. Involvement in class discussions and activities and interaction with your classmates are important aspects of this class. It is impossible to participate in class if you are not there; therefore, more than two absences will result in the lowering of a student's grade by one full letter grade, at the discretion of the instructor, four absences will result in the student receiving an 'F' in the class whether work related or not. Students should not take the course if they anticipate missing classes and/or if there will be a need to be late to class. **Attendance will be checked each class meeting. Students arriving 30 minutes or more after the stated class time may be regarded as absent.**

Students missing a class are held responsible for the material covered. It is strongly suggested that if students will be late or will miss a class that the instructor is called; however this does not mean that an absence will be excused. The instructor will determine if an absence will be excused. In the case of a death in the family, the student may be requested to submit the appropriate documentation.

Honor System

The Honor System is a tradition at Trinity College. Each student, upon acceptance to Trinity, agrees to abide by the honor system. Students are on their honor to neither give nor receive unauthorized aid in the completion of assignment. Therefore, students must acknowledge reliance on outside sources, with appropriate documentation. Students are expected to do their own work. Another part of the Honor System is that each student will not allow another student to violate the honor code. Suspected academic dishonesty will be dealt with according to College policy and may result in the student receiving an 'F' in the course and possibly lead to dismissal from the graduate program. Students are strongly encouraged to talk with the instructor about any questions regarding the honor system. (See policy in the Student handbook and Academic Policy Handbook).

COURSE OUTLINE:

Students should be writing weekly reflections in their Journals /workbooks about the process of their research (*Session 2 – Session 12*)

Date	Topic	Assignment
Session 1	Review of syllabus; Discussion on choosing topics for research	Read for next week; Chapter 1& and 2- The Process of Research and Quantitative and Qualitative Approaches; Begin re-Viewing APA Manual
Session 2	Students assigned to Action Research teams; Discussion on quantitative and Qualitative research	Begin formulating research problem for research paper; Read chapters 3&4- Identifying a Research Problem and Reviewing the Literature
Session 3	Topics and purpose essay due; Discussion on reading assignment	Chapters 5&6; Specifying a Purpose..., Collecting quantitative data
Session 4	Research problem & outline of the research paper due	Chapters 7, 8, 9- Collecting qualitative data; Analyzing and Interpreting Quantitative data and qualitative data
Session 5	Action Research teams should be meeting on their own time; Discussion on Needs assessment and program evaluation	Chapters: 18, 10, 11; Action Research; Reporting and Evaluating Research, Experimental and Quasi-Experimental design
Session 6	Reference Sources due	Chapters: 12, 13, 14; Correlation Designs; Survey Designs; Grounded Theory design
Session 7	Journal critiques due	Review for Mid-term
Session 8	Mid-term	Chapters 15, 16; Ethnographic design; Narrative research
Session 9	Review of the Lit due	Chapter 17; Mixed method design
Session 10	Proposal for research design for Action	Handout assignment on student demographic

	Research	information
Session 11	Journal critiques due; Bibliography due	Assignment on the research on student assessment
Session 12	Journal critique due; Review of the lit for Action research due	Continue work on research paper and action research
Session 13	Report on Research Conference due	Continue work on research paper and action research; journal/workbook. Develop oral presentation with appropriate technology.
Session 14	Turn in Journal/ Workbook; begin oral presentations	Oral presentations
Session 15	Conclude oral presentations;	Turn in Research journal/ Workbook with research

Bibliography:

- Cooper, Harris M. (1998). *Synthesizing Research: A Guide for Literature Review*. Newbury Park: Sage Publications.
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The Art of Poetry

English 208 WY1

Spring 2003 Mon. & Wed. 3:00-4:15pm

Braden J. Hosch • 202/884-9205 • hoschb@trinitydc.edu • 167 Main

Office Hours: Mon. & Wed. 4:15pm-5:15pm and by appointment

Description | Learning Objectives | Textbooks | Grading | Attendance | Preparing Poems | The Commonplace Book Project | Schedule | First Paper Assignment | Second Paper Assignment | Writing Handouts



William Shakespeare
1564-1616

Description

This course teaches students both the appreciation and analysis of the rich and diverse tradition of poetry written in English, with attention to form, theme, major figures, and historical contexts and influences. It fulfills the requirements for the Foundation of Leadership Curriculum Area II Literature Cluster requirements.

Readings will focus on six major poets, with additional readings of narrative and lyric poetry from their respective historical periods. The course will begin with Shakespeare's *Rape of Lucrece* (1594) and a study of the sonnet form and move into the seventeenth century with an examination of John Milton's *Maske at Ludlow Castle* (1633) and various other forms of Renaissance lyric poetry. We will then jump ahead to the late eighteenth century and study Samuel Taylor Coleridge's *Rime of the Ancient Mariner* (1798) and *Christabel* (1797) with some other poets from the Romantic Period, followed by an examination of Christina Rossetti's *Goblin Market* (1862) and other poems. We will be finishing up the semester by examining two American lyric poets: Emily Dickinson and Maya Angelou, accompanied by a variety of 19th and 20th century lyric poetry.



John Milton
1608-1674

Learning Objectives

In this FLC Area II course, students must achieve the following learning goals; objectives specific to the course appear beneath each goal:

1. Read with understanding and critical analysis.

- Students will analyze and interpret poems from various genres by means of informal (in-class) and formal (written) "close readings."
- Students will identify significant poetic elements in works -- such as theme, voice, genre, rhyme scheme, metrical patterns, and literary devices -- and describe how they generate meaning within the poem.
- Students will formulate their responses to poetry in a thoughtful and persuasive fashion, constructing written and oral arguments, within disciplinarily acceptable guidelines, about specific poems and sets of poems.
- Students will write argumentative papers that demonstrate:
 - Use of a clear thesis to convey the student's major argument.
 - Use of textual evidence to back up claims about the text(s).
 - Logical and creative interpretations of textual evidence and language.
 - Sound organization to convey ideas in an ordered fashion.
 - Use of an impartial and "scholarly" writing voice, within acceptable disciplinary guidelines, including the use of standard written English.

2. Explore various modes of creative expression.
 - Students will explore the literary tradition of poetry by reading various genres of English and American poetry from the 16th to 20th centuries.
 - Students will describe and analyze the structure and meaning of poems and their historical context using accepted literary terminology.
 - Students will explain how the mode of expression contributes to how meaning is conveyed and constructed.

3. Understand the societal forces that have shaped - and continue to shape - our world.
 - Students will describe the historical and material conditions in which poems were created.
 - Students will analyze and offer explanations for how these material conditions may have affected written texts.
 - Students will evaluate how contemporary interpretations of historical texts and their own personal understandings of poems interact with historicist interpretations.



Samuel Taylor Coleridge
1772-1834

Textbooks

- Coleridge, Samuel Taylor. *The Rime of the Ancient Mariner and Other Poems*. New York: Dover Thrift, 1992.
- Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, Eds. *The Norton Anthology of Poetry*. Shorter Fourth Edition. New York: Norton, 1996.
- Milton, John. *Selected Poems by John Milton*. New York: Dover Thrift, 1993.
- Rattiner, Susan, Ed. *Great Poems by American Women: An Anthology*. New York: Dover Thrift, 1998.
- Rossetti, Christina. *Goblin Market and Other Poems*. New York: Dover Thrift, 1994.
- Sherman, Joan, Ed. *African-American Poetry: An Anthology: 1773-1927*. Dover Thrift, 1997.

These books are available in the Trinity College Bookstore. You may also purchase them online from a vendor of your choice such as Amazon.com or Barnesandnoble.com. The Norton Anthology is absolutely required, and you must bring this book with you each time we meet for class. You will also need copies of the Rattiner and the Sherman because they contain a specific set of poems -- for the Coleridge, Milton, and Rossetti, you may use any annotated edition (n.b. the books I have selected tend to be the lowest-cost options). You must bring a printed copy of all daily readings to class.



Christina Rossetti
1830-94

Grading

- 15% Participation in Class Discussion
- 15% Commonplace Book
- 15% First Paper
- 30% Second Paper
- 25% Final Exam

Students will be graded on the basis of 2 papers, a final examination, the completion of their "Commonplace Book," and their participation in class discussion. All written assignments must be typed on a word processor (the sole exception to this policy is the Commonplace Book, although it is recommended that you type this too); you are required to save an electronic copy of any material you turn in - this copy is your

guarantee that you can demonstrate you did the work. A substantial amount of the learning you will accomplish in this class comes through active participation in class discussion. Always come to class with something to say or questions to ask.

All written assignments are due at the beginning of class -- assignments turned in after this time are considered a day late. Late work is penalized one letter grade per day. Failure to complete or turn in one of the assignments may result in failure of the course. Plagiarism or any other form of academic dishonesty will incur severe penalties. Please review and understand the [Trinity College Policy on Academic Honesty](#). Remember that if you can find a source on the internet, I can find it too.



Emily Dickinson
1830-1886

Attendance

Everyone in the class receives two "free" absences - an entire week of class - which should be saved for emergencies (or until the end of the semester when you have the itch to cut class and play). Coming to class more than 5 minutes late constitutes one half of an absence because late entry into the classroom is disruptive to your classmates -- it is your responsibility to sign the attendance sheet if you are late. Athletes who will miss more than two classes because of competitions must make up any class time missed with special projects and other assignments to ensure the learning objectives of the course are achieved. Missing more than two classes will result in a lower FINAL GRADE; missing one-third of the classes will result in a grade of "F."



Maya Angelou
1928 -

Preparing Poems

The assigned readings for this class are not long in terms of the number of pages you must read, but they are very dense in terms of the meanings they generate. You may feel confused or completely adrift upon first reading a poem -- this is normal (sometimes this is even what the poet intends) and to be expected. Poems demand to be read more than once and to be examined in-depth. Thus, the poems assigned for this class are meant not simply to be read but to be prepared. Beyond reading each poem at least twice (and one of these readings should be aloud), you should identify all words you don't know and look them up in a dictionary. You should also formulate a brief summary of what the poem is about and identify its major theme(s). Look for a "surface" meaning as well as themes or meanings that may lie beneath the surface of a casual reading. Write down your notes either in your Commonplace Book (see below) or beside the text itself.

Since this is a three-credit course, you should be spending a minimum of six hours per week outside of class reading and preparing the poems assigned. This preparation is especially important because not all of the poems will be covered during class, but you will be responsible for them on the final exam.

The Commonplace Book Project

While contemporary usage of the word "commonplace" typically labels something as trite or ordinary, it has a historical meaning of "a leading text ... a notable passage or quotation entered in a book for future use" (Oxford English Dictionary, s.v. commonplace). Writers in the Renaissance, such as William Shakespeare and John Milton, kept commonplace books to record specific phrases from their reading that they later would cite or use in their own writing in modified form; at times they would even circulate these books among their friends and colleagues. Commonplace books remain a historical record that shows some insight into the development of these authors'

intellectual experiences and thinking. This project asks you to keep a Commonplace Book of your own centered on the readings for this course. It asks you to keep track of and comment on particular lines that you find striking, memorable, moving, upsetting, beautiful, or notable in some other way. You may pursue this project electronically or in hard-copy -- if you choose the hard copy version, you must keep all of your work in a single notebook.

Begin by copying a line or a few lines of a poem that you find particularly noteworthy into your commonplace book. Indicate the title of the poem, the author, and the line numbers. Then write a brief comment (at least one sentence, but feel free to write more) directly related to the text. This first comment can be about anything -- perhaps a poem makes you think of a family member, a place you have been, some other text you have read, or a song you listen to on the radio. Then (in a short paragraph or two) connect this thought back to the poem more directly; how does your response relate to the theme of the poem?

You must make at least two entries on two assigned readings per class (or four entries per week) in your Commonplace Book. You may choose to write additional entries on lines or phrases from other sources. Remember that Commonplace Books are meant to be circulated publicly, in this case among your classmates and myself. I will collect your books three times throughout the semester and give you very brief feedback -- grades are assigned for this project only upon completeness. In some instances, you may be asked to share particular entries with the class.

Schedule

Please note that this schedule is tentative and may be altered as necessary throughout the semester. Unless noted, all poems appear in *The Norton Anthology of Poetry*; page numbers appear in parentheses.

**January 15th
Wednesday**

Class Discussion:

Class Overview, Formal Concepts ([Rhythm and Meter](#)), [Sir Thomas Wyatt "Whoso List To Hunt"](#) and ["They Flee From Me"](#) (pp. 89-91).

Poems to Prepare for Today:

None.

Written Assignments Due Today:

None.

**January 20
Monday**

Martin Luther King, Jr. Day - no class

Reading Assignments Due Today:

None, but be reading *The Rape of Lucrece* -- this is a long assignment.

**January 22
Wednesday**

Class Discussion:

[Historical Overview](#), *The Rape of Lucrece*, Lyric Poetry, Genre (Carpe Diem Poems), [Formal Concepts \(Rhyme\)](#)

Poems to Prepare for Today:

- [Shakespeare, *The Rape of Lucrece*](#) (Handout - have finished your first reading by today)
- [Queen Elizabeth, "The Doubt of Future Foes," "When I Was Fair and Young,"](#) and ["Ah Silly Pug"](#) (pp. 100-01)
- [Christopher Marlowe, "The Passionate Shepherd to His Love"](#) (p. 155)
- [Sir Walter Raleigh, "The Nymph's Reply to the Shepherd"](#) (p. 109) and ["A Vision Upon the Fairy Queen"](#) (p. 105)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**January 27
Monday**

Class Discussion:

The Rape of Lucrece (cont'), Sonnets (#1), Formal Concepts (Metaphor)

Poems to Prepare for Today:

- [Shakespeare, *The Rape of Lucrece*](#) (cont')
- [Sir Philip Sidney, *Astrophil and Stella*](#) 1, 21, 31, 48, 52, 63, 71, and 90 (pp. 147-49)
- [Edmund Spenser, *Amoretti*](#), 15, 23, 54, 67, 70 (pp. 129-30)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**January 29
Wednesday**

Class Discussion: *The Rape of Lucrece* (finish), Sonnets (#2); Religion and Poetry

Poems to Prepare for Today:

- [Shakespeare, *The Rape of Lucrece*](#) (cont')
- Recommended: [John Donne, *Holy Sonnets*](#) 1, 5, 7, 10, 14 (pp. 190-92)
- Recommended: [Lady Mary Wroth, *A Crown of Sonnets Dedicated to Love*](#) 1, 2, and 6 (pp. 206-7)
- Recommended: [Ben Jonson, "A Sonnet to the Noble Lady, the Lady Mary Wroth"](#) (p. 204)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**February 3
Monday**

Class Discussion:

Shakespeare's Sonnets; Formal Concepts (Imagery)

• **Poems to Prepare for Today:**

- [William Shakespeare, *Sonnets*](#) 1, 18, 20, 106, 116, 129, 130, 138 (pp. 156-64)
- [start reading [Milton's *Maske*](#) for Wednesday]

Written Assignments Due Today:

Two entries in your Commonplace Book - Commonplace Books will be collected today; you should have a minimum of eight entries.

**February 5
Wednesday**

Class Discussion:

A Maske Presented at Ludlow Castle; Poetry and Dramatic Form

Poems to Prepare for Today:

- [John Milton, *A Maske Presented at Ludlow Castle*](#) - have finished your first reading by today (Dover Thrift, pp. 28-56)

Written Assignments Due Today:

None!

**February 10
Monday**

Class Discussion:

A Maske Presented at Ludlow Castle, Cavalier Poetry, Poetry and Politics

Poems to Prepare for Today:

- [Milton, *A Maske Presented at Ludlow Castle*](#) (review)
- [Robert Herrick, "The Argument of His Book," "The Vine," "Delight in Disorder," "Corinna's Going A-Maying,"](#) (pp. 208-11)
- [Richard Lovelace, "To Althea, from Prison"](#) and ["The Grasshopper"](#) (pp. 267-70)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**February 12
Wednesday**

Class Discussion:

The Poet's Experience and Autobiography in Poetry

Poems to Prepare for Today:

- [Milton, *A Maske Presented at Ludlow Castle*](#) (finish)

- [Milton, "On Shakespeare," "How Soon Hath Time," "When I Consider How My Light Is Spent," and "Methought I Thought I Saw My Late Espoused Saint"](#) (pp. 251-54)

Written Assignments Due Today:

- 1) Two entries in your Commonplace Book (not collected today).
- 2) [Draft of First Paper Due \(to be considered complete and to receive the best feedback from me, you must have a complete draft with no more than the conclusion missing\) - make sure to save a copy on disk.](#)

**February 17
Monday**

Presidents' Day - no class

Written Assignments Due Today:

None.

**February 19
Wednesday**

Class Discussion:

Women's Experience and Poetry in the Seventeenth Century

Poems to Prepare for Today:

- Anne Bradstreet, "The Prologue" to *The Tenth Muse Lately Sprung Up in America*, "Before the Birth of One of Her Children," "To My Dear Loving Husband," "The Author to Her Book," "A Letter to Her Husband," and "Here Follows Some Verses upon the Burning of Our House July 10th, 1666" (pp. 258-63)
- [Margaret Cavendish](#), "An Apology for Writing So Much upon this Book," "Of the Many Worlds in this World" (pp. 279-80)
- Aphra Behn, "Song," "The Disappointment" (pp. 296-300)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**February 24
Monday**

Class Discussion:

The Religious Experience in Seventeenth Century Poetry Poems

Poems to Prepare for Today:

- [John Donne](#), review *Holy Sonnets 10 and 14* (p. 192)
- [George Herbert](#), from *The Temple*: "The Altar," "Easter Wings," "Jordan (I)," and "The Collar" (pp. 218-25)
- [Andrew Marvell](#), "Bermudas," "To His Coy Mistress," and "The Garden" (pp. 270-72, 274-76)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**February 26
Wednesday**

Class Discussion:

Transition to the Romantic Period

Poems to Prepare for Today:

- Optional - Thomas Gray, "Ode" (pp. 365-66)
- Optional - Oliver Goldsmith, "When Lovely Woman Stoops to Folly" (p. 378)

Written Assignments Due Today:

[Final Draft of First Paper Due Today - make sure to save a copy on disk.](#)

**March 3
Monday**

Spring Break - no class

Poems to Prepare for Today:

None, but bring Coleridge with you to the beach.

**March 5
Wednesday**

Spring Break - no class

Poems to Prepare for Today:

None, but bring Coleridge with you to the beach.

**March 10
Monday**

Class Discussion:

Introduction to Poetry of the Romantic Period

Poems to Prepare for Today:

- Samuel Taylor Coleridge, "[Kubla Khan](#)" and "[The Rime of the Ancient Mariner](#)" -- have finished your first reading by today (pp. 431-46)
- [William Blake](#): "Introduction" to Songs of Innocence, "The Lamb," "Holy Thursday (I)," "The Divine Image," "The Little Black Boy," "Introduction" to Songs of Experience, "A Divine Image," "Holy Thursday (II)," "The Sick Rose," and "The Tyger" (pp. 390-95)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**March 12
Wednesday**

Class Discussion:

Lyric Poetry of the Romantic Period

Poems to Prepare for Today:

- Coleridge, "The Rime of the Ancient Mariner" (review)
- Blake (review) - reread all Blake poems for March 10th

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**March 17
Monday**

Class Discussion:

Romanticism and Nature

Poems to Prepare for Today:

- Coleridge, "Christabel" -- both parts -- have finished your first reading by today (Dover Thrift, pp. 24-41)
- William Wordsworth, "Lines Composed a Few Miles Above Tintern Abbey," "Three Years She Grew," "My Heart Leaps Up," "I Wandered Lonely As a Cloud" (pp. 404-07, 411, 417, 422)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**March 19
Wednesday**

Class Discussion:

Romanticism and Gothic

Poems to Prepare for Today:

- Coleridge, "Christabel" (review)
- Optional - Edgar Allen Poe, The Raven (pp. 532-34)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**March 24
Monday**

Class Discussion:

Christina Rossetti

Poems to Prepare for Today:

- [Christina Rossetti](#), *Goblin Market* - have finished your first reading by today (Dover Thrift, pp. 1-16)
- Rossetti, Sonnets: "A Triad," "Remember," "After Death," and "A Dream" (Dover Thrift, pp. 18, 22-23, 52)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**March 26
Wednesday**

Class Discussion:

Christina Rossetti (cont')

Poems to Prepare for Today:

- [Rossetti](#), *Goblin Market* (review)
- Rossetti, "An Apple Gathering," 25-26 "The Convent Threshold" 35-39 "Paradise in a Dream" (Dover Thrift, pp. 25-26, 35-39, 62-63)

Written Assignments Due Today:

Two entries in your Commonplace Book - Commonplace Books will be collected today; you should have a minimum of twenty-six entries.

**March 31
Monday**

Class Discussion:

Pre-Raphaelites

Poems to Prepare for Today:

- [Rossetti](#), *Goblin Market* (review & finish discussion)
- [Elizabeth Barrett Browning](#), "Sonnets from the Portuguese" 1 and 43 (p. 520).
- [Robert Browning](#), "My Last Duchess," "The Bishop Orders His Tomb," (pp. 557-61)

Written Assignments Due Today:

None.

**April 2
Wednesday**

Class Discussion:

Poetry and Politics: [Nineteenth Century African American Poetry](#)

Poems to Prepare for Today:

- [Phillis Wheatley \(18th c.\)](#), "[On Being Brought from Africa to America](#)," and "[To S.M.](#)" (387-88)
- [James Monroe Whitfield](#), "[How Long?](#)" (Dover Thrift, pp. 9-13)
- [Frances Ellen Watkins Harper](#), "Bury Me in a Free Land," "[The Union Savers of Cleveland](#)," from "Moses: A Story of the Nile," "Learning to Read," "Songs for the People" (Dover Thrift, pp. 16-23)
- Alfred Islay Walden, "[Wish for an Overcoat](#)" (Dover Thrift, pp. 27-29)
- James Edwin Campbell, "Ol' Doc' Hyar," "Mors et Vita," "'Scliplinin' Sister Brown" (Dover Thrift, pp. 47-50)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today)

**April 7
Monday**

Class Discussion:

Emily Dickinson

Poems to Prepare for Today:

- [Emily Dickinson](#), All her poems in Norton, focus on 435, 613, 712, 986, and 1129 (pp. 629-41)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**April 9
Wednesday**

Class Discussion:

[Emily Dickinson](#) (cont') and transition to 20th Century Poetry

Poems to Prepare for Today:

- [Dickinson](#), Review Poems from April 7th
- [William Butler Yeats](#), "The Second Coming," and "Leda and the Swan" (pp. 680-82)
- [T. S. Eliot](#), "The Love Song of J. Alfred Prufrock" (pp. 767-70)

Written Assignments Due Today:

1) Two entries in your Commonplace Book (not collected today).

2) Draft of [Second Paper Due](#) (to be considered complete and to receive the best feedback from me, you must have a complete draft with no more than the conclusion missing) - make sure to save a copy on disk.

**April 14
Monday**

Class Discussion:

20th Century African-American Poetry

Poems to Prepare for Today:

- [Maya Angelou](#), All Poems in *And Still I Rise*, Part One, "Touch Me, life, Not Softly" (Handout, pp. 3-14); "[On the Pulse of Morning](#)" (In class)
- [Gwendolyn Brooks](#), "kitchenette building," "the birth in a narrow room," "We Real Cool," and "Boy Breaking Glass" (pp. 904-06)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**April 16
Wednesday**

Class Discussion:

20th Century Poetry (cont'); [confessional poets](#)

Poems to Prepare for Today:

- [Angelou](#), All Poems in *And Still I Rise*, Part Two, "Traveling" (Handout, pp. 17-36)
- [Sylvia Plath](#), "Daddy" and "Lady Lazarus" (pp. 1031-36)
- [Robert Lowell](#), "My Last Afternoon With Uncle Devereux Winslow" (pp. 907-11)

Written Assignments Due Today:

Two entries in your Commonplace Book (not collected today).

**April 21
Monday**

Easter Monday - no class

Poems to Prepare for Today:

None.

**April 23
Wednesday**

Class Discussion:

Poetry and the Experience of the Margins

Poems to Prepare for Today:

- [Angelou](#), All Poems in *And Still I Rise*, Part Three, "And Still I Rise" (Handout, pp. 41-53)
- [Adrienne Rich](#), "Diving into the Wreck" (pp. 1006-08)
- [Seamus Heaney](#), "Digging" "A Dream of Jealousy" (pp. 1058-61)

Written Assignments Due Today:

Two entries in your Commonplace Book - Commonplace Books will be collected today; you should have a minimum of thirty-six entries.

**April 28
Monday**

Class Discussion:

Course Wrap-Up and Final Review

Poems to Prepare for Today:

- Reread all [Angelou](#) poems

Written Assignments Due Today:

Final Draft of [Second Paper Due](#) Today - make sure to save a copy on disk.

**April 30
Wednesday**

Reading Day - no class

**May 2
Friday**

Final Exam:

The final exam will be held 3:00pm-5:30pm; the final exam is cumulative for the term.

MAT 108 WY1: ELEMENTARY MATHEMATICAL MODELING

MW 10:30- 11:45 AM Room: SCI 114

Course Syllabus – Spring 2003

Instructor: Dr. Sita Ramamurti

E-mail: ramamurtis@trinitydc.edu

Office: Science 117

Phone: (202)-884-9262

Office hours: MW 8:30 – 9:00AM; 1:30 – 2:00PM, F 9:30 – 12:30 PM; and/or by appointment

Course Description:

MAT 108 is a 3-credit course that fulfills the *Area IV: Scientific and Mathematical Understanding* quantitative analysis requirement of the FLC. This course focuses on the visualization and exploration of the theoretical concepts of college algebra through modeling techniques. We will use graphical, numerical, symbolic and verbal approaches to investigate data, functions, equations, and models. Emphasis will be on applications and the ability to construct useful mathematical models, to analyze them critically, and to communicate quantitative concepts effectively. Topics covered will include data & variables, linear equations & inequalities, functions, graphs, systems of linear equations and inequalities, and mathematical modeling.

Course Goals:

As a course that fulfills the quantitative analysis cluster requirement of Area IV in the FLC, the course is designed to prompt students to meet the following FLC goals:

- Understand and apply the methods and techniques of scientific inquiry
- Use quantitative analysis and reasoning

Course Objectives:

The course prepares students to

- 1) Present data in various forms;
- 2) Interpret data presented in different forms;
- 3) Transform data into useable information;
- 4) Use a graphing calculator to visualize and analyze real life situations;
- 5) Use mathematics to quantify real life situations;
- 6) Become more effective in oral and written communication;
- 7) Develop confidence as a problem solver;
- 8) Work effectively as a team member;
- 9) Enjoy applying mathematics to real life situations.

Course Texts and Materials:

- Text: *Contemporary College Algebra*, Fourth Edition, by Don Small.
- Texas Instruments Graphing Calculator TI-83.

Calculator:

This course requires the use of a TI-83 graphing calculator. If you already own a graphing calculator that you would like to use, you must be familiar with its use, as only the functions of the TI-83 will be explained in class. You may either purchase your own TI-83 calculator or you may borrow one of the department's calculators. If you choose to borrow one of the departmental calculators, it is your responsibility to return the calculator in the same condition in which you received it. Your final grade for this class will be withheld until the calculator is returned in good working order.

Structure of the course:

Chapter 1: Overview	
Chapter 2: Data and Variables	Sections 2.1 - 2.10
Chapter 3: Functions	Sections 3.1 - 3.7
Chapter 4: Modeling	Sections 4.1, 4.2 & two other sections

There will be **two in-class tests**, each an hour long. Makeup tests will be given only if a reasonable excuse is provided. This means that if you must miss a test due to illness or an emergency, you must call before the time of the test to schedule a makeup. Tentative dates for the tests: Feb. 24 (Mon), Apr. 2 (Wed)

There will also be **short quizzes** given in class. These quizzes will be generally given after particular sections in the chapters. There will be **NO** make-up quizzes given and a score of zero will be recorded for the missed quizzes. I will drop your lowest quiz score.

Homework problems will be assigned and collected regularly. Late homework will not be accepted. You must show all work to get credit for a problem. You may work in a group on the homework assignments but do not turn in work that you copy but do not understand.

There will be two or three fun **projects** assigned during the course. These are small group out-of-class projects that culminate in a written report that includes title page, one page executive summary (abstract of the problem statement, description of the reasoning approach, results), computations and plots, statement of results and why they make sense, group log, and summary evaluation of the project experience.

Grading policy:

Homework	20%
Quizzes	10%
Hourly Tests	40%
Fun Projects	30%

The final grade will be given on the following scale:

A: 92-100% A- : 89-91% B+: 86-88% B: 82-85% B- : 79-81% C+: 76-78%
C: 72-75% C- : 69-71% D+: 66-68% D: 60-65% F: Below 60%

Attendance:

Each class builds upon the material covered in the previous class meeting. Hence, it is very important that you attend all the classes. If you have to miss a class due to unavoidable reasons, it is your responsibility to catch up on the concepts covered during your absence. Repeated absences will have a negative effect on borderline grades.

Academic Integrity:

The Honor Code, as stated in the college catalog, reads: “ *I realize the responsibility involved in membership in the Trinity College community. I agree to abide by the rules and regulations of this community. I also affirm my intention to live according to the standards of honor, to which lying, stealing, and cheating are opposed. I will help others to maintain this responsibility in all matters essential to the common good of the community.*”

You must pledge and sign the Honor Code on all assignments you submit for grading. Please be aware that as your instructor, I am also committed to upholding Trinity’s Honor System.

SOC 340 WY1
UNDERSTANDING AIDS: AN INTERDISCIPLINARY SEMINAR
SPRING 2003

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Office: M176
Office Hours: Tue-Thur: 9:45-10:30
Thur: 11:30-2; WEA Sat: 8-8:30 am

Required Texts: Lemelle, Harrington, & LeBlanc, Readings in the Sociology of AIDS
Vergheze, My Own Country

Recommended: A Guide to Writing Sociology Papers, 5th edition

Course Objectives

1. To develop an interdisciplinary understanding of HIV/AIDS
2. To utilize critical reading and writing techniques to express knowledge about AIDS
3. To carry out an large scale research and writing project
4. To develop discussion-leading skills
5. To develop advanced internet and library research skills
6. To develop a global perspective on AIDS

Read carefully: AIDS is a highly charged topic of study. Some of the information and discussion in this course will contain sexually explicit references and material of a highly sensitive nature. Students are expected to be mature and respectful toward the variety of ideas and experiences to which they will be exposed. Those who may be offended by any of the subject matter should reconsider their enrollment in the course.

Assignments

1. Reading: All students are responsible for completing each assigned reading by the day it is due for class discussion. Students will present readings to the class as assigned. Students not presenting a given article will be expected to prepare discussion questions for that day.
2. Project I: Internet research and essays. See attached.
3. Project II: Research paper and oral presentation. See attached.

Grading scale:	Reading presentation	10%
	Project I	40%
	Project II	40%
	Class participation	10%

Attendance and class participation: Students are required to attend all classes and **be on time**. As a seminar, the success of the course depends on the full participation of each student. Students should have all assignments prepared for presentation and class discussion on the assigned topic. Students are responsible for contacting the professor if a class is missed or an assignment is not handed in on time. Unexplained and/or excessive absences may result in the lowering of the final grade. If a project is handed in late, the professor reserved the right to lower the grade a half letter grade for each day (including non-class days) the project is late. If a student misses an oral presentation for which she is responsible, she will receive an F for that assignment.

Schedule

- 1/14 Course introduction
- 1/21 Historical & Sociological perspectives on HIV/AIDS
Discussion of assigned readings
- 1/28 AIDS Today
Discussion of assigned readings
packet topic 1 due
- 2/4 Living with AIDS
Project II Proposal due
Discussion of assigned readings
- 2/11 Stratification and AIDS
Discussion of assigned readings
- 2/18 Stratification continued
Discussion of assigned readings
packet topic 2 due
- 2/25 Stratification continued
Discussion of assigned readings
- 3/11 Global perspectives on AIDS
Discussion of assigned readings
packet topic 3 due
- 3/18 Global continued
Project II Outline & Bibliography due
Discussion of assigned readings
- 3/25 Caregiving
Discussion of assigned readings
packet topic 4 due
- 4/1 Discussion: My Own Country
- 4/8 Project II class presentations
- 4/22 Project II class presentations
Project II: Final paper due
- 4/29 Last Class: Wrap-Up

Assignments due the next class

- Brandt: pp 3-14
Fee & Krieger: pp 15-30
- Prepare Packet topic 1
Conners: pp. 67-79
Guttmacher: pp 257-262
- Project II: Write proposal
Siegel & Krauss: pp. 80-98
- Schoenbaum & Webber: pp 215-220
Metler, et.al.: pp 221-226
- Gillies: pp 198-214
Thomas & Quinn: pp 227-234
Prepare packet topic 2
- Begin reading My Own Country
Diaz, et. al.: pp. 279-284
- Danziger: pp 41-55
Mann et. al.: 302-310
Prepare packet topic 3
- Project II: Outline and Bibliography
Begin draft of final paper
- Prepare packet topic 4
Wardlaw: pp 119-133
LeBlanc, et. al.: pp 134-142
Mullen: pp 143-158
- Finish My Own Country
Work on draft of final paper
- Take last draft of final paper to Writing Center for review
- Finish writing Final Paper

PROJECT I: INTERNET RESEARCH AND ESSAY PACKET

Students will compile a packet of the most up-to-date website articles based on internet research. Each article will be printed in full and will be accompanied by a two-paged, typed, double-spaced essay by the student. The essay should start with one brief paragraph describing the information provided on the website. The remainder of the essay should be a critical analysis including:

1. why this information is important
2. how it is relevant to specific assigned readings in this course
3. other thoughts the student has regarding what has been learned by reading the material.

The packets will be shared in class on the due dates, according to topic, if time permits.

	<u>TOPIC</u>	<u>DUE DATE</u>	<u>GRADE</u>
Topic 1	Basic statistics on HIV/AIDS History Transmission Education	1/ 28	10%
Topic 2	Stratification and AIDS: Gender, Race and/or Age	2/18	10%
Topic 3	International/Global issues (Can include specific countries)	3/11	10%
Topic 4	Advocacy & caregiving for patients Policy Issues	3/25	<u>10%</u> 40% of final grade

Students are encouraged to copy and share their packets with each other.

Some recommended websites to get you started:

www.who.int	(World Health Organization)
www.cdc.gov	(Centers for Disease Control)
www.apathyislethal.org	(U.N. Foundation–AIDS orphans)

PROJECT II: RESEARCH PAPER AND ORAL PRESENTATION

This is a research paper on a subject of your choice on the topic of AIDS. Your topic must be approved by the instructor. You are encouraged to select a topic from one of the areas researched for Project I. Following are specific guidelines:

1. Proposal: 1-2 paragraphs outlining the specifics of the research. Approval of topic is based on the proposal. Due date: 2/4

2. Outline and preliminary bibliography: Due date: 3/18

3. Final Paper: Due date: 4/22

Requirements: 10-12 pages, double-spaced, 12-point font, Times New Roman font face.

Bibliography of 10 entries including books, journal articles and websites

Title page, containing title, student name, course name, date.

References and bibliography style based on A Guide to Writing Sociology Papers

4. Oral presentations: 4/8 & 4/22

Students will present their findings on one of the above dates. Each presentation will be 20 minutes with an additional 5 minutes for class discussion. Students are expected to be experts on their topic. The main ideas should be presented in a clear, concise manner. Do not read from your paper. Use note cards instead. If you wish to use power point or the internet, please see me first. These are only useful to enhance your presentation, not replicate it. Problems with technology cut into presentation time.

Grading:	Final paper:	30%
	Oral presentation	<u>10%</u>
	Project grade	40% of final grade

NOTE: The above assignments may be **NOT** be submitted electronically. They must be handed in as hard copy in class on the due date. I am happy to respond to all email questions about your projects, but the projects themselves must be in hard copy.