# COURSE SYLLABUS TEMPLATE

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York  
Department of __________

Title of Course_____________________________ Class Hours_______________________________________

XXX__________________________ Laboratory Hours per Week______________________________

Semester________________________________

Instructor Information (Phone#, Office#, email)___________________________________________________

Credits______________________________________________

Course Description___________________________________________________________________________

Basic Skills_________________________________________________________________________________

Prerequisites________________________________________________________________________________

Corequisites________________________________________________________________________________

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes (Students will be able to…)</th>
<th>Measurements (means of assessment for student learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
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3/5/2009
Below are the college’s general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements (means of assessment for general education goals listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills: Students will be able to write, read, listen and speak critically and effectively.</td>
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<tr>
<td>Quantitative Reasoning: Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.</td>
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<tr>
<td>Scientific Reasoning: Students will be able to apply the concepts and methods of the natural sciences.</td>
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<tr>
<td>Social and Behavioral Sciences: Students will be able to apply the concepts and methods of the social sciences.</td>
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<tr>
<td>Arts &amp; Humanities: Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.</td>
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<tr>
<td>Information &amp; Technology Literacy: Students will be able to collect, evaluate and interpret information and effectively use information technologies.</td>
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<tr>
<td>Values: Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
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</tbody>
</table>

*If your course is a Pathways course, please fill out the appropriate chart (see attached) and include it with your syllabus submission.

Required Text_________________________________________________________________________________

Other Resources_________________________________________________________________________________

Use of Technology (If Applicable)________________________________________________________________

Evaluation and Requirements of Students

College Attendance Policy
At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

Academic Adjustments for Students with Disabilities
Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement
Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).
### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
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<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>

### Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

#### English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

#### Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.
### Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a life or physical science.
- Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
- Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
- Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
- Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

### World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world’s societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.
### U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.
**Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</td>
</tr>
<tr>
<td>Examine how an individual's place in society affects experiences, values, or choices.</td>
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<tr>
<td>Articulate and assess ethical views and their underlying premises.</td>
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<tr>
<td>Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
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<tr>
<td>Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</td>
</tr>
</tbody>
</table>

**Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
</tr>
<tr>
<td>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
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<tr>
<td>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
</tr>
<tr>
<td>Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
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<tr>
<td>Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
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