

**Chapter 1 : Graduate Course Syllabi | Biological Sciences | University of Illinois at Chicago**

*Sample Syllabus. HESF Syllabus; Tests & Scales. It is the intent of the Department of Health & Exercise Studies that all sections of a given course are graded.*

Indicate if ordered and available in the bookstore, on the web with URL, on course Blackboard site, on e-reserve, etc. Specify if the library owns the book and the call number. Grading How will you determine the final grade? Include, for instance, participation, assignments, exams, and quizzes and provide the percentage of the final grade for each. Syllabi for Writing Intensive courses should include both the number and type of assignments required by the program. List theme and key topics for each week. Include reading and other assignments due. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. If you will be using any plagiarism detection software in your course, you must state it on the syllabus. Introduction to the American Criminal Justice System, is as follows: This course is an introductory survey of the American criminal justice system with a view to its social and institutional context, as well as its structure and functioning. The course provides an overview of the foundations and components of the criminal justice system, including substantive and procedural criminal law, police, courts, and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process, and conflicts related to, for example, gender, class, and ethnicity. The learning objectives are: Identify and describe criminal justice institutions and how they interact and complement each other in the criminal justice process. Understand trends in the use of technology in criminal justice. Explain basic concepts and theories of criminology, criminal justice, and crime prevention. Understand the social context of crime and the mechanisms of formal and informal social control. Explain the role of the rule of law in democratic societies. Articulate the consensus, conflict, and interactionist perspectives of the criminal justice system. Perform analytical, ethical, and critical reasoning skills through writing assignments and class discussions. Discuss the issues of diversity embedded in the field of criminal justice. Introductory classes almost always use a textbook. Your department may wish for you to use a certain textbook. The preferred texts include: The Essentials 2nd ed. Foundations of Criminal Justice. Criminal Justice 5th ed. Criminal Justice in America 7th ed. Mainstream and Crosscurrents 2nd ed. A Brief Introduction 9th ed. Introduction to Criminal Justice.

**Chapter 2 : Biology Syllabus Page - Barstow High School**

*Math Courses and Syllabi. Developmental Math Courses. MAT Basic Mathematics Skills | MAT Sample Syllabus MAT Sample Syllabus Prerequisite: MAT*

You must receive a C- or better to be eligible for English. What follows are accurate grade descriptions. The student demonstrates a mastery of the learning outcomes for the course; the quality of their work consistently exceeds the requirements and shows originality of thought. The student demonstrates a high - i. The student demonstrates a satisfactory - i. The student demonstrates minimum competence in some learning outcomes for the course; their work is inconsistent and leaves much to be desired. The student cannot demonstrate competence in many of the fundamental outcomes for the course; their work is too often missing or incomplete, as are they in terms of attendance and participation. Grades will not be rounded up. Canvas calculates grades to the decimal point, but The link to the College Grading Policy is located on page 10 of the Course Catalog and also on the web at: No late assignments will be accepted, other than short stories. It is your responsibility to ensure that I receive your assignment on time. Work that is sloppy will result in a reduced grade. Even though you will be asked to write informally on a variety of topics, and even though you will often be posting comments into a dialogue box on the Discussions board, you still need to edit for spelling and grammar. Submit as Word doc. It may take many forms, including but not limited to using a paper written by someone else, using printed sources word-for-word without proper documentation, or paraphrasing or summarizing the ideas of others without acknowledging the source. In each case, it amounts to intellectual theft—whether or not it was your intention to steal. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends. To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments. A sincere effort to help you learn the course material. Since my ultimate goal is to help you succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as possible. I encourage you to contact me, via Canvas email, any time you have a question or concern about anything. You can expect me to learn along with you. I will do my utmost to make this a safe place for all students to learn and grow. Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect: It is your responsibility to keep current in class. This not only means getting your work in on time but staying on top of non-deadline-related material, such as weekly readings and lectures, by taking notes. Therefore, I ask that you be courteous and constructive in your comments and respect the rights of others to hold opinions different from your own. To this end, when working online, remember that emails and discussion posts cannot easily be amended, so write all communications with care and proofread your work before you post it. Disagreement is fine, healthy, and makes discussion more interesting, but be sure that when you disagree you are disagreeing with the ideas and not the other person. Serious violations will not only result in a loss of credit but will be reported to the Dean of Student Services. If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Working together is fine and even encouraged. Just be sure to turn in work that is clearly original. If an issue arises that will impact your class work, let me know as soon as possible so that we can work out a solution together. After assignments have been missed may be too late. I want you to succeed in this class. If you need

course adaptations or special accommodations because of a diagnosed, disability, please contact the Disability Resource Center - Phone: To create your account, go to: BC offers a wide variety of computer and learning labs to enhance learning and student success. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc. The DRC office is located in B or you can call our reception desk at Deaf students can reach us by video phone at or by TTY at The Writing Lab The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors. You can drop in any time the Writing Lab is open as well as make an appointment. I recommend visiting the lab at least two days before a paper is due. The tutor will not fix your paper but will work with you to identify areas to revise independently. Student Support Services See the following link for a comprehensive list of dozens of other valuable support services on campus: The staff, faculty, and students involved with these services can help you with tutoring, study space, counseling, advising, book loans, financial assistance, advocacy for classroom issues, and personal issues to help you succeed in your classes and achieve your academic goals. They provide information about holidays, closures and important enrollment dates such as the finals schedule. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds. This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates. The syllabus page shows a table-oriented view of the course schedule, and the basics of course grading. You can add any other comments, notes, or thoughts you have about the course structure, course policies or anything else. To add some comments, click the "Edit" link at the top.

**Chapter 3 : Model Syllabi | John Jay College of Criminal Justice**

â€¢ Become familiar with probability terms such as Sample Space, elements, events, complement, union, intersection, null set. â€¢ Know the difference between mutually exclusive events and independent events.

This course serves as an introduction to three of the most important and interesting sub-fields of political science-- political theory, comparative politics and international relations. Each of these subfields is examined by exploring a broad question which addresses the main themes of the subfield. By the end of the course, you should have a good idea about what types of questions in political science interest you the most, and thus a good idea about what other classes you might like to take in the future, what types of research projects you may want to pursue in the future, etc. Hopefully, you will also learn to approach media coverage of "world politics", "overseas events" and "international crises" with a more critical eye, applying your new knowledge and theoretical insight to help you understand the world around you in a more broad and fulfilling way. In the first part of the course we examine how the subfield of political theory has sought to answer a fundamental question facing human beings: In this section, we explore how different political thinkers have addressed this fundamental problem of how we should live both individually and together. More specifically, we will address the following ISMS, or political theories: Throughout this section of the course, you should be asking yourself how these ideas might actually be translated into political practice, or reality, and asking yourself to what degree you believe IDEAS about politics political theory actually influences political behavior or political life in the "real world", if at all. In the second part of the course, we turn to the question of political practice by comparing different types of political systems. In this introduction to comparative politics we are addressing the extremes of political systems: By using this opposition, we are able to examine the goals of different political systems, the institutions they establish to achieve those goals, and the implications of those political systems for the people that live under them. In this section we will use both theoretical articles about democratic and non-democratic political systems as well as personal memoirs from citizens in each of these systems to understand more fully how different political systems function. In the final part of the course, with acknowledgments to Tolstoy, we examine another great opposition: We look at the causes and varieties of war and peace, in the process gaining a broad introduction to the subfield of international relations. In this section, we cover some basic theories about international relations and what drives them, and then look at case studies of some of the major conflicts of the 20th century. We conclude by examining the forces of globalization and discussing whether the processes of globalization seem likely to bring more "war" or more "peace" in the 21st century. Particularly during the section of the class on comparative politics, I will be handing out several articles and sections of books. These handouts are also mandatory reading. In addition to class reading, you should keep informed about world events by subscribing to and reading! I will often be referring to world events and NYTimes coverage of these events to illustrate points we are discussing in class--keeping up with these events will not only make class more interesting for you, it will enhance your class participation. The Skidmore College mission statement asks faculty to "create a challenging yet supportive environment that cultivates students intellectual and personal excellence, encouraging them to expand their expectations of themselves while they enrich their academic understanding". To do this in the context of this class, I have devised the following assignments. This encompasses a number of things, including scheduled quizzes. Topics to be handed out a week before due date for each paper. The mission statement of Skidmore College describes the student body as "a diverse population of talented students who are eager to engage actively in the learning process". While I find this to be true for the vast majority of Skidmore College students, there is unfortunately a small minority who need to be reminded gently of how "students who are eager to engage actively in the learning process" carry themselves in a classroom setting. You will find that I have a tendency to lock the door after I take attendance and have begun class. This is rude, distracting junior high behavior. This is rude, distracting pre-school behavior! If you feel that you are so tired that you cannot participate in class enthusiastically, please stay home. If you sleep, I will wake you up and send you home to your bed which is, after all, a much more appropriate place to sleep. If it is a biological necessity that you leave class for some

reason, please communicate that to me in some way. Otherwise, please respect the integrity of the classroom and respect your peers by not disrupting the class. I expect you to be here every day, ready to participate. After all, this classroom face time is what differentiates your Skidmore learning experience from a "big state school" one -- so make it worth your while. Or rather, it is my job to help force? Thus, absences are keenly noted and adversely affect your grade. Sport-related absences must be requested in writing and all classroom work must be made up. In general, documentation is useful, but not always sufficient, for absolution of absences. You will be expected to read the assignments for each given class day carefully and completely. These readings and your thoughts about them will be the basis for most of our group discussions. To help you understand and take notes on the readings more effectively, I will be circulating questions for each reading via the class email list. While reading the assignments is a required and expected part of the class, as an incentive to make sure you complete the readings on time, there will be 5 scheduled in-class writing assignments and quizzes. If you are keeping up with the reading, these will not be a problem for you. There will not be any make-ups on these quizzes. Occasionally we will break down into small groups in class. This is also factored in to your overall grade. When we do small group activities in class, I expect you to be working on the assignment at hand eagerly and enthusiastically. Papers are due at the beginning of class, on time, on the day indicated in the syllabus. Skipping class on the due date to finish a paper will result in a larger reduction in your grade than had the paper simply been delivered late. Because a main goal of this and indeed, I presume, all of your classes here at Skidmore is to help you become more elegant, creative, effective and grammatical writers, I have a rewrite policy on papers. However, this policy is not unlimited -- there are guidelines, as follows: LEAD is the bad stuff in paint. Nelson Mandela led S. Africa out of apartheid. If you are writing a whole paper on Russia, learn how to spell Putin, Yeltsin, etc. If you are relaying historical information, it is always better to use the PAST tense. Exams will combine essay and short answers. I will be sending out reading and discussion questions on the class email list before every class. Thus, please make every effort to check your email regularly and to send your questions, reactions, et. Also, sometimes, if I think your question has broader relevance, I may post it and the answer to the whole list so everyone can benefit from it. Subject to revision, though hopefully not too much! Syllabus What is ideology and how should we live? Baradat book , p. QUIZ Baradat book , p. Continue Marxism, Socialism, etcâ€: What is a Democracy? Is Democracy a Universal Good? Karl and Schmitter Article, "What Democracy is.. Problems in Crafting Democracy: Latin America, Africa and the Arab World:

**Chapter 4 : Philosophy Department Faculty | Dickinson College**

*The following are sample syllabi showing how others have embedded the CSEFEL material/approach into coursework. Syllabus from Pikes Peak Community College ECE Theories and Techniques of Social and Emotional Growth.*

Robin Lea West, Ph. Social Cognition and Aging edited by F. Hess, Academic Press, The purpose of this class is to give students a broad acquaintance with the theories, empirical evidence, and research methods for social cognitive issues in aging. Social cognitive development in adulthood and aging. The activation of aging stereotypes in younger and older adults. Psychological Sciences, 57B, PP The impact of stereotype threat on age differences in memory performance. Psychological Sciences, 58B, P3-P Cognitive and physical effects of aging self-stereotypes. Factors that mediate the effects of target age. Psychology and Aging, 8, The effects of age and intentionality on judgments about misconduct. Psychology and Aging, 16, Social perceptions of failures in memory monitoring. Memory self-efficacy as a moderator of memory change. The effects of age and experience. Aging, Neuropsychology, and Cognition, 3, Ask and ye shall receive: Behavioural specificity in the accuracy of subjective memory complaints. Applied Cognitive Psychology, 13, Aging, attributions, perceived control, and strategy use in a free recall task. Aging, Neuropsychology, and Cognition, 5, Aging and memory control beliefs: Performance in relation to goal setting and memory self-evaluation. Psychological Sciences, 59B, A double-edged sword in old age. Age differences in the correction of social judgments. Psychology and Aging, 15, Effects of processing style and age on schema acquisition. Illusory correlation and group impression formation in young and older adults. Psychological Sciences, 55B, P March 22 Motivation and cognition Required reading: Building a practically useful theory of goal setting and task motivation. American Psychologist, 57, Memory performance and beliefs as a function of goal setting and aging. Psychology and Aging, 18, Motivation in later life: Personal projects and well-being. Psychology and Aging, 17, March 29 Life goals Required reading: Psychology and Aging, 7, Primary and secondary control strategies for managing health and financial stress across adulthood. Longitudinal predictors of proactive goals and activity participation at age Continuity and change in possible selves in later life: A 5-year longitudinal study. The social psychology of aging, The dynamics of possible selves in old age. Memory beliefs as social cognition: A reconceptualization of what memory questionnaires assess. Review of General Psychology, 2, There is at least one review paper each week that presents a particular theoretical framework or explanations for the empirical findings in a certain subfield. The remainder of the readings present empirical findings for that particular topic; typically these are more recent than the review, and they give you a flavor for a variety of methodologies. Class participation is required. I expect every student to complete all of the required readings before class. Students should be prepared to discuss the readings and take an active role in the class discussion each week. In addition, all students will be required to make a class presentation on a research project, which I will work with you to develop. There will be two take-home exams, 50 points each. The exam questions will be given to you at least two weeks in advance. All exams should be typed and presented with no names UF ID numbers only and turned into my mailbox, to ensure objective evaluation. In addition to the exams, each student will be required to complete a written research proposal designed to provide new insights into aging and social cognition 50 points. I will provide written comments and a detailed critique of the written proposal. Students will then revise and improve their proposal before making a class presentation on their research 30 points. The research proposal and exams will be due by 4: Late papers will lose 5 points per day.

## Chapter 5 : HESF “ Health and Exercise Studies

*syllabus instructions Please print a copy of this Syllabus and keep it handy, so you can easily refer to it. Take the time to read it and reread it; it's a lot to digest.*

First, you need to come in for tutoring and to correct your original test. Then, you need to take a retest. This should be completed within a week of receiving your original test grade. Notebook You will keep a notebook three ring binder for this class with the following sections: You must keep ALL graded work that I return to you in chronological date order in your notebook. You must take notes everyday but they do not need to be typed. You are also responsible for getting notes from a classmate. This information including lecture notes and most handouts may also be found on my website. Schedule time to make-up quizzes and tests A. Schedule tutoring time, if necessary. You must make up any work missed due to an excused absence within three days of returning to school. If you miss a test, you must make up the test after school within one or two days. No make-up work will be allowed for unverified absences or suspensions. Due to the inherent complex nature of setting up and cleaning up laboratories, missed labs will not be allowed to be made up. It is your responsibility to get make-up work. It is also your responsibility to turn in any work that was collected while you were gone. If you are absent the day of a review for the test you are still expected to take the test the day you return to school; again check my webpage or with your friends. Extra Credit Biology is a college-preparatory course and, as such, there will be very few opportunities for extra credit. Tutoring I want each one of you to have a successful year! Toward that end, I am available for tutoring after school several days a week. I will post my tutorial times on the whiteboard. If these times will not work for you, we can make other arrangements. Please, do not hesitate to ask for assistance! Final Advice Biology is challenging, but you can succeed in this class if you follow these key steps: Keep up with your assignments. Falling behind is the kiss of death! Ask for help when you need it. Whether that means asking a question during class or coming in for tutoring, I am here to help you in any way I can! Take advantage of opportunities to boost your grade “ corrections, retests, and extra credit. Work hard and use your brain! I work very hard for you, and I expect nothing less in return. The following list of films and videos may be used during the school year. If you Student or Parent would not like to view any of them, please mark the appropriate box next to the title or series and contact Mr. Smith regarding your concern.

**Chapter 6 : SAMPLE Syllabus FOR DEP / " Social Cognition and Aging | Dr. Robin West**

*Registrar's Office - Credit courses carry academic credit in CCAC's academic programs and are listed by academic disciplines. Credit courses syllabi include the discipline, course number, title, credits (semester hours), instructional methods, pre-requisites, co-requisites, learning outcomes and planned sequence of topics.*

Note that revisions will receive the full revised grade. For example, if your original paper is a 74 and you revise it to an 84, 84 will be calculated in your final grade. Attendance policy Foundations in Writing You may miss 3 class sessions without penalty? Three or more missed class sessions results in a deduction of five points from your final grade. Five or more missed sessions my result in your being dropped from the course. I You may miss 3 class sessions without penalty? Just a note of clarification regarding absences- Unlike high school, where classes often meet for 5 - 7 hours per week, college classes meet for only a few hours each week, so our time together is limited and extremely valuable. You will find that your attendance in all of your college classes has a direct connection to your success in the course, so getting to class should be a top priority that will have a real pay off. That said, I do understand that, invariably, emergencies will arise that will require you to be away from class. You can feel comfortable missing two class sessions "for whatever reason-- without penalty. My advice is that you resist the temptation to skip class in bad weather or sunshine so that you will have these absences available to you for a true emergency-- sickness, a funeral, transportation problem, etc. If you have an emergency that will keep you out of school for more than a week, please contact me immediately. Because we meet for two-hour blocks, each hour will be considered a class session. In other words, each Monday, Wednesday, and Friday class equals two class sessions. Rosen, published by Pearson Longman, From time to time, I will distribute handouts for you to read or assign you to visit specific websites. You may email papers to me or put them under the door of my office the building is open until 9: Do not miss class on paper due dates. Blackboard comments are due each Friday at 11 p. All late work for will be graded down a full letter grade and may not be revised. Late work for Foundations in Writing is due by Friday, Oct. Late essays and other assigned work for English Comp. I must be submitted by Monday, Dec. Grade criteria Your papers in this course will be graded on the following criteria: Development of ideas and use of supporting evidence A solid academic essay starts off with a specific thesis and offers examples and explanations that support the main idea of the paper. You should use as much vivid detail as possible, but eliminate any unnecessary or distracting information. Organization and logic of sentences, paragraphs, and the paper as a whole Your essay should follow the academic essay structure, with an introduction, a body, and a conclusion. Your thesis statement should appear at the end of your introduction. Your body paragraphs should start with topic sentences that introduce the main idea of the paragraph. Your paragraphs should contain only one main idea, and that idea should directly support or explain your thesis. Correct use of academic tone Your paper should be written using appropriate diction and word choice. You should not use slang or curse words. You should use non-judgmental language and back up your claims with facts instead of opinions, generalizations, or stereotypes. Correctness of grammar and mechanics Your paper should use all the conventions of Standard English, including complete and correctly-constructed sentences, correct punctuation and capitalization, and accurate spelling. Appropriate formatting Your paper should be submitted in the format described in this syllabus. In addition to these criteria, your paper must be of adequate length, address the assigned topic, and meet the assigned requirements of number and quality of research sources. Explanation of grades is reserved for papers that are excellent in development, structure, and style. These papers develop a thought-provoking thesis with a thorough examination of ideas and insightful observations and citations from the text. In addition, they are nearly perfect technically grammar and mechanics. An paper is above average. It is well organized, supported by specific evidence, and provides solid observations and supporting text references. These papers are usually technically near perfect, but lack the style and sophistication of an A paper. A 70 paper is a paper of average proficiency. It complies minimally to assignment requirements, but may not be thoroughly developed and may include significant errors in grammar. A 69 paper is a paper that is below average. These papers typically are not well-developed and have major problems with grammar, clarity

and or logic. A paper with a grade of 59 or below paper is a paper that does not meet minimum standards for the assignment, including length, topic, and research source requirements. Plagiarized work will receive an 0. Plagiarism policy Plagiarism--work that is intentionally or unintentionally stolen from another--is unacceptable in this course. I have two rules regarding plagiarism: Work that has been stolen, borrowed, or purchased from another source will result in an F for the course and referral to the college disciplinary committee. Plagiarism is grounds for expulsion from Cape Cod Community College. Course learning outcomes Our primary goal for this course is to learn to write academic essays for college. Use the five-step writing process to create essays. Brainstorm ideas before writing. Consider the needs of your audience and your purpose for writing. Create a draft that focuses on conveying your ideas. Revise your paper to ensure that your ideas are expressed clearly and convincingly. Edit your paper to improve its style, flow, and grammar. Publish your paper by submitting it for assessment. Find credible information to support your argument. Determine the reliability of print and internet sources. Assess the quality of information, logical appeals, language, and tone of sources. Assess the credibility and expertise of an author. Locate publication information of print and Internet sources. Use specific examples to support your argument. Include enough supporting details to provide context for your reader. Summarize, paraphrase, and directly quote source material. Make a convincing argument using the rules of logic and interpreting data ethically and accurately. Describe the difference between appeals to emotion and appeals to logic. Paraphrase and summarize data. Quote and paraphrase authors and statistics in context. Choose appropriate language and use the conventions of academic writing. Write in the third person point of view. Use neutral, unbiased language. Choose appropriate level of diction for academic writing assignments. Link coherent paragraphs using appropriate patterns of development. Create a thesis that expresses the central argument of your paper. Write paragraphs that contain a single main topic. Use transitions within and between paragraphs. Explain the purposes of the introduction, body, and conclusion of the essay. Choose the pattern of development that best fits the purpose of your paper. Use correct grammar, punctuation, and mechanics. Write complete, logical sentences. Recognize and repair agreement errors. Use Standard American English punctuation, mechanics and usage. Use correct document format and MLA documentation style. Format all formal papers using MLA document guidelines. Accurately document research sources on a works cited page. Create correct in-text parenthetical citations. Readings, tests, and assignments Note that this schedule may be adjusted to meet the needs of an individual class.

## Chapter 7 : Sample syllabus for GO

*The research proposal and exams will be due by on the day noted in the syllabus. Late papers will lose 5 points per day. Class participation grades are, of necessity, more subjective, but will be weighted as 1/5 of your grade (~45 points).*

## Chapter 8 : CCAC Master Syllabi > Home

*The model syllabi are designed to standardize such things. The outline for a model syllabus is provided below. Syllabi for specific classes (Intro to Criminal Justice, Intro to Corrections, Intro to Police, and Criminology) are provided at the end of the appropriate sections in this website.*

## Chapter 9 : Syllabus for B - ENGL Writing Fiction I

*Biology Syllabus. Course Description: Biology: "bio-" = life and "-ology" = study of. In other words, it is a branch of knowledge that deals with living organisms and vital processes.*