Wesleyan Syllabus Template

<mark>***Use [heading tags](#) throughout your syllabus to ensure it is accessible to everyone.***</mark>

GENERAL INFORMATION

Instructor Information

Name: [NAME]
Office: [BUILDING & ROOM NUMBER]
Office Hours: [DAYS & TIMES, LIST AT LEAST 2]
Email: [EMAIL]

Course Information

Classroom: [BUILDING & ROOM NUMBER]
Prerequisites: [COURSE CODE(S) & NUMBERS]

Course Description and Purpose

Tell students why this course's content is important to you and why it should matter to *them*.

Learning Objectives

List learning objectives here. Objectives should be clear and concise.

Textbooks and Other Materials

- **Textbooks**: title, author(s), publisher, year, ISBN, price, purchase options and alternatives to purchasing, which might include:
    - [Wesleyan Library's course reserves](#),
    - The Resource Center's [Lending Library](#)
    - The [Textbook Exchange](#)
- **Articles & chapters**: availability through Moodle or course pack (specify how to purchase)
- **Inclusive Access materials**: [Think carefully](#) about whether you want to use IA. If you do, make sure to provide an opt-out link in Moodle and highlight their right to opt out of purchasing IA materials.
- **Studio & lab materials**: are there other supplies (studio, software, etc.) that students need and how will students access them?
- **Accessibility**: Indicate whether any materials are readily available in an audiobook or alternate formats that enable accessibility.

CLASSROOM BEHAVIORS & EXPECTATIONS

Attendance & Participation
List any specific requirements. Explain the grading criteria of students' classroom behaviors.

Expectations
Describe your expectations of students as well as what students can expect from you. Consider listing these as commitments to reflect each party's ownership of shared expectations.

Grading
Explain and list all grading criteria and methods (e.g. curving, dropping the lowest grade, etc.).

Assignments
Describe all assignments in brief, indicating each type of assignment's value. Be sure to link each assignment back to the learning objectives of the course to provide consistent and explicit expectations. Clarify if and how students can collaborate with others. Assignments might include:

- **Homework/lab work**: Specify where and how the work is to be done and how many of these assignments there are.
- **Written Assignments**: Indicate the type of writing to occur (genre and tone) and how it should be formatted (font, font size, page layout, citation style, etc.), as well as how it should be turned in (via Moodle, etc.).
- **Quizzes & exams**: - Explain the date(s) and format of any exams or tests in the course.
- **Other assignments**: presentations, group projects, etc.

Consider allowing more than one kind of format for major assignments to accommodate students with varied learning styles and/or disabilities.

Late Policy & Extra Credit
Describe how you handle late work. Indicate whether there are extra credit assignments, including the parameters of such work and their purpose.

Course Calendar
Provide a clear list of assignments and work to be done during this course, complete with dates and noted deadlines. Separate your course by units or by weeks of the semester. If use a table for this information format the table in an accessible way.

[When changes in the schedule occur, discuss these as a class, and make a revised version of the course calendar available both digitally and as a hard copy to ensure that all students are using the most up-to-date version.]

UNIVERSITY RECOMMENDED STATEMENTS

==***The policies below should be reviewed each year prior to sharing your syllabus to ensure that the most recent version of the policy is included. ***==

Time Commitment

While the exact time commitment for the class will vary individually and over the course of the semester, I recommend that you budget approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and project. I have designed the class so that it should be feasible to satisfactorily complete the requirements with approximately twelve hours per week of time commitment. If you are spending more time than this on a regular basis, I encourage you to check in with me.

Accommodation Statement

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs ad services. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible. If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/022, or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-5581).

Religious/Spiritual Observance Resources

If you anticipate that your religious/spiritual observance may conflict with academic obligations such as attending class, taking examinations, or submitting assignments, you can work directly with your professor to make reasonable arrangements. Should you require additional support or guidance, please feel free to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life (dleipziger@wesleyan.edu) or any of the chaplains in the Office of Religious and Spiritual Life. For a list of religious holidays celebrated by members of the Wesleyan community, go to Wesleyan's Multifaith calendar.

Title IX Resources

If gender-based and/or sexual violence related trauma inhibits your ability to fully participate in class, please contact Debbie Colucci, Title IX Coordinator (dcolucci@wesleyan.edu) or your class dean. Additionally, and if you are comfortable, you can work directly with your professor to make reasonable arrangements. You may also choose to talk with a confidential resource about all of your options for care and support. Confidential resources can be found the Office of Counseling and Psychological Services (CAPS), WesWell, and the Office for Religious and Spiritual Life.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, gender expression, age, ability, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies described in the student code.

Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment and does not tolerate identity-based discriminatory harassment and/or sexual misconduct against students, faculty, staff, trustees, volunteers, and employees of any university contractors/agents. For purposes of this Wesleyan policy, identity refers to one's race, color, religion, national or ethnic origin, age, disability, veteran status, sexual orientation, gender, gender identity, and gender expression. The Office for Equity and Inclusion serves students, faculty, administrators and develops policies and procedures regarding issues of diversity and equal opportunity/affirmative action. Individuals who believe they have been discriminated against should contact the Office for Equity and Inclusion at 860-685-4771.

Honor Code

All Wesleyan students are responsible for knowing and upholding the Honor Code. Feel free to contact me about any questions related to course expectations. If you have a question related specifically to the honor code, please contact Assistant Dean of Student/Director of Community Standards Kevin Butler (kbutler@wesleyan.edu).

ADDITIONAL STATEMENTS

Health Accommodations

If you feel ill, please stay home and test for covid. If positive, isolate per the Wesleyan Covid Policies. If you have very mild symptoms (and are covid-negative) or are healthy but are concerned that you may have been exposed to someone who was ill, please consider wearing a mask until your symptoms have resolved. Students who are unable to come to class due to illness are expected to connect with classmates to find out what they have missed and contact me [or a TA] to schedule make up work if necessary. See the university's current covid-19 policies [here](). [Faculty who are willing to accommodate students who would like to attend class remotely should add their policy for allowing remote attendance here.]

Athletic Accommodations

I will do my best to accommodate schedule disruptions for students who must be away from class due to their athletic schedule. Student athletes must make both their professors and coaches aware of conflicts from the beginning of the semester both verbally and in writing. In order to make accommodations possible, they must provide updates (i.e., playoffs) as soon as possible.

On Names and Naming

It is important that we call each other by our names, by who we are, and whom we know ourselves to be in the world. In class and in communications, I prefer to be addressed by Dr. XX or Professor XX (preferred pronouns). On the first day of class and thereafter, please feel free to communicate your name, race, ethnicity, tribal community/nation, pronouns, and any other way you would like our classroom community to know and/or address you. You will have multiple opportunities throughout the semester to share this information with the class. I ask that everyone in the class abide by each other's wishes for how they'd like to be addressed and known.

Content Warning Language

I acknowledge that each of you comes to Wesleyan with your own unique life experiences. This contributes to the way you perceive various types of information. In [CLASS NAME], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [LIST TOPICS]. I encourage you to take care of yourself and utilize the resources available to you on campus. If the content of this class becomes distressing, please contact me [INSERT INFO] so that we can find solutions together. If you ever feel the need to step outside during one of these discussions, you may always do so.

Wellness

Students may experience stressors that can impact both their academic experience and their personal well-being. These stressors may include academic pressures, sleep problems, relationship and social concerns, and challenges associated with adjusting to school, mental health, alcohol or other drugs, identities, finances, life events or something not listed here. If you or a friend are experiencing concerns, remember that we all benefit from assistance and guidance at times. Reach out to CAPS, WesWell, visit the Resource Room to support your mental health and well-being.

Generative AI

First review Wesleyan's statement on the AI Use in Academic Work Statement to help you decide how you might invite or avoid the use of AI in your classroom(s). Then think about why sort of clear and specific AI policy you will write for your courses, or for specific assignments in your courses. Here are just three ideas

- The use of AI tools (e.g., ChatGPT, Bing, Elicit, Google Translate etc.) is prohibited for any part of this class including, but not limited to, the generation of ideas, writing of text, or rewriting your own work. If you have any questions about a particular AI tool or use, please consulate with me before using. Unauthorized use of AI tools in this class will be considered a violation of Wesleyan's Honor Code.
- Use of AI tools (ChatGPT or other similar) is allowed in this class for specific assignments only. When use of the tool is allowed, it will be explicitly noted in the assignment directions. If you utilize an AI tool for any part of the assignment (from idea generation to text creation to text editing), you must properly cite the tool. See MLA and APA for AI citation guidance. Failure to cite AI tools used is considered a violation of the plagiarism standard of Wesleyan's Honor Code.
- Use of AI tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work. MLA and APA for AI for AI citation guidance. Using an AI tool without proper attribution qualifies as academic dishonesty and will be considered a violation of Wesleyan's Honor Code.