# Required components to a Purdue syllabus

**Overview**

Learners should easily be able to find each of these components in the **course syllabus and/or your course shell** in Brightspace. **This document is NOT a template or form but is a framing to guide you in constructing your own course syllabus** **in whatever modality/format works best for your course and students.**

* The order of the components will vary by context, course, and instructor; however, a suggested location is included for each section.
* *Suggestions and tips for each section are in italics and meant for* ***instructors only***. See Appendix A for **sample language** for most components.
* Components that refer to **Academic Regulations & Student Conduct** are linked to the 2022-2023 [University Catalog.](https://catalog.purdue.edu/content.php?catoid=15&navoid=19004)
* For the Spring 2023 required guidelines, we have removed quoted language from University Policies to which hyperlinks already appear in **Brightspace** shells under the **University Policies and Statements** content on the left of the course homepage. Instructors who leave the University Policies and Statements content in their Brightspace shell may refer students to them, rather than including details in their syllabus. However, further clarification of how University Policies are operationalized in the course are encouraged.
* All course **Brightspace** shells include a **Student Services widget** with direct links to support such as technology and academic help and campus resources. This widget is only visible to students, but you can see a **screenshot of it under Student Help and Success** under contents.
* Some information may be better suited to the **Start Here** content in your course Brightspace, rather than your syllabus.
* In your course **Brightspace shell, please replace the Syllabus content with your own course syllabus**.

This document was revised for Spring 2023 (major changes are highlighted). Please also review the Recommended syllabus components document on the [Purdue Syllabus Guidelines webpage](https://www.purdue.edu/innovativelearning/developing-courses/syllabus-template/).

Once your syllabus is complete, please upload it to your course Brightspace and into the Purdue’s Course Insights syllabus archive, which can be found under the Faculty tab of [myPurdue](https://wl.mypurdue.purdue.edu/web/portal/faculty).

Click on the following links to go directly to a specific component:

[Course Information](#bookmark=id.gjdgxs)

[Instructor(s) Contact Information](#_heading=h.1fob9te)

[Course Description](#_heading=h.3znysh7)

[Learning Resources, Technology & Texts](#_heading=h.2et92p0)

[Learning Outcomes](#_heading=h.tyjcwt)

[Assignments](#_heading=h.3dy6vkm)

[Grading Scale](#bookmark=id.lrumvxc2xfg3)

[Attendance Policy](#_heading=h.lnxbz9)

[Course Schedule](#_heading=h.26in1rg)

[Academic Integrity](#_heading=h.1ksv4uv)

[Nondiscrimination Statement](#_heading=h.44sinio)

[Accessibility](#_heading=h.2jxsxqh)

[Mental Health/Wellness Statement](#_heading=h.z337ya)

[Basic Needs Security](#bookmark=id.30j0zll)

[Emergency Preparedness](#_heading=h.3j2qqm3)

[Appendix A - Sample Language](#bookmark=id.ayf5bjkjfvwf)

[Appendix B - Guidelines for Academic Integrity](#bookmark=id.fe8k2yst0oqx)

# Course Information

* **Course number and title**
* **CRN**
* **Meeting day(s) and time(s)**. Class meeting days/times should match the Spring 2023 schedule. For online courses, list any synchronous elements such as office hours.
* **Instructional Modality** (Face-to-Face, Hybrid/Hy-Flex, Async-Online, or Sync-Online) *Must match modality listed in the Spring 2023* [*schedule in myPurdue*](https://selfservice.mypurdue.purdue.edu/prod/bwckctlg.p_disp_dyn_ctlg)*. See the Office of the Registrar’s* [*Instructional Modality document*](https://www.purdue.edu/registrar/documents/faculty/advisors/Instructional_Modality.pdf) *for details on each modality.*
* **Course credit hours**
* **Prerequisites (if any**)

*Suggestions & tips:*

1. *The course Instructional Modality was added to the syllabus guidelines to help students understand how the course is designed. Beyond matching with the schedule, you might also add somewhere in the syllabus or Brightspace how your course is designed within that modality. For example, a course listed in myPurdue as hybrid (with both a Lec and Dist component), may outline expectations for participation and if/how students may rotate attendance.*

# Instructor(s) Contact Information

*Provide information on the ways students can reach your Brightspace, Purdue email, phone, text, office location, and dedicated student contact/consultation hours. If additional individuals are key contact persons (TAs, co-instructors, course coordinators, etc.), include information for them as well.*

* **Name of the instructor(s)**
* **Office Location**
* **Office Phone Number**
* **Purdue Email Address**
* **Student consultation hours, times, and location** *(Guidelines for face-to-face and/or remote office hours, and/or how to request help outside office hours).*

*Suggestions & tips:*

1. *It is best to provide multiple ways for the student to reach you (e.g., Brightspace, Purdue email) with their questions, and include your preferred means of contact.*
2. *Manage your time and student expectations. Set a specific window during which student emails will be read or responded to such as “Emails are read 8 a.m. to 5 p.m. daily and will be responded to within 24 hours.” Be flexible with these times before deadlines and exams.*
3. *Always use your official Purdue email and ask students to do the same. Make it easier to find student correspondence in your email by establishing a standard subject line (e.g., CHEM 111).*
4. *Consider setting up a help section in your Brightspace discussion board, where students can ask and respond to each other’s FAQs. Student survey data indicates that students highly value opportunities to interact with each other.*

# Course Description

**The official course description from the university catalog*.***

*Suggestions & tips:*

1. *In addition, consider providing a description of the course that connects course themes and topics to the discipline as well as broader relevance.*

# Learning Resources, Technology & Texts

* **Informed Learning resources such as**
	+ **Required texts**
	+ **Additional readings**
	+ **Databases**
* **Software/web resources**
* **Hardware requirements (e.g., webcam for exam proctoring)**
* **Tutoring support**
* **Brightspace learning management system**

*Suggestions & tips:*

1. ***Every course should have a presence in Brightspace to support FERPA-compliant delivery of grades and feedback*** *as well as a common communication point with students. For help setting up your course in Brightspace, contact* *TLT@purdue.edu* *to set up a consultation or attend a drop-in session listed in the* [*training calendar*](https://training.purdue.edu/ITAP.aspx)*.*
2. *You may request assistance with setting up and managing course/classroom technology for your students or yourself through the* ***Technology Advocate*** *program by submitting this* [*request form*](https://purdue.ca1.qualtrics.com/jfe/form/SV_a97PzKVU6jV4gqa)*.*
3. *Provide the full citation for any required texts, technologies/software, and other additional materials needed in your course and state where the texts/materials can be purchased.*
4. *List alternate ways the students can access the text(s), especially for online/remote and hybrid courses. Directions are available under the “For Instructors Only” tab of Brightspace on how to add Course Reserves and Library Reading Lists that are copyright compliant for electronic delivery. This tool enables instructors to assemble electronic resources of all types to create a structured, comprehensive reading list.*
5. *If you require a text, be sure that your students understand your expectations for its use.*
6. *When considering third-party tools, check on integration with Brightspace on its* [*Resources website*](https://www.purdue.edu/brightspace/Integrations.php)*.*
7. *If there are outside resources to support your course (a tutoring room, supplemental instruction, etc.) include information on how students can access that support.*
8. *See guidance on the* [*digital proctoring*](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/examity.aspx) *website, and explicitly state its use, any technology requirements, and any costs in your syllabus (check with your department head).*

*KEY NOTE: If you have not already done so, please report your course material requirements to your department’s textbook coordinator so that these materials can be recorded in the Textbook Management system.*

[***Learning Resources, Technology & Texts sample language***](#bookmark=id.qoa8xiz56q4h)

# Learning Outcomes

*List course learning outcomes (typically 3-5) that state specifically what students will be able to do or know by the end of the course.*

*Suggestions & tips:*

1. *Incorporate into course-level learning outcomes -- or specific learning objectives under these outcomes -- the kinds of information and the ways in which students should use information in discipline- or profession-specific ways.*
2. *Outcomes should be written with action verbs and be easily measurable, stating your assessment methodology for each objective. Consider Bloom’s Taxonomies for cognitive, affective, psychomotor, and interpersonal domains. The Purdue Online Writing Lab (OWL) website provides a resource on* [*Using Bloom’s Taxonomy*](https://owl.purdue.edu/owl/teacher_and_tutor_resources/writing_in_the_engineering_classroom/using_blooms_taxonomy.html)*.*
3. *Further assistance in developing learning outcomes and objectives are available by applying for the* [*IMPACT Faculty Learning Community*](https://www.purdue.edu/impact/transform/)*.*

[***Learning Outcomes sample language***](#bookmark=id.sjfv9lwjtgvv)

# Assignments

*Every syllabus should provide clarity on what work students are expected to submit and how that work will be submitted and evaluated. Identify assignments, due dates, and assessment guidelines for each. Details on assignments and rubrics may be posted elsewhere on your Brightspace learning management system.*

*Suggestions & tips:*

1. *What type(s) of student work (exams, homework, quizzes, projects, papers, etc.) are used to determine the grade, and what is the contribution of each type to the course grade? How does this work align with course learning outcomes?*
2. *Describe the use of rubric(s) to grade assignments.*
3. *When are assignments due?*
4. *Will late assignments be accepted and any grading penalties for late assignments?*
5. *For certain classes, how is team-based work evaluated?*
6. *What is the course policy and procedure for makeup examinations?*
7. *Outline how the course will make use of the* [*Turnitin*](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/turnitin.aspx) *Originality checker available through Brightspace.*
8. *If students are expected to complete assignments outside of the Brightspace LMS (e.g., MyLab, Gradescope, Circuit), indicate that clearly.*

[***Assignments sample language***](#bookmark=id.r8upwptlktia)

# Grading Scale

*University Regulations on* [*Grades and Grade Reports*](https://catalog.purdue.edu/content.php?catoid=15&navoid=18634#grades-and-grade-reports) *state that: Each student shall receive from their instructors a grade in each course for which they are enrolled at the close of the session. This grade shall indicate the student’s achievement with respect to the objectives of the course.*

*In other words, how does the collective work of a student turn into the course grade? You may also describe your grading philosophy and what grades mean in your class (or include this in your Brightspace Start Here content). You might indicate whether grades serve as an overall measure of student achievement of learning outcomes (Example 1 in Appendix A), a means of comparison between students or “curve” (Example 2), or a measure of change/learning/competence or something else (Example 3).*

*Make your grading scale clear; there is no set scale for all courses, nor are all courses required to use all grades (see the Semester Grades portion of* [*Grades and Grade Reports*](https://catalog.purdue.edu/content.php?catoid=15&navoid=18634#grades-and-grade-reports)*). Specify the numerical ranges for each letter grade and make sure they are mutually exclusive and collectively exhaustive. Your department may have specific rules and guidelines regarding grading scales.*

*Provide students with up-to-date graded feedback as outlined in the Academic Regulations on* [***Mid Semester Academic Progress***](https://catalog.purdue.edu/content.php?catoid=15&navoid=18634#h-mid-sem-acad-progress)*.* ***The final date to withdraw from a course with a W or WF for Spring 2023 is Friday, March 10.***

*Suggestions & tips:*

1. Wh*at is the effect of academic dishonesty on a student’s grade? Be clear and specific. See* [*Appendix B - Guidelines for Academic Integrity*](#bookmark=id.fe8k2yst0oqx)*.*
2. If you are teaching a course with multiple sections taught by other instructors, consider coordinating with them regarding the grading scale used. When there are differences in the grading approach used among sections of the same course, students would be in a position to [appeal grades](https://www.purdue.edu/odos/osrr/grade-appeal-process/) on the grounds of "a grade inconsistent with those assigned other students."

[***Grading Scale sample language***](#bookmark=id.t9ojn3i1jf3)

# Attendance Policy

*Under the Brightspace University Policies and Statements content are two resources related to class attendance: a hyperlink called “Office of the Dean of Students: Class Absences” that links to the* [*ODOS webpage on class absences*](https://www.purdue.edu/advocacy/students/absences.html)*. This resource outlines the types of notifications to instructors that ODOS may provide.* ***Please note that, for Spring 2023, ODOS will no longer provide absence letters if a student tests positive for COVID-19*** *(see* [*Protect Purdue Updates for the Spring 2023 semester*](https://protect.purdue.edu/updates/protect-purdue-updates-for-the-spring-2023-semester/)*).*

*Another resource is called “Academic Regulations: Attendance,” which links to the* [*University Academic Regulations regarding class attendance*](https://catalog.purdue.edu/content.php?catoid=15&navoid=18634#classes)*. You may refer to these resource as you outline your course policies (which fall within the University regulations).*

*The General Guidelines state that attendance is a shared responsibility, with instructors establishing and clearly communicating attendance policies in the course syllabus and students being responsible for class-related work missed as a result of an unavoidable absence.*

*General Attendance Considerations*

* *All courses should have a robust presence in the Brightspace learning management system (LMS) to provide all students access to courses in which they are enrolled.*
* *Physical presence in the classroom is not the same as engagement. We encourage a focus on ways for students to demonstrate their engagement by following suggestions in the* [*Tips for Enhancing Student Engagement*](https://www.purdue.edu/innovativelearning/teaching-remotely/students/) *document and webpage.*
* *Take proactive measures to address individual student needs and remove barriers to an equitable learning experience. For example, some students may experience a variety of technology issues (e.g., connectivity off campus) that affect their ability to participate and/or access the course Brightspace. Consider how these students, their peers, and you can work together to ameliorate these barriers.*
* *Instructors are highly encouraged to communicate expectations regarding attendance with their students early and often. All graded assessments and activities should be tied to course learning outcomes. For courses with experiential components, see resources on the* [*Office of Experiential Education website*](https://www.purdue.edu/provost/about/provostInitiatives/experiential/index.html)*.*

[***Attendance Policy sample language***](#bookmark=id.7xp6g9ippofg)

# Course Schedule

*NOTE: A course schedule is* ***required*** *but does not have to be part of the syllabus document itself. It may be provided as a separate document and/or built in your course Brightspace shell. A schedule outlines the content of the course with dates for readings, assignments, midterms, quizzes, exams, etc. For assistance, see the* [*Purdue Brightspace documentation website*](https://www.purdue.edu/brightspace/Documentation.php) *or email TLT@purdue.edu.*

*Sample language:*

|  |  |  |
| --- | --- | --- |
| Week | Topic & Readings | Assignments |
| Week 1 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 2 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 3 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 4 | *List each topic and reading here* | *List assignments or “none,” as needed* |
| Week 5 | *List each topic and reading here* | *List assignments or “none,” as needed* |

\* Schedule and assignments subject to change. Any changes will be posted in the learning management system.

*You may also include a link to the Purdue* [*Academic Calendar*](https://www.purdue.edu/registrar/calendars/2022-23-Academic-Calendar.html) *and key University dates for the semester.*

# Academic Integrity

*Under the Brightspace University Policies and Statements content is a hyperlink called “Purdue’s Student Guide for Academic Integrity” that links to the* [*Office of Student Rights and Responsibilities Academic Integrity webpage*](https://www.purdue.edu/odos/osrr/academic-integrity/index.html) *and a link named “Use of Copyrighted Materials” that links to a* [*University Policy Office webpage*](https://www.purdue.edu/policies/academic-research-affairs/ia3.html)*. Therefore, you do not need to spell out these policies in your syllabus but may share your personal policy regarding academic dishonesty for your course.*

[*Appendix B*](#_Appendix_C_-) *of this document includes important Guidelines for Academic Integrity in your class and a link to a faculty guide. Additional tips and resources on Academic Integrity are available on the* [*Innovative Learning website*](https://www.purdue.edu/innovativelearning/teaching-remotely/resources/)*, including alternatives to high stakes exams, as a way to foster academic integrity, and the use of* [*Purdue’s Honor Pledge*](https://www.purdue.edu/odos/osrr/honor-pledge/about.html)*:*

*Suggestions & tips:*

1. *Consider alternate forms of assessment relative to high-stakes exams and only use* [*digital proctoring*](https://www.purdue.edu/innovativelearning/supporting-instruction/instructional-technology/examity.aspx) *when all other options have been exhausted.*
2. *See Exams and Academic Integrity Considerations [PDF] on the* [*Innovative Learning website*](https://www.purdue.edu/innovativelearning/teaching-remotely/resources.aspx)*.*
3. *You can find information on the University Policy Office website* [*copyright policy*](https://www.purdue.edu/policies/academic-research-affairs/ia3.html)*. Visit the* [*University Copyright Office (UCO) website*](https://www.lib.purdue.edu/uco/) *for interactive guidance and resources, including sections on fair use, examples, and tips.*

*Note regarding the use of commercial websites:*

1. *Instructors from class to class treat the materials that appear on commercial web pages very differently, causing confusion among students. Examples include web pages like Course Hero or Quizlet. It is common to find answer keys to old exams or homework. In the worst case, students can find online services to complete the work for them.*
2. *In general, notes are “considered to be ‘derivative works’ of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials.” As such, they cannot be sold or bartered without your express written permission. See the policy with regard to commercial note-taking in classes that you may wish to include in your syllabus (*[*see part J of the Purdue student Miscellaneous Conduct regulations*](https://catalog.purdue.edu/content.php?catoid=15&navoid=18604#miscellaneous-conduct-regulations)*). Thus, be clear in your syllabus as to whether your materials may be posted or considered to be derivative works. See the* [*Academic Integrity section of the OSRR website*](https://www.purdue.edu/odos/osrr/academic-integrity/index.html) *for guidance and reporting forms.*

[***Academic Integrity & copyright sample language***](#bookmark=id.uzd03seix3k)

# Nondiscrimination Statement

*A link to Purdue’s* [*Nondiscrimination Policy Statement*](https://www.purdue.edu/purdue/ea_eou_statement.php) *is included in the Brightspace template under University Policies and Statements content. You may direct students to the policy link in Brightspace.*

[***Nondiscrimination Statement sample language***](#bookmark=id.8fxru2unts4e)

# Accessibility

*Ensuring that Purdue students have access to equitable learning experiences is a University-level commitment and is the responsibility of all members of the Purdue community. The Disability Resource Center (DRC) is a key partner in this work and is a resource for students and instructors.*

*The Student Services widget links to the DRC. Your syllabus or Brightspace Start Here may address your personal policy for making the learning experiences in your course as accessible as possible. The* [*DRC website*](http://www.purdue.edu/drc/index.php) *provides a sample syllabus statement as well as other* [*Instructor Resources*](http://www.purdue.edu/drc/faculty/index.php) *such as the* [*Usable Materials Center*](https://www.purdue.edu/drc/usable-materials-center.php)*. You are also encouraged to contact the Disability Resource Center at:* *drc@purdue.edu**or by phone: 765-494-1247.*

*Suggestions & tips:*

1. *Purdue also offers resources to help you make learning materials accessible. Some examples include:*
* *Information from Innovative Learning on* [*Universal Design for Learning*](https://www.purdue.edu/innovativelearning/accessibility/universal-design-and-accessibility.aspx)*, including guidance on* [*creating accessible documents*](https://www.purdue.edu/innovativelearning/accessibility/accessible-documents.aspx)*.*
* *Documentation on the* [*Purdue Brightspace website*](https://www.purdue.edu/brightspace/Documentation.php) *on Accessibility and Accommodations, including how to check if your content on Brightspace is accessible.*
* *Check out the* [*DRC Instructor Resources*](https://www.purdue.edu/drc/faculty/index.php) *website for accommodations it provides (including when/how to request testing accommodations), and tips for creating accessible courses and materials.*

# Mental Health/Wellness Statement

*Information on CAPS (listed as Purdue Counseling and Psychological Services) is in the Brightspace Student Services widget. The University Senate (Senate Document 19-18) calls for the university to require a mental health statement on your syllabus. You are also urged to speak to students during the first week of classes about the various resources available to them regarding mental health.*

*Suggestions & tips:*

1. *Students are more likely to access campus resources if instructors make specific reference to help-seeking as a life skill rather than as an indication of weakness. We seek to foster a culture at Purdue where students are explicitly encouraged and even expected to access the resources available. We need them to Boiler Up!—to Reach Out!*

[***Mental Health/Wellness Statement sample language***](#bookmark=id.j8mi5churhn)

# Basic Needs Security

*The Purdue Faculty Senate encourages the inclusion of a statement highlighting the importance of students' basic needs (particularly, but not limited to food and housing). Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:*

* [*ODOS services and information portal*](https://www.purdue.edu/odos/resources/index.html) *and the* [*Critical Need Fund*](https://www.purdue.edu/odos/resources/critical-need-fund.html)*.*
* [*Student of concern reporting*](https://www.purdue.edu/studentconcernform) *(anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).*
* *The* [*ACE Campus Food Pantry*](https://www.purdue.edu/vpsl/leadership/About/ACE_Campus_Pantry.html) *(open to the entire Purdue community)*
* *The* [*Center for Advocacy, Response & Education (CARE)*](https://www.purdue.edu/odos/care/) *(open to all Purdue students)* “provides support and advocacy for survivors of sexual violence, dating violence, and stalking.

[***Basic Needs Security sample language***](#bookmark=id.vb9f4225vvuk)

# Emergency Preparedness

*Instructors of all courses must have a presence in and maintain a point of contact in Brightspace in case of emergency. The Brightspace University Policies and Statements content includes a link to Purdue’s* [*Emergency Preparedness and Planning website*](https://www.purdue.edu/ehps/emergency-preparedness/)*. Please familiarize yourself with resources on this website. Your syllabus can outline what students should do in emergency situations. Define procedures for communicating with the students and submitting assignments.*

*Related Considerations and Guidelines*

1. *Keep your cell phone on to receive a Purdue ALERT text message.*
2. *Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.*
3. *If you have a “no cell phone” in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*

[***Emergency Preparation sample language***](#bookmark=id.mpjko65w96on)

# Appendix A - Sample Language

***Learning Resources, Technology & Texts sample language:***

* *Required Textbook: hardcopy, e-textbook.*

We will read approximately one chapter of the textbook each week (following the schedule below), and the in-class quizzes will be based on reading from the textbook.

* *Additional Readings.*

The list of additional readings is below; however, as we progress through the course, other resources may be added. Access to additional readings and online chapters will be through the Brightspace course readings folder and Library Reading List.

* *Software/web resources.*

Word Processor (i.e. MS Word), remember that [MS Office is free for all students](https://www.itap.purdue.edu/shopping/software/product/office365.html).

* *Tutoring support.*
* The [Academic Success Center](https://www.purdue.edu/asc/about/index.html), located in Wiley Hall, Room C215, provides a variety of proactive, practical and approachable academic support services for undergraduate students.
* Visit [Ask a Librarian](https://www.lib.purdue.edu/help/askalib) to connect with helpful resources and services provided by the Purdue Libraries and School of Information Studies for course assignments and projects.
* *Brightspace learning management system (LMS)*

Access the course via Purdue’s Brightspace learning management system. Begin with the Start Here tab, which offers further insight to the course and how you can be successful in it. It is strongly suggested that you explore and become familiar not only with the site navigation, but also with content and resources available for this course. See the Student Services widget on the campus homepage for resources such as Technology Help, Academic Help, Campus Resources, and Protect Purdue.

***Learning Outcomes sample language:***

 By the end of the course, you will be able to:

1. Identify… by [methods of evaluation, e.g. quizzes, participation in weekly discussions]
2. Demonstrate…by [methods of evaluation, e.g. design of XX project]
3. Outline…by [methods of evaluation, e.g. concept map]
4. Develop...by [methods of evaluation, e.g. development of XX project]
5. Critique…by [methods of evaluation, e.g. reflection journal, peer evaluation

***Assignments sample language:***

Your achievement of course learning outcomes will be assessed through a combination of participation, projects, a reflection paper, and a final exam spread throughout the academic period. Details on these assignments and exams, including a schedule of due dates, rubrics to guide evaluation, and guidelines on discussion participation and evaluation will be posted on the course website.

|  |  |  |
| --- | --- | --- |
| Assignments | Due | Points |
| Participation | Throughout the semester | 40 |
| Individual Reflection Paper | date | 20 |
| Project 1 | date | 40 |
| Project 2 | date | 40 |
| Final Exam | date | 60 |
|  |  | Total: 200 |

* Participation (40 points; ongoing). Participation points can be earned each week through a variety of small assignments or quizzes which can be completed remotely and uploaded to Brightspace. Please read the feedback that I provide for ways to enhance this grade going forward and consult with me if you find yourself struggling to participate so we can develop appropriate strategies together.
* Individual Reflection Paper (20 points; due xx). This assignment relates to course learning objective #2 and involves a self-analysis of your understanding and capability to complete the fundamental skills of the class.
* Project 1 (40 points; due xx). Details about this project are in Brightspace under Assignments, including the grading rubric.
* Project 2 (40 points; due xx). Details about this project, including the grading rubric will be available by Oct 1)
* Final exam 3 (60 points, xx). It will consist of a mix of multiple-choice, short answer, and essay questions. More detail will be shared in the Brightspace table of contents by xx.

***Grading Scale sample language***

***Example 1****: Overall achievement throughout the semester*

In this class, grades reflect the sum of your achievement of learning outcomes throughout the semester. You will accumulate points as described in the assignments portion above, with each assignment graded according to a rubric. At the end of the semester, final grades will be calculated by adding the total points earned and translating those numbers (out of 200) into the following letters (there will be no partial points or rounding). *NOTE: If you use a percentage-based system be clear about rounding and decimals. If you say that an A- reflects 90-93% and an A represents 94-96% your syllabus should make clear what 93.3% means.*

A+: 193 - 200

A: 188 - 192

A-: 180 - 187

B+: 173 - 179

B: 168 - 172

B-: 160 - 167

C+: 153 - 159

C: 147 - 152

C-: 140 - 146

D+: 133- 139

D: 127 - 132

D-: 120 - 126

F: 119 or below

***Example 2****: Set curve allotting specific quantities of grades through comparison*

This class is graded according to a set curve. Final grades will be distributed through a comparison among students based on the assignments outlined above. After each assignment, mean and median scores will be shared as well as standard deviations to help you track your standing relative to your peers so that you can gauge your overall standing in the course. I will provide specific information with regard to your precise standing in the class in weeks 4, 8, and 12. According to the points outlined above, the following grades will be distributed:

A: Top 15%

B: Next 20%

C: Middle 30%

D: Next 20%

F: Lowest 15%

***Example 3:*** *Self-assessment of student learning (as this is a relatively new type of structure, please contact the* *Innovative Learning Team* *to discuss it in more detail.)*

This course will follow an “ungrading” philosophy. I am more interested in meaningful conversations about what you learn, and how you reach your goals than an attempt to minimize all of your learning into a single symbol. The university still requires grades, so you will be leading the assessment of your work toward course objectives. This will be completed with me in four stages, at the end of weeks 4, 8, 12, and 16. In each stage, you will reflect on what you have accomplished thus far, how it has met, not met, or exceeded expectations, based both on rubrics and personal goals and objectives. At each of these stages, you will receive feedback on your assessments. By the end of the semester, you should have a clear vision of your accomplishments and growth, which you will turn into a grade. As the instructor-of-record, I maintain the right to disagree with your assessment and alter grades as I see fit, but any time that I do this it will be accompanied by an explanation and discussion. These personal assessments, reflecting both honest and meaningful reflection of your work will be an important factor in final grades.

***Attendance Policy sample language***

***Example 1****: Citing the University Policies and Statements content in Brightspace*

This course follows the Academic Regulations: Attendance and Office of the Dean of Students: Class Absences posted in Brightspace under “University Policies and Statements.” The policies state that students are expected to be present for every meeting of the classes in which they are enrolled. Attendance will be taken at the beginning of each class and lateness will be noted. When conflicts or absences can be anticipated, such as for many University-sponsored activities and religious observations, you should inform me of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to is not possible, contact ,me as soon as possible by email or phone. For cases that fall under excused absence regulations, you or the your representative should contact or go to the [Office of the Dean of Students (ODOS) website](https://www.purdue.edu/advocacy/students/absence-policies.html) to complete appropriate forms for instructor notification. Under academic regulations, excused absences may be granted by ODOS for cases of grief/bereavement, military service, jury duty, parenting leave, or emergent medical care. In cases related to COVID-19, please follow the [Protect Purdue Updates for the Spring 2023 Semester](https://protect.purdue.edu/updates/protect-purdue-updates-for-the-spring-2023-semester/).

***Example 2: Hybrid course***

This course is designed in a hybrid model, with some face-to-face meetings and others completed remotely. University policies (see Academic Regulations: Attendance and Office of the Dean of Students: Class Absences posted in Brightspace under “University Policies and Statements.”) states that students are expected to be present for every meeting of the classes in which they are enrolled. For the purposes of this course, being “present” means attending all face-to-face meetings unless you are ill or need to be absent for reasons excused by University regulations: grief/bereavement, military service, jury duty, parenting leave or or emergent medical care.

Being “present” also means participating remotely and completing work assigned for days when we do not meet face-to-face. This work is required to help you meet the course learning outcomes. These times count toward the course contact hours and your course grade.

***Academic Integrity sample language:***

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies and Statements.

***Copyright sample language:***

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university’s right to use those works for educational purposes Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

***Nondiscrimination Statement sample language:***

**Example 1:** A hyperlink to Purdue’s full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

**Example 2:** Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue’s full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

***Mental Health/Wellness Statement sample language:***

**If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try** [WellTrack](https://purdue.welltrack.com/)**.** Sign in and find information and tools at your fingertips, available to you at any time.

**If you need support and information about options and resources**, please contact or see the [Office of the Dean of Students](http://www.purdue.edu/odos). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

**If you find yourself struggling to find a healthy balance between academics, social life, stress**, etc., sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](https://www.purdue.edu/recwell/fitness-wellness/wellness/one-on-one-coaching/wellness-coaching.php). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is free and can be done on BoilerConnect.

**If you’re struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students.** If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services (CAPS)](https://www.purdue.edu/caps/) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours. The [CAPS website](https://www.purdue.edu/caps/covid-19/index.html) also offers resources specific to situations such as COVID-19.

***Basic Needs Security sample language:***

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday.

***Emergency Preparation sample language:***

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

# Appendix B - Guidelines for Academic Integrity

*In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. Please consider these five steps for your class.*

1. *Define academic dishonesty for your class in your syllabus and emphasize it on the first day of class. The OSRR website offers a* [*faculty guide on responding to academic dishonesty*](https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html)*. Revisit your expectations at key junctures of the semester (e.g., before an exam or term project).*
2. *Provide greater clarity to students about what is acceptable and unacceptable. Some classes routinely use team assignments and encourage collaboration for projects, labs, or homework. Yet at other times of the term, students are expected to work independently. Be very clear about your expectations for each assignment.*
3. *Students should be told prior to – and as part of – the instructions on each test what is acceptable in terms of notes, phones, calculators, etc. From class to class our practices vary widely so, here again, it’s important to be very clear in your expectations.*
4. *Define penalties that will be enforced for academic dishonesty. One example might be:*

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.

1. *At a minimum, if you penalize a student’s grade by deducting points, report the instance of scholastic dishonesty using the* [*OSRR reporting form*](https://cm.maxient.com/reportingform.php?PurdueUniv&layout_id=10)*. Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution. Staff members from OSRR are available to consult on an individual basis. Their phone is 765-494-1250.*
2. *While faculty and instructors have raised concerns about student academic integrity, students have indicated that some instructors appear reluctant to uphold academic standards. Be clear in your syllabus on the steps you will take in your class to uphold academic integrity. In addition, students should be made aware that they can report issues of academic integrity that they observe, and may do so anonymously, through the OSRR by calling 765-494-8778 or emailing* *integrity@purdue.edu**.*