

ICaP Syllabus checklist, Spring 2023

Please use the attached checklist to prepare your syllabus. After you fill out the checklist, include a completed digital copy with your syllabus submission to speed review.

If you are teaching multiple sections with nearly identical syllabi, please submit only one syllabus.

If you are teaching courses that differ more than minimally, please submit multiple syllabi. Use the notes for reviewers at the end of this document to explain as needed.

Resources

A syllabus template is available on the [ICaP web site](#), and other materials are available in the ICaP 106DIST Brightspace Training page. Use these templates and course shells if you'd like, or design your own.

If you have questions or need help as you finalize your syllabus, contact icapstaff@purdue.edu and one of us will get back to you shortly.

For in-person help, visit ICaP's coffee, carbs, consultation, and community hours from 11-1 on Monday, December 12th, and 9-11 on Tuesday, December 13th, in HEAV302.

New to Spring 2023

Nothing! We are aiming for minimal changes from [Fall 2022](#), so you can do the same – recycle!

Process

Syllabus review will begin on Mon Dec 12 and again on Tue Jan 3.

Date & time	Early review	Regular review
Mon Dec 5	<i>Spring 2023 syllabus checklist and instructor manual addenda published.</i>	
Mon Dec 12, noon	Submit your syllabus to ICaP.	
Fri Dec 16, 5:00pm	Revision requests returned to instructors.	
Tue Jan 3, 5:00pm	Submit major revisions for second review.	Submit your syllabus to ICaP.
Wed Jan 4, noon		Major revision requests returned to instructors.
Thu Jan 5, noon		Submit major revisions for second review.
Thu Jan 5, 5:00pm		Minor revision requests returned to instructors.
Mon Jan 9, 5:00pm	<i>Post-revision archive copies of all syllabi due to ICaP.</i>	

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Name:		Email:	
Course(s) taught:			

Basic information about you and your courses

Basic info item(s)	Rationale and support (see instructor manual for details)
<input type="checkbox"/> Course number <input type="checkbox"/> Section number <input type="checkbox"/> CRN	Given our number of sections, it is essential students know they are in the correct course and location. These usually take the form "10600DIST-21374-Y03"; in-person 106 courses have multiple CRNs.
<input type="checkbox"/> Course meeting times <input type="checkbox"/> Room numbers	The conferencing component of ENGL 10600 may be confusing to students at first. To help them understand when and where they need to be, include your class meeting pattern. For an example, see our sample syllabus.
<u>Contact information:</u> <input type="checkbox"/> Name <input type="checkbox"/> Pronouns (optional) <input type="checkbox"/> Email address <input type="checkbox"/> Web address <input type="checkbox"/> Video conference info <input type="checkbox"/> Office number <input type="checkbox"/> Phone number (optional)	<p>Please include ten digits for all phone numbers on your syllabus. You are under no obligation to list your home or cell phone number.</p> <p>Mention that your course uses Brightspace, as required by ICaP.</p> <p>Share your preferred method of videoconferencing and the address if possible (e.g. your Zoom personal meeting room).</p>
<input type="checkbox"/> Office hours <input type="checkbox"/> "And by appointment"	<p>Describe when and how you are holding office hours (f2f, online, both).</p> <p>Weekly office hour minima: 106: 1 hour per class; 108: 1.5 hours.</p> <p>Note how students with schedule conflicts can contact you to make appointments.</p>

Curriculum

The following items are **required**. Please note most items should be included verbatim and/or should lean on ICaP guidelines for development.

Curriculum item(s)	Rationale and support (see instructor manual for details)
<input type="checkbox"/> Official course description <input type="checkbox"/> Official ICAP outcomes	Include these without modification. Find on the ICaP website .
<input type="checkbox"/> Personal course description <input type="checkbox"/> Syllabus theme	<p>Write a course description that reflects your syllabus theme, teaching philosophy, and approach to teaching writing.</p> <p>Note the syllabus theme that shapes your content. (Not applicable for ENGL 106INTL or 106INOL.)</p>

Curriculum item(s)	Rationale and support (see instructor manual for details)
<u>Books and materials:</u> <input type="checkbox"/> Approved rhetoric <input type="checkbox"/> Supplemental textbooks (optional) <input type="checkbox"/> ISBNs for all books <input type="checkbox"/> Other required materials	<p>Include the titles, authors, and editions of approved rhetoric and of any other text(s) you require. Include the ISBN and approximate retail price.</p> <p>Limit the number of texts and supplementary materials (e.g. specific supplies, tickets for Convocations performances) you require following ICaP's media policy in the instructor manual.</p>
<u>For all assignments:</u> <input type="checkbox"/> List <input type="checkbox"/> Brief description <input type="checkbox"/> Word count ranges <input type="checkbox"/> Assignment format guidelines <input type="checkbox"/> Value for grading	<p>Provide brief information about all core and minor assignments (reading responses, projects, research papers, etc) on your syllabus. Extended information can be delivered in separate assignment sheets.</p> <p>Ensure word count ranges follow ICaP guidelines as expressed in our outcomes.</p> <p>Note how each assignment contributes to final grades.</p>
<input type="checkbox"/> ICaP common assignment (the portfolio) <input type="checkbox"/> Value for grading	<p>Include ICaP's common assignment, the portfolio, using ICaP instructor resources as necessary.</p> <p>The portfolio should be 5–10% of the course grade.</p>
<input type="checkbox"/> Course schedule and/or calendar (planned) <input type="checkbox"/> How to find updates	<p>Offer your students a complete schedule that includes all project due dates and assigned readings. This helps students anticipate times their schedules will be busy and make arrangements accordingly.</p> <p>Note your schedule or calendar is subject to change and describe how students can find the most up to date version.</p>

General course policies

The following items are **required**. You are welcome to develop your own language for these items, following ICaP guidelines, or use the templates we provide. We use alphabetical order here; you can follow that practice or use your own.

General policy item(s)	Rationale and support (see instructor manual for details)
<u>Academic honesty:</u> <input type="checkbox"/> Definition <input type="checkbox"/> Examples <input type="checkbox"/> Penalties <input type="checkbox"/> Purdue Honor Pledge (optional) <input type="checkbox"/> Link to OSRR academic integrity (optional)	<p>You must include a definition of plagiarism and specific examples of what plagiarism is in your class, and you must explain what penalties happen if students plagiarize work in your course. A template you can adapt is below.</p> <p>Optional: include a link to the OSRR's web page on Academic Integrity and/or the Purdue Honor Pledge (below).</p>
<u>Attendance:</u> <input type="checkbox"/> Policy <input type="checkbox"/> Alignment with Purdue guidelines <input type="checkbox"/> Enforcement	<p>State your class attendance policy clearly. Ensure you align with Purdue policies including Protect Purdue guidance. Explain how you will enforce the policy, including any impact on grading.</p> <p>ICaP strongly recommends attendance policies that balance flexibility and respect for the learning environment.</p>

General policy item(s)	Rationale and support (see instructor manual for details)
<u>Disability accommodation:</u> <input type="checkbox"/> Statement <input type="checkbox"/> No time limit	<p>Offer accommodations for disabilities to your students. We recommend you use the DRC-provided language below.</p> <p>If you write your own language, ensure you do not ask students to request accommodations by a certain date; they can do so at any time.</p>
<input type="checkbox"/> Emergency information	<p>Include a statement noting that emergencies may necessitate both immediate action (e.g. evacuation from a building) and changes to the curriculum. Suggested language from Emergency Management is included below.</p>
<u>Grading:</u> <input type="checkbox"/> Grading scale <input type="checkbox"/> Distribution of percentages or points <input type="checkbox"/> Methods for discussing grades <input type="checkbox"/> Late work	<p>Students should be able to know how core and minor assignments shape their final grades, and how participation and other factors impact their grades.</p> <p>Explain how you plan to handle late work, including a brief description of any penalties. ICaP strongly recommends against policies that are overly strict and do not allow for the simple mistakes all of us make.</p> <p>Providing this information in your syllabus is essential for reducing complaints about grades and/or grade appeals.</p>

Optional policies

We **recommend** writing policies that address these issues. You are not required to include these items. However, if you do, please follow ICaP guidelines.

Optional policy item(s)	Rationale and support (see instructor manual for details)
<u>Participation:</u> <input type="checkbox"/> Definition <input type="checkbox"/> Measurable <input type="checkbox"/> Documented <input type="checkbox"/> No double penalty <input type="checkbox"/> 10% or less	<p>Most ICaP instructors include participation in the course curriculum. However, it is not required.</p> <p>If you give students a grade for participation, you can define it using your own terms. Common language includes "Professional ethos" and/or "Engagement."</p> <p>Participation grades can be no more than 10% of overall grades, and the grading you do must be measurable and documented. If your attendance policy impacts grading, ensure participation grading does not result in a double penalty.</p>
<u>Student welfare & wellbeing:</u> <input type="checkbox"/> Basic needs <input type="checkbox"/> CAPS information <input type="checkbox"/> CARE information <input type="checkbox"/> Student of Concern reporting	<p>ICaP recommends including information about resources students have at Purdue to get support for themselves or recommend it for others. These resources include:</p> <ul style="list-style-type: none"> ● CAPS, who provide mental health services for Purdue students ● CARE, Purdue first responders for sexual assault and interpersonal violence ● Student of Concern reporting, which alerts ODOS to potential issues <p>Also consider including a statement that offers assistance to students who may be having difficulty meeting basic needs. See below for suggested language.</p>
<input type="checkbox"/> Respect & non-discrimination	<p>Consider including a statement that makes clear you expect a classroom environment that makes everyone welcome. You can link to Purdue's Nondiscrimination Policy Statement.</p>

Optional policy item(s)	Rationale and support (see instructor manual for details)
<u>Technology use:</u> <input type="checkbox"/> Allows emergencies <input type="checkbox"/> Does not impact accessibility	<p>Consider adding a policy that encourages students to use personal devices responsibly and for class-related purposes.</p> <p>Your policy cannot prohibit specific technologies through which students could receive or deliver emergency notifications (e.g., cell phones). Your policy cannot prohibit specific technologies that students might need to access course materials (e.g., laptops for students with disabilities).</p>
<input type="checkbox"/> Writing Lab	<p>Consider a statement encouraging students to use the services provided by our partners in the Writing Lab.</p>

Final review

Item(s)	Rationale and support
<input type="checkbox"/> Name <input type="checkbox"/> Email address	<p>Please double-check these key items to ensure they are correct.</p>
<input type="checkbox"/> Mind YOUR workload	<p>Consider how much work will be required based on the number of assignments you are planning, the complexity of implementing attendance and participation policies, and the number of sections you are teaching.</p>
<input type="checkbox"/> Be reasonable	<p>Recognize that all of us are human. Give your students a little flexibility—it'll make your job easier, too.</p>
<input type="checkbox"/> Be constructive	<p>We hope all ICaP instructors will write policies that are constructive—encouraging ethical engagement, good work habits, and other behaviors that will lead to student success—rather than creating lists of “Thou shalt nots.”</p>
<input type="checkbox"/> Check your tone	<p>Please make your expectations clear without being condescending.</p>
<input type="checkbox"/> Notes for reviewers (optional)	

Library of boilerplate language provided by Purdue offices

The checklist items above reference this language. If you use this language, **please include it verbatim.**

Subject & office	Language
Academic honesty template (Office of Student Rights & Responsibilities, OSRR)	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.
Basic needs statement (University Senate)	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 Office of the Dean of Students for support. Furthermore, please notify the instructor if you are comfortable in doing so.
CAPS information (University Senate)	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 support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 or https://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.
CARE information (Center for Advocacy, Response, & Education)	CARE provides free and confidential advocacy services to students who have experienced interpersonal violence (e.g., sexual violence, relationship violence, and stalking). Our goal is to provide non-judgmental and survivor-focused services to empower survivors to make informed decisions that help them heal. Appointments can be scheduled by calling our office at 765-495-CARE (2273) or emailing us at care@purdue.edu . Walk-in appointments are also available on Monday-Friday from 8am-5pm.
Disability accommodation (Disability Resource Center)	Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.
Emergency information (Emergency Management)	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. You are expected to read your @purdue.edu email on a frequent basis.
Purdue Honor Pledge (Office of the Provost)	As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue.

Subject & office	Language
Student of Concern (Office of the Dean of Students, ODOS)	The Office of the Dean of Students is committed to helping students succeed both in and out of the classroom. To this end, your instructor may contact ODOS by filing a "Student of Concern" Report, should they notice concerning behavior from you or your peers: missing classes, substance abuse, or other indicators of distress. This is not a disciplinary measure: reports are vetted by Purdue staff, and trained professionals contact students to offer help as needed. Anyone worried about friends, classmates, or co-workers is welcome to file reports. Learn more at purdue.edu/studentconcern or talk to your instructor for help.
Writing Lab	Besides seeing me during your conference time or in my office, you have other resources at Purdue to help you with your writing and writing assignments. The Writing Lab, on the second floor of the Krach Leadership Center, offers FREE tutorials to students by appointment or on a drop-in basis. For more information or to make an appointment, call 765-494-3723. You may also access the Online Writing Lab (OWL) .