ICaP & PW syllabus checklist, Fall 2025

Updated 2025-0812

Please use the attached checklist to prepare your syllabus:

- After you fill out the checklist, please include a completed digital copy with your syllabus submission. This will speed our 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 summarize changes you are making from previous semesters, to ask for attention to a specific section, or to otherwise explain your approach to review as needed.

Resources

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

We've created a Box folder with some past syllabi and syllabus templates. We also have Brightspace shells for multiple courses (106, 421). Get in touch if you don't see we what you need.

For help, Dilger will be in online "office hours" 9-4 EDT Friday Aug 15. See email for the Zoom link. Need help a different time? Write to us, above.

New to Fall 2025

- **Simplified:** Office hour requirement.
- **New:** Syllabus upload requirement from State of Indiana.

Syllabus Review Schedule

- **Wed Aug 13:** Syllabus checklists published.
- **Wed Aug 20 by 9:00am:** Instructors submit syllabi for review.
- **Fri Aug 22:** Reviews returned to instructors.
- **Mon Aug 25:** Final syllabi due at end of day — submit your final version to the department; upload to Course Insights as well.

ICaP & PW Syllabus checklist, Fall 2025

Name:		Email:	
Course:			

Basic information about you and your courses

Basic info item(s)	Rationale and support

☐ Course name
☐ Course number
☐ Section number
☐ 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".
	
	If you're teaching 106 or 108, use the names introduced in Fall 2024:
	    ENGL 106: First Year Composition with Conferences
	    ENGL 108: First Year Composition

☐ Course modality ☐ Course meeting times ☐ Room numbers	Ensure students know if your course is online asynchronous (DIST) or in person. This is essential because many classes are online asynch but not marked as DIST. For in-person classes, clearly indicate room numbers and meeting times.
Contact information: ☐ Name ☐ Pronouns (optional) ☐ Email address ☐ Web address ☐ Video conference info ☐ Office number ☐ Phone number (optional)	Please include ten digits for all phone numbers on your syllabus. You are under no obligation to list your home or cell phone number. Mention that your course uses Brightspace. If you use a second web site, include that as well. Share your preferred method of videoconferencing and the address if possible (e.g. your Zoom personal meeting room).
☐ Office hours ☐ "And by appointment"	Describe when and how you are holding office hours (f2f, online, both). All instructors are required to have at least two office hours. We recommend no more than four. You can host office hours in person and/or online. If your hours are online, provide a link to your videoconferencing platform of choice. Note how all students can make appointments with you outside your office hours.
☐ Instructor responsiveness statement	Include, verbatim, the department statement on instructor responsiveness.

Curriculum

The following items are **required.** Most items should be included verbatim or should follow our guidelines.

Curriculum item(s)	Rationale and support
☐ Official course description ☐ Official outcomes	Include these without modification. Find on the ICaP or PW websites. For ENGL 106 & 108, please ensure your course description addresses information literacy. For ENGL 419, 420, 421, and 42201, please use the updated course outcomes.
☐ Personal course description	Write a course description that reflects your teaching philosophy and approach to teaching writing. For ENGL 106 & 108, note the syllabus theme that shapes your content.
Books and materials: ☐ Approved core textbook ☐ Supplemental textbooks (optional) ☐ ISBNs for all books ☐ Other required materials	Include the titles, authors, and editions of approved rhetoric and of any other text(s) you require. Include the ISBN. Include the approximate retail price if possible. Limit the number of texts and supplementary materials (e.g. specific supplies, tickets for Convocations performances).
For all assignments: ☐ List ☐ Brief description ☐ Word count ranges ☐ Assignment format guidelines ☐ Value for grading	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. Ensure word count ranges follow guidelines as expressed in our outcomes. Note how each assignment contributes to final grades.
Portfolio (ICaP only) ☐ ICaP common assignment (the portfolio) ☐ Value for grading	For ENGL 106 & ENGL 108: Include ICaP's common assignment, the portfolio, using ICaP instructor resources as necessary. The portfolio should be 5–10% of the course grade.
Schedules & calendars ☐ Course schedule and/or calendar (planned) ☐ How to find updates	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. Note your schedule or calendar is subject to change and describe how students can find the most up to date version.

General course policies

The following items are **required.** You are welcome to develop your own language for these items, following our 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
Academic integrity: ☐ Definition ☐ Examples ☐ Generative AI ☐ Penalties ☐ Link to OSRR academic integrity ☐ Purdue Honor Pledge (optional)	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 attached. Address generative AI in close proximity to your discussion of academic integrity. See the attached library of boilerplate language for recommendations on how to incorporate policy into your syllabus. Instructors should not ban the use of generative AI, but should help students use it critically. Please include a link to the OSRR's web page on Academic Integrity. The Purdue Honor Pledge (optional) is listed on the attached boilerplate.
Attendance: ☐ Policy ☐ Enforcement ☐ Alignment with Purdue guidelines	State your class attendance policy clearly. Explain how you will enforce the policy, including any impact on grading. Ensure you follow Purdue's guidelines regarding excusable absences (grief, medical, jury duty, military service). We strongly recommend attendance policies that balance flexibility and respect for the learning environment.
Disability accommodation: ☐ Statement ☐ No time limit on request for accommodation	Offer accommodations for disabilities to your students. We recommend you use the DRC-provided language on the attached library of boilerplate language. 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.
☐ Emergency information	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 attached.
Grading: ☐ Grading scale ☐ Distribution of percentages or points ☐ How to discuss grades ☐ Late work ☐ Process for grade reviews and appeals	Students should be able to know how core and minor assignments shape their final grades, and how participation and other factors impact their grades. Explain how you plan to handle late work, including a brief description of any penalties. We strongly recommend against policies that are overly strict and do not allow for the simple mistakes all of us make. The college level grade appeal was eliminated in 2024. The department has a grade review process. See attached for language to include.

Optional policies

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

Optional policy item(s)	Rationale and support
Participation: ☐ Definition ☐ Measurable ☐ Documented ☐ No double penalty ☐ 10% or less	Most instructors include participation in the course curriculum. However, it is not required. If you give students a grade for participation, you can define it using your own terms. Common language includes "Professional ethos" and/or "Engagement." 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.
Student welfare & wellbeing: ☐ Basic needs ☐ CAPS information ☐ CARE information ☐ Student of Concern reporting	We strongly recommend including information about resources students have at Purdue to get support for themselves or recommend it for others. These resources include: ☐ 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 Also consider including a statement that offers assistance to students who may be having difficulty meeting basic needs. See attached suggested language.
☐ Respect & non-discrimination	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. Note that "equitable" was removed but "intellectual and cultural diversity" still remains.
Technology use: ☐ Allows emergencies ☐ Does not impact accessibility	Consider adding a policy that encourages students to use personal devices responsibly and for class-related purposes. 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).
☐ Writing Lab	Consider a statement encouraging students to use the services provided by our partners in the Writing Lab. See attached boilerplate language.

Final review

Item(s)	Rationale and support
☐ Your name ☐ Email address ☐ Course name ☐ Course CRN & Section	Please double-check these key items to ensure they are correct.
☐ Mind YOUR workload	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.
☐ Be reasonable	Recognize that all of us are human. Give your students a little flexibility — it'll make your job easier, too.
☐ Be constructive	We hope all 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."
☐ Check your tone	Please make your expectations clear without being condescending.
☐ Check your URLs	Be sure all web links in your document work and are up to date!
Notes for reviewers	Please add any notes to help with review here.