Course Name

Course Code

Department(s)

*This collection of syllabus features—customized to Spring ’25 -- uses the principles of Universal Design, Accessibility, and Inclusive Pedagogy. It was created to serve as a sample of ways to provide information clearly and comprehensively to diverse learners. Feel free to copy and paste into or from this document to create or revise your own syllabus, then delete all the instructional information that’s in blue font.*

## Contact Information

|  |  |
| --- | --- |
| **Instructor:** | Arianna Jones (she/her/hers) |
| **How to address me:**  **Email Address:** | Professor Jones |
| **Office Location:** |  |
| **Campus Telephone:** | (717) 2xx – xxxx |

## Office Hours *(sample info filled in here – delete what’s below & enter what’s appropriate for you)*

|  |  |
| --- | --- |
| **Mondays** | 9:00 - 11:00 AM |
| **Tuesdays** | evenings by appointment only |
| **Wednesdays** | 9:00 - 11:00 AM |
| **Thursdays** | none |
| **Fridays** | 3:00 – 4:30 PM  …and by appointment, if these hours conflict with your class times |

## Class Schedule

|  |  |
| --- | --- |
| **Section 01** | MWF 8:30 – 9:20 AM |
| **Section 02** | MWF 9:30 – 10:20 AM |

## Course Materials *(include, when appropriate, digital options & whether prior editions are okay)*

* Item
* Item
* Item

## grading rubric *(revise as appropriate. You may also wish to apply the principals of “ungrading”)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Percent of Grade | | | | |
| Exams | | | | % |
| Quizzes | | | | % |
| Homework | | | | % |
| Project | | | | % |
| Paper(s) | | | | % |
| Attendance & Participation | | | | % |
| Final Exam | | | | % |
| LETTER Grade CONVERSION Scale | | | | | |
| A | 93-100 % | C | 73-76 % | | |
| A | 90-92 | C- | 70-72 | | |
| B+ | 87-89 | D | 67-69 | | |
| B | 83-86 | D | 63-66 | | |
| B- | 80-82 | D- | 60-62 | | |
| C+ | 77-79 | F | 0-59 | | |

## SCHEDULE OF TESTS AND ASSIGNMENT DUE DATES

*(Use this table to list key due dates and exam dates for your course. Be sure to revise the “Note” to reflect the time of day when assignments must be submitted. Include the means of submission (paper, email, via Moodle, etc., if relevant.)*

|  |  |
| --- | --- |
| **Assessment** | **Due Date** *(Note: All assignments must be submitted through the Homework portal before the start of class)* |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Assessment Details *(provide more details about your assessments here, if you wish)*

**Quizzes**

**Exams:**

**Homework:**

**Moodle Posts:**

**Papers:**

**Participation and Attendance:**

**Final Exam / Paper / Project:**

## Course Description and Learning Goals *(or* learning outcomes*)*

*(Use this section to give an overview of the course, as well as your intentions for what students will come away with. For some faculty, this may be a brief synopsis; others may prefer very detailed guidance. Include whatever you think is important for students to know about your course and your expectations.)*

## COURSE SCHEDULE *(use this optional table if you wish to present a day-to-day schedule)*

|  |  |  |
| --- | --- | --- |
| Week 1 | | |
| M | 20-Jan |  |
| T | 21-Jan |  |
| W | 22-Jan |  |
| R | 23-Jan |  |
| F | 24-Jan |  |
| Week 2 | | |
| M | 27-Jan |  |
| T | 28-Jan |  |
| W | 29-Jan |  |
| R | 30-Jan |  |
| F | 31-Jan |  |
| Week 3 | | |
| M | 3-Feb |  |
| T | 4-Feb |  |
| W | 5-Feb |  |
| R | 6-Feb |  |
| F | 7-Feb |  |
| Week 4 | | |
| M | 10-Feb |  |
| T | 11-Feb |  |
| W | 12-Feb |  |
| R | 13-Feb |  |
| F | 14-Feb |  |
| Week 5 | | |
| M | 17-Feb |  |
| T | 18-Feb |  |
| W | 19-Feb |  |
| R | 20-Feb |  |
| F | 21-Feb |  |
| Week 6 | | |
| M | 24-Feb |  |
| T | 25-Feb |  |
| W | 26-Feb |  |
| R | 27-Feb |  |
| F | 28-Feb |  |
| Week 7 | | |
| M | 3-Mar |  |
| T | 4-Mar |  |
| W | 5-Mar |  |
| R | 6-Mar |  |
| F | 7-Mar |  |
| Week 8 | | |
|  |  | *(Spring Break)* |

|  |  |  |
| --- | --- | --- |
| Week 9 | | |
| M | 17-Mar |  |
| T | 18-Mar |  |
| W | 19-Mar |  |
| R | 20-Mar |  |
| F | 21-Mar |  |
| Week 10 | | |
| M | 24-Mar |  |
| T | 25-Mar |  |
| W | 26-Mar |  |
| R | 27-Mar |  |
| F | 28-Mar |  |
| Week 11 | | |
| M | 31-Mar |  |
| T | 1-Apr |  |
| W | 2-Apr |  |
| R | 3-Apr |  |
| F | 4-Apr |  |
| Week 12 | | |
| M | 7-Apr |  |
| T | 8-Apr |  |
| W | 9-Apr |  |
| R | 10-Apr |  |
| F | 11-Apr |  |
| Week 13 | | |
| M | 14-Apr |  |
| T | 15-Apr |  |
| W | 16-Apr |  |
| R | 17-Apr |  |
| F | 18-Apr |  |
| Week 14 | | |
| M | 21-Apr |  |
| T | 22-Apr |  |
| W | 23-Apr |  |
| R | 24-Apr |  |
| F | 25-Apr |  |
| Week 15 | | |
| M | 28-Apr |  |
| T | 29-Apr |  |
| W | 30-Apr |  |
| R | 1-May |  |
| F | 2-May |  |
| Final Exam | | |
|  |  | *(Be sure to indicate time of exam as 9 AM or 2 PM)* |

## class ACCESSIBILITY

***REQUIRED disability accommodations-related statement:***

### Accommodating Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation needed to determine your eligibility for reasonable accommodations. To learn more about available supports, go to [www.dickinson.edu/ADS](https://www.dickinson.edu/ADS), email [access@dickinson.edu](mailto:access@dickinson.edu), call (717) 245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you’ve already been granted accommodations at Dickinson, please follow the guidance at [www.dickinson.edu/AccessPlan](https://www.dickinson.edu/AccessPlan) for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, enter all test dates into your Access Plan before our meeting.

### Physical Access (to This Class / to My Office)

*If your office or class is accessible by ELEVATOR, please include in your syllabus a statement comparable to this:*

“[This class meets / My office is located] on the        floor of     \_\_\_\_\_\_, which has an elevator, located \_\_\_\_\_\_\_\_ (e.g., “to the right of the main entrance”). If you require the use of an elevator to access the \_\_\_ floor, please let me know. If there is ever a malfunction with the elevator, we will be notified by email, and I will consult with ADS to identify our options for that day.”

*If your office is accessible ONLY BY ASCENDING OR DECENDING STEPS FOR ENTRY, please include in your syllabus a statement comparable to this:*

“[This class meets / My office is located] on the        floor of    \_\_\_\_\_\_ , which does not have an elevator, and is only accessible by going up/down        steps. If coming to my office to meet would be problematic for you, please let me know and I will gladly arrange to meet you at an alternative location, either in the building, nearby, or by video conference.”

## POLICIES and PROCEDUREs

### Attendance: *State your attendance policy. APSC has recommended adding this:*

If you're unable to attend class due to illness or extenuating circumstances, please notify me in advance. I will alert the [CARE Team](https://www.dickinson.edu/info/20226/student_life/3540/5) and your advisor of multiple or extended absences at my discretion.

### Laptops in the classroom: Laptop use is by permission only.

*(If laptops for notetaking will be allowed for all students, delete the above statement and replace it with one indicating what’s permissible. If, however, you restrict the use of laptops in your class, it is recommended that you use the above language to best accommodate students with disabilities who will need to use a laptop as an accommodation without broadcasting their disability status.)*

### Recording Class: This class may be recorded for accommodation purposes.

*(Similarly, if you have a student with an accommodation to record class, PA Wiretap Law requires that you inform the class that it may be recorded. Including this in your syllabus covers that requirement.)*

### Withdrawal: The last day to withdraw with a “W” grade is Friday, April 18th by 4 PM.

*The following are optional, APSC-recommended examples of statements that address Academic Integrity and Plagiarism:*

### ****Academic Integrity****

**Academic integrity**will be taken very seriously in this course.  Students who violate College rules on scholastic dishonesty will be subject to disciplinary action, which includes the possible failure of the course and/or dismissal from the College.  For a laughably brief take on this complicated issue, follow these guidelines:

1. Do your own work; clear any collaborations ahead of time and give full credit;
2. Cite your sources fully and explicitly; and
3. For quotations, use quotation marks and cite fully; for summary or paraphrase, cite fully and explicitly at the end of the relevant paragraph or sentence.

For further details, please read carefully and be familiar with the Community Standards on the Dickinson College website:    
<https://www.dickinson.edu/info/20273/dean_of_students/867/community_standards>

### ****The Dickinson College Plagiarism Policy:****

To plagiarize is to use without proper citation or acknowledgment the words, ideas or original research of another. Whenever one relies on someone else for phraseology, even for only two or three words, one must acknowledge indebtedness by using quotation marks and giving the source, either in the text or in a footnote. When one borrows facts which are not matters of general knowledge--including all statistics--one must indicate one's indebtedness in the text or footnote. When one borrows an idea or the logic of an agreement, one must acknowledge indebtedness either in a footnote or in the text. When in doubt--footnote.

Most plagiarism is unintentional, the result of ignorance or inaccurate notetaking. Your paper, however, cannot be evaluated by guesses about your intention; it can only be evaluated as it exists. Whether plagiarism is intentional or inadvertent, the penalty is severe. Read the discussion and examples carefully; if you have questions, consult with your instructor.

### Dickinson’s Religious Holiday Observance Policy:

*Possible example:* If you celebrate a religious holiday that conflicts with our class or your ability to complete our work, please see me – ideally a week in advance --to make arrangements.  See Dickinson’s [religious accommodations policy](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.dickinson.edu%2Fdownload%2Fdownloads%2Fid%2F12644%2Freligious_accommodations_policy.pdf&data=05%7C02%7Cjonesmar%40dickinson.edu%7C6a748a1b427d4c80775808dd340456ea%7C6232b05576b94c139b88b562ae7db6fb%7C0%7C0%7C638723915430117074%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=oP7UKC9X9VROStyqwm7Yn7oZBGPtS6SAJ%2FIjcL2SM0Q%3D&reserved=0) for details.

**Names and Pronouns**

Dickinson recognizes that faculty, staff, and students may use names other than their legal name to identify themselves. These include, but are not limited to, people who use their middle name instead of their first name, people who use nicknames of a legal name, people who use an anglicized name, or people who use a name that affirms their gender identity.  It is the policy of the college that students, faculty, staff, and administrators may use whatever preferred or chosen first name they want, regardless of whether they have legally changed their name, except where their legal names are required.

In this classroom, you are encouraged to use the first name and pronouns that you prefer.  If you are interested in changing your first name or pronouns more widely across college systems, see Dickinson’s [preferred name policy and FAQs](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.dickinson.edu%2Finfo%2F20401%2Fgateway_portal%2F3453%2Fpreferred_or_chosen_first_name_use_policy&data=05%7C02%7Cjonesmar%40dickinson.edu%7C6a748a1b427d4c80775808dd340456ea%7C6232b05576b94c139b88b562ae7db6fb%7C0%7C0%7C638723915430132655%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=p3Os3mrM5STDR4j8%2BRC21mDGj0WAtML14sDK4fv7RO4%3D&reserved=0).

## Resources

*(Describe resources available to your class, such as Study Groups, Teaching Assistants, etc. Links to a collection of resources are provided below. You may want to provide explanations to some of them. A statement regarding resources available through SOAR is provided here for your convenience)*

* [Academic Calendar (2024-2025)](https://www.dickinson.edu/info/20184/academic_offices_and_resources/4330/2024-2025_academic_calendar)
* [Academic Technology](https://www.dickinson.edu/info/20392/academic_technology)
* [Integrated Academic Success (Including Advising, Internships, and Career Planning)](https://www.dickinson.edu/homepage/1248/center_for_advising_internships_and_lifelong_careers)
* [BERT: Bias Education and Response Team](https://www.dickinson.edu/info/20050/diversity_and_inclusion/3406/bias_education_and_response_team)
* [CARE Team](https://www.dickinson.edu/info/20226/student_life/3540/care_team)
* [Center for Spirituality and Social Justice](https://www.dickinson.edu/homepage/786/center_for_service_spirituality_and_social_justice)
* [Department of Public Safety](https://www.dickinson.edu/homepage/70/department_of_public_safety)
* [Division of Diversity, Equity, and Inclusion (DEI)](https://www.dickinson.edu/homepage/1245/the_landis_collective)
* [Final Exam Schedule (Spring 2025)](https://www.dickinson.edu/info/20088/registrars_office/3899/spring_final_exams)
* [LGBTQ+ Center](https://www.dickinson.edu/homepage/109/lgbtq_services)
* [Peer Advising](https://www.dickinson.edu/info/20190/academic_advising/1771/peer_advising)
* [Peer Tutoring](https://www.dickinson.edu/info/20190/academic_advising/1772/peer_tutoring_program)
* [Popel Shaw Center for Race and Ethnicity](https://www.dickinson.edu/homepage/72/popel_shaw_center_for_race_and_ethnicity)
* [Quantitative Reasoning Center](https://www.dickinson.edu/info/20158/writing_program/2962/quantitative_reasoning_center)
* [Registrar’s Office and Forms](https://www.dickinson.edu/info/20088/registrar_s_office/539/students)
* [SOAR: Strategies, Organization, and Achievement Resources](http://www.dickinson.edu/SOAR)
* [Technology Services](https://www.dickinson.edu/homepage/626/user_services)
* [Waidner-Spahr Library](https://www.dickinson.edu/homepage/584/waidner-spahr_library)
* [Wellness Center](https://www.dickinson.edu/homepage/138/wellness_center)
* [Women’s and Gender Resource Center](https://www.dickinson.edu/info/20229/women’s_and_gender_resource_center)
* [Writing Center](https://www.dickinson.edu/info/20201/writing_center/2829/mission_values_and_student_learning_outcomes)

### SOAR: Academic Success Support and More

Students can find a wealth of strategic academic success tools (like weekly planners, semester calendars, and much more) by going online to [www.dickinson.edu/SOAR](http://www.dickinson.edu/SOAR) or to Old West's Lower Level (aka "the OWLL"). SOAR stands for **S**trategies, **O**rganization, & **A**chievement **R**esources, and there you'll find apps, tips, and other resources related to organization, study skills, memory strategies, note-taking, test-taking, etc. You’ll find strategies for managing your time and well-being, as well as a schedule of academic success workshops offered throughout the semester. If you’d like to attend a workshop or request one-on-one assistance with developing a strategy for a manageable and academically successful semester, email your availability to [SOAR@dickinson.edu](mailto:SOAR@dickinson.edu).

**Syllabus Checklist**

*Here’s a way for you to double check what you’ve included in your syllabus.*

|  |  |
| --- | --- |
| **SYLLABUS ELEMENT** | **YES?** |
| Course number, department, title, and semester |  |
| Course meeting days, time, building and room number |  |
| Your name, pronouns, how you prefer to be addressed, office location, phone, email, office hours, preferred communication method(s), |  |
| (classroom and office accessibility statement, if relevant), |  |
| Required purchases: textbooks and other supplies |  |
| Required technology: access to internet, Moodle, MS Office tools, etc. |  |
| Prerequisites for the course |  |
| List of graduation requirements the course fulfills |  |
| List of attributes the course has |  |
| Course description: In addition to the “official course description”, motivate your students by providing rationale as to how the course relates to their field of study and future careers. |  |
| Learning outcomes for the course, for the major/department, for graduation requirements |  |
| Schedule/due dates and description of assignments, readings, exams, papers, and other learning assessment activities |  |
| Grading standards and criteria: students should know what elements of the class will determine their final grade, weights/proportions, and what grading scale you will use in assigning the final grades |  |
| Course policies regarding attendance: participation; make-ups; late assignments; tests or examinations; extra credit; extensions; illness; cheating and plagiarism; and P/F, I, and W grades. |  |
| “Accommodating Students with Disabilities” statement |  |
| A statement about the college policies regarding religious holidays, academic integrity, BERT, Care Team, list of student support and DEI center resources |  |
| Statement that provides an estimate of the student workload. How much time should students plan to spend on readings, assignments, and other activities? |  |
| Classroom expectations or community standards |  |
| Expectations and dates for commitments outside of class (field trips, lectures, anything required outside of class time) |  |
| Statement about the list of campus resources for tutoring and academic support |  |
| Statement about how students will be notified about changes to the course or syllabus |  |
| Visual appeal: Clear headings, clear/consistent/readable font with contrast, consistent formatting, page #s, tables, where appropriate. |  |