*Use* [*heading tags*](https://youtu.be/6O5eQAofBpg?si=ykWyxnZU0paA1VM5) *throughout your syllabus to ensure it is accessible to everyone.*

COURSE TITLE

# GENERAL INFORMATION

|  |  |
| --- | --- |
| Instructor Information*Name**Office location**Office hours (at least 2) & specify way to schedule an appointment**Email address*  | Course Information*Course code and cross lists**Classroom location (see* [*WesMaps*](https://owaprod-pub.wesleyan.edu/reg/%21wesmaps_page.html)*)* |

## 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: what will students learn? Make objectives clear and concise and ensure they reflect cognitive, practical, and/or creative dimensions of learning.*

## Course Materials

*List all materials students will need for the course, including textbooks, articles, chapters, software, lab/studio supplies, and other required resources. For each item, include:*

* *Full citations*
* *General access instructions, which might include:*
	+ *Purchase through* [*RJ Julia Bookstore*](https://www.wesleyanrjjulia.com/site_faculty.asp)
	+ [*The library’s physical or e-reserves*](https://www.wesleyan.edu/libr/research/coursereserve.html)
	+ [*Physical or e-course packs from Wesleyan’s Print Shop*](https://webapps.wesleyan.edu/faculty/357859/course_pack)
	+ *Your own uploads to Moodle*
* *Estimated cost for required purchases*
* *Availability in alternative formats that support financial and other accessibility (e.g., The Resource Center’s* [*Lending Library*](https://www.librarycat.org/lib/therc)*, conversion of files into* [*accessible formats*](https://www.wesleyan.edu/libr/howdoi/accessibility.html)*, etc.)*
* *List any required digital tools or platforms (e.g., Moodle, Google Docs, Microsoft Teams, discipline or task-specific software) and how students can access them.*

# CLASSROOM POLICIES & EVALUATION

## Attendance & Participation

*Describe what counts as attendance and participation in your course. Be specific about how these will be graded (e.g., frequency, quality of engagement, use of tech in class, etc.). If participation is not graded, state that clearly.*

## Grading

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

## Assignments

*Describe each assignment type, indicating its purpose and weight toward the final grade. Link each assignment to the course’s learning objectives to support* [*teaching transparency*](https://www.tilthighered.com/resources)*. Specify whether and how collaboration is permitted, and how students should submit completed work (e.g., via Moodle). Assignments might include:*

* ***Problem sets, lab, studio or field work****: Indicate where and how the work is to be completed, how many assignments students can expect, and any key deadlines.*
* ***Written work****: Specify the type of writing (including genre, tone, and audience) and formatting expectations (such as font, page layout, and citation style).*
* ***Quizzes, tests, and exams****: Explain the date(s) and format (in person, open book, etc.).*
* ***Group projects, presentations, debates, simulations, performances, etc.****: Describe expectations, group roles (if applicable), and how these will be evaluated.*

*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.*

## Time Commitment

*Include a statement that helps students anticipate the time commitment for your course. A good rule of thumb is to assume approximately three hours of out-of-class work for every hour of in-class time, in alignment with* [*Wesleyan’s credit hour expectations*](https://catalog.wesleyan.edu/academic-regulations/general-regulations/#:~:text=this%20obligation%20satisfactorily.-,Unit%20of%20Credit,-One%20unit%20of)*. Frame the statement in a supportive way, acknowledging that workload may vary by week and by student.*

## Academic Support Resources

*Wesleyan offers a range of academic support services to help students succeed. Consider listing the resources that best align with your course assignments and learning goals and use inviting language that normalizes students’ use of these supports. Commonly used resources include* [*personal research sessions*](https://www.wesleyan.edu/libr/research/prs-form.html) *with librarians,* [*the Writing Workshop*](https://wesleyan.mywconline.net/)*, and* [*drop-in tutoring*](https://www.wesleyan.edu/sar/tutoring/drop-in-tutoring.html) *for STEM fields and economics.*

## Course Calendar

*Include all relevant dates and deadlines—for example, when assignments are introduced and when they are due. Separate your course by units or by weeks of the semester, using Wesleyan’s* [*academic calendar*](https://www.wesleyan.edu/acaf/calendars/index.html) *as your guide.*

*When building your course calendar, follow* [*Wesleyan’s policies regarding the Reading and Final Exam Periods*](https://catalog.wesleyan.edu/academic-regulations/general-regulations/#:~:text=athletic%20schedule%20conflicts.-,Reading%20Period,-This%20period%20is)*, which include the following rules:*

1. *Final exams can only be given during the formal exam period.*
2. *In courses without a final examination, significant final assignments must be due no sooner than the first day, and no later than the last day of the exam period.*
3. *No required assignments should be due during the Reading Period.*

*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. Put a “last revised” date in the footer.*

# UNIVERSITY RECOMMENDED STATEMENTS

## Honor Code

Wesleyan students are responsible for knowing and upholding [the Honor Code](https://www.wesleyan.edu/studentaffairs/studenthandbook/honor-code.html). Contact me about any questions related to course expectations. Contact Kevin Butler (kbutler@wesleyan.edu), Assistant Dean of Student/Director of Community Standards, with general questions about the Honor Code.

## Accommodations

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 and 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 024/218, or can be reached by email at accessibility@wesleyan.edu.

## Religious/Spiritual Observance Resources

Wesleyan University is committed to supporting the religious and spiritual identities of our student community. If a class, exam, or academic deadline conflicts with your religious or spiritual practice, you should contact your professor as early as possible to make reasonable arrangements. For guidance, advocacy, or additional support, you are welcome to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life, at dleipziger@wesleyan.edu, or connect with any of the chaplains at wesleyan.edu/orsl.

## 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.

## 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 & 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 & Inclusion at 860-685-4771.

# GENERATIVE AI GUIDELINES

*Review* [*Wesleyan’s guidance on AI use in academic work*](https://www.wesleyan.edu/cfcd/Generative%20AI%20Statement.html)*. Then consider adapting the checklist below to develop an AI policy that aligns with your learning goals and assignments and that distinguishes between what is allowable globally or only for specific assignments. Pair your syllabus policy with conversations early and often with your students about the use of GenAI.*

Review the list below to understand what kinds of GenAI use are acceptable or not in this course, and how to cite your use appropriately. I understand that what’s allowed here may differ from your other courses. If you are unsure about whether or how you can use a particular GenAI tool, just ask me.

Remember: using AI tools in this course isn't just about following rules. It’s about developing your skills as a thinker, researcher, and ethical communicator in an AI-integrated world. For me to support your learning effectively, I need to understand how you’re engaging with these tools and what questions you might have.

### *You may use GenAI for*

* Brainstorming thesis ideas or research questions
* Brainstorming ways to organize your writing
* Generating summaries, mind maps, or quizzes to help you understand course content
* Editing your own writing for clarity or grammar
* Generating ideas for keywords or search terms when using library databases
* Using research tools like Elicit to pull out claims, methods, or findings from articles
* Formatting citations or bibliographies
* Getting coding help or debugging (if relevant to the course)
* Translating short words or phrases (with caution)

### *Please don’t use GenAI for*

* Submitting writing mostly or fully generated by AI
* Skipping the reading and relying on AI summaries
* Using AI on quizzes, take-home exams, or individual assessments
* Writing reflections or discussion posts meant to show your own thinking
* Letting AI interpret your data or research findings instead of doing your own analysis
* Translating full assignments in language courses
* Relying on AI to interpret course material for you

### *Citing your use of AI (if AI use is allowed)*

* If you use AI for an assignment, say so.
* Be specific: include the tool name, what it helped you with, and the version or date used.
* Always double-check output from GenAI. You are responsible for what you submit.

# ADDITIONAL STATEMENTS

## **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.

## Classroom Community Expectations

Creating a respectful, inclusive classroom is something we build together. This means approaching each other with curiosity, care, and professionalism, especially when our conversations touch on complex or personal topics. Everyone deserves to feel heard, respected, and able to participate fully. Let’s work together to ensure that happens.

## 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 [INSERT PREFERENCE]. On the first day of class, 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. 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

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 this class, 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 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 or WesWell to support your mental health and well-being.