# Recommended components to a Purdue syllabus

**Overview**

As you construct your Summer 2023 syllabus, please keep these recommended components in mind to supplement the sections listed in the [Required Guidance](https://www.purdue.edu/innovativelearning/developing-courses/syllabus-template/). These are NOT templates, but frameworks to guide you in constructing your own course syllabus. Some information may be better suited to the **Start Here** content in your course Brightspace, rather than your syllabus.

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

[Incompletes](#_heading=h.3znysh7)

[Teaching Philosophy](#_heading=h.2et92p0)

[How to Succeed in this Course](#_heading=h.tyjcwt)

[Course Logistics](#_heading=h.3dy6vkm)

[Netiquette](#_heading=h.4d34og8)

[Violent Behavior Policy](#_heading=h.2s8eyo1)

[Amorous Relationships](#Amorous)

[Diversity, Inclusion & Belonging statement](#Diversity)

[Course Evaluation](#_heading=h.3rdcrjn)

[Disclaimer](#_heading=h.lnxbz9)

[Appendix A Sample language](#Appendix)

# Incompletes

*This section works best near your syllabus section on Grading Scale. Share how incomplete grades will be handled. For the official policy on incompletes (as well as other matters related to grading)* see “For Incomplete Work” under Semester Grades in the [Grades and Grade](https://catalog.purdue.edu/content.php?catoid=15&navoid=18634#grades-and-grade-reports) reports section of the Academic Regulations.

[***Incompletes sample language***](#bookmark=id.ucjwzwhpiyqb)

# Teaching Philosophy

*Some faculty share their teaching philosophy with their students near the Instructor Contact Information or in the Start Here content of their course Brightspace.*

[***Teaching Philosophy sample language***](#bookmark=id.qyeokve39xo9)

# How to Succeed in this Course

*Provide information on how students can best succeed in your course (or share it in the Start Here content of your Brightspace). For instance, you might include suggestions about completing assignments or studying for exams. You can also point to resources such as the Brightspace Student Resources widget. This widget is visible to all students on the Brightspace homepage for all courses. Instructors can see its content under “Student Support and Resources.”*

[***How to Succeed in this Course sample language***](#bookmark=id.ecw7ffu6aqmp)

# Course Logistics

*In your syllabus or as a separate document in the Start Here of your course Brightspace, include requirements and/or suggestions to make the course run smoothly. You may want to explain when the course week starts and when assignments are due and include a course schedule. Indicate a naming convention for assignment filenames if you wish. If you require students to submit assignments written in a particular style, mention it here (e.g., APA or MLA). For hybrid and online courses, remember that asynchronous delivery and submission of work through Brightspace is highly recommended.*

[***Course Logistics sample language***](#bookmark=id.yyif2ymo9nj4)

# Netiquette

*Especially in online and hybrid courses, you may wish to develop course guidelines to further underscore the importance of harmony and respect within the online learning environment. Details on netiquette and other tips to help students communicate in online courses are available on the* [*Learning Remotely webpage*](https://www.purdue.edu/innovativelearning/learning-remotely/#h03)*.*

[***Netiquette sample language***](#bookmark=id.7sqjclk9x9k)

# Violent Behavior Policy

*The Brightspace University Policies and Statements content includes information on Purdue’s policy prohibiting violent behavior. You may want to include some information and/or direct students to that content areas.*

[***Violent Behavior Policy sample language***](#bookmark=id.ttlfflrf2m3g)

# Amorous Relationships

*The Brightspace University Policies and Statements content includes a link to the* [*University policy on amorous relationships*](https://www.purdue.edu/policies/ethics/iiia1.html)*. Please be aware of this policy and consider pointing out this content to your students.*

# Diversity, Inclusion & Belonging Statement

*Every Purdue course plays a part in creating and sustaining a welcoming campus where all students can excel. While statements on diversity, inclusion, and belonging may have traditionally been emphasized in courses specifically addressing these issues, it is strongly recommended that* ***all*** *instructors take advantage of resources available through the* [*Office of Diversity, Inclusion, and Belonging*](https://www.purdue.edu/diversity-inclusion/index.php) *(ODIB) and their own departments to work toward a diverse inclusive community. The ODIB website includes a list of diversity initiatives and resources such as “*[*Facilitating Sensitive Conversations*](https://www.purdue.edu/diversity-inclusion/resources/conversations.html)*” and the* [*Faculty Resource Toolkit*](https://www.purdue.edu/diversity-inclusion/resources/Faculty%20and%20Staff%20Resources/Faculty%20Resource%20Toolkit.html)*.*

[***Diversity, Inclusion & Belonging sample language***](#bookmark=id.8obxq1tx6mg1)

# Course Evaluation

*Indicate how students can provide feedback on the course. If your department requests it, students will be contacted to complete course evaluations in tandem with University Senate Guidelines; details are available on the* [*Course Evaluations website*](https://www.purdue.edu/idp/courseevaluations/index.html)*. If you plan to request additional feedback from students for course improvement (outside of the university system), tell students how frequently you might ask, how you will assure anonymity, and how you will use the information they provide.*

[***Course Evaluation sample language***](#bookmark=id.jal3s69mfhpg)

# Disclaimer

*Describe how you will announce and share changes made to the syllabus.* [***Disclaimer sample language***](#bookmark=id.ffons87c3idt)

# Appendix A - Sample Language

***Incompletes sample language:***

According to the [Grades and Grade Reports](https://catalog.purdue.edu/content.php?catoid=15&navoid=18634#grades-and-grade-reports) section of Academic Regulations, “A grade of incomplete (I) is a record of work that was interrupted by unavoidable absence or other causes beyond a student’s control...” Further details on these circumstances and the process for assigning types of incompletes are outlined in the regulations. Please contact me as soon as you think an incomplete might be needed in this course and before final course grades are due.

***Teaching Philosophy sample language:***

As an instructor, it is my responsibility to maximize opportunities for every student in the class to learn, grow, and succeed in reaching both my own outcomes for the course and their personal goals and desires related to the class. To meet this responsibility, I draw on theory, frameworks, and practices rooted in principles of collaborative learning and student-faculty partnership. For some students, this may feel awkward. Much of our society’s discussions about teaching focus on a “banking” system, in which an instructor deposits knowledge into a student’s mind, and students receive, file, store, and ultimately return that information in the same format in which it was deposited. Instead, I focus on student learning, which I define as a process of individual change. This means developing skills to view the world in new ways, and engaging in different types of debates, discussions, and dialogues.

***How to Succeed in this Course sample language:***

If you want to be a successful student:

* Be self-motivated and self-disciplined.
* Be willing to speak up if problems arise.
* Access the resources that are available to you; reaching out for assistance is a critical life skill rather than an indication of weakness.
* Be willing and able to commit to 4 to 15 hours per week per course.
* Be able to communicate through writing.
* Be able to meet the minimum requirements for the course.
* Accept critical thinking and decision making as part of the learning process.
* Take advantage of resources such as those listed in our course Brightspace under Announcements regarding Technology, Academics, Campus Resources, etc.
* Review the University Policies content on our course Brightspace.

In contrast, here are some common behaviors that lead to failing the course.

* Delay reading until the night before the discussion.
* Wait until the last day to begin assignments.
* Forget about deadlines.
* Ignore emails from the instructor and/or your peers regarding course activities.
* Don’t get familiar with the course Brightspace and syllabus.

***Course Logistics sample language:***

* (For asynchronous online courses) You are encouraged to “mentally enroll” in this course as if it occurred on Monday mornings. In other words, our weeks will run from Monday to Sunday. I will post information (online activities, discussion starters, etc.) for the upcoming week by Sunday evening so that when you log in on Monday, you can begin the new week.
* All assignments are due by 10 a.m. ET on the due date listed in the course schedule.
* Deadlines are an unavoidable part of being a professional and this course is no exception. Course requirements must be completed and posted or submitted on or before the specified due date and delivery time deadline. Due dates and delivery time deadlines are defined as that used in West Lafayette, Indiana. To encourage you to stay on schedule, due dates have been established for each assignment; 20% of the total points will be deducted for assignments received 1-6 days late; assignments received more than 1 week late will receive 0 points.
* An assignment file should be appended by your username, such as “assignment1-kim53.doc.” This will make it easier for me to manage assignment files and provide feedback to you.

***Netiquette sample language:***

We want to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you may not attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

* Monitor how much space/time you are taking up in any discussion. Give other students the opportunity to join in the discussion.
* Do not use offensive language. Present ideas appropriately.
* Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
* Avoid using vernacular and/or slang language. This could lead to misinterpretation.
* Keep an “open-mind” and be willing to express even your minority opinion.
* Think and edit before you push the “Send” button.
* Seek and take in feedback from others; learning from other people is an important life skill.

***Violent Behavior Policy sample language:***

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent behavior impedes such goals. Therefore, violent behavior is prohibited in or on any University facility or while participating in any university activity. See the University Policies and Statements on our course Brightspace for more information on the Violent Behavior Policy.

***Diversity, Inclusion & Belonging sample language****:*

1. In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. While we will design guidelines as a group, everyone should remember the following points:

* We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if you have concerns about aspects of/experiences in the course.
* Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker’s intention.
* We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.”

1. This course, as with every course offered at Purdue, plays a part in creating and sustaining a welcoming campus where all students can excel. There are many initiatives in \_\_\_ department and supported by the university focused on this goal, and this course is designed to take advantage of those resources. Learning experiences and assignments address diversity and inclusion, not because they are “topics,” but because they are necessary to prepare students to be successful in a diverse, global environment.
2. We strive for equity, providing equal access and opportunity, and working to maximize student potential. This requires both instructor and students to identify and remove barriers that may prevent someone from full access or full participation. You can help by:

* Contacting me, anonymously if needed, if you see a potential barrier for someone or yourself in participating fully in the class. This might be a physical barrier such as access to technology or a personal situation.
* Suggesting ways in which members of our class can support each other. Virtual study groups and discussion boards are examples, but I encourage you to be creative in your ideas.
* Getting to know each other as contributing members of our learning community. Everyone has something to contribute, and while I designed the course to take advantage of the wealth of knowledge, expertise, and experience we bring together, I cannot do it well without your participation. There are many opportunities built into this course for this type of work. It is important we do it together.

***Course Evaluation sample language:***

Toward the end of this course, you will be provided with an opportunity to give feedback on the course and your instructor. Purdue uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site and will receive a prompt to complete the survey when you login to Brightspace. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

***Disclaimer sample language:***

This syllabus is subject to change. You will be notified of any changes as far in advance as possible via an announcement on Brightspace. Monitor your Purdue email daily for updates.