

## *Examples of Syllabus Policies*

### **Statement to be included in all IUPUI Syllabi**

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html)

### **Examples of Late Paper Policies**

**Late Papers** should not exist; please turn in all eighteen first passes, five microthemes, and three major essays on time. What constitutes “on time”? Papers should reach me, in person, within the first 10 minutes of the class meeting on the assignment’s due date. Papers deemed “late” will receive a grade of F.

**Late Papers:** I expect all papers to be submitted, in class, on the day they are due. You will be penalized ten points (*ed.’s note: out of 100*) for every day a paper is late. I will not accept papers submitted over one week after the deadline. If you become ill or the victim of an emergency, please let me know within 48 hours.

### **Examples of Attendance/Participation Policies**

#### **From English W131, Elementary Composition**

I expect you to attend every class, to arrive on time, and to participate in all class activities (especially peer reviews). Missing class more than three times without a legitimate excuse will be officially acknowledged in a letter to you with a copy sent to your advisor. Regardless of the reasons for your absence, the first three will be considered “excused,” and every absence thereafter will not be excused. Moreover, I will also subtract 25 points (*ed. note: from a total of 1000*) from your course grade for each absence after the third one. If you must miss class for a legitimate reason, please notify me in advance, if possible; in any event, you are responsible for any work that you miss, and missing class is no excuse for not turning in an assignment.

#### **From English W131, Elementary Composition**

I expect you to come to every class on time and with your reading and writing assignments completed, prepared to participate in discussion and group work. You are allowed three absences during the semester, which you should save for illness and emergencies that prevent you from attending class. Regardless of the reason for your absences, you will be penalized beginning with your fourth absence from class. Specifically, your final grade for the course will be dropped by a third of a letter for each absence after three (for instance, a grade of C+ would drop to a C with 4 absences). If you are the victim of an emergency or an illness, please remain in contact with me by email or phone.

#### **From 200-level English course that does not have a “points for/points off” attendance policy.**

I expect you to attend each class meeting and to come a) on time; b) having read the assigned material; c) having prepared any required assignments; and d) ready to participate in discussion or group work with your peers. I will do the same. NB: You are responsible for material covered if you are absent (and please do not ask the question “Did I miss anything *important* in class last time?”)

Accommodations will be made for university-sanctioned absences; in all such instances, I follow university policy: you must notify me at the beginning of the semester or two weeks in advance; notification must be in writing or via email. Graded coursework must be turned in to me *prior* to the date of your absence(s).

#### **From 100-level History course:**

100 points out of the total 1000 points for the class are for class participation. As far as I’m concerned, everyone is in this class to learn and will therefore will come to class fully prepared to discuss the material in a meaningful way. For that reason, everyone now has 100 points for participation. You can lose up to 3 points per class if you (a) don’t show up, (b) show up late, (c) leave early, (d) do not participate, or (e) treat a fellow class member or the instructor in an unprofessional and disrespectful manner. Since there are daily writing assignments, you may drop the lowest

three grades for those assignments. Make sure you use this leeway when you *have* to. Don't waste them early in the semester.

### **From 200-level History course that fulfils the COAS Intensive- Writing requirement**

Attendance in this class is mandatory. We will be doing many in-class activities as well as peer reviewing during class time, so a missed class is an inconvenience to your fellow classmates. I will accept excuses for illness, religious holidays and family emergencies. Please contact me ahead of time in these cases. All papers and assignments should be submitted in hard copy, and late papers will not be considered.

### **From a 400-level SPEA course**

**Attendance:** Since this course is organized as seminar, participation from each student is critical to the success of this course. Therefore, class attendance is mandatory. Any student missing more than three class meetings without a valid excuse will receive deduction of one full letter grade per absence beyond three (3). All students are required to actively participate in the discussion and expected to have read the assigned material prior to the class meetings. At random times throughout the course, students will be called upon to present to the entire class a brief overview of the main issues discussed in the readings.

## **Examples of Civility Policies**

### **From a 100-level History course**

This class is a community of learners, which means we will depend upon each other to support and inform one another. When debating issues in class, be careful to maintain a professional demeanor and to present reasoned and balanced arguments that are supported by evidence from either the readings, from lecture, or from your personal experience. Since everyone is different, everyone will have different perceptions of what is civil and uncivil behavior, so if you are offended by something that either another student does or says, please let me know. In the same way, please let me know if you are offended by something I say or do. It is my intention to ensure this classroom is a safe place for all to voice their opinions and present cases. Please help me to do that!

### **From a 100-level Online Criminal Justice course**

**Classroom/Online Etiquette:** It is critical in any college class that students show respect for classmates and the instructor. This is even truer in the online environment because many of the non-verbal cues that we use to interpret what a person is saying to us are not present online. Therefore it is especially critical that we be mindful of how our words will be interpreted by those who are reading them. As the instructor of the course it is my responsibility to monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. We will be discussing some complex issues that people will often disagree about, but these disagreements must be conducted in a respectful manner. This applies to individual communications with me or each other, and group discussions with me or each other. I will expect that you will give some thought to your postings. Excessive postings are also frowned upon because these amount to dominating the discussion. Please limit your postings to less than 200 words. I reserve the right to ask students to take a step back and allow others discussion time if I feel that an individual is dominating the discussion. In your responses, please try to be clear which point your response refers to. Students who fail to follow etiquette guidelines may be dismissed from class.

Things to avoid in postings:

1. profanity
2. personalizing statements
3. shortening phrases in ways that not all might understand (e.g. lol means laugh out loud)
4. excessive numbers of postings
5. lengthy postings

## **Examples of Plagiarism Policies**

### **From a 200-level English course on fiction**

**Academic Honesty:** Plagiarism constitutes using others' ideas, words or images without properly giving credit to those sources. If you turn in any work with your name affixed to it, I assume that work is your own and that all sources are indicated and documented in the text (with quotations and/or proper citations). If such turns out not to be the case, I will follow university policy concerning plagiarism, which can include a grade of F for the assignment in question and/or for the course and a report to the Dean of Students Office. For more detail on academic misconduct see the [\*Indiana University Code of Student Rights, Responsibilities and Conduct\*](#).

### **From English W131, Elementary Composition**

Plagiarism is the unacknowledged use of others' materials (words and ideas). Please note that because you will receive detailed instruction about what plagiarism is and how to avoid it, I will penalize any offender thereafter as extensively as university policy allows. Nothing that you could possibly gain by plagiarizing is worth the certain penalty of failing this class. If you have questions, please see me.

### **Academic Misconduct:**

*(The following information is directly from the [\*Indiana University Code of Student Rights, Responsibilities and Conduct\*](#).)*

Students are expected to produce original work and give appropriate credit to others work to which they refer (i.e. proper citations). Students should be aware of the fact that the university can discipline them for academic misconduct, which is defined as any activity that tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following:

1. Cheating: A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
  - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
  - b. A student must not use another person as a substitute in the taking of an examination or quiz.
  - c. A student must not steal examinations or other course materials.
  - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
  - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report, which is represented explicitly or implicitly as the student's individual work.
  - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
  - h. A student must not alter a grade or score in any way.
2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.
3. Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:
  - a. Quotes another person's actual words, either oral or written;
  - b. Paraphrases another person's words, either oral or written;
  - c. Uses another person's idea, opinion, or theory; or
  - d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

#### 4. Interference

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

In accordance with the Indiana University Code of Student Rights, Responsibilities and Conduct if it is determined that a student did commit academic misconduct, an instructor is authorized to impose an appropriate academic sanction related to the particular course involved. An appropriate academic sanction for such misconduct may include, but is not limited to, any one or a combination of the following:

- a. The student may be given a lower grade than the student would otherwise have received for any assignment, course work, examination, or paper involved in the act of misconduct.
- b. The student may be given a failing grade for any assignment, course work, examination, or paper involved in the act of misconduct.
- c. The student may be required to repeat or resubmit any assignment, course work, examination, or paper involved in the act of misconduct.
- d. The student may be required to complete some additional assignment, course work, examination, or paper as a substitute for any assignment, course work, examination, or paper involved in the act of misconduct.

The student may be required to withdraw from the course with an appropriate grade of W or F, in the faculty member's discretion.

### **Policies Regarding Student Disabilities**

If you have special needs that may require modification of instruction or assessment, please notify the instructor and/or contact the Office of Adaptive Educational Services at IUPUI. Visit the office website for eligibility requirements at: <http://www.iupui.edu/~divrsity/aes/> or contact via one of these methods 317-274-3241, Video phone: (317) 278-2052 or 1-866-379-8823, Fax: (317) 278-2051 or email: [aes@iupui.edu](mailto:aes@iupui.edu).

Students requiring modifications to the course or testing environment (i.e. vision or hearing impairments, or learning difficulties) are encouraged to apprise me of these accommodations as soon as practical via email or by seeing me at office hours. Please note that accommodations are coordinated through the Adaptive Educational Services (AES), Office. Students that feel an accommodation is necessary should contact AES at: 317-274-3241 or [aes@iupui.edu](mailto:aes@iupui.edu). Once a need for accommodation has been established, AES works with the student to identify appropriate accommodations.

### **Statement on Possible Revision of Syllabus**

Please note that this syllabus is subject to revision at any time by the instructor.

## **Statement on Academic Support for Writing**

The IUPUI University Writing Center (UWC) provides free help in any phase of the writing process—from brainstorming to polishing the final draft. The UWC is available via e-mail and phone to answer quick, specific questions about writing-related topics such as documentation, style, usage, and/or punctuation. E-mail the UWC during normal business hours at [writectr@iupui.edu](mailto:writectr@iupui.edu) and a tutor will try to respond to your question within 24 hours. You may also call the hotline at 317-278-9999 during normal business hours.

For further information, and for a look at a variety of resources that may be of use to you in your writing, visit the UWC website at: <http://www.iupui.edu/~uwc/>.

## **Statement Setting Expectations about Communications and Uses of Online Resources**

I am happy to communicate with you about your grades and experiences in this course. Please plan to have these discussions during my virtual office hours or if you wish to have a discussion in person, by appointment.

This course has its own website: <http://www.indiana.edu/~sample/yourclass.html> Please check the website at least twice each week for updates, lecture materials, and review resources.

This class uses Oncourse - <http://oncourse.iu.edu/> - for making announcements, reviewing course-related materials, holding online discussions, completing online exercises, and communicating via Oncourse Mail. If you want to send me email, please do so *only* through Oncourse Mail, located under the “In Touch” tab within our course. I will log into Oncourse once a day including weekends. If you send me an email, you can generally expect a response within XX (e.g. 48) hours. You are expected to check Oncourse at least once per week.

Please use the class email distribution list only for course-related communication. Seek other means for distributing student government campaign materials, sublet requests, etc.

Some course readings are available online through the University Library’s course reserves system:  
<https://reserves.ulib.iupui.edu/>.

You will be asked to submit assignments in electronic format. For these electronic submissions to be on time, they must be completed before the start of class. Electronic submissions that arrive after the stated time are considered late and will lose points. Allow time for solving technology problems. Don’t assume that the technology will always work as planned!

**Oncourse discussion forum postings and response** \_\_\_ points (5 worth \_\_\_ points each)

*(10-25 possible range of points)*

One of the communication tools we will use during this course is the discussion forum within Oncourse. Prior to selected course meetings in which class facilitation will occur, you must submit a posting to the appropriate discussion forum. Postings and responses should be directly related to course readings. Examples are welcome but must be clearly connected to specific portions of the reading and/or class discussion. The goal of this assignment is to engage with the material and one another.

In the **discussion forum posting** (made no later than 12:00 noon on Monday) you are to share with the class your *reflection* (not a summary) on the assigned readings. In addition, you should pose questions about the readings and items you hope will be explored during class discussion. The discussion forum posting should be approximately 2-3 paragraphs.

In the **discussion forum response** (made no later than 12:00 noon on Tuesday) you should *reply* to the reflections and questions posed by your peers. You can do this by asking for clarification, responding directly to the question, providing another point of view, and/or building off of one another’s ideas. Please take time to carefully read to each of the discussion forum postings and make responses as appropriate. The discussion will be rich if everyone does not wait until the last minute to post and reply.

## **Statement regarding Technology Assistance Resources**

If you need technology assistance including assistance with Oncourse, contact University Information Technology Services (UITS) Support Center. I am unable to address technical problems. The support center services and hours in Indianapolis are:

- **ITHelpLive (live chat with a consultant):** Service available Monday-Friday 8am-9pm at: <http://ithelplive.iu.edu/>
- You need to have a Windows computer, and you'll need to supply your IU Network ID username and password to access ITHelpLive. For information about available services, please see the Knowledge Base document: [At IU, what is ITHelpLive?](#)
- **Phone support:** You can reach the Support Center by phone at 317-274-4357, 24 hours a day, 7 days a week.
- **Walk-in support:** The UITS Support Center in IT 129 is open Monday-Thursday 8am-9pm, Friday 8am-5pm, Saturday 9am-3pm, and Sunday noon-4pm. Semester break hours are Monday-Friday 8am-5pm, closed Saturday and Sunday.
- **Email support:** Send mail to [ithelp@iu.edu](mailto:ithelp@iu.edu).

Additionally, UITS offers instructor-led workshops, known as STEPS, on more than 80 beginning to advanced computing topics. Most STEPS courses are free to IUPUI students. Visit <http://ittraining.iu.edu/> for more information and workshop descriptions.

## **Statement regarding Use of Turnitin.com**

In this course, we will be employing turnitin.com software as a tool for learning how to write with sources. Turnitin.com is useful in helping to determine whether or not a writer is relying too heavily upon sources. We will have a demonstration of the software in class, as well as exercises based on turnitin.com reports. All essays must be submitted to turnitin.com at the draft stage (that is, before the final draft is turned in). Individual assignment sheets will provide specific instructions.

To read more about Turnitin, go to their main www site: [www.turnitin.com](http://www.turnitin.com)

**How Turnitin.com works:** students (or instructors) submit electronic versions of essays to turnitin.com, which in turn produces an “originality report.” This report shows the writer and teacher the results of Turnitin.com having compared the essay to content on the www, in Turnitin.com databases of student writing, and in some common full-text journal sites. You will be given in-class instruction about how to use turnitin.com.

What this requires of you as a member of this class:

- 1) All papers must be submitted to Turnitin.com at the draft stage *by the date and time specified* in the syllabus.
- 2) Turnitin.com reports are considered part of the final grade of a paper; no final essay will be acceptable without a record of it (or its draft) having been submitted to Turnitin.com on time.
- 3) You may submit each assignment ONE time to Turnitin.com and receive a status report
- 4) All draft and final drafts of papers are held to the University’s Code of Student Rights and Responsibilities.

## **Statement regarding Time Commitment**

### **From a Graduate Level Hybrid Education Course**

Although online and hybrid courses require limited time spent in class and are convenient for those with busy schedules, they require a significant amount of commitment from enrolled students (and the instructors). The expectations of a traditional graduate course require students to spend 3 hours in class each week and, depending on work habits and the demands of the course, another 9-12 hours per week on readings and assignments. In this hybrid class, students should expect to spend a total amount of time that is comparable. Each week that we meet

asynchronously, you will also spend no less than 12 hours engaged in a variety of course-related projects. When we do meet in a synchronous manner (polycom or another medium) our meetings will rarely take 3 full hours so the amount of out-of-class time you spend on the course will remain relatively high.

The assignments and expectations for this hybrid course are very rigorous and intense. More so than in traditional courses, in hybrid/online classes, you are responsible for a great deal of your own learning. So, while you will receive a great deal of instruction and guidance in completing the coursework, it is up to you to make the most out of the overall experience. In the class you will engage in consistently high levels of writing, communicating, and group work in order to achieve the course learning objectives. You will have to thoroughly and critically read all course materials in order to learn the fundamentals, which in a traditional face-to-face course may have been provided for you during class sessions. Further, you likely will be interacting with your classmates and your instructors more often than in a face-to-face class. You will be required to use new media tools and express yourself in new ways. An important part of the class is the exploration and evaluation of various teaching and learning methods. We promise it won't be boring, and you will have opportunities to discuss the experience and technological tools.

If you are a highly motivated, disciplined, independent learner, chances are that online learning will be a wonderful learning experience for you. However, if you tend to procrastinate, or your life is very busy and you have limited time for class work, this hybrid course may not be as fulfilling or you may not be as successful. If you have any concerns about your ability to learn in a hybrid environment, please contact the course instructors.

#### **From a 100-Level Online Criminal Justice Course**

Taking an online class is different (and sometimes more challenging) than taking one in a classroom. UITS IT Training and Education offers guidance for students on how to prepare for an online class. Check out "Distance Education Student Primer: Skills for Being an Effective Online Learner" which gives a brief introduction to issues and skills involved in becoming a successful online learner. Find tips on managing stress and time, communicating effectively, establishing good study habits, and more. Download it at:  
[http://kd.iu.edu/resources/de\\_student\\_primer.pdf](http://kd.iu.edu/resources/de_student_primer.pdf).

#### **From a 400-Level Online Tourism, Convention & Event Management Course**

Due to misconceptions/misunderstandings it becomes necessary to clarify certain issues related to taking a web-based class in the TCEM department. The instructor wants to ensure that each student understands the requirements and expectations of taking this class.

The only difference between taking a course live or via the web is the actual class attendance. A web-based course is not a one-on-one, independent study tutorial. It is not possible to take each participant's individual schedule into account when arranging course requirements and time parameters. This includes work schedules, vacations, etc....

Specific exam, forum discussion, and assignment due dates and times are outlined in the Course Calendar section of this syllabus. These dates and times are not flexible. No late submissions are accepted. Please review the calendar to verify that you are able to fulfill all course requirements. Adherence to course requirements and deadlines must be enforced, if the course is to be effective and beneficial to all participants. For this reason, no accommodations will be made for those students unable or unwilling to fulfill these requirements. If a student is not able to follow this mandate, please withdraw from the course.