**ICaP Syllabus Checklist: Fall 2017**
Your syllabus must include the following information. Much of this information is required per the Student Bill of Rights, and some is required by ICaP. Please use the following checklist for your syllabus:

☐ **The course number** including the section number, CRN and the **name of your syllabus approach**.

☐ **Your course meeting times and room numbers.** The conferencing and computer lab components of ENGL 10600 may seem confusing to students at first. To help them understand when and where they need to be for class, include your class meeting pattern. For an example, see Appendix A: "Class Meeting Patterns for ENGL 10600".

☐ **Your name, office number, and contact information.** You are under no obligation to list your home or cellphone number, but you may if you wish. Usually, e-mail is the best way to communicate with our students anyway. Include your email address and your course URL on your syllabus.

☐ **Your office hours**. If you are teaching ENGL 10600, set a *minimum* of one hour per week per class. If you are teaching courses other than ENGL 10600, set a minimum of 1.5 hours per class. Set office hours for times that you will regularly be in your office if students want to drop in. Post these hours on your office door and submit them to the main office (you'll be asked to fill out a form that includes your office hours). You should also make yourself available for appointments at other times for students who have class conflicts with your scheduled hours. If you must miss a scheduled office hour, please notify your students in advance and ask an officemate to post a sign to that effect.

☐ **Official course description, including the ICaP outcomes.** You can find ICaP's official description and course outcomes on the ICaP website. Include your own extended course description that reflects your syllabus approach and teaching philosophy.

☐ **Textbook information.** Include the titles, authors, and editions of your syllabus approach-approved rhetoric and of any other text you require. Include the ISBN and approximate retail price. Be aware of the number of texts you require, and make sure you are familiar with ICaP's media policy (see "Guidelines for Media Use in ICaP").

☐ **Other materials** you require your students to have (folders, dictionaries, flash drive, journals, film, Convocation tickets, etc.) The choice and extent of supplementary materials must not violate ICaP's media policy guidelines (see "Guidelines for Media Use in ICaP").

☐ **Assignments.** List your assignments, indicate how much each assignment is worth and the assignment's approximate word count or equivalent, and offer a brief description of each assignment. If you assign projects with multiple components, include these specifics as well.

☐ **Assignment format guidelines.** Include whether you want assignments handed in digitally or as hard copies. What identifying information should be printed on each paper or file? MLA format? If digital, what filename conventions do you want students to use?

☐ **Grading methods.** Your students have a right to know how many papers they will write, how much each will count towards their final grade, and what other factors enter into their grade (exercises and other assignments, attendance, class participation, etc.). Also, if you provide students with this information in writing at the beginning of the semester, you protect yourself from later complaints about your grading system. (Also see the section on Grading and Grade Appeals in this manual.) You need to indicate on your syllabus whether you are using regular letter grades or if you grade using +/-.

☐ **General Course Policies**: how will you handle late work, how will you handle cellphone or other electronic device use and abuse during class, and how will you react to students' inappropriate behavior? For general university policies, you may include a link on your syllabus to The Student Guide to ICaP at icap.rhetorike.org/studentguide.

☐ **Attendance policy**: in the following section you will see more information about Purdue's policy, but you should have your class policy clearly stated on your syllabus. Your policy must align with Purdue's overall policy, and it must be enforceable.

☐ **Participation:** If you give students a grade for **participation**, that grade can be no more than 10% of their overall grade, and the grading you do **must be measurable and documented**. Explain in your syllabus what "participation" means. You may want to consider other terms. Many instructors use the term "Professional Ethos" and talk with their students about what that means in college and in the workplace.

☐ **Technology policies.** Your policy cannot prohibit specific technologies through which students could receive or deliver emergency notifications (e.g. cellphones). Your policy cannot prohibit specific technologies that students might need to access course materials (e.g. laptops for students with disabilities). You can ask students to refrain from using personal technologies for non-course related activities.

☐ **Course schedule/calendar.** Offer your students a complete schedule that includes all project due dates and assigned readings. We realize that some dates may change slightly and some reading assignments may change, but your students need to have some idea of their reading and writing workload. Keep an updated course schedule/calendar online for your students to access.

☐ **Purdue Honor Pledge.** The Office of the Provost asks that we include on our syllabi as well as on key assignments the Purdue Honor Pledge. The pledge is "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."

☐ **CAPS Information.** The University Senate recommends that instructors include on your syllabus the following boilerplate about mental health resources:

"Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours."

☐ **Check Your Own Professional Language and Tone:** Make your expectations clear without begin rude or condescending. Try to frame your language in a positive tone instead of using negatives.
    ° Example of unprofessional language and tone on your syllabus:
    "Lateness to class will NOT be tolerated for any reason and will result in a reduced grade!!"
    ° Example of professional language and tone on your syllabus:
    "I expect you to be on time for class, and you may expect me to be on time for class as well. If you arrive late,
      please slip in quietly so as not to disturb the other students."