

Dear Colleagues,

As you prepare your syllabi for the coming semester, please be attentive to the following essential components:

- Please include a statement for students about the place and importance of the Honor Code here at Sewanee. Our published statement says,
- First, that any adequate conception of honor demands that an honorable person shall not lie or cheat or steal.
- Second, that membership in the student body carries with it a peculiar responsibility for the punctilious observance of those standards of conduct which govern an honorable person in every walk of life.
- Third, that since the integrity of the degrees granted by the University must depend in large degree upon the Honor Code, all students in every class must regard themselves as particularly bound by their honor not to cheat in any form, and as likewise bound in honor not to fail to report any cheating that comes to their knowledge.
- Fourth, that plagiarism is a form of cheating because the plagiarist copies or imitates the language and thoughts of others and passes the result off as an original work. Plagiarism includes the failure to identify a direct quotation by the use of quotation marks or another accepted convention which delimits and identifies the quotation clearly, paraphrasing the work of another without an acknowledgement of the source, or using the ideas of another, even though expressed in different words, without giving proper credit.
- Fifth, the same paper may not be submitted in more than one course without the prior permission of the instructors in those courses.
- Sixth, because the preservation of equal access to scholarly materials is essential in any academic community, it is a violation of the Honor Code to fail to check out materials taken from the library, or to remove from the building without proper authorization non-circulating materials such as reference books, periodicals, or reserved books.
- Finally, it is therefore essential to acknowledge properly and explicitly all sources (including printed essays or books, study guides, internet sources, or other people aside from the instructor) you consult in the process of writing critical essays.

You may add:

*If you ever have a question about an assignment or need additional help, please ask for assistance rather than jeopardize your academic career.*

Then follow with directives that are appropriate to your course (e.g., more information about documentation, or what electronic resources are OK, etc.).

- **Class participation and attendance:** Faculty should consider their underlying principles for assigning a grade to participation and/or attendance: how does participation and/or attendance support specific learning objectives essential to the course content? For many faculty, “class participation” is meant to encourage (and reward) not mere presence but rather demonstrated engagement with the course content and active involvement in

promoting a positive learning environment. Such participation can be essential in achieving the learning objectives for a course. (If there's no association between participation/attendance and learning outcomes, then why would a grade be assigned?)

Students who fail to submit assignments on time or who miss required meetings can be penalized, as long as the expectations, including expectations about timely communications, are made clear in the syllabus.

Still, faculty are encouraged to monitor attendance. Occasional, one-off absences may not be cause for alarm, and clear communication may resolve any concerns. Please contact the School of Letters Office if you have a concern.

- Please be explicit about both **course objectives** on your syllabus.

Course objectives help you define the shape, direction, and purpose of the course for your students. They answer the *why?* the way the rest of the syllabus answers *what* and *when?* For example, if you assign a grade to class participation, then in your course objectives note why participation is critical to your course. (Perhaps it is essential to your course that students learn to present and evaluate oral arguments.)

- You **must** include a **statement about accommodations** on the syllabus. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) (as amended in 2008) have set out key expectations/requirements that we as an institution need to meet. The most frequent ADA-related request the University receives involves students seeking accommodations for documented learning differences, psychiatric disorders, and/or physical disabilities. The official statement is supplied by Student Accessibility Services (SAS), and you'll note that the statement clearly *places the responsibility on the student* and clarifies that *accommodations cannot be applied after-the-fact*. **Note that the statement below has been updated!**

### **ADA Statement**

The University of the South is committed to fostering respect for the diversity of the University community and the individual rights of each member of that community. In this spirit, and in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the University seeks to provide students with disabilities with the reasonable accommodations needed to ensure equal access to the programs and activities of the University.

Any student with a documented disability needing academic adjustments is requested to speak with Student Accessibility Services (SAS) as early in the semester as possible. If approved for accommodations, the student has the responsibility to present their instructors with a copy of the official letter of academic accommodations. Please note: Accommodation letters should be dated for the current term; accommodations will not be provided without a current accommodation letter; and accommodations cannot be applied retroactively.

SAS is located in the Office of the Dean of Students (931.598.1229). Additional information about accommodations can be found at <https://new.sewanee.edu/campus-life/playing/wellness-commons/university-wellness-center/student-accessibility-services/>.

Such requests for accommodation are not new, and Sewanee's faculty generally have been receptive to the requests and have worked with students to help them have the best learning environment. Typical accommodations include extra time for exams, the ability to take exams in distraction-reduced environments, assistance with note taking, and the ability to use a word processor to type an exam.

If you have questions or concerns about a student's accommodation, please **confer** first with Matt Brown ([mabrown@sewanee.edu](mailto:mabrown@sewanee.edu)), director of SAS, or Alex Bruce ([ambruce@sewanee.edu](mailto:ambruce@sewanee.edu)), who is the liaison with SAS, rather than denying the accommodation outright. Matt and Alex will work with you to find a resolution.

### **Title IX and Sex Discrimination policy**

Sexual misconduct is a violation of federal Title IX law and University policy. Disclosure of sexual misconduct to University faculty, staff, or student leaders (i.e., proctors) is not confidential and these individuals are required to make reports, including names and circumstances, to the University's Title IX Coordinator. To report incidents of sexual misconduct, please file a report at [ReportSexualMisconduct.sewanee.edu](https://sewanee.edu/report-sexual-misconduct) or contact the Title IX Coordinator (Dr. Sylvia Gray, [titleix@sewanee.edu](mailto:titleix@sewanee.edu)). For more information on mandatory reporting please see the [Mandatory Reporter Policy](#). For resources on support or confidential disclosure, please refer to the [Sexual Discrimination Policy](#).

- Optional statements for your syllabus but please especially consider publishing the Title IX info:

### **Electronic Submissions**

It is your responsibility as a student in this class to ensure that all written work is submitted in the proper electronic file format. Work for this course is accepted [specify acceptable file formats; your default might be only as Word Document (.docx) or Portable Document Format (.pdf) files]. Any work submitted in any other file format, or as a corrupt or unreadable file, may be considered as "not submitted" (thus a zero). It is your responsibility to make sure the files are readable in these formats before submitting your work. If you need assistance with file formats and electronic work submission, you should contact the technology help desk ([helpdesk@sewanee.edu](mailto:helpdesk@sewanee.edu) / 931.598.1369).

### **Research Help Center**

The Research Help Center in duPont Library is available for all of your research paper, project, and presentation needs. Our librarians can help with each stage of the research process, including topic selection and narrowing, outlining, finding resources, interpreting academic resources, avoiding plagiarism, and

integrating research into your paper or presentation. You can find more details and sign up for appointments at [library.sewanee.edu/researchhelp/librarians](http://library.sewanee.edu/researchhelp/librarians) and at <https://library.sewanee.edu/schoolofletters/services>.

- **Please note on your syllabus that the last day for submitting written work.** (Your grades must be entered before Aug. 1.)
- A final word about syllabi: please remember to submit them to April Alvarez by email at [sletters@sewanee.edu](mailto:sletters@sewanee.edu) *the first day of class*. Having a consistent naming process will help us organize syllabi, so please name your file as follows (this format assumes that even if you teach two sections of a course, you have the same syllabus):

“[DEPT][Course][Lastname][(S) Term and (2-digit) Year]”

Ex: ENGL101SmithS21 or MATH101JonesS21

**Submit only one document per course**, as PDF or a Word document. That is, combine your course outline and schedule of work into one document.

- **PLEASE, during the first classes, check your class rosters.** Please inform the School of Letters office of any discrepancy.

Here's to a great semester ahead!