Learning Objectives

- At the end of this course, students will be able to . . .

- In this course we will . . .

Class Participation

- I expect you to participate actively in this course. As you likely already know, the best way to learn is to be directly involved in making meaning out of the knowledge with which we’re wrestling. Not only do I welcome your comments, thoughts, questions, and challenges – I expect them. From my perspective, active participation means that you come prepared to be intellectually curious, emotionally and cognitively present, and ready to engage in our class and its community.

- Active, engaged participation is an essential component of this course’s success. Successfully comprehending or grasping a text’s myriad offerings requires both intense personal analysis and shared discussion. Participation entails several components: active listening, responding to colleagues’ comments, arriving with notes and points to share in class, and maintaining a professional, energetic presence in class.

Mobile Device Policy

- Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one’s ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please turn off your phone, email, and computer during class; I will do so as well. I appreciate your cooperation as we create a class in which we all want to be a part.

- I maintain a zero-tolerance policy towards cell phones, and do not want to see them out. Phones must remain on vibrate or silent. If a phone call is pressing, please feel free to excuse yourself from the classroom. Repeat offenses will result in a half-letter grade drop.

Turnitin Syllabus Statement

All writing assignments in this course will be submitted to Turnitin via the Assignments folder in Canvas. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work.

I recommend that you submit your paper early enough to review your Turnitin report before the final due date. Then, if necessary, you will have time to ask for help from me, from your TF, or from someone at the Writing Center. The Poorvu Center website explains how to view your similarity report and provides a useful discussion on using sources in academic writing.
Policies on Academic Integrity (also called Academic Dishonesty or Plagiarism)

- Academic honesty is a core institutional value at Yale. It means, among other things, truth in presentation, diligence and precision in citing works and ideas we have used, and acknowledging our collaborations with others. In view of our commitment to maintaining the highest standards of academic integrity, the Undergraduate Regulations (http://catalog.yale.edu/undergraduate-regulations/policies/definitions-plagiarism-cheating/) and the Graduate School Code of Conduct specifically prohibit the following forms of behavior: cheating on examinations, problem sets and all other forms of assessment; falsification and/or fabrication of data; plagiarism, that is, the failure in a dissertation, essay or other written exercise to acknowledge ideas, research, or language taken from others; and multiple submission of the same work without obtaining explicit written permission from both instructors before the material is submitted. Students found guilty of violations of academic integrity are subject to one or more of the following penalties: written reprimand, probation, suspension (noted on a student’s transcript) or dismissal (noted on a student’s transcript).

- Academic integrity is a core university value that ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others. Please ask about my expectations regarding permissible or encouraged forms of student collaboration if they are unclear.

- Any work that you submit at any stage of the writing process—thesis, outline, draft, bibliography, final submission, presentations, blog posts, and more—must be your own; in addition, any words, ideas, or data that you borrow from other people and include in your work must be properly documented. Failure to do either of these things is plagiarism. I seek to protect the rights and intellectual property of all students, writers, and scholars by insisting that individual students act with integrity.

Student Accessibility Services

- Your experience in this class is important to me. If you have already established accommodations with Student Accessibility Services (SAS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through SAS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact SAS at 203-432-2324 to make an appointment. General information for students can be found on the Get Started page of SAS’s website (https://sas.yale.edu/). SAS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and SAS. It is important to Yale University to create inclusive and accessible learning environments consistent with federal and state law.
Fostering Inclusivity and Respect in the Classroom

- Yale adheres to the philosophy that all community members should enjoy an environment free from harassment, sexual misconduct, discrimination, or intimate partner violence. If you would like to speak with someone about an experience with gender discrimination, you should contact a Title IX coordinator. For sexual misconduct concerns, you may contact a Title IX coordinator, the SHARE Center, the University-Wide Committee on Sexual Misconduct (UWC), and the Yale Police Department. If you would like to discuss an experience of discrimination or harassment other than gender discrimination or sexual misconduct, you may report your concerns to either your Dean’s Designee (an administrator in your school who serves as a resource for concerns about discrimination or harassment) or the Office of Institutional Equity and Access, the university-wide office that assists with complaint resolution and investigates reports of discrimination and harassment. The Resources for Students to Address Discrimination and Harassment Concerns website contains more detailed information.

- Yale University supports and wants to foster a civil, respectful, and open-minded climate so that all of us can live and work in an environment free of harassment, bias-motivated behaviors, unfair treatment, and fear. By committing to working with our better selves, we can work, in all our communities, towards greater mutual understanding of the questions that guide our inquiries. The university expects all members of our community to refrain from actions or behaviors that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, ethnicity, country of origin, religion, gender identity/expression, sexual orientation, age, or physical or mental ability, including learning and/or developmental disabilities and past/present history of mental disorder or other category protected by state or federal law.

- Learning is most effective when the classroom is comfortable, challenging, and fun. As such, we as a group must cultivate mutual respect for ideas, freedom/ability to speak in class, and a professional tone. I will, consequently, not tolerate any form of disrespect geared towards me or another in class, cursing of any kind, dishonesty, or disruptive activity. Spirited engagement and exciting disagreement, however, are encouraged.

For more examples of inclusive language including sample diversity statements for your syllabus, please visit the Poorvu Center’s strategic teaching resources at: https://poorvucenter.yale.edu/DiversityStatements.