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First Year Seminar
FYS (INTD 101, HNRS 101, AIID 101)

Documents:

- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
 (Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Does the syllabus include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Speak effectively in scholarly and creative contexts.

1. Deliver a central message that is easy to identify, vivid, and memorable.
 2. Use appropriate language for the subject and the audience.
 3. Deliver oral communications in an engaging manner.
- "Deliver" refers to "Delivery", which includes posture, gesture, eye contact, and vocal expressiveness.

Objective 2: Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Locate Information Effectively

Objective 3: Use technology to communicate, manage, or solve problems.

1. Use technology to communicate information.
2. Use technology to manage information.

Objective 4: Understand diverse communities on local, national, and/or global levels.

1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.
2. Practice reflective intra-personal skills.
3. Participate in diverse communities on local, national, and/or global levels.

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Measurable Student Learning Outcomes

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Speak effectively in scholarly and creative contexts.	1. Deliver a central message that is easy to identify, vivid, and memorable.			
	2. Use appropriate language for the subject and the audience.			
	3. Deliver oral communications in an engaging manner.			
2 Develop the skills necessary to locate,	1. Locate Information Effectively.			

evaluate, and employ information effectively.				
3 Use technology to communicate, manage, or solve problems	1. Use technology to communicate information.			
	2. Use technology to manage information.			
4 Understand diverse communities on local, national, and/or global levels	1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.			
	2. Practice reflective intra-personal skills.			
	3. Participate in diverse communities on local, national, and/or global levels.			

Syllabus Template:

Note: this syllabus is provided as a guide only. Faculty should feel free to change the formatting, wording, and other elements to suit their needs, as long as it conforms to the syllabus guidelines and is consistent with College policies. Please refer to the Syllabus Checklist.

RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
Course Title

Course Information

Course Number, Course Title, Credit Hours
Prerequisites and/or Co-requisites: None
Semester & Year Offered
Class Meeting Day(s), Time, Location

Instructor Information

Instructor’s Name, Title
Office Location & Phone No.
Office Hours
E-mail Address
Mailbox Location

Common FYS Description

(all FYS courses include this description as written)
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: technological competency, understanding diverse communities, oral communication, and information literacy. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description

Instructors describe their individual courses here.

Course Goals

Include the general goals of the course. This entry should provide students with a general understanding of what students will know, do, grasp, or see as a result of taking this course. What are the general skills, aptitudes, or bodies of knowledge, which this course seeks to enhance? For example, in one FYS course, students will learn the fundamental aspects of energy, order, and disorder and will apply them to global energy issues and social constructs. In another FYS course, students will discover aspects of the self and the other by reading classic literature and watching a movie that examines this topic. It is in this area of the course syllabus that instructors have an opportunity to describe how a course would emphasize forms of critical writing, thinking, and reading.

Measurable Student Learning Outcomes

This section will articulate what a student should know or be able to do after taking this course. The common FYS student learning outcomes are written in the first column of the table below. Please retain these outcomes. You may add any learning outcomes that pertain to your course, if you wish. Identify the course component(s) (e.g., research paper, class discussions, essays, presentation, final project) where the FYS learning outcomes will be fulfilled by students in your class. This table is an example; please use it to develop your own outcomes table.

Objective	Outcome	Information	Oral	Peer	Research	Summer
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		Literacy Session	Presentation	Curriculum	Paper or Project	Reading Paper
2 Speak effectively in scholarly and creative contexts.	1. Deliver a central message that is easy to identify, vivid, and memorable.		X			
	2. Use appropriate language for the subject and the audience.		X			
	3. Deliver oral communications in an engaging manner.		X			
1 Develop the skills necessary to locate, evaluate, and employ information effectively.	1. Locate Information Effectively.	X			X	
3 Use technology to communicate, manage, or solve problems	1. Use technology to communicate information.		X			
	2. Use technology to manage information.	X				
4 Understand diverse communities on local, national, and/or global levels	1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context.				X	X
	2. Practice reflective intra-personal skills.			X		
	3. Participate in diverse communities on local, national, and/or global levels.			X		

(Please include this paragraph as written)

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising

(Please include this paragraph as written)

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Student Success who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are required to schedule individual appointments with their assigned Academic Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call Student Success at (201) 684-7441 or via email at: success@ramapo.edu

Texts, Readings, Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats. For example:

APA Good, T. L., & Brophy, J. E. (2002). *Looking in classrooms* (9th ed.). Boston: Allyn & Bacon. ISBN xxx.

Chicago Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

MLA Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

If your course requires students to purchase specific materials, they should be specified in this section.

All FYS syllabi must include these two books in the book list along with at least one other book that is specific to the theme of the course. Note these citations are written in MLA (6th ed.) format. If you are requiring a different format in your class, please revise accordingly.

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. 7th ed. Boston: Bedford/St. Martin's, 2012. ISBN: 978-0-312-64795-7.

Rankine, Claudia. *Citizen: An American Lyric*. Graywolf Press, 2015. ISBN: 978-1-55597-690-3.

Course Requirements

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements, which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students' involvement in the conduct and tasks of the course should be made clear.

Writing Assignments – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade. All FYS courses must include at least one essay (1000 words minimum) on the summer reading and a research paper, or a series of smaller research assignments. These common written assignments should be briefly described in this section and the due dates must be listed in the course schedule below.

Oral Presentation – You should comment on the kind of oral presentation to be given or offer students guidance on what tasks they must accomplish to receive a passing grade. All FYS courses must include at least one oral presentation.

Examinations, Laboratory/Studio, Library Research – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Assignment grades should be included either in this section or in the Grading Policy section.

General Education Program Course

(Please include this paragraph as written and add the requested information on FYS category described below.)

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

FYS faculty must include a statement here that identifies the FYS category that this course fulfills, (i.e., experiential learning, interdisciplinary studies, international education, intercultural understanding, and/or sustainability) along with a statement that explains why this course is listed in this category.

Weekly Class Schedule

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Date	Class topic, reading assignment	Exam/assignment/paper due date
September 6 th	Opening Convocation, Claudia Rankine, author of Citizen: An American Lyric	
Week 1	Discussion on the summer read	
Week 2		Summer read essay
Week 3		

Add a library research workshop in your schedule during a week that complements your course's research paper schedule. For example, if you provide research topics at the first class meeting, your students will need some time to select a topic, write an outline, and begin the literature search phase of the paper. Anytime between weeks 4 – 10 might be an appropriate time to have your class visit the library and participate in a custom-designed library workshop that introduces students to library resources that are tailored to your assigned research topics. Students will be introduced to useful library databases, book and journal holdings, and web-based resources related to your course's research topics. Additionally, this session will satisfy the information literacy student learning outcomes common to all FYS courses.

Provide 60-minutes [30 minutes extra] for Peer Facilitators to review adjustment issues with first-

year students, particularly as they relate to alcohol education and bystander intervention.		
Week 4		
Week 5		
<p>Add an <u>academic advisement</u> session in your schedule in early to mid-October (your choice). A staff member from the Center for Student Success will visit your class to give a presentation that will help your students select courses for the spring semester.</p> <p>Provide 60-minutes [30 minutes extra] for Peer Facilitators to review academic performance tasks: time management, note-taking skills and test-taking strategies.</p>		
Week 6		
Week 7		
Week 8		
Week 9		
<p>Provide 60-minutes [30 minutes extra] for Peer Facilitators to review academic advisement and course registration.</p>		
Week 10		
Week 11		
Week 12	Thanksgiving recess (Thursday, November 24 th to Sunday, November 27 th)	
Week 13		
Week 14		
Week 15		
Final Exam		

Important Dates

First Day of Classes: September 7th
 Last day for Class Adjustments (on the Web): September 13th
 Last day to withdraw from courses with “W” grade: November 18th
 Thanksgiving Recess: Nov 24th – 27th
 Final Exam Week: December 16th – 22nd
 Common Finals: December 17th
 Last day to request “I” grades: December 22nd
 Final Exam Snow Make-Up Day: December 23rd

Grading Policy

Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.

Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D-grades for undergraduate courses.

Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment.

You should also specify your policy on allowing incomplete grades (consistent with the college's Incomplete policy) and make-ups for tests.

This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Attendance Policy

The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.

Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?

You must also include the following statement on religious observances:

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Either include the following items on the Syllabus, or include this link to the College-wide policies:

<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies2.docx>

Electronic Forms of Communication

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it must be accessed from within Moodle. Moodle is the 'product of record'; and if you post assignment grades, it must be done so within Moodle.

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Policy on Academic Integrity

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College's Academic Integrity Policy, which can be found online in the College Catalog (<http://www.ramapo.edu/catalog-2015-2016/academic-policies/>).

Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a 'responsible' finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

Procedure

Responsibilities

The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

Criteria

There are four (4) broad forms of academic dishonesty:

Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to: copying from another student's work; allowing another student to copy his/her work; using unauthorized materials such as a textbook, notebook, or electronic devices during an examination; using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination; collaborating with another person during an examination by giving or receiving information without authorization from the instructor; taking a test for another person or asking or allowing another to take the student's own test.

Plagiarism

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote or endnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness: whenever he or she quotes another person's words directly; whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words; whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas); whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the George T. Potter Library Website: [Library Website: Citation Manuals and Style Guides](#)

Academic Misconduct

Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to: changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose; stealing, buying, selling, giving away, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test; submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors; disregarding policies governing the use of human subjects or animals in research; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; knowingly facilitating a violation of the academic integrity policy by another person.

Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to: citing information not taken from the source indicated; citing of sources in a “works cited” that were not used in that project; altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations; submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity; falsifying information or signatures on registration, withdrawal, or other academic forms and records.

Reporting Violations

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here:

<http://www.ramapo.edu/catalog-2015-2016/academic-policies/>

Needless to say the above template cannot anticipate all the information or guidelines which could appear in a course syllabus. What is important is that the syllabus be detailed and comprehensive in its interpretation of the content and intentions of the course. The formatting and style of the syllabus is entirely up to the discretion of the instructor.

Critical Reading and Writing 102

Documents:

- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
 (Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Does the syllabus include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Employ information effectively to accomplish a specific purpose

Objective 2: Practice reflective inter/intra-personal skills.

1. Practice reflective inter-personal skills
2. Practice reflective intra-personal skills

Objective 3: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills

Objective 4: Write effectively in scholarly and creative contexts.

1. Students' writing is arranged logically to support a central purpose
2. Students use evidence to develop their claims

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Measurable Student Learning Outcomes

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Develop the skills necessary to locate, evaluate, and employ information effectively.	1. Employ information effectively to accomplish a specific purpose.			
2 Practice reflective inter/intra-personal skills.	1. Practice reflective inter-personal skills.			
	2. Practice reflective intra-personal skills.			

3 Demonstrate logic and reasoning skills	1. Demonstrate logic and reasoning skills.			
4 Write effectively in scholarly and creative contexts	1. Students' writing is arranged logically to support a central purpose.			
	2. Students use evidence to develop their claims.			

Syllabus Template:

RAMAPO COLLEGE OF NEW JERSEY
School of _____

Course Information

CRWT 102, Critical Reading and Writing II, 4 Credits
Prerequisites and/or Co-requisites: none
Fall 2017
Class Meeting Day(s), Time, location: TBA

Instructor Information

Professor
Office: XXX; ext. XXXXX
Office Hours

School Location:
School Office Phone No.

Course Description

This course will be devoted to helping students develop the skills required to think and write critically about a variety of texts. Students will learn techniques for performing close reading and critical analysis for texts, and they will illustrate these techniques by composing thoroughly revised essays. The majority of this course will be devoted to research methods, information literacy, revision strategies, conventional MLA formatting, and the development of longer research papers. Students will learn to support their ideas and arguments using textual evidence drawn from appropriate primary and secondary sources. The course will include peer review workshops, one-on-one conferences with the instructor, and supplemental instruction provided by the Center for Reading and Writing.

Course Objectives

1. Demonstrate logic and reasoning skills.
2. Write effectively in scholarly and creative contexts.
3. Develop the skills necessary to locate, evaluate, and employ information effectively.
4. Practice reflective inter/intra-personal skills.

Measurable Student Learning Outcomes

Each assignment in the table below will address one or more of the outcomes assigned to the aligned objective(s). Collectively, the assignments will address all of the outcomes assigned to all of the objectives below¹. **For a full listing of outcomes, please see this document: Objectives and Outcomes for CRWT 102.**

objectives	Assignment X	Assignment Y	Assignment Z
Demonstrate logic and reasoning skills.	x		
Write effectively in scholarly and creative contexts.		x	x
Develop the skills necessary to locate, evaluate, and employ information effectively.			x

¹ There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

Practice reflective inter/intra-personal skills.	x		
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Texts, Readings Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats. For example:

MLA Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

If your course requires students to purchase specific materials, they should be specified in this section.

Course Requirements

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

Writing Assignments – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Examinations, Laboratory/Studio, Library Research – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Assignment grades should be included either in this section or in the Grading Policy section.

General Education Program Course

This course fulfills the CRWT 102 requirement in the general education program.

Writing Intensive (WI) Course

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557,

Weekly Class Schedule

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Grading Policy

- Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.
- Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.
- Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment. Consider including the general education rubrics for the objectives assigned to this course.
- You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.
- This information is essential in the case of a grade dispute. Instructors frequently express such

guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Attendance Policy

- The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
- You must also include the following statement on religious observances:
College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Electronic Forms of Communication

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; and if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Notes: (1) The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost’s Office on the appropriate¹. The incident in your class may not be a student’s first offense. (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

Note on Sexual Misconduct

Include this heading and the following statement consistent with the college policy. *Please note that this is an optional item.*

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends.

If you wish to report sexual misconduct or have questions about policies and procedures regarding

¹ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

sexual misconduct, please contact the College's Title IX Coordinator at 201-684-7540.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Course Schedule:

Studies in Arts and Humanities

Documents:

- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
(Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Does the syllabus include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Write effectively in scholarly and creative contexts.

1. Students' writing is arranged logically to support a central purpose.
2. Students use evidence to develop their claims.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

1. Critically interpret a cultural product.
2. Practice reflective intra-personal skills.
3. Participate in diverse communities on local, national, and/or global levels.

Objective 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.
 2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately.
- *Address may include, but is not limited to, "communicate with parties affected by complex problems," or "investigate and understand complex problems, research methods, navigating data collections," or "solve complex problems."

Objective 4: Develop the skills necessary to locate, evaluate, and employ information effectively.

1. Evaluate Information and its sources critically.

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Measurable Student Learning Outcomes

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1. Write effectively in scholarly and creative contexts.	1. Students' writing is arranged logically to support a central purpose.	X		
	2. Students use evidence to develop their claims.	X		
2. Critically engage with the	1. Critically interpret a cultural product.		X	

products of culture, through interpretation or creative expression.	2. Practice reflective intra-personal skills.		X	
	3. Participate in diverse communities on local, national, and/or global levels.		X	
3. Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.			X
	2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately. *Address may include, but is not limited to, “communicate with parties affected by complex problems,” or “investigate and understand complex problems, research methods, navigating data collections,” or “solve complex problems.”			X
4. Develop the skills necessary to locate, evaluate, and employ information effectively.	1. Evaluate Information and its sources critically.	X		

Syllabus Template:

Ramapo College of New Jersey
Salameno School of Humanities and Global Studies
Studies in the Arts and Humanities (New #?)
Professor Name
Semester, Day & Time of Class Meeting;
Classroom

Instructor Information
Office hours: Please be sure to include at least 3 hours, and availability by appointment.
Office Number: XXX Office Phone: YYYY
Email Address:
Mailbox: At the back of the main SSHGS Office, which is in B 224.
Main SSHGS Office phone number: (201) 684-7406

Course Description

Readings in the Arts and Humanities is a 4-credit interdisciplinary liberal arts course. It provides students with an introduction to key texts, concepts, and artifacts from different fields in the humanities. (These could include, for instance history, literature, philosophy, music, art history, and others.) Each section of the course covers a range of different cultures, and at least four different periods in human history, which can range from the ancient world to contemporary works. The course is designated Writing Intensive, and will require students to complete at least two different types of writing assignments. This is a core General Education course, required for all students.

Individual instructors may also add a more specific description here, such as . . .
Our section of the course will focus on the following topic:

Course Objectives & Outcomes

Objective 1: Write effectively in scholarly and creative contexts.

1. Students' writing is arranged logically to support a central purpose.
2. Students use evidence to develop their claims.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

1. Critically interpret a cultural product.
2. Practice reflective intra-personal skills.
3. Participate in diverse communities on local, national, and/or global levels.

Objective 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address* a complex problem.

2. Utilize disciplinary or interdisciplinary skills to address* problems appropriately.

*Address may include, but is not limited to, "communicate with parties affected by complex problems," or "investigate and understand complex problems, research methods, navigating data collections," or "solve complex problems."

Each assignment this semester will address one or more of these outcomes. **Collectively, the assignments will address all of the outcomes assigned to all of the objectives below. For a full listing of outcomes, please see this document: Objectives and Outcomes for SIAH.**

Writing Intensive Learning Objectives:

Students should have increased competency in two or more of the following types of writing and have improved the skills appropriate to those types of writing: thesis-driven/ argumentative essays, reflective essays, research essays, and cross-disciplinary essays. (Writing assignments; in-class discussions of writing; work with supporting consultants from the Center for Reading & Writing)

“Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu.”

Prerequisite: Critical Reading & Writing 102; must have passed with at least a “D”
Because Readings in the Humanities is designated “Writing Intensive,” you should be prepared to dedicate significant time to writing for this course. We will spend class time discussing the writing process; you will also need to spend time at home drafting and revising your papers and theme-to-thesis assignment. The ability to express yourself well is invaluable in the professional world, and the writing you do for this class will give you practice in saying what you mean a clear and organized fashion.

Electronic Communications

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Required Texts

Please list all required texts here. If some texts will be available online or in other ways, please alert students to that fact.

Evaluation

- Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.
- Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.
- Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment. Consider including the general education rubrics for the objectives assigned to this course.
- You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.
- This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Grading Scale

A = 93-100	B+ = 87-89	B- = 80-82	C = 73-76	D = 65-69
A- = 90-92	B = 83-86	C+ = 77-79	C- = 70-72	F = 0-64

General Policies

Please spell out your attendance policy and any other policies (cell phones, food in class, acceptance of late work, etc.) that may affect your students.

You must also include the following statement on religious observances:

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Academic integrity

Please include the following statement, or some version thereof:

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the Ramapo College Catalog. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be referred to the Office of the Provost. Attached to this syllabus is a separate statement regarding plagiarism. Please read that statement carefully, and ask any questions you may have about what constitutes plagiarism before turning in your papers and homework.

Students with Disabilities

Please include the following statement, or some version thereof:

If you need course adaptation or accommodations because of a disability documented with the Office of Specialized Services, please make an appointment to discuss your needs with me during my office hours. It is helpful to notify me as soon as possible.

Proposed Schedule (subject to change as needed)

Please provide the clearest possible schedule for your students to follow, including readings, major assignments, exams, etc. While some assignment dates may not be determined until the semester is underway, it is helpful to provide students with as much information as possible at the start of the semester.

Objectives	Outcomes	Assignment	Assignment	Assignment	Assignment Z
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Social Science Inquiry

Documents:

- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
 (Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Does the **syllabus** include all of the established objectives and outcomes?

Objectives and Outcomes:

OBJECTIVE 1: Critically interpret history and society. *[Shared with Historical Perspectives and Distribution Category: Culture & Creativity]*

1. Understand and interpret appropriate sources.
2. Understand structures of power in society in relation to social change (Specific to SSI)
3. Participate in diverse communities on local, national, and/or global levels (Experiential outcome; specific to SSI)

OBJECTIVE 2: Apply mathematical concepts effectively. *[Shared with Quantitative Reasoning]*

1. Effectively communicate quantitative evidence in support of an argument.
2. Contextualize mathematical concepts as a way of knowing (Specific to SSI)

OBJECTIVE 3: Analyze ethical implications of the global distribution of power and resources. *[Shared with Historical Perspectives and 2 Distribution Categories: Values & Ethics and Systems and Sustainability, & Society]*

1. Analyze the distributions of power and resources and their implications at the local, national, and/or international level.
2. Summarize ethical perspectives in understanding inequities in the distribution of power and resources.

OBJECTIVE 4: Question assumptions about individual and group identity. *[Shared with Historical Perspectives and 2 Distribution Categories: Values & Ethics and Culture & Creativity]*

1. Articulate the assumptions that have shaped conceptions of identity in the past and/or present.
2. Understand how identities influence the experiences of oneself and others (Specific to SSI)
3. Practice reflective intra-personal skills (Experiential outcome; specific to SSI)

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Critically interpret history and	Understand and interpret appropriate sources.	Assignment W	Assignment X	Assignment Y	Assignment Z
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	Understand structures of power in society in relation to social change	x			
	Participate in diverse communities on local, national, and/or global levels	x			
Apply mathematical concepts effectively.	Effectively communicate quantitative evidence in support of an argument		x		
	Contextualize mathematical concepts as a way of knowing		x		
Analyze ethical implications of the global distribution of power and resources.	Analyze the distributions of power and resources and their implications at the local, national, and/or international level.			x	
	Summarize ethical perspectives in understanding inequities in the distribution of power and resources.			x	
Question assumptions about individual and group identity.	Articulate the assumptions that have shaped conceptions of identity in the past and/or present.				x
	Understand how identities influence the experiences of oneself and others.				x
	Practice reflective intra-personal skills				x

Syllabus Template:
(This is still a draft)

RAMAPO COLLEGE OF NEW JERSEY
School of _____ *TBD* _____

Course Information

[course number], Social Science Inquiry, 4 Credits
Prerequisites and/or Co-requisites: none
Fall 2017
Class Meeting Day(s), Time, location: TBA

Instructor Information

Professor
Office: XXX; ext. XXXXX
Office Hours
XYZ@ramapo.edu
School Location:
School Office Phone No.: ext.

Course Description:

This course, an introduction to the social science sequence of general education, uses social science methods to examine major problems facing modern society on the local, national, and global levels. Using historical antecedents, it will focus on contemporary issues of inequality that center on divisions of social identities and structures of power in society, including, but not limited to racism, ethnocentrism, classism, ableism, sexism, heterosexism, and transphobia.

This Section's Course Emphasis & Description

Include a statement about themes and broad goals that you plan to use to achieve common SSI goals if applicable.

Course Objectives

1. Critically interpret history and society.
2. Apply mathematical concepts effectively.
3. Analyze ethical implications of the global distribution of power and resources.
4. Question assumptions about individual and group identity.

Measurable Student Learning Outcomes

Each assignment in the table below will address one or more of the course objectives. Note that objectives are associated with measurable outcomes. Any assignment that will be used to assess an outcome needs to meet all outcomes under that objective.¹ **For a full listing of outcomes, please see this document:**

Objectives and Outcomes for SSI.

Objectives	Assignment W	Assignment X	Assignment Y	Assignment Z
Critically interpret history and society.	x			
Apply mathematical concepts effectively.		x		
Analyze ethical implications of the global distribution of power and resources.			x	

¹ There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

Question assumptions about individual and group identity.				x
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Texts, Readings Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats.

If your course requires students to purchase specific materials, they should be specified in this section.

Social Science Inquiry is a survey course that provides students with a comprehensive introduction to social problems. This introduction includes attention to theory, historical contexts, and current issues. There are several approaches to assigning readings for this class.

Course Requirements

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

Writing Assignments – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Examinations, Laboratory/Studio, Library Research – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Assignment grades should be included either in this section or in the Grading Policy section.

General Education Program Course

This course fulfills the Social Science Inquiry requirement in the general education program.

SSI Faculty should include a statement here that demonstrates how what is taught and learned fits into the GE goals.

Experiential Course

This course involves an experiential component, whereby students engage with “hands on” learning programs. Ramapo College promotes diversity, inclusiveness, sustainability, student engagement, and community involvement. Students in this class will begin to understand oppression, cultural and ethnic diversity. In this class you will take part in an experience outside of the classroom that is directly related to social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. This activity will increase your sensitivity to and knowledge about oppression and cultural and ethnic diversity.

Weekly Class Schedule

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Grading Policy

- *Indicate the percentage of a course grade allocated to each component of the course, either here or*

- within the descriptions of the course components in the ‘Course Requirements’ section.*
- *Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.*
 - *Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment. Consider including the general education rubrics for the objectives assigned to this course.*
 - *You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests. Remember that Incompletes are student-initiated, not faculty initiated.*
 - *This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.*

Attendance Policy

- The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
- You must also include the following statement on religious observances:
College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Either include the following items on the Syllabus, or include this link to the College-wide policies:

<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies.docx>
<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies.docx>

Electronic Forms of Communication

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; and if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Notes: (1) The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost’s Office on the appropriate [form](#)¹. The incident in your class may not be a student’s first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final

¹ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

sanction is determined by the entity that adjudicated the case.

Note on Sexual Misconduct

Include this heading and the following statement consistent with the college policy. *Please note that this is an optional item.*

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends.

If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact the College’s Title IX Coordinator at 201-684-7540.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident.

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Course Schedule:

Quantitative Reasoning

Documents:

- **Cover Letter**
- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite. However, Quantitative Reasoning courses may require appropriate math testing placement procedures. Such prerequisites must be made explicit in the syllabus.)
- Did the **cover letter** submitted along with the syllabus address:
 - Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
 - How will the course reflect the spirit of Gen Ed Task Force?

The rationale for the Quantitative Reasoning category as included in the Gen Ed task force reads:
“We live in a world drowning in data. Citizens lacking the ability to think mathematically cannot fully participate in civic life. Reflecting this reality, both AAC&U and Middle States require quantitative reasoning and literacy.”
 - How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Does the syllabus include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Apply mathematical concepts effectively.

1. Effectively communicate quantitative evidence in support of an argument.
2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Use appropriate computational method(s) to solve a problem.

Objective 2: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills.

Objective 3: Use technology to communicate, manage, or solve problems.

1. Use technology to solve problems.

Objective 4: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.
2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Measurable Student Learning Outcomes

objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Apply mathematical concepts effectively.	1. Effectively communicate quantitative evidence in support of an argument.			
	2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words).			
	3. Use appropriate computational method(s) to solve a problem.			
2 Demonstrate logic and reasoning skills.	1. Demonstrate logic and reasoning skills.			
3 Use technology to communicate, manage, or solve problems.	1. Use technology to solve problems.			
4 Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.			
	2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.			

Syllabus Template:

RAMAPO COLLEGE OF NEW JERSEY

School of _____

Course Information

MATH 101, Math with Applications, 4 Credits

Fall 2017

Class Days/Time/Location

Instructor Information

Professor X

Office: XXX; ext. XXXXX

Office Hours: XXXX

Email: XXXX@ramapo.edu

Prerequisites: SAT Math score of at least 560, or ACT Composite score of at least 26, or a passing score on the ACCUPLACER test at the RCNJ Testing Center, or a passing grade in one of the following RCNJ courses: MATH 021 or 22 or 24 or 100T or 104 or 106 or 108 or higher.

Course Description

This course is designed to introduce the student to the language, methodology, scope, and spirit of mathematics through an introduction to Probability and Calculus. These two topics are rich in applications and can genuinely be appreciated by students throughout the College. The study of these topics will (i) provide the student with an introduction to key ideas in two distinct areas of mathematics, (ii) provide the student with perspective on the nature and relevance of mathematics and quantitative reasoning, (iii) develop problem solving and critical thinking skills, and (iv) expand understanding of and appreciation for mathematics. Moreover, as a course satisfying the Quantitative Reasoning Category of Ramapo College's General Education Program, the course will meet the Course Objectives below.

Course Objectives and Outcomes for Quantitative Reasoning

Objective 1: Apply mathematical concepts effectively.

1. Effectively communicate quantitative evidence in support of an argument.
2. Explain information in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Use appropriate computational method(s) to solve a problem.

Objective 2: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills.

Objective 3: Use technology to communicate, manage, or solve problems.

1. Use technology to solve problems.

Objective 4: Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.
2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.

Measurable Student Learning Outcomes

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Apply mathematical concepts effectively.	1. Effectively communicate quantitative evidence in support of an argument.	X	X	
	2. Explain information in mathematical forms (e.g., equations, graphs, diagrams,	X	X	

	tables, words).			
	3. Use appropriate computational method(s) to solve a problem.	X	X	X
2 Demonstrate logic and reasoning skills.	1. Demonstrate logic and reasoning skills.	X	X	
3 Use technology to communicate, manage, or solve problems.	1. Use technology to solve problems.			X
4 Apply disciplinary and interdisciplinary knowledge and skills to address complex problems.	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to solve a complex problem.	X	X	
	2. Utilize disciplinary or interdisciplinary skills to solve problems appropriately.	X	X	

Texts or Other Materials

Chance and Change, 2nd Ed. (G. Viglino and E. Viglino)

If your course requires students to purchase specific materials, they should be specified in this section.

General Education Program Course

This course fulfills the Quantitative Reasoning category in the general education program.

Course Requirements

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

Homework and Quizzes or special assignments – You should comment on the assigned homework and quizzes to be given and offer students guidance on how to be successful. You might comment on mathematics tutoring offered and office hours.

Examinations, – You should comment on the kind of examinations to be given.

Attendance Policy

- The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
- You must also include the following statement on religious observances:
College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Grading Policy

- Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.
- Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.
- You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.

- This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Weekly Class Schedule

For each class meeting, indicate topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Either include the following items on the Syllabus, or include this link to the College-wide policies:

<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies.docx>

Electronic Forms of Communication

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; and if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Notes: (1) The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost's Office on the appropriate [form](#)¹. The incident in your class may not be a student's first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

Note on Sexual Misconduct

Include this heading and the following statement consistent with the college policy. *Please note that this is an optional item.*

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including

¹ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends.

If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact the College's Title IX Coordinator at 201-684-7540.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Scientific Reasoning

Documents:

- **Cover Letter**
- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
(Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Did the **cover letter** submitted along with the syllabus address:
 - Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
 - How will the course reflect the spirit of Gen Ed Task Force?
The rationale for a scientific reasoning course in the Gen Ed task force report reads:
“As with mathematical literacy, only citizens with basic scientific sensibility can grapple with the complexity, diversity, and change they will face. Our contemporary culture faces increasing distrust in scientific principles. Middle States’ focus on scientific inquiry reflects the significance of this category.”
 - Furthermore the Gen Ed task force report recommends:
 - “Courses in this category allow students to connect their understanding of science to topics relevant to society and to areas of knowledge outside of the sciences.”
 - “Students not majoring in the sciences in TAS satisfy the science requirement by completing one of the TAS “Introduction” courses. Students majoring in the sciences in TAS satisfy the science requirement by completing one of the “Fundamentals” courses. Therefore, courses in the Keystone science category (i.e. “Introduction” courses) will be tailored for students new to the sciences.”
 - How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Does the **syllabus** include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Apply methods of scientific inquiry effectively.

1. Understand the scope and philosophy of scientific inquiry
2. Use scientific methodology to address and/or solve a problem
3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate.

Objective. 2: Demonstrate logic and reasoning skills.

1. Demonstrate logic and reasoning skills.

Objective. 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge

1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address a complex problem
2. Utilize disciplinary or interdisciplinary skills to address problems appropriately.

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Measurable Student Learning Outcomes

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1. Apply methods of scientific inquiry effectively.	1. Understand the scope and philosophy of scientific inquiry			
	2. Use scientific methodology to address and/or solve a problem			
	3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study* to determine if the conclusions are appropriate			
2. Demonstrate logic and reasoning skills	Demonstrate logic and reasoning skills.			
3. Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address ⁺ a complex problem.			
	2. Utilize disciplinary or interdisciplinary skills to address ⁺ problems appropriately.			

*The “study” could be an actual peer-reviewed published article, or it could be a news story / blog *about* a published article, etc...

+ “Address” may include, but is not limited to, “communicate with parties affected by complex problems,” or “investigate and understand complex problems, research methods, navigating data collections,” or “investigate, understand or engage in investigation of complex problems.”

Syllabus Template:

RAMAPO COLLEGE OF NEW JERSEY
School of _____

Course Information

XXXX 1##, TITLE, 4 Credits
Prerequisites and/or Co-requisites: none
Fall 2017
Class Meeting Day(s), Time, location: TBA

Instructor Information

Professor
Office: XXX; ext. XXXXX
Office Hours
XYZ@ramapo.edu
School Location:
School Office Phone No.: ext.

Course Description

[May be unique to each course.]

Must include the following clause:

This course fulfills the General Education category Scientific Reasoning. Our contemporary culture faces increasing distrust in scientific principles. Only citizens with basic scientific sensibility can grapple with the complexity, diversity, and change they will face.

Course Objectives

Objective 1: Apply methods of scientific inquiry effectively.

Objective. 2: Demonstrate logic and reasoning skills.

Objective. 3: Apply disciplinary and interdisciplinary knowledge and skills to address complex knowledge

Measurable Student Learning Outcomes

Each assignment in the table below will address one or more of the outcomes assigned to the aligned objective(s). Collectively, the assignments will address all of the outcomes assigned to all of the objectives below¹. For a full listing of outcomes, please see this document: Objectives and Outcomes for Scientific Reasoning.

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1. Apply methods of scientific inquiry effectively.	1. Understand the scope and philosophy of scientific inquiry	x	x	x
	2. Use scientific methodology to address and/or solve a problem	x	x	
	3. Using knowledge of scientific methods [i.e., outcomes 1 and 2], analyze a scientific study to determine if the conclusions are appropriate	x	x	x
2. Demonstrate logic and reasoning skills	Demonstrate logic and reasoning skills.	x	x	
3. Apply disciplinary and interdisciplinary knowledge and skills to address complex	1. Apply disciplinary and interdisciplinary knowledge to identify key resources or steps required to address a complex problem.		x	x

¹ There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

knowledge	2. Utilize disciplinary or interdisciplinary skills to address problems appropriately.			x
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Texts, Readings Materials

List all texts (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats.

If your course requires students to purchase specific materials (such as safety goggles), they should be specified in this section.

Course Requirements

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

Writing Assignments – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Examinations, Laboratory/Studio, Library Research – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Assignment grades should be included either in this section or in the Grading Policy section.

General Education Program Course

This course fulfills the Scientific Reasoning requirement in the general education program.

Weekly Class Schedule

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Grading Policy

- Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.
- Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.
- Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment. Consider including the general education rubrics for the objectives assigned to this course.
- You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.
- This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Attendance Policy

- The College does not have an Attendance Policy; faculty are free to develop their own. It must be

provided on the syllabus.

- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
- You must also include the following statement on religious observances:
College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Either include the following items on the Syllabus, or include this link to the College-wide policies:

<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies.docx>

Electronic Forms of Communication

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; and if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Notes: (1) The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost’s Office on the appropriate [form](#)¹. The incident in your class may not be a student’s first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

Note on Sexual Misconduct

Include this heading and the following statement consistent with the college policy. *Please note that this is an optional item.*

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends.

If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact the College’s Title IX Coordinator at 201-684-7540.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents

¹ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Course Schedule:

Historical Perspectives

Documents:

- **Cover Letter**
- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**

Checklist:

- Is the course at the 100/200 level?
Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Did the **cover letter** submitted along with the syllabus address:
- Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
- How will the course reflect the spirit of Gen Ed Task Force?

The rationale for a historical perspective course in the Gen Ed task force report reads:

While most students arrive having studied history K-12, this category asks them to critically interpret events through historical context. This course also provides context to the topics covered in Studies in the Arts and Humanities. For these reasons we recommend keeping this category within Ramapo's general education curriculum.

- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Does the **syllabus** include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Critically Interpret History and Society

Outcome 1: Understand and interpret appropriate sources.

Outcome 2: Understand historiography and its implications for the use of sources.

Objective 2: Question Assumptions about Individual and Group Identity

Outcome 1: Articulate the forces that have shaped conceptions of identity in the past/present

Outcome 2: Evaluate the forces that have shaped conceptions of identity in the past/present.

Objective 3: Understand Diverse Communities on Local, National, and/or Global Levels

Outcome 1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national and/or global contexts

Outcome 2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

Objective 4: Analyze Ethical Implications of the Global Distribution of Power and Resources.

Outcome 1: Analyze the distributions of power and resources and their implications at the local, national, and/or international level

- Are the outcomes mapped to assignments?
- Is the course a Writing Intensive class?

Grid:

Measurable Student Learning Outcomes

Each assignment in the table below will address one or more of the outcomes assigned to the aligned objective(s). Collectively, the assignments will address all of the outcomes assigned to all of the objectives below¹. For a full listing of outcomes, please see this document: Objectives and Outcomes for Historical Perspectives.

Objective	Outcome	Assignment W	Assignment X	Assignment Y	Assignment Z
1. Critically Interpret History and Society	1. Understand and interpret appropriate sources.	X			
	2. Understand historiography and its implications for the use of sources.	X			
2. Question Assumptions about Individual and Group Identity	1. Articulate the forces that have shaped conceptions of identity in the past/present.		X		
	2. Evaluate the forces that have shaped conceptions of identity in the past/present.		X		
3. Understand Diverse Communities on Local, National, and/or Global Levels	1. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.			X	
	2. Apply various perspectives when analyzing topics related to diverse local, national,			X	

¹ There would need to be a memo with the course that indicates that there is at least one assignment per objective that meets all outcomes under that objective.

	and/or global communities.				
4. Analyze Ethical Implications of the Global Distribution of Power and Resources.	1. Analyze the distributions of power and resources and their implications at the local, national, and/or international level.				X

Syllabus Template:

RAMAPO COLLEGE OF NEW JERSEY

School of _____

Course Information

Professor
Course Number and Name
Class room

Instructor Information

Instructor Office and Phone Numbers
Office Hours
School Office and Phone Number
E-mail

Course Description: Describe the course. Include the themes that will be explored and the time frame that will be covered in the course.

Example:

World history since 1450. We will begin with the conquest of the Americas to the late nineteenth century. The main theme of this course is the interaction between different peoples and the resultant changes brought about by trade, migration, religious beliefs, and war. Despite the increasing exchange of ideas, goods, and technology, different civilizations developed distinctive cultural, organizational, legal and religious parameters that manifest themselves in Europe, Asia, Middle East, Africa, and the Americas.

Course objectives:

List the objectives of the course.

Example:

- *Identify major political, social, economic, and cultural developments in world civilizations;*
 - *Acquire the ability to analyze change and continuity over time;*
 - *Learn how to identify, locate, evaluate, and analyze as well as distinguish between primary and secondary sources;*
 - *Understand principles and apply conventions of bibliographic citation;*
- Gain knowledge of how different societies have addressed similar developmental concerns;
- *Understand the important modes of cultural identity (i.e. race, gender, religion, language and customs) and their relationship to the dynamics of power and privilege;*
 - *Write a clearly-argued, well-organized essay using the University of Chicago/Turabian citation style;*
 - *Give an effective oral presentation in a clear, concise and organized manner.*

Learning objectives:

Explain how the course meets the criteria of a Gen Ed course in the Historical Perspectives Category. Outline how the course meet the following objectives and outcomes.

Objective 1: Critically Interpret History and Society

Outcome 1: Understand and interpret appropriate sources.

Outcome 2: Understand historiography and its implications for the use of sources.

Objective 2: Question Assumptions about Individual and Group Identity

Outcome 1: Articulate the forces that have shaped conceptions of identity in the past/present

Outcome 2: Evaluate the forces that have shaped conceptions of identity in the past/present

Objective 3: Understand Diverse Communities on Local, National, and/or Global Levels

Outcome 1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national and/or global contexts

Outcome 2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities

Objective 4: Analyze Ethical Implications of the Global Distribution of Power and Resources

Outcome 1: Analyze the distributions of power and resources and their implications at the local, national, and/or international level

Measurable Student Learning Outcomes:

Objective	Outcome	Assignment W	Assignment X	Assignment Y	Assignment Z
1. Critically Interpret History and Society	1. Understand and interpret appropriate sources.	X			
	2. Understand historiography and its implications for the use of sources.	X			
2. Question Assumptions about Individual and Group Identity	1. Articulate the forces that have shaped conceptions of identity in the past/present.		X		
	2. Evaluate the forces that have shaped conceptions of identity in the past/present.		X		
3. Understand Diverse Communities on Local, National, and/or Global Levels	1. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.			X	
	2. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.			X	
4. Analyze Ethical Implications	1. Analyze the distributions of power and resources				X

of the Global Distribution of Power and Resources.	and their implications at the local, national, and/or international level.				
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Reading Materials:

List all reading materials in the Chicago/Turabian citation style. If your course requires students to purchase specific materials, they should be specified in this section.

Example:

Elizabeth Pollard and Clifford Rosenberg. *Worlds Together, Worlds Apart, A Companion Reader, Second Edition, Volume 2*. New York: W.W. Norton and Company (2016).

Course requirements, Grading and Attendance Policy:

Inform the students of their responsibilities in this section. Include the percentage of the grade that each assignment will carry. Include quizzes, examinations, classroom participation, and writing assignments in this section.

The College does not have an official attendance policy. Faculty must develop their own and must state their policy on the syllabus clearly. Indicate how many absences are permitted, how they will affect the grade, and how late arrivals/early leavings will be penalized. Also state your policy for make-up exams/assignments and missed exams/assignments.

Example:

1) Quiz 1 (15%)— Covers all of the material in **Part I** of the course, and will be given **in class on Thursday, September 22**. **Note:** Failure to take the quiz without a valid reason will result an F for the quiz. There will be no make-up quiz unless the absence is excused.

2) Class Participation and Attendance — (10% + significant to overall success)— due to the large amount of material covered in the course, attendance is **required**. Missing more than **three** classes unexcused will result in a lower final grade (1/3 reduction for every absence after the third), while missing **eight** or more classes will result in an F in the course. Those who consistently participate in class discussions and demonstrate a good command of the readings will certainly be rewarded for their efforts.

3) Book Report (20%)—**Due Thursday, December 15**. Each student is required to write a book report. Book reports will be brief, between 5-7 pages, typed, double-spaced, times new roman 12pt font. Students will pick a book of their choice, but the book must in some way be related to the course. Students must briefly explain the author(s)'s depiction of the historical event(s) and the portrayal of the characters involved in the historical event(s). Students **MUST** be able to answer the following questions in their report: In what ways was the author (s)'s depiction objective? In what ways was it problematic/objectionable? What were the sources the author(s) used? What was the thesis of the author(s) and was it effectively defended? What type of book is this and how does it pertain to the course? **Note:** Book reports can be handed in early, but failure to hand in a report at the end of the semester will result in a grade of F for the assignment. There are no exceptions to this rule.

Note on Sexual Misconduct

This is an optional item, but if you wish to include a note on sexual misconduct, include this heading and the following statement consistent with College policy.

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct, including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk with somebody in order to get the support they need and the College to respond appropriately. If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends.

Rules and Expectations of Student Conduct:

This is also an optional item, but you may also add a section regarding student conduct within the classroom. If so, please use the following statement:

Example:

Students are expected to express themselves openly and participate in creating a non-intimidating classroom environment that contributes to open discussion. They are expected to attempt to think objectively and historically and to listen attentively and respectfully to others' remarks. It is College policy that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Students may not read outside materials such as magazines, listen to radios/CDs, surf the net, talk, nap or take part in any other activity that distracts from the class. All cellular phones, pagers, and alarms must be turned to silent mode during class.

Content warning:

This is an optional item, but if you wish to warn students about touchy subjects and possible triggers, include this heading and the following statement:

This course contains texts and explicit images of sexuality and/or the abuse of women, including instances of physical, verbal, emotional, and social violence. These are stories of trauma, and engaging with them may be distressing or painful. I will do my best to provide advance warning when we will be reading, watching, or discussing stories of trauma. If you anticipate needing additional accommodations—or if at any time in the semester you find yourself needing additional accommodations—in order to engage effectively with course materials, please let me know. Some of what we read or view in class may leave you feeling guilty, angry, uncomfortable, anxious, and sad. These are normal and healthy responses, and I will do my best to build a community in which these feelings can be discussed honestly and openly. If at any time you have ideas for how I can be more effective at supporting you or your classmates as we grapple with the course material, please speak to me directly or through email at any time during the semester.

Electronic forms of communication:

Include the following statement in accordance with College policy:

In accordance with College policy, I will use students' Ramapo College e-mail addresses (@ramapo.edu) to communicate with them about all course-related matters through Moodle group messaging. I expect students to be able to access reading materials posted periodically on Moodle. If you are unfamiliar with Moodle, you should make an appointment with the Information Technology Services at x7777.

Students with disabilities:

Include this heading and a statement consistent with College policy, which specifies that the student must be affiliated with OSS.

Students who require special assistance and who are registered with the office of Specialized Services (OSS) must see me early in the semester to discuss accommodations.

Policy on academic integrity:

Include this heading and statement consistent with College policy. Students are expected to read and understand Ramapo College's Academic Integrity Policy, which can be found online in the *College Catalogue*. Students who are suspected of violating this policy will either be required to meet with the faculty member or be referred directly to the office of the Provost. If it is your policy to refer all cases to the Office of the Provost, the final sentence should read, "Students who are suspected of violating this policy will be referred to the Office of the Provost."

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the Ramapo College Catalog. Members of the College community are expected to be honest and forthright in their academic endeavors. Any student who violates this policy will be referred to the Office of the Provost. If you are unsure whether you are in violation of this policy, it is a good idea to consult with me and/or your academic advisor in the beginning of the semester.

Course Schedule:

Include assignments and topic headings for each class.

Example:

September 8: Spain's Voyages the Americas

Primary Source Excerpts:

- 1) Bernal Diaz, *A Spanish View of Tenochtitlan* (1567)
- 2) Christopher Columbus, *On World geography* (late 15th century)
- 3) *The Broken Spears*, The Aztec Account of the Conquest of Mexico (1519).

September 12: Primary Source Discussion

Visual Art Discussion:

- 1) *Codex Mendoza*
- 2) *Three Gentlemen*
- 3) *Cannibalism* by Theodore de Bry,
- 4) *Tapuya Indian*, by Albert Eckhout.

September 14: The Mongol Invasions

Primary Source Excerpts:

- 1) *The Secret History of the Mongols* (1206),
- 2) 'Ala-ad-din 'Ata-Malik Juvaini's *History of the World Conqueror* (~1260)

Visual Source Discussion:

- 2 Miniature Paintings, 14th and 15th Centuries.

Global Awareness

Documents:

- **Cover Letter**
- **Objectives and Outcomes**
 - **Grid including objectives and outcomes.**
- **Syllabus**
- **Glossary for Global Awareness.**

Checklist:

- Is the course at the 100/200 level?
Generally speaking, a 100/200-level course is designed for an all-college audience and for first-year or sophomore students and, in the case of a 100-level course, rarely has a prerequisite.)
- Did the **cover letter** submitted along with the syllabus address:
- Why does the course meet the criteria of a Gen Ed course (course objectives, outcomes and course content)?
- How will the course reflect the conceptual framework, objectives, outcomes of Gen Ed Task Force?

The rationale for Global Awareness courses as included in the Gen Ed task force reads:

“Global Awareness embraces the values of the College’s International and Intercultural Pillars. Through this category, students will become informed, open-minded, and responsible global citizens. Students will explore diversity across a spectrum of differences, and seek to understand how their actions affect both local and global communities. Such students can address the world’s most pressing and enduring issues collaboratively and equitably. Also, this category supports the Strategic Plan’s goal to dramatically increase ‘successful engagement by graduation in a meaningful international experience (study abroad, service learning abroad, international internship/co-op, foreign language study, intensive specialized international course)’ (Achievement Target 1.1.2).”

The Task Force recommended that:

“Students fulfill Global Awareness by choosing a course fulfilling the above goals. This category would include language courses (depending on placement) as well as 100/200 level non-language courses appropriately addressing the above goals.”

- How will assignments for the course assess Gen Ed. Objectives (and the outcomes assigned to the particular objective)?
- Does the **syllabus** include all of the established objectives and outcomes?

Objectives and Outcomes:

Objective 1: Demonstrate intercultural understanding required to effectively negotiate a diverse global society.

- 1: Identify and question ethnocentric assumptions.
- 2: Understand cultural relativism and different concepts of culture.
- 3: Demonstrate skills helpful in effectively negotiating a diverse global society.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

1: Critically interpret a cultural product.

Objective 3: Understand diverse communities on local, national, and/or global levels.

1: Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.

2: Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.

- Are the outcomes mapped to assignments?
- Is a majority of the course focused outside the United States?

Grid:

Measurable Student Learning Outcomes

Objective	Outcome	Assignment X	Assignment Y	Assignment Z
1 Demonstrate intercultural understanding required to effectively negotiate a diverse global society.	1. Identify and question ethnocentric assumptions.			
	2. Understand cultural relativism and different concepts of culture.			
	3. Demonstrate skills helpful in effectively negotiating a diverse global society			
2 Critically engage with the products of culture, through interpretation or creative expression.	1. Critically interpret a cultural product.			
3 Understand diverse communities on local, national, and/or global levels.	1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global contexts.			
	2. Apply various perspectives when analyzing topics related to diverse local, national, and/or global communities.			

Syllabus Template

RAMAPO COLLEGE OF NEW JERSEY

School of _____

Course Information

Course Title, 4 Credits

Prerequisites and/or Co-requisites:

Fall 2017

Class Meeting Day(s), Time, location: TBA

Instructor Information

Professor

Office: XXX; ext. XXXXX

Office Hours

XYZ@ramapo.edu

School Location:

School Office Phone No.: ext.

Course Description

Course Objectives

Objective 1: Demonstrate intercultural understanding required to effectively negotiate a diverse global society.

Objective 2: Critically engage with the products of culture, through interpretation or creative expression.

Objective 3: Understand diverse communities on local, national, and/or global levels.

These are the Gen Ed objectives for Global Awareness. Faculty members are free to include other course objectives.

Measurable Student Learning Outcomes

Each assignment in the table below will address one or more of the outcomes assigned to the aligned objective(s). Collectively, the assignments will address all of the outcomes assigned to all of the objectives below¹. **For a full listing of outcomes, please see this document: Objectives and Outcomes for Global Awareness.** These are the Gen Ed objectives for Global Awareness. Faculty members are free to include other course objectives.

Objectives	Assignment X	Assignment Y	Assignment Z
Demonstrate intercultural understanding required to effectively negotiate a diverse global society. Critically engage with the products of culture, through interpretation or creative expression.			
Understand diverse communities on local, national, and/or global levels.			

Texts, Readings Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline; it is also helpful for students if you include the ISBN. The library website provides links to the common bibliographic formats. For example:

MLA Good, Thomas L., and Jere E. Brophy. *Looking in Classrooms*. 9th ed. Boston: Allyn & Bacon, 2002. ISBN xxx.

If your course requires students to purchase specific materials, they should be specified in this section.

Course Requirements

¹ There would need to be a memo with the course that indicates that there is at least one assignment per objective that that meets all outcomes under that objective.

Students ordinarily give a great deal of attention to this section of a course syllabus since it informs them of their responsibilities. Among the variety of requirements which might apply, the following are important to note:

Classroom Participation – Your expectations regarding students’ involvement in the conduct and tasks of the course should be made clear.

Writing Assignments – You should comment on the kind of writing assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Examinations, Laboratory/Studio, Library Research – You should comment on the kind of examinations or assignments to be given or offer students guidance on what tasks they must accomplish to receive a passing grade.

Assignment grades should be included either in this section or in the Grading Policy section.

General Education Program Course

This course fulfills the Global Awareness requirement in the general education program. Global Awareness embraces the values of the College’s International and Intercultural Pillars. Through this category, students will become informed, open-minded, and responsible global citizens. Students will explore diversity across a spectrum of differences, and seek to understand how their actions affect both local and global communities. Such students can address the world’s most pressing and enduring issues collaboratively and equitably. Also, this category supports the Strategic Plan’s goal to dramatically increase “successful engagement by graduation in a meaningful international experience (study abroad, service learning abroad, international internship/co-op, foreign language study, intensive specialized international course)” (Achievement Target 1.1.2).

Weekly Class Schedule

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams where possible. With as much detail as possible, a syllabus will provide students with a sense of the course's structure and sequence so that they can perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held. The calendar should also include important deadlines such as add/drop, withdrawal, and incomplete requests. The ARC reminds faculty that tests/quizzes may not be scheduled on days of religious observances, as posted on the Academic Calendar; it is also recommended that tests/quizzes should not be scheduled on State holidays, because support services (including OSS testing labs) are unavailable. Web for Faculty is updated prior to the start of semester to show the Final Exam schedule for the upcoming semester.

Grading Policy

- Indicate the percentage of a course grade allocated to each component of the course, either here or within the descriptions of the course components in the ‘Course Requirements’ section.
- Specify your grading scale (e.g. number of points for an A, B, C, etc.). Note that we do not have A+ or D- grades for undergraduate courses; graduate courses do not have C-, D+ or D grades.
- Rubrics and assessment tools may be included in this section of the syllabus, or in the instructions for each assignment. Consider including the general education rubrics for the objectives assigned to this course.
- You should also specify your policy on allowing incomplete grades (consistent with the college’s Incomplete policy) and make-ups for tests.
- This information is essential in the case of a grade dispute. Instructors frequently express such guidelines on grades proportionally, though other methods are certainly available. The issue is not the method used but that the student should have a clear understanding of how you will arrive at a quantitative evaluation of their work.

Attendance Policy

- The College does not have an Attendance Policy; faculty are free to develop their own. It must be provided on the syllabus.
- Indicate how many absences are permitted, how they will affect the final grade, and how arriving late or leaving early will be handled. For example, do you limit the number of allowed absences; what policy do you practice in regard to giving make-ups for missed examinations?
- You must also include the following statement on religious observances:

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Either include the following items on the Syllabus, or include this link to the College-wide policies:

<http://www.ramapo.edu/fa/files/2013/04/College-Wide-Class-Policies.docx>

Electronic Forms of Communication

Include this heading and the following statement:

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Faculty will determine how electronic forms of communication (e.g., email, Luminis) will be used in their classes, and will specify their requirements in the course syllabus. Faculty may choose to include additional items, including electronic or Web-based course information, Luminis, and Moodle information.

- If you elect to utilize a third-party product that is not supported by the college (e.g. a wiki application), it *must* be accessed from within Moodle. Moodle is the ‘product of record’; and if you post assignment grades, it must be done so within Moodle.

Policy on Academic Integrity

Include this heading and a statement consistent with the College policy. For example:

Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the *College Catalog* (<http://www.ramapo.edu/catalog-2014-2015/academic-policies/>). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

- If it is your policy to refer *all* cases to the Office of the Provost, the final sentence can read, “Students who are suspected of violating this policy will be referred to the Office of the Provost.”

Notes: (1) The ARC reminds faculty that even if you adjudicate the matter yourself, the incident must still be reported to the Provost’s Office on the appropriate [form](#)¹. The incident in your class may not be a student’s first offense! (2) For faculty-adjudicated incidents, faculty determine the sanction. For suspected violations that are referred to the Provost’s Office, the faculty member may *recommend* a sanction in the event of a ‘responsible’ finding, but the final sanction is determined by the entity that adjudicated the case.

Note on Sexual Misconduct

Include this heading and the following statement consistent with the college policy. *Please note that this is an optional item.*

Ramapo College is committed to fostering a safe, productive learning environment. Title IX and our college policy prohibit discrimination on the basis of sex or gender. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking are prohibited. The College encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our college can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the Counseling Center at 201-684-7522 or 201-684-6666 during nights and weekends.

If you wish to report sexual misconduct or have questions about policies and procedures regarding sexual misconduct, please contact the College’s Title IX Coordinator at 201-684-7540.

The College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible. As a faculty member, I am also required by our College to report incidents of sexual misconduct and thus cannot guarantee confidentiality, but I will respect your privacy and only share the information with those who have a duty to respond. Should I become aware of an incident involving sexual misconduct, I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident

Students with Disabilities

Include this heading and a statement consistent with College policy (which specifies that the student must

¹ <http://www.ramapo.edu/provost/files/2013/04/Academic-Integrity-Reporting-Provost-2014.pdf>

be affiliated with OSS). For example:

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.

Course Schedule:

Glossary for Global Awareness:

Ethnocentrism is the idea that one's own group's way of thinking, being, and acting in the world is superior to others.

Culture is a system of shared meanings that are passed from generation to generation through symbols that allow people to communicate, maintain, and develop an approach and understanding of life. Culture is dynamic and evolving. It includes values, practices, identities, instrumentalities (material ways of doing things), and affect/emotions.

Cultural relativism is a response to western ethnocentrism. It is the idea that cultural norms and values derive meaning within their own unique social and historical contexts, and should therefore be understood in that context. No standpoint is uniquely privileged over all others.

Skills helpful in effectively negotiating a diverse global society include language acquisition, problem-solving while incorporating a diversity of perspectives, and respectful cross-cultural communication.

Language courses should meet the standards of the American Council on the Teaching of Foreign Languages:

<http://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>