We recognize how complicated classroom issues can be. These tips, while providing a helpful framework, may not fit your particular circumstance. Please feel free to contact the Center for Teaching & Learning at any point to discuss specific issues. Also, your academic college may have unique policies and procedures. Please consult with your Chair or Associate Dean for further clarification.

CENTER FOR TEACHING AND LEARNING
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Setting expectations in the syllabus is the first and most important step in setting a course up for success. While there are some expectations that would seem common sense to many of us, students and faculty benefit from making their expectations explicit. Students benefit because faculty throughout Roosevelt have different styles and expectations; it can be quite confusing for students to know what is expected from one course to the next.

Clearly outlining expectations helps student feel secure in knowing how to conduct themselves. Additionally, faculty benefit from these expectations because, should an issue arise in the course relating to a student’s behavior, the syllabus supports the faculty should the issue need to be referred to the Student Conduct or Academic Integrity Processes. The information below contains suggested topics to cover in your syllabi as appropriate.

Sample Syllabus Language
The below is a suggestion of sample language to be used in the syllabus and should not be considered mandated university policies. Faculty have the discretion to include policies they believe will assist in classroom management. Additionally, there may be other required language for syllabus inclusion from the Office for Students with Disabilities. Please ensure you are working within the policies of mandated syllabus language.

These syllabus tips and examples, while providing a helpful framework, may not fit to your specific course. Please feel free to contact the Center for Teaching & Learning at any point to discuss other options. Lastly, your academic college may have unique policies and procedures. Please consult with your Chair or Associate Dean for further clarification.

Attendance:
Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Students who miss class due to illness or other significant personal circumstance should contact the Office of Student Conduct & Conflict Resolution. Three absences for any reason, whether excused or not, may constitute failure for the course.

Attitude:
A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another’s opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Office of Student Conduct & Conflict Resolution to navigate such student issues.

Cell Phones/On Call:
If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Class Discussion:
Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day’s topic. Participation allows the instructor to “hear” the student’s voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Civil Discourse:
Roosevelt University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Conscious Citizens. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. The professor will partner with the Office of Student Conduct & Conflict Resolution to assist in managing such issues.

Sexual Respect/Title IX:
Roosevelt University is committed to creating and maintaining a campus culture that upholds respect, civility, honor, and nonviolence. To this end, RU recognizes that members of the university community are responsible for ensuring that the community is free from discrimination and other forms of sexual misconduct based on sex or gender, including sexual harassment, sexual assault, stalking, and intimate-partner violence. All individuals—faculty, staff, students, administrators, and visitors—are free from discrimination at Roosevelt University. If you think your rights, as they have been described above, or the rights of someone else in the university community have been violated (or if you want more information on this topic) see the Sexual respect and Title IX website at http://www.roosevelt.edu/About/Compliance/TitleIX.aspx