Syllabus

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| --- | --- |
| Professor Enter Professor’s Name Professor’s department Enter Department Email Enter JJ Email Phone Enter Phone Office Location Enter Building, Room Office Hours Enter Hours, Days | Course Title and Section Enter Course Prefix, Section Number & Course Title (e.g., SOC 101-01, *Introduction to Sociology)*  To replace any placeholder text (such as Course Name above), just click it and type.  **To edit the semester and year in the footer, just double-click the footer area on the page (you’ll need to do it on pg 1 & pg 2).**  You can change the font of this syllabus if you wish. On the Design tab of the ribbon, check out the Fonts gallery to preview options and click to apply one you like.  **Note: The comments in BLUE FONT are informational notes for faculty and are meant to be deleted.** Course Description To find a course description along with the course pre-requisites or co-requisites and contact hours (i.e., the number of credit hours students earn for taking the course, usually three or four), look in the relevant, current *Undergraduate Bulletin* or *Graduate Bulletin* ([**https://jjay.smartcatalogiq.com/**](https://jjay.smartcatalogiq.com/)).  Faculty may add another paragraph of description that expresses how they personally teach the course *in addition* to the bulletin description. Course Meeting Schedule, Format and Organization Class meetings schedule, location, modality Required Texts and Course Materials Publication Name, Author Name, ISBN  Publication Name, Author Name, ISBN  **See Syllabus Guidelines for more info:** List all texts with full citation including ISBN numbers and whether required or optional. Books **MUST** be adopted through Akademos/VitalSource, the online bookstore (<https://jjay.textbookx.com/institutional/login.php>). It is a federal requirement that book/materials information be provided to students through the bookstore by the time they register – ***even if no books are required***. Indicate materials that are open access (with URLs), on Brightspace, and on library reserve. If the library owns the book, give the call number. Indicate it here if this is a zero-cost course. Learning Outcomes **See Syllabus Guidelines for more information – if you do not know the learning outcomes for the course, please ask your Chair or Program Director.**   * Click here to add text. * Click here to add text. * Click here to add text. * Click here to add text. * Click here to add text. |

# POLICIES & RESOURCES

**NOTE:** If you prefer, you can provide the link to each policy from the appropriate Bulletin, rather than including the policy in the text of your syllabus (e.g., see INC policy below). Just be sure the links work.

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| Americans with Disabilities Act (ADA) – CUNY Accommodations Policy  * See <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/> * See CUNY’s “Reasonable Accommodations - Faculty Guide for Teaching Students with Disabilities,” which explains our obligations toward students with disabilities and provides support and resources to help meet them (<http://cats.cuny.edu/reasonableaccommodations/Contents.html>). See also John Jay’s accessibility services website: <https://www.jjay.cuny.edu/student-life/wellness-center/accessibility-services> * **Note:** CUNY is required to ensure all course materials are accessible to students with disabilities. Contact [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu) with questions.   *Sample language:* Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or [accessibilityservices@jjay.cuny.edu](mailto:accessibilityservices@jjay.cuny.edu)).  Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else. |
| Policy on Religious Accommodations John Jay is committed to providing reasonable accommodations for religious observances for all members of our community, consistent with the [CUNY Policy on Religious Accommodations](https://urldefense.com/v3/__https:/www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/vi-religious-accommodations/__;!!Ky_hqJ5n-ILn0fk!GJg9okpDkW2J5RvO5INyp0TkfNEwIVge4VFq0ukhj1J2czdXtaaMlBhsdcsPLFXIQqyXIqjb1q6xHr9kLRns_WO2o-1FDE1NNrZYlxpGpzCADuEOxIf4F2wEOfeO$) and [CUNY’s Equal Opportunity and Non-Discrimination Policy](https://urldefense.com/v3/__https:/www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/__;!!Ky_hqJ5n-ILn0fk!GJg9okpDkW2J5RvO5INyp0TkfNEwIVge4VFq0ukhj1J2czdXtaaMlBhsdcsPLFXIQqyXIqjb1q6xHr9kLRns_WO2o-1FDE1NNrZYlxpGpzCADuEOxIf4F7H2BpC-$).  According to the policy, consistent with New York State Education Law § 224-a, students who are absent from school because of a religious belief will be given the equivalent opportunity, without any additional fee charged, to register for classes or make up any examination, study or work requirements missed because of such absence on any particular day or days.  Academic calendars are posted here (<https://www.jjay.cuny.edu/academics/academic-resources-services/registrar/academic-calendar>), with CUNY’s [All Religions & Ethnic Holiday Calendar](https://urldefense.com/v3/__https:/www.cuny.edu/about/administration/offices/saem/religions-ethnic-holiday-calendar/__;!!Ky_hqJ5n-ILn0fk!GJg9okpDkW2J5RvO5INyp0TkfNEwIVge4VFq0ukhj1J2czdXtaaMlBhsdcsPLFXIQqyXIqjb1q6xHr9kLRns_WO2o-1FDE1NNrZYlxpGpzCADuEOxIf4F4W95kuR$). As you plan classes and assignments, it is best to bear these holidays in mind, given our [policy on religious accommodations](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/vi-religious-accommodations/). *Sample language:* *Students* requesting religious accommodations should contact the Office of the Dean of Students at [deanofstudents@jjay.cuny.edu](mailto:deanofstudents@jjay.cuny.edu). The Dean’s office will work with you and the instructor to find an acceptable accommodation. Reasonable accommodations may include, but are not limited to, permission to make up a test or lecture, time and/or space to pray, or an accommodation relating to appearance or dress. See here for the [CUNY Policy on Religious Accommodations](https://urldefense.com/v3/__https:/www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/reasonable-accommodations-and-academic-adjustments/vi-religious-accommodations/__;!!Ky_hqJ5n-ILn0fk!GJg9okpDkW2J5RvO5INyp0TkfNEwIVge4VFq0ukhj1J2czdXtaaMlBhsdcsPLFXIQqyXIqjb1q6xHr9kLRns_WO2o-1FDE1NNrZYlxpGpzCADuEOxIf4F2wEOfeO$). |
| CUNY Policy on Academic Integrity  * The complete text of the CUNY Policy on Academic Integrity is here: * John Jay’s Artificial Intelligence (AI) responsible use guidelines can be found here: <https://www.jjay.cuny.edu/academic-policies-and-guidelines>. * The link(s) above can be included along with key portions of the policy that you wish to include. Sample language below.   *Sample language:* [Academic dishonesty is prohibited in CUNY](http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/). It includes, among other things: *cheating* (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); *obtaining unfair advantage* (e.g., circulating or gaining advance access to exam materials); and *plagiarism*, which is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not absolve a student of responsibility for plagiarism.  It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. If in doubt, it is better to include a citation.  Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at: <http://guides.lib.jjay.cuny.edu/citing_sources>. In this class we use [APA/MLA/Chicago] Style. |
| Extra Credit Work Faculty are *not* required to offer extra credit opportunities. However, if you do allow extra credit work, College policy requires that all students have *equal access* to such opportunities (you might need to copy/paste links; see undergraduate bulletin: <http://jjay.smartcatalogiq.com/current/Undergraduate-Bulletin/academic-standards-and-policies/grades/>; or graduate bulletin: <http://jjay.smartcatalogiq.com/current/Graduate-Bulletin/academic-requirements/extra-work/>). (Lists of bulletins: <https://jjay.smartcatalogiq.com/>). *Sample language:* You may earn extra credit (up to 4 points *total* (2% of your final grade) in two ways: (1) Attend Department or College-sponsored talks. To earn extra credit, submit a 1-3 page paper with a paragraph summarizing the talk, another paragraph describing what you found most interesting/enlightening/thought provoking and why, and a third paragraph relating course material to the talk (if applicable). Attending one talk AND writing a thorough and thoughtful summary and reaction to the talk is worth 1 point. (2) Post and comment on the class wiki. The class wiki is a webpage on Brightspace. Post interesting stories about the course content that you find in the news. Help each other learn by posting links to sites (like animations or Youtube videos) that you found helpful for understanding the course material. Each post/comment is worth ½ point. |
| Incomplete Grade Policy **The undergraduate and graduate incomplete grade policies are in the bulletins, under Academic Standards & Policies 🡪 Grades. Faculty can include the policy or provide the link to the current bulletin page that contains the policy.**   * Current undergraduate INC policy found here (might need to copy/paste link): <http://jjay.smartcatalogiq.com/current/undergraduate-bulletin/academic-standards-and-policies/grades/> * Current graduate INC policy found here (might need to copy/paste link): <http://jjay.smartcatalogiq.com/current/graduate-bulletin/academic-requirements/grades/> |
| The Alan Siegel Writing Center*Sample language:* The Alan Siegel Writing Center offers, free for all current students, support and assistance to enhance your writing skills (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) through workshops and individual instruction. Its online scheduling services are described here: <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>. The Writing Center has a staff of trained tutors who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional. |
| Wellness and Student Resources *Sample language:* Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and [emergency funding](https://new.jjay.cuny.edu/student-life/wellness-center/emergency-funding) support. See <https://new.jjay.cuny.edu/student-life/wellness-center>.  *Additional student resources you might want to include:*  Visit the Students’ Academic Resources & Services website for a list of student academic support resources: [**https://new.jjay.cuny.edu/academics/academic-resources-services**](https://new.jjay.cuny.edu/academics/academic-resources-services)**.** They include:   * Academic Advisement Center: <https://new.jjay.cuny.edu/academics/academic-resources-services/academic-advisement-center> * Center for Career & Professional Development: <https://new.jjay.cuny.edu/student-life/career-building-job-search/center-career-professional-development> * JJ Children’s Center: <https://www.jjay.cuny.edu/student-life/welcome-john-jay-childrens-center> * Housing: <https://new.jjay.cuny.edu/admissions/housing-resources> * Military and veteran services: <https://new.jjay.cuny.edu/student-life/military-veteran-services> * Women’s Center for Gender Justice: <https://new.jjay.cuny.edu/student-life/womens-center-gender-justice> * LGBTQ+ Resource Center: <https://new.jjay.cuny.edu/student-life/lgbtq-resource-center> * Jay Express Services: <https://new.jjay.cuny.edu/student-life/jay-express> * The Immigrant Student Success Center: <https://new.jjay.cuny.edu/student-life/immigrant-student-success-center>. |
| Resources for Reporting Discrimination, Sexual Harassment, Sexual Assault, Stalking or Domestic and Dating/Intimate Partner Violence *Sample language:* The individuals below are available to discuss your rights and the resources available to you as well as help you explore your options for reporting sexual misconduct, harassment or discrimination of any kind. You may report incidents that occur on or off campus, including incidents that occur online, or on messaging and social media platforms to:   1. Gabriela Leal, Title IX Coordinator, 646-557-4674, [gleal@jjay.cuny.edu](mailto:gleal@jjay.cuny.edu) 2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, [dredondo@jjay.cuny.edu](mailto:dredondo@jjay.cuny.edu) 3. Danielle Officer, Interim Dean of Students, 212-237-8211, [deanofstudents@jjay.cuny.edu](mailto:msachs@jjay.cuny.edu)  To speak confidentially, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information or resources, please see CUNY’s Policy on Sexual Misconduct ([PSM](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/Sexual-Misconduct-Policy.pdf)), CUNY’s [Equal Opportunity and Non-Discrimination Policy](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/equal-opportunity-and-non-discrimination-policy/), or see this page: <https://new.jjay.cuny.edu/about-us/compliance-diversity/non-discrimination-equal-opportunity/training-resources>. |
| Add Plagiarism detection and Camera Use policies as appropriate (see Syllabus Guidelines document for suggested language). As well as adding any other of your own policies below (e.g., diversity statement(s), class conduct expectations, attendance policy, etc.) |

# Course Schedule – Sample #1 (see additional samples below from the Syllabus Guidelines). Select and/or customize based on your class schedule and meetings – but be sure to include topics to be covered each class/week and the readings/assignments due each class/week.

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| --- | --- | --- |
| Week | Subject & Learning Goals | Readings/Assignments Due |
| Week 1 | Enter subject and key learning goals/terms – to help students understand how content scaffolds over the semester | Enter Readings/Assignments due |
| Week 2 | Enter subject and key learning goals/terms | Enter Readings/Assignments due |
| Week 3 | Enter subject and key learning goals/terms | Enter Readings/assignments due |
| Week 4 | Enter subject and key learning goals/terms | Enter Readings/assignments due |
| *Organize the schedule in the manner that makes sense and is clearest for your class.* | *You can add rows to the table by hitting “tab” from the bottom right column of the table – or “insert” clicking the “+” that appears hovering over a horizontal line in the table.* | Enter Readings/assignments due |
| *Organize the schedule in the manner that makes sense and is clearest for your class.* | *Add rows to the table by hitting “tab” from the bottom right column of the table – or “insert” clicking the “+” that appears hovering over a horizontal line in the table.* | Enter Readings/assignments due |

# Course Schedule – Sample #2 (brief sample) – for class that meets twice/week. Just delete what you do not need. Remember to incorporate CONVERSION DATES (e.g., Tues, Oct 15 classes follow Monday schedule; Weds, Nov 27 classes follow a Friday schedule. <https://www.jjay.cuny.edu/academics/academic-resources-services/registrar/academic-calendar> )

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Date** | **Topics & *Key Concepts*** | **Readings** | **Assignment Due** |
| 1. Weds, Aug 28 | Introduction, course overview: ***Key concept a*** | Chapter 1 (pp. x-y) |  |
| 2. Mon, Sept 2 | NO CLASS |  |  |
| Weds, Sept 4 | Nature and nurture:  ***Key concepts d, e & f*** | Chapter 4 (pp. x-y) | Short paper #1 (see assignment sheet on BB) |
| 3. Mon, Sept 9 | Scientific methodologies:  ***Key concepts c & d*** | Chapter 3 (pp. x-y) | **Etc…** |

# Course Schedule – Sample #3 (brief sample) – for class that meets once per week. Just delete what you do not need. Monday only classes will meet Sept 9 for the first class. <https://www.jjay.cuny.edu/academics/academic-resources-services/registrar/academic-calendar> )

|  |  |  |
| --- | --- | --- |
| **Date** | **Topics, *Key Concepts (KC)* & \****Assignments* **Due** | **Readings (see reference list below)** |
| Thurs, Aug 29 | Introduction, course overview:  ***Key concepts a & b*** | Buck (2014); Ogloff (2000) |
| Thurs, Sept 5\* | Introduction to law: ***Key concept c***  *\* Ethics training due* | Lee & Adams (2020); Kerr (2005) |
| Thurs, Sept 12 | Policing in context:  ***Key concepts c, d & e*** | Lewis (2016); Marsh & Quinn (2011) |
| Thurs, Sept 19 | Criminal responsibility:  ***Key concepts c & f*** | Gordon (2018); O’Toole (2015) ***ETC…*** |

# Course Schedule – Sample #4 (brief sample) – for asynchronous online. <https://www.jjay.cuny.edu/academics/academic-resources-services/registrar/academic-calendar> )

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Dates** | **Topics & *Key Concepts*** | **Readings** | **Assignment Due** *(BrS = Brightspace)* |
| 11. Apr 19- 24 | Disorders of childhood:  ***Key concepts q & r*** | Chapter 12 (pp. x-y) | 1. Write your response to the week’s discussion question by Th, 4/22, 11:59pm EST  2. Respond to one other student’s post by Fri, 4/23, 11:59pm EST in BrS discussion board |
| 12. Apr 26-May 1 | Eating disorders:  ***Key concepts s & t*** | Chapter 11 (pp. x-y) | **Exam #3** (Chapters 9-12) DUE 4/30 by 11:59pm EST |
| 13. May 3- 8 | Aging:  ***Key concepts u, v, w*** | Chapter 13 (pp. x-y) | 1. Write your response to the week’s discussion question by Th, 4/22, 11:59pm EST  2. Respond to one other student’s post by Fri, 4/23, 11:59pm EST in BrS discussion board |
| 14. May 10-15 | Personality disorders:  ***Key concepts x & y*** | Chapter 15 (pp. x-y) | Paper #2 – Case study (see detailed assignment instructions under “Assignments” on BrS) |

# Exam Schedule - *this is a sample - delete what you do not need*

|  |  |
| --- | --- |
| Week | Subject |
| Week 1 | Enter subject |
| Week 2 | Enter subject |
| Week # X | Enter subject |

# Grading - *this is a sample Grade Breakdown – doesn’t have to be in table format. And feel free to move the order around of the different sections of the syllabus to suit your preferences.*

|  |  |  |
| --- | --- | --- |
| **Grading Breakdown** | # points for assignment | % of total grade |
| Participation (attendance & class discussion) | 20 | 10% |
| Reaction Papers | 40 | 20% |
| Special Topic Paper | 40 | 20% |
| Midterm Exam | 50 | 25% |
| Final Exam | 50 | 25% |
| **TOTAL** | 200 points | 100% |

# Final Grade Scale – *UNDERGRADUATE; you should include the College grading scale. Delete the one that is not relevant; feel free to present the info in a different format, if you prefer.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** |  | **Grade** | **% of points** |
| A | 93.0 - 100% | C | 73.0 - 77.0% |
| A- | 90.0% - 92.9% | C- | 70.0 – 72.9% |
| B+ | 87.1 – 89.9% | D+ | 67.1 – 69.9% |
| B | 83.0 - 87.0% | D | 63.0 - 67.0% |
| B- | 80.0 - 82.9 | D- | 60.0 – 62.9% |
| C+ | 77.1 – 79.9 | F | Below 60% |

# Final Grade Scale – *GRADUATE; you should include the College grading scale. Delete the one that is not relevant; feel free to present the info in a different format if you prefer.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** |  | **Grade** | **% of points** |
| A | 93.0 - 100% | C+ | 77.1 – 79.9 |
| A- | 90.0% - 92.9% | C | 73.0 - 77.0% |
| B+ | 87.1 – 89.9% | C- | 70.0 – 72.9% |
| B | 83.0 - 87.0% |  |  |
| B- | 80.0 - 82.9 | F | Below 60% |

# Additional Information

Want to add more tables to your document that look like the Course Schedule and Exam Schedule? No problem. On the Insert tab, click Table and create a table in any size you want. It will automatically get inserted in the same style as the ones in the rest of this syllabus.