



Some General Statements for First Year Seminar Syllabi on Resources, Expectations, Comportment and Policies

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Academic Integrity Statement

[Standard; taken from Darby Ray's FYS syllabus]

As a Bates student you have joined an academic community deeply engaged in inquiry, intellectual exchange, and the testing and creation of knowledge. This is now *your* academic community, and you are invited to add your voice to the ongoing scholarly conversation—a conversation that values, acknowledges, and depends on the work and ideas of others.

Using and crediting sources properly not only lends credibility to your work but also keeps you clear of plagiarism. Misusing sources can take many forms, ranging from innocent but incomplete citations to outright and intentional deception. Upholding academic integrity means that the work you submit must be your own unless collaboration is specifically allowed, that you use only those resources allowed, that you express yourself in your own words unless you are quoting, and that you properly acknowledge and cite the ideas, information, and other work that you used or that contributed to your understanding.

Your academic work is governed by The Bates College Statement on Academic Integrity, found here:

<http://www.bates.edu/student-affairs/student-conduct/academic-integrity-policy/>,

and by any additional standards I set in this syllabus or in individual assignments. The Statement on Academic Integrity provides a fuller discussion of academic integrity and definitions of plagiarism, misuse of sources, and cheating. You are responsible for reading the Statement carefully and abiding by its terms.

Violations of academic integrity are serious and can result in severe consequences at both the course and college levels. Depending on the circumstances of the violation, I will assign a failing grade for the assignment and/or the course, require work to be redone, and/or impose other consequences; in addition, I will refer the matter to the Dean of Students for possible institutional action. Procedures for suspected violations are explained here:

<http://www.bates.edu/student-affairs/student-conduct/academic-integrity-policy/>.

Academic Integrity II

[From Nick Valvo's 2014 syllabus]

Academic integrity is fundamental to learning and scholarship. At its simplest, this means that the work you submit must be your own unless collaboration is specifically allowed, that you express yourself in your own words unless you are quoting, and that you properly acknowledge and cite the ideas, information, and other work that you used or that contributed to your understanding.

Plagiarism and similar misrepresentations are unacceptable and will not be tolerated.

Violations are serious, and penalties can include failing grades for the assignment or course as well as severe sanctions imposed by the College, depending on the circumstances.

Bates has a new Academic Integrity Policy that I can sincerely endorse. (Read it [here](http://www.bates.edu/student-affairs/student-conduct/academic-integrity-policy/): <http://www.bates.edu/student-affairs/student-conduct/academic-integrity-policy/>) What I like about the policy is its acknowledgment of a moral distinction between deliberate violations (e.g. handing in a paper you purchased from the internet or appropriating an argument without citation) and accidental violations (e.g. mishandling your citations out of ignorance). Both of these are serious problems, but in different ways that require different responses; especially so in a course that purports to teach you how to write at the college level. We will be talking much more about this.

Classroom Community and Professionalism

[Darby Ray & Lauren Vedal]

One of our jobs this semester is to create a classroom community in which each person can thrive. Such a community will be inclusive and generous of spirit, even as it invites vigorous, respectful differences of opinion and diverse learning styles. If at any point you have suggestions or concerns about the classroom environment, please don't hesitate to share them with me.

Having a professional attitude toward this course means being serious of purpose, attentive to your work, and collegial to your fellow students, Writing Assistant, Research Librarian, Writing Specialist, and instructor. Professionalism includes such things as (but is not limited to) the following:

- Turning off cell phones before coming to class (Vibrating phones are still a distraction, so please turn them off)
- Not using laptops or other electronic media, unless otherwise instructed or you have received individual permission
- Coming to class with the day's reading material printed out and in hand
- Keeping all appointments made with instructor, Writing Assistant, and other support staff. Failure to show up for an appointment will constitute an absence.
- Keeping up with class-related emails and Lyceum updates

Classroom Comportment II

[Nick Valvo, FYS 2014 syllabus]

Classroom discussion holds an almost sacred status in my class, as I trust it does in all classes at Bates and all other high-quality institutions of higher learning. Discussion is a skill, one that involves much more than simply saying smart things. The goal is to respond authentically both to the material we're reading and to each other's contribution: to make something together that is more valuable than any individual's contribution would be on its own. I know that sounds crunchy, but I mean every syllable.

Our classroom will be an inclusive space. I ask you to join me in making sure that everyone feels their contribution is welcomed and meaningful, regardless of racial, religious, sexual/ gender, political or class difference. This does not mean that your contributions (or mine) need be "self-censored" or "PC" — that's the wrong way to think about it. We don't always need to agree, but we do need to respect each other. If you have any concerns, I hope you will bring them to my attention.

Consider a simile: class discussion is like chamber music or group improvisation in jazz. We want to be able to produce a larger unity more meaningful and interesting than any of us could produce alone. *E pluribus unum*, or whatever. There are times seeking an inclusive classroom requires speaking less. If you're the kind of student who speaks frequently in class, that's great, but I may take you aside and ask you to cut back a bit to help us find airtime for some of the less assertive members of the class. It is all of our responsibility to make sure everybody's contributions can be voiced and heard. These are sophisticated skills; I won't be surprised if we don't do this perfectly out of the gate. I may mess this up, too. Let me know if there's anything I can do better to achieve this goal.

I am no luddite, but I tend to find (and pedagogy studies tend to confirm) that discussions of literature are best conducted with as few distractions as possible. If you want to interact with the texts we will discuss on some sort of screen instead of paper, that's fine with me, but please be mindful that you do not distract yourself or others with your use of technology. If it becomes an issue, I will ask you to stop.

Please silence your cell phone in class, and put it away. Most days, we'll take a five-minute break around the forty-minute mark; you can catch up on your correspondence at that point.

No lap texting! Pro tip: your professors can tell when you do this, even in big lecture halls.

Attendance

[Nick Valvo, 2014 FYS syllabus]

The short version: you need to come to class. This is not a course that you can complete on your own. It will be very difficult for you to succeed in the course if you miss the class meetings, simply because we will be talking about things you will need to know about to complete your individual work. The course meets 24 times; if you miss more than two of these, for whatever reason, you will have missed more than ten percent of the semester, and your final grade will be reduced accordingly. I will add a "minus" to your grade for each absence beyond the second during the time you're enrolled in the course.

That said, I know that things happen: if you need to miss class due to circumstances beyond your control — circumstances such as medical and family emergencies — get in touch as early as possible and you will find me very accommodating and willing to help. But recall that I am balancing my obligation to you with my obligation both to the college and to the other students in the class to maintain at least some level of fairness. In some circumstances, I may ask you for documentation through the Dean of Students' office.

Occasional tardiness is inevitable; chronic tardiness will be reflected in your participation grade.

Student Affairs Attendance policy

The Student Affairs web site sets forth the Course Attendance Policy [here](#).

Sample Syllabus Language – Class Absences

Attendance at and preparation for, i.e., having completed the reading for that day, each class is expected. More than # (whatever number the professor prefers) absences in this class will result in (whatever penalty the professor may propose). Official notification from the Health Services is not required in case of illnesses such as a common cold. If you are sick, please just email the professor. This absence is applied to 1 of # total permitted absences.

There are certain circumstances when the professor may require official notification from Health Services to verify illness-related absences. First, in this course, some class sessions involve either required group work (e.g., laboratories, presentations, performances) or exams. These requirements are clearly marked on the syllabus. If a student is absent from these classes because of illness, then official notification is required, and that notice may be sought from Health Services or Counseling and Psychological Services. The student, in consultation with the professor, is responsible for addressing missed work. Official notification from the Health Services, Counseling and Psychological Services, or the Office of Student Support and Community Standards is needed in cases of severe illness that requires hospitalization or if you suffer a concussion or other serious family emergency. A severe personal or medical situation that is accompanied with such notification, e.g., death of an immediate family member, concussion, hospitalization, etc., is not applied to the total of # permitted absences. The student remains responsible for working with the professor to address missed work.

For additional information on the Bates College policy regarding course attendance and student responsibilities in cases of expected and unexpected absence, please consult [here](#).

[Sample “Planned Absence” Form](#)

Writing and Speaking Assistance

Writing & Speaking Center, Ladd Library

<http://www.bates.edu/writing/>

For assistance with your writing in this or any other course, visit the Peer Writing and Speaking Assistants (PWSAs) at the Writing & Speaking Center in Ladd Library. PWSAs help Bates students with everything from PowerPoint presentations for first-year seminars, to papers in all academic disciplines at all course levels, to senior theses and posters for the Mount David Summit. As students themselves, Writing and Speaking Assistants communicate on students' terms, bringing student-oriented perspectives, insights, and local knowledge to

the conversation. *No appointment is needed, simply stop by our daytime or evening hours* in Ladd Library. Conferences typically last between thirty and fifty minutes.

Non-Discrimination Statement & Title IX

From Gwen Lexow and the Title IX Office:

Non-Discrimination Statement:

Bates is committed to creating and fostering a learning and working environment based on open communication, mutual respect, and a celebration of “the transformative power of our differences.” If you encounter sexual harassment, sexual violence, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity or expression, or disability, we encourage you to report it to Gwen Lexow, Director of Title IX and Civil Rights Compliance, at glexow@bates.edu or 207-786-6445. Additional information, including a list of support resources, is available at bates.edu/sexual-respect and bates.edu/diversity-inclusion.

Weblink: www.bates.edu/sexual-respect/non-discrimination-policy/

Non-Discrimination Statement: (sample 2)

Bates College is committed to the principle of equal opportunity and providing an educational and work environment free from discrimination. The college prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, genetic information or veteran status and other legally protected statuses in the recruitment and admission of its students, in the administration of its education policies and programs, or in the recruitment of its faculty and staff. Bates College adheres to all applicable state and federal equal opportunity laws and regulations.

Violations of this policy can be reported to Gwen Lexow, Director of Title IX and Civil Rights Compliance, at glexow@bates.edu or 207-786-6445. Weblink: www.bates.edu/sexual-respect/non-discrimination-policy/

Title IX Statement:

Bates faculty are concerned about the well-being and development of our students, and are available to discuss any concerns. Students should be aware that faculty are legally obligated to share disclosures of sexual violence, sexual harassment, relationship violence, and stalking with the college’s Title IX Officer to help ensure that the student’s safety and welfare is being addressed.

If you or someone you know has been harassed or assaulted, you can find a list of resources at bates.edu/sexual-respect. You may also contact the Title IX Officer, Gwen Lexow directly. She can be reached at glxow@bates.edu or 207-786-6445.

Weblink: www.bates.edu/sexual-respect/title-ix-explained/

Title IX Statement (sample 2)

Title IX prohibits all forms of gender-based discrimination, including sexual assault and harassment, in federally funded education programs. Title IX reads: “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Title IX applies to academic programs and extends to Bates sponsored off-campus programs (including Fall Semester Abroad) as well. Though a private institution, Bates receives federal monies to support financial aid packages. If you or someone you know has been harassed or assaulted, you can find a list of resources at bates.edu/sexual-respect. You may also contact the Title IX Officer, Gwen Lexow directly. She can be reached at glxow@bates.edu or 207-786-6445. Weblink: www.bates.edu/sexual-respect/

Sexual Misconduct Statement

Bates prohibits all forms of sexual harassment, sexual misconduct, and gender-based violence on our campus.

Bates is committed to providing a community built on trust and mutual respect, where all can feel secure and free from harassment. Our Community Principles state that “our actions must support our ability to work, study, live and learn together productively and safely.” Sexual misconduct violates a person’s rights, dignity and integrity and is contrary to our community principles and the mission of the college. Sexual misconduct, including sexual violence, sexual assault, intimate partner violence, and stalking, violates federal and state civil rights laws and may be subject to criminal prosecution in addition to action taken by the college. The college is committed to fostering a community that promotes prompt reporting of sexual misconduct and timely and fair adjudication of sexual misconduct cases. Creating a safe, respectful, and inclusive environment is the responsibility of everyone at Bates.

We encourage all members of our campus community to seek support for and report all incidents of sexual harassment and sexual misconduct directly to the Title IX Officer, the Deputy Title IX Coordinators or Bates Security. These individuals will assist in eliminating the misconduct, preventing its recurrence, and addressing its effects.

Weblink: www.bates.edu/sexual-respect/

Disabilities and Accommodations

[from Abigail Nelson, Assistant Dean of Accessible Education and Student Support]

From Abigail: *"I think the important parts are understanding how to request an accommodation and encouraging students to communicate with their professors but faculty could certainly modify to suit their own style, personalize it, etc. "*

Sample 1

Bates College is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with Abigail Nelson, Assistant Dean of Accessible Education and Student Support, to begin this conversation or request an official accommodation. You can find more information about the Office of Accessible Education and Student Support, including contact information, here: <http://www.bates.edu/accessible-education/>. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

Sample 2

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to removing barriers in this course, including official accommodations. Please visit their website for contact and additional information: <http://www.bates.edu/accessible-education/>. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

Sample 3

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so we can determine if there is a design adjustment that can be made. I am happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity.

If you are a student with a disability, or think you may have a disability, you are also welcome to initiate this conversation with Abigail Nelson, Assistant Dean of Accessible Education and Support. The Office of Accessible Education works with students with disabilities and faculty members to identify reasonable accommodations. Please visit their website for contact and other information: <http://www.bates.edu/accessible-education/>. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

Making an Announcement in Class

Please consider reading this statement or discussing it in class at the beginning of each semester. This can further normalize the accommodations process and encourage students to feel comfortable approaching you.

Academic Resource Commons

The Academic Resource Commons (or ARC) is Bates' Learning & Writing Center, every student's one-stop for academic support. ARC offers workshops, drop-in labs, one-on-one tutoring and a variety of other resources designed to support you as you navigate your courses. ARC is students helping students! Whether you're visiting the Writing Center, a PALS session, a science drop in-lab, a content tutor, a learning strategies advisor, or any other ARC service, you'll be working with a fellow Bates student who has been through what you're going through and has insight to offer based on their own experiences.

To access or to learn more about ARC services, visit our front desk in Ladd Library (turn left when you enter the library, and look for the sign) or on the web at

<https://www.bates.edu/academic-resource-commons/>.

Course Content Statement

In our class, we will read about and discuss historical, artistic, literary and scholarly accounts of events that some students may find disturbing. Please read the syllabus carefully. I've included brief descriptions of the assigned readings. If you think that you may find it challenging to discuss this material in class, please visit me during office hours so that we can find a way for you to engage this material in a way that is intellectually challenging, but not traumatic. If, after a class discussion, you would like to discuss your reaction to the material or the class, I would very much like to have the conversation with you.

A classroom discussion is a conversation between peers and hopefully, eventually, friends. We are all partners on the intellectual journey of this course. That partnership requires that we treat every participant in the conversation with respect and that we consider the possibility that some in the room may find different assignments more emotionally difficult to engage in than others. I want a classroom environment in which every student feels comfortable discussing the materials we consider with honesty and care. I ask you to choose your words with kindness.

Pronouns

Students and faculty increasingly request an explicit designation of the pronouns a faculty member uses to self-describe. Such a practice is consistent with Bates ideals and the college's [Non-Discrimination Policy](#). Collected below are a [table of pronouns](#) that are increasingly used by faculty and staff at Bates. Following the table, I've provided some examples of "[pronoun statements](#)" that faculty and staff have added to their email signatures. Finally, I've included a [script of gender inclusive classroom introductions](#) for you to consider. The goal of this practice is not to policy the use of pronouns used by any Bates student or employee. Rather, by indicating the pronouns an individual prefers to use, that individual explicitly refuses to normalize the gender binary and creates space for students who do not identify with it to assert the identity the student feels most comfortable with.

Subjective	Objective	Possessive adjective	Possessive pronoun	Reflexive	Pronunciation
They	Them	Their	Theirs	Themselves	pronounced as it looks
Ze	Hir	Hir	Hirs	Hirself	Pronounced zee, here, here, heres, hereself
Per	Per	Pers	Pers	Persself	pronounced as it looks
Co	Cos	Cos	Cos	Cos	pronounced co
[name]	[name]	[name]'s	[name]s	[name]sself	pronounced as it looks

Familiar gendered pronouns

Subjective	Objective	Possessive adjective	Possessive pronoun	Reflexive	Pronunciation
She	Her	Her	Hers	Herself	pronounced as it looks
He	Him	His	His	Himself	pronounced as it looks

Sample Pronoun Statements:

1. They/Them

Lexie Mucci

Pronouns: They/Them

Program Coordinator

Office of Intercultural Education

Bates College

2. She/Her/Hers

Jessica Perez

Assistant Dean of Students for Student Transition & Support

Office of Intercultural Education (OIE)
Chase Hall 142
(207) 755-5980
Pronouns: she/her/hers

3. He/Him/His
Carl Steidel
Pronouns: he/him/his
Associate Dean of Students
Office of Student Support and Community Standards

[Gender Pronouns Script](#)

Much more information is available in the [SPARQ! Guide for Faculty](#)