

First Year Seminar Syllabus Components

FYS Syllabus Component	Description
Course Information	Course number and title, semester and year, number of units, meeting times and location, faculty and Success team information (e.g., name, email, office, office hours, course site link)
Course description	A brief introduction to the course content and the goals of the First Year Seminar at John Jay.
Learning Outcomes	<p>Include the FYS Learning Objectives, customized for your course content.</p> <ol style="list-style-type: none"> 1. Inquiry: Identify issues of justice and analyze them using evidence. 2. Planning: Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals. 3. Collaboration: Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds. <p>You may wish to add information describing how specific course content, assignments or learning experiences will address the objectives.</p>
Materials	Required (and/or optional) books (with authors and editions), reserve readings, course readers, software, and supplies with information about where they can be obtained.
Format/Expectations	What students will have to do in the course: assignments, exams, projects, performances, attendance, participation, etc. Describe the nature and format of assignments and/or indicate when information for each assignment will be provided. Consider scaffolded activities to support student success. Provide due dates for assignments and dates for exams.
Assignments/Assessment	What do students need to do to succeed in the class? Provide a breakdown of components and an explanation of your grading policies (e.g. late assignment policy, extra-credit, homework submissions, mid-term and finals, attendance/participation evaluation)
Course policies and expectations	Policies concerning attendance, participation, tardiness, academic integrity, missing homework, missed exams, recording classroom activities, food in class, laptop use, etc. Describe your expectations for student behavior (e.g., respectful consideration of one another's perspectives, open-mindedness, creative risk-taking). Let students know what they can expect from you (e.g., your availability for meetings or e-mail communication).

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Course calendar	A day-to-day breakdown of topics and assignments (readings, homework, project due-dates)
Advice	How to use the syllabus; how to study for the course (how to read efficiently and effectively, whether readings are to be done before or after the class they pertain to, when to start assignments, approved forms of collaboration, etc.); how to seek help from you or other offices at John Jay.
Statement on Plagiarism	<p>Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.</p> <p>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.</p> <p>Source: <i>John Jay College of Criminal Justice Undergraduate Bulletin</i></p>
Statement on Accessibility	<p>“Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS, which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”</p> <p>Source: <i>Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities</i>, 4th ed., City University of New York, p. 3.</p>