



**GUIDELINES
FOR CREATING
YOUR SYLLABUS**

Table of Contents

INTRODUCTION: SYLLABUS COMPONENTS AND GUIDANCE	3
REQUIRED COMPONENTS.....	4
OTHER POLICIES YOU MIGHT WANT TO INCLUDE.....	12
RECOMMENDED CONTENT TO INCLUDE.....	13
<i>SAMPLE</i> CONTENT FOR FULLY ONLINE/HYBRID COURSES THAT YOU MIGHT WANT TO INCLUDE	17
MODEL SYLLABUS TEMPLATE TO BUILD FROM.....	19

Introduction: Syllabus Components and Guidance

To faculty: This document contains required elements for syllabi at John Jay College of Criminal Justice, as well as recommendations and guidelines for creating an effective syllabus. Required elements are the minimum information required on the syllabus; faculty may add additional information. Recommended elements are provided as well, along with sample text and guidance for faculty. This document is intended as a guide for all faculty teaching at all levels of the curriculum, but might be particularly relevant those teaching undergraduate courses. In addition, it includes a wealth of information in order to help inform and support faculty just beginning to teach at the College.

About syllabi: The syllabus is one of the first places faculty can begin to create a welcoming and inclusive learning environment for students, in terms of both the tone and the structure of the course (goals and assignments). It is also a great location to provide information about college resources, so that students know where to go for support. An effective syllabus lays out a shared understanding between a faculty member and students regarding what they can expect from each other during the course. Hence it is important that the document set a welcoming and inclusive tone, include resources for students, and have accurate, clear information about course expectations, policies and guidelines to inform students' work.

Additional resources: Faculty are encouraged to ask Department Chairs/Program Directors and/or colleagues for sample syllabi for the course(s) they are teaching, if available, and/or other strong syllabus exemplars in their program. In addition, the [Teaching and Learning Center](#) and the [Department of Online Education and Support](#) offer a wealth of resources, guidance, training and support for faculty teaching at John Jay. Additional academic and policy information is available from the current Undergraduate Bulletin (<http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin>) and Graduate Bulletin (<http://jjay.smartcatalogiq.com/current/Graduate-Bulletin>).

Required Components	Description and/or Sample
Course title and section	SOC 101-01, <i>Introduction to Sociology</i>
College name and address	John Jay College, 524 W. 59 th Street, New York, NY 10019
Professor name, department, office location, phone	Regarding phone: can be office telephone number; Skype account; contact information for students/the College to reach you
E-mail address	<p>Use of your JJ email address is <i>strongly</i> recommended, and your email should be <i>accessed regularly</i> so students and the College can quickly reach you as needed</p> <ul style="list-style-type: none"> • Give students clear information on how to reach you and how quickly they can anticipate a response. Students often become frustrated if they do not hear back from faculty in a timely manner. Also, many faculty recommend that students use their JJ email accounts, to avoid having their emails to faculty filtered out as junk/spam and getting no response as a result.
Office (or Student) Hours	<ul style="list-style-type: none"> • Indicate weekly hour(s) for students to meet with you outside of regularly scheduled class times and explain their purpose. Consider using the term “Student Hours” to signal that the time is for students to talk with you, not time for you to work alone in your office. • If possible, try to schedule inclusive times – various times and modalities to facilitate students’ ability to take advantage of the opportunity to meet with you.
Course description, course pre-requisites (or co-requisites), and contact hours – from College Bulletins	<ul style="list-style-type: none"> • 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 bulletin: <i>Undergraduate:</i> http://jjay.smartcatalogiq.com/current/Undergraduate-Bulletin/Course-Descriptions <i>Graduate:</i> http://jjay.smartcatalogiq.com/en/current/Graduate-Bulletin/Courses • Faculty may add another paragraph of description that expresses how they personally teach the course <i>in addition</i> to the bulletin description.
Learning outcomes (LOs)	<ul style="list-style-type: none"> • What will students know or be able to do by the end of the course? List at least 3 to 5 <u>learning outcomes (LOs)</u> for the course. • LOs often begin with, “Students will learn to…” or “Students will be able to…” • These should include LOs that extend beyond the content of the course (e.g., writing skills, group work skills, communication skills) • LOs are central to course design, content and assignments and they inform department/major/minor/program assessments. Faculty decisions in their course planning should reflect the LOs. For example, course assignments should map on to at least one LO. Making this explicit to students helps them understand the link between assignments and what you intend for them to learn • For a general education course, include general education LOs – the bulletin course description notes which general education core/bucket the course fulfills (http://www.jjay.cuny.edu/sites/default/files/u1862/general_education_assessment_plan_2020.2025.pdf). • If the course instead serves your major/minor, <i>ask your Department Chair for guidance</i>, as department (or program) LOs often exist for each course. • All Writing Intensive courses need to include a writing intensive LO that maps to the program’s outcomes.

<p>Required (and Optional) Materials</p>	<ul style="list-style-type: none"> List all texts with full citation including ISBN numbers and whether required or optional. Books should be ordered and available in Akademos, the online bookstore (https://jjay.textbookx.com/institutional/login.php), on the web with URL, on the course Blackboard site, on e-reserve or on reserve in the library. Specify if the library owns the book and the call number. If this is a zero cost course, you could indicate that here. Introductory classes often use a textbook. Your department may wish for you to use a certain textbook, which can help keep costs down for students, but the choice is yours. You can upload electronic readings (and other resources) to Blackboard for students to download for individual, academic use. It can be helpful to list these with complete references on the syllabus. If you intend to ask students to purchase a book you published and from which you would derive revenue, please be aware of the CUNY conflict of interest policy that applies (mainly clause 5.2, <i>Avoidance of Economic Benefit</i>).
<p>Course Meeting Format and Organization</p>	<ul style="list-style-type: none"> Be explicit and clear about the class meeting format/modality and course organization, including what platform(s) will be used for class (in person class that also uses Blackboard? Zoom? Other?). Samples below can be adapted/combined as appropriate for a given course. Faculty cannot change the course modality or meeting days/times of the course from what is listed in CUNYFirst. <p><i>Sample 1 – fully in person (graduate) course:</i></p> <p>Class meetings: Mondays, 9:30-11:30am, in room 10.72 NB</p> <p><i>Sample 2 – fully synchronous, online course</i></p> <p>Class meetings: Tues & Thurs, 8:00-9:15am EST, Synchronously via Zoom (provide link, meeting ID & passcode here)</p> <p><i>Sample – Blackboard description for use as appropriate</i></p> <p>Blackboard: We will use Blackboard in this course. Blackboard (BB) (https://bbhosted.cuny.edu/) is a web-based course management system that creates a password-protected site for the course. I will post course materials (lectures slides, readings, etc.) and your grades on BB. I will use BB to send announcements to the class so please check your email often – <i>and make sure you are receiving these emails</i>. If not, please update your email address (BB student user guide: http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/). For BB help, email: blackboardstudent@jjay.cuny.edu.</p> <p><i>Sample 3 – hybrid course</i></p> <p>Class meetings and format:</p> <p>This is a hybrid course, meaning that you will do some work in person during our scheduled class meeting day/time (Weds, 3:05-4:20PM EST), and some work asynchronously (on your own time) online on Blackboard. Blackboard (BB) (https://bbhosted.cuny.edu/) is a web-based course management system that creates a password-protected site for the course. I will use it to distribute course materials, communicate and collaborate online, disseminate assignment instructions, and post grades. Please make sure to check BB regularly for class work and announcements. Note that I have organized our course materials by weeks. Weekly folders contain all assignment details, including deadlines and additional resources (if applicable).</p>

	<p>Please try to plan your work for this course bearing in mind your other classes, your work schedule and other personal commitments. Please do your best to keep up with all assignments and due dates. If you fall behind, please contact me – the sooner the better. I am here to help, and we can discuss strategies to help you to succeed in this course. Please note that all times and deadlines in this course are Eastern Standard Time (EST).</p> <p><i>Sample 4 – asynchronous, fully online course</i></p> <p>Class format:</p> <p>This is a fully online, asynchronous course, meaning that you will complete all course work on your own time through Blackboard. Blackboard (BB) (https://bbhosted.cuny.edu/) is a web-based course management system that creates a password-protected site for the course. I will use it to distribute course materials, communicate and collaborate online, disseminate assignment instructions, and post grades. Please make sure to check BB regularly for class work and announcements. Note that I have organized our course materials by weeks. The weekly folders contain all assignment details, including deadlines and additional resources (if applicable). Although we will not have regularly scheduled class meetings, you are invited to meet with me during my office/student hours over Zoom (LINK).</p> <p>I understand that John Jay students have very busy lives. Please try to plan your work for this course, bearing in mind your other classes, your work schedule and other personal commitments. Please do your best to keep with all assignments and due dates. If you fall behind, please contact me <i>as soon as possible</i>. I am here to help, and we can discuss strategies to help you succeed in this course. Please note that all times and deadlines listed in this course are Eastern Standard Time (EST).</p>
<p>Assignments/Assessment and Grading</p>	<ul style="list-style-type: none"> • What must students do to succeed in the class? How will you determine grades? List all assignments and their weights (e.g., participation, reaction papers, exams and quizzes, papers), and provide percentage of the final grade for each. • Here is a course workload estimator to help you estimate the amount of time your students will need to complete your assignments (https://cat.wfu.edu/resources/tools/estimator2/). • Information on Bloom’s taxonomy for types of work appropriate to the level of the course and its mastery objectives can be found at: https://www.bloomstaxonomy.net/ and https://tophat.com/blog/blooms-taxonomy/ • Please bear in mind that many students decide whether or not to drop a course based on performance early in the semester. Building in graded <i>assignments that provide early feedback</i> is a great way to support students and allows for swift intervention, as needed. • The College Writing Across the Curriculum policy requires the following: <ul style="list-style-type: none"> ○ 100-level courses: a minimum of 4 pages of student writing ○ 200-level courses: a minimum of 6 pages of student writing ○ 300- and 400-level courses: a minimum of 10 pages of student writing • Syllabi for Writing Intensive courses should include both the number and type of assignments required by the program. • Students typically find it helpful if you include a description of each assignment and any rubric you will use for grading at the start of the semester. It can assist them with their planning. (It does not have to appear in the syllabus – could be separate documents in Blackboard.) • Scaffolded assignments that build on one another can help students build skills gradually, breaking up a challenging assignment into less intimidating parts. Not all parts of a final scaffolded assignment need to be graded equally – some can

	<p>be lower stakes than others to reduce grading burden. For instance an outline, reference list or draft could be graded pass (submitted) or fail (not submitted), versus a formally graded final paper.</p> <ul style="list-style-type: none"> • Some of the most effective assignments both link directly to the course’s learning objective(s) <i>and</i> make that link clear to students. This transparency may help students build meaning around the goals of the readings they are doing and work they are completing for the course. • Specify the acceptable method of citation/documentation and formatting expected in your course (APA style? MLA?) • 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 Style. <p><i>Sample:</i> Quizzes (10% of final grade) Research shows that one of the most effective ways to learn material is through quizzes that are spaced out in time before an exam. Therefore, periodically through the semester, you will be quizzed on the material. All quizzes will be online on Blackboard. To help you to learn from feedback, you will be able to do each quiz at least twice. There will be a total of eight quizzes, please do the quiz by the due date to earn full credit and to benefit from spacing your testing.</p>
<p>Extra (Credit) Work During the Semester</p>	<p>Faculty are <i>not</i> required to offer extra credit opportunities. However, if you do allow extra credit work, College policy requires that all students have <i>equal access</i> to such opportunities (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).</p> <p><i>Sample:</i> You may earn extra credit (up to 4 points <i>total</i> (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 Blackboard. 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.</p>
<p>Incomplete Grade Policy</p>	<ul style="list-style-type: none"> • 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: http://jjay.smartcatalogiq.com/current/Undergraduate-Bulletin/Academic-Standards-and-Policies/Grades • Current graduate INC policy found here: http://jjay.smartcatalogiq.com/current/Graduate-Bulletin/Academic-Requirements/Grades
<p>Grading Breakdown</p>	<ul style="list-style-type: none"> • Provide clear information on how final grades for the course break down. It can be helpful to include the College grading scale – undergraduate scale is below.

Graduate grading scale: <http://jjay.smartcatalogiq.com/current/Graduate-Bulletin/Academic-Requirements/Grades>

- *Sample grade breakdown:*

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%

- *College undergraduate grade scale:*

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%

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 website: <https://www.jjay.cuny.edu/accessibility>.
- *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). 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.

The Alan Siegel Writing Center (for undergraduate classes)

Sample language: The Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) provides free tutoring to students of John Jay College; its online 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

	<p>support. See http://www.jjay.cuny.edu/wellness-resources</p> <p><i>Additional student resources you might want to include:</i></p> <p>Visit the Students' Academic Resources & Services website for a full list of student support resources: http://www.jjay.cuny.edu/students. They include:</p> <ul style="list-style-type: none"> • Academic Advisement Center, http://www.jjay.cuny.edu/academic-advisement-center • Center for Career & Professional Development: http://www.jjay.cuny.edu/Career-services • JJ Children's Center: http://www.jjay.cuny.edu/Childrens-center • Housing: http://www.jjay.cuny.edu/housing • Military and veteran services: http://www.jjay.cuny.edu/military-and-veteran-services • Women's Center for Gender Justice: http://www.jjay.cuny.edu/womens-center/gender-justice • LGBTQ+ Resource Center (https://www.jjay.cuny.edu/lgbtq-resource-center) • Jay Express Services: http://www.jjay.cuny.edu/jay-express-services • The Immigrant Student Success Center: https://www.jjay.cuny.edu/immigrant-student-center
<p>Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence</p>	<p><i>Sample language:</i> 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:</p> <ol style="list-style-type: none"> 1. Gabriela Leal, Title IX Coordinator, 646-557-4674, galeal@jjay.cuny.edu 2. Diego Redondo, Director of Public Safety & Risk Management, 212-237-8524, dredondo@jjay.cuny.edu 3. Michael Martinez-Sachs, Dean of Students, 212-237-8211, msachs@jjay.cuny.edu <p>To speak <u>confidentially</u>, you may contact Women's Center Counselor and Gender-Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information, please see CUNY's Policy on Sexual Misconduct (PSM), or refer to this Q & A document.</p>
<p>CUNY Policy on Academic Integrity</p>	<p>The John Jay College bulletins provide information for students on the academic integrity policy – see current Undergraduate and Graduate bulletins.</p> <ul style="list-style-type: none"> • The complete text of the CUNY Policy on Academic Integrity is here: http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/ • The link(s) above can be included along with key portions of the policy that you wish to include. Sample language below. <p><i>Sample language:</i> Academic dishonesty is prohibited in CUNY. It includes, among other things: <i>cheating</i> (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); <i>obtaining unfair advantage</i> (e.g., circulating or gaining advance access to exam materials); and <i>plagiarism</i>, 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.</p> <p>It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and</p>

	<p>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.</p> <p>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 Style.</p>																																									
<p>Plagiarism detection software <i>[required if you will/might use the service(s)]</i></p>	<p>Faculty can access two different electronic plagiarism detection services through Blackboard, SafeAssign and Turnitin.</p> <ul style="list-style-type: none"> • If you will (or might) use either plagiarism detection service in your course, you must <i>alert students in advance</i> by including a statement on the course syllabus or assignment sheet indicating that the service will/might be used.. • For questions about or support in using these services, contact DOES Blackboard support at Blackboard@jjay.cuny.edu. • Note: It is important to look carefully at any apparently problematic plagiarism reports because they are not always truly problematic. A high match rate could reflect similar reference lists, for example, rather than problematic writing. • Suggestion: To avoid miscommunications, it will help to be clear and explicit on the syllabus/assignment sheet about boundaries for acceptable collaboration. For instance, if students are asked or invited to collaborate on group work or study groups, make it clear at what point collaboration stops (e.g., online or take-home exams should be completed independently). <p><i>Sample language:</i> The College subscribes to SafeAssign and Turnitin. Some or all written assignments in this course will be assessed using these services to check for plagiarism and to help you to avoid it.</p>																																									
<p>Course calendar</p>	<ul style="list-style-type: none"> • List themes/main topics and key concepts to be covered each week and/or class period, as well as schedule of readings and other assignments due. <p><i>Brief Sample #1 (meets twice per week):</i></p> <table border="1" data-bbox="513 1157 1442 1470"> <thead> <tr> <th>Week/Date</th> <th>Topics & Key Concepts</th> <th>Readings</th> <th>Assignment Due</th> </tr> </thead> <tbody> <tr> <td>1. Aug 28</td> <td>Introduction, course overview: <i>Key concept a</i></td> <td>Chapter 1 (pp. x-y)</td> <td></td> </tr> <tr> <td>Aug 30</td> <td>Theories, values, and science: <i>Key concepts a & b</i></td> <td>Chapter 2 (pp. x-y)</td> <td>Quiz #1 on BB due before class</td> </tr> <tr> <td>2. Sept 4</td> <td>Scientific methodologies: <i>Key concepts c & d</i></td> <td>Chapter 3 (pp. x-y)</td> <td></td> </tr> <tr> <td>Sept 6</td> <td>Nature and nurture: <i>Key concepts d, e & f</i></td> <td>Chapter 4 (pp. x-y)</td> <td>Short paper #1 (see assignment sheet on BB)</td> </tr> </tbody> </table> <p><i>Brief Sample #2 (meets once per week):</i></p> <table border="1" data-bbox="513 1541 1442 1911"> <thead> <tr> <th>Date</th> <th>Topics, Key Concepts (KC) & *Assignments Due</th> <th>Readings (see reference list below)</th> </tr> </thead> <tbody> <tr> <td>Aug 30</td> <td>Introduction, course overview: <i>Key concepts a & b</i></td> <td>Buck (2014); Ogloff (2000)</td> </tr> <tr> <td>Sept 6</td> <td><i>NO CLASS</i></td> <td></td> </tr> <tr> <td>Sept 13*</td> <td>Introduction to law: <i>Key concept c</i> * <i>Ethics training due</i></td> <td>Lee & Adams (2020); Kerr (2005)</td> </tr> <tr> <td>Sept 20</td> <td>Policing in context: <i>Key concepts c, d & e</i></td> <td>Lewis (2016); Marsh & Quinn (2011)</td> </tr> <tr> <td>Sept 27</td> <td>Criminal responsibility: <i>Key concepts c & f</i></td> <td>Gordon (2018); O'Toole (2015)</td> </tr> <tr> <td>Oct 4*</td> <td>Biases in the legal system:</td> <td>Hart (2017); Lee (2011); Price</td> </tr> </tbody> </table>	Week/Date	Topics & Key Concepts	Readings	Assignment Due	1. Aug 28	Introduction, course overview: <i>Key concept a</i>	Chapter 1 (pp. x-y)		Aug 30	Theories, values, and science: <i>Key concepts a & b</i>	Chapter 2 (pp. x-y)	Quiz #1 on BB due before class	2. Sept 4	Scientific methodologies: <i>Key concepts c & d</i>	Chapter 3 (pp. x-y)		Sept 6	Nature and nurture: <i>Key concepts d, e & f</i>	Chapter 4 (pp. x-y)	Short paper #1 (see assignment sheet on BB)	Date	Topics, Key Concepts (KC) & *Assignments Due	Readings (see reference list below)	Aug 30	Introduction, course overview: <i>Key concepts a & b</i>	Buck (2014); Ogloff (2000)	Sept 6	<i>NO CLASS</i>		Sept 13*	Introduction to law: <i>Key concept c</i> * <i>Ethics training due</i>	Lee & Adams (2020); Kerr (2005)	Sept 20	Policing in context: <i>Key concepts c, d & e</i>	Lewis (2016); Marsh & Quinn (2011)	Sept 27	Criminal responsibility: <i>Key concepts c & f</i>	Gordon (2018); O'Toole (2015)	Oct 4*	Biases in the legal system:	Hart (2017); Lee (2011); Price
Week/Date	Topics & Key Concepts	Readings	Assignment Due																																							
1. Aug 28	Introduction, course overview: <i>Key concept a</i>	Chapter 1 (pp. x-y)																																								
Aug 30	Theories, values, and science: <i>Key concepts a & b</i>	Chapter 2 (pp. x-y)	Quiz #1 on BB due before class																																							
2. Sept 4	Scientific methodologies: <i>Key concepts c & d</i>	Chapter 3 (pp. x-y)																																								
Sept 6	Nature and nurture: <i>Key concepts d, e & f</i>	Chapter 4 (pp. x-y)	Short paper #1 (see assignment sheet on BB)																																							
Date	Topics, Key Concepts (KC) & *Assignments Due	Readings (see reference list below)																																								
Aug 30	Introduction, course overview: <i>Key concepts a & b</i>	Buck (2014); Ogloff (2000)																																								
Sept 6	<i>NO CLASS</i>																																									
Sept 13*	Introduction to law: <i>Key concept c</i> * <i>Ethics training due</i>	Lee & Adams (2020); Kerr (2005)																																								
Sept 20	Policing in context: <i>Key concepts c, d & e</i>	Lewis (2016); Marsh & Quinn (2011)																																								
Sept 27	Criminal responsibility: <i>Key concepts c & f</i>	Gordon (2018); O'Toole (2015)																																								
Oct 4*	Biases in the legal system:	Hart (2017); Lee (2011); Price																																								

Key concepts c & g
 * *Case brief due (see assignment sheet in BB)*

(2018)

Brief Sample #3 (asynchronous online):

Week/Dates	Topics & <i>Key Concepts</i>	Readings	Assignment Due
13. Apr 19- 24	Disorders of childhood: <i>Key concepts q & r</i>	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 BB discussion board
14. Apr 26-May 1	Eating disorders: <i>Key concepts s & t</i>	Chapter 11 (pp. x-y)	Exam #3 (Chapters 9-12) DUE 4/30 by 11:59pm EST
15. May 3- 8	Aging: <i>Key concepts u, v, w</i>	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 BB discussion board
16. May 10-15	Personality disorders: <i>Key concepts x & y</i>	Chapter 15 (pp. x-y)	Paper #2 – Case study (see detailed assignment instructions under "Assignments" on BB)

Other Policies You Might Want to Include	Description and/or Sample
	<p>For the most up-to-date policies, see current Undergraduate Bulletin (http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin) or Graduate Bulletin (http://jjay.smartcatalogiq.com/current/Graduate-Bulletin).</p>
Your Attendance Policy	<p>While John Jay does not have a student attendance policy and is not an attendance-taking institution, failure as a sole consequence of poor attendance (regardless of earned grades) is discouraged. Also, students cannot be graded separately for attendance <i>and</i> participation, as it is redundant and against CUNY policy.</p> <p>Many faculty have their own attendance policies, but bear in mind that your policy sets the tone for the class – supportive versus punitive. It may be more constructive to remind students that their performance will be impacted by excessive absences.</p> <p><i>Note:</i> Students on active military duty during a semester are eligible for special consideration, depending on timing of deployment: https://www.jjay.cuny.edu/Student-Enrollment-Breaks/Military-Service.</p> <p><i>Sample language:</i> Attending and participating in this class are important for helping to understand the material and to develop skills that are important for success in college and beyond. If you miss a class due to an emergency, illness or death of a family member, please make every effort to notify me before class, if possible, or prior to the next class. If you must miss class, please get notes from a classmate (or let me know if you need assistance getting them).</p>
Your policies on lateness, late work, classroom behavior, etc.	<p>Below are various samples, and you can adapt, mix, match, write your own. However, the key goal is to clearly inform students of your policies in advance.</p> <p><i>Sample language regarding lateness:</i> Students are expected to arrive on time to class to avoid missing material and disrupting their colleagues. However, in the event that you are delayed, please let me know that I can expect you.</p> <p><i>Samples regarding late work:</i> Please note that all assignments must be handed in by the due date indicated. Late assignments will lose 10 points per day and will receive a zero after 3 days late. Students must make every effort to notify the professor in advance if they will miss an exam. Contact me to arrange a make-up assignment. Late submissions of online examinations will only be accepted in cases of emergencies – please notify me as soon as possible.</p> <p><i>Sample regarding student behavior:</i> Students are expected to maintain a tone of respect and professionalism at all times. It is important that this class provides a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. Use clear and professional language when communicating with each other, listen and ask questions with curiosity, and take time to reflect on the perspectives and contributions of others before you respond.</p>

Recommended Content to Include	Description and/or Samples
<p>Set the tone for <i>diversity, inclusion and respect</i> in your syllabus</p>	<p>The College adopted <i>Seven Principles for A Culturally Responsive, Inclusive and Anti-Racist Curriculum at John Jay College of Criminal Justice</i> (4/21). The principles are intended to guide faculty and departments in their course and curriculum design and planning. John Jay teaching should reflect these principles. See here for full discussion of the principles and implementation plans: http://www.jjay.cuny.edu/sites/default/files/u1862/principles_for_a_culturally_responsive_inclusive_and_antiracist_curriculum_adopted_by_college_council_april8_2021.pdf.</p> <p><i>Specific suggestions for syllabi:</i></p> <ul style="list-style-type: none"> • Share your gender pronouns (model inclusion) • Include images (if possible) and readings/resources that are diverse in their representation of your field • Set expectations for valuing diverse viewpoints, acknowledging students’ histories and identities • Acknowledge influences of systemic oppression in your discipline <p><i>Resources for an inclusive syllabus/teaching:</i></p> <p>https://www.jjay.cuny.edu/tlc-teaching-resources https://acue.org/inclusive-teaching-practices-toolkit/ https://acue.org/wp-content/uploads/2020/07/2B_Online_PG_Netiquette.pdf https://acue.org/wp-content/uploads/2020/07/Inclusive-Practices-Toolkit-Diverse-Society-PG1.pdf https://sites.lsa.umich.edu/inclusive-teaching/inclusive-classrooms/inclusive-syllabus-language/ https://acue.org/wp-content/uploads/2020/06/1_Guide-to-Sample-Syllabus-Activities.pdf</p> <p><i>Resources for diversity statements:</i></p> <p>https://sacd.sdsu.edu/cie/cie-resources/syllabus-statements https://poorvucenter.yale.edu/DiversityStatements</p> <p><i>Sample: (samples can be adapted/combined/adjusted to suit your course)</i></p> <p>Diversity, Inclusion, Oppression and Power</p> <p>In theory, knowledge should be objective. However, much of our academic knowledge has been built on a small subset of privileged voices that have made invisible and often oppressed those who are not privileged in our society. Integrating a diverse set of experiences is important for a more comprehensive understanding of [FIELD], and we will discuss issues of diversity in [FIELD] during this course. We will also discuss how power is related to diversity. Whose voices are heard and why? Whose communities have been negatively stereotyped? Who benefits? Who is harmed? Why are things this way? These questions and more are ones that I hope that you engage with throughout the course.</p> <p>I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) and lived experiences. As a start, we will make every effort to use each others’ preferred names and pronouns. Also, if anyone (including me) says or does anything in class that makes you feel targeted due to your identities, please try and talk to me about it. I am here to support.</p> <p><i>Sample regarding student behavior:</i></p> <p>Students are expected to maintain a tone of respect and professionalism at all times.</p>

	<p>It is important that this class provides a stimulating learning environment in which everyone feels comfortable contributing and is respectful of diverse perspectives. Use clear and professional language when communicating with each other, listen and ask questions with curiosity, and take time to reflect on the perspectives and contributions of others before you respond.</p> <p><i>Sample:</i> Communication: Gender Pronouns and and Students’ Preferred Names All members of the classroom community are expected to address one another by their preferred names and pronouns. Please help us know your pronoun and proper pronunciation of your preferred name. You can update your preferred name yourself in CUNY First.</p>
Advice	<p>It can be helpful (especially for freshmen) to provide students with advice on how to use the syllabus; how to study for the course (e.g., 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.); and how to seek help from you or other offices at John Jay.</p>
A brief bio and photo	<p>You might want to include a brief bio and photo to help students know a bit more about you and your journey to John Jay. This helps demystify the process of becoming an academic. This may be particularly helpful for online course. (Could be on Blackboard, not necessarily on the syllabus.)</p>
Rubric for Participation (useful for all assignments)	<p><i>Sample rubric #1 for Participation (undergraduate class)</i></p> <p>Course Engagement/Participation Active engagement will help you learn best in this course. We will break out into small discussion groups throughout the semester and occasionally engage in larger discussions with the whole class. It is best if you read all the assigned material and be ready with your thoughts and opinions. I will evaluate your effort (attendance in classes, punctuality, reading the material before class, contributing to discussions) as well as the quality of your participation (insightfulness of your comments, respectful engagement with your classmates). Active participation in your small group discussions will be most important (you will provide feedback on each others’ participation). Below is a brief breakdown of how participation will be evaluated both in your small groups and in larger group discussions.</p> <p style="text-align: center;"><u>Participation Grade Criteria</u></p> <p>5 <i>Excellent</i>. Goes beyond what is expected. Speaks out often and thoughtfully; initiates discussions in groups; makes insightful comments and backs them up with examples/evidence; can defend their opinions when challenged; allows others to speak and listens respectfully when confronted with an alternative viewpoint; is able to build on what is being discussed and bridge what the group is discussing with their own opinions; thoughtfully critiques the reading materials; is well-prepared for discussions; does all the readings ahead of time and is prepared to answer questions and give comments on the material.</p> <p>4 <i>Above average</i>. Goes beyond what is expected. Speaks out regularly and thoughtfully; occasionally initiates discussions in groups; allows others to speak and listens respectfully when confronted with an alternative viewpoint; thoughtfully critiques the reading materials; is well-prepared for discussions; does all the readings ahead of time and is prepared to answer questions and give comments on the material.</p> <p>3 <i>Average</i>. Does everything that is expected. Speaks out occasionally; attends all classes; does the readings ahead of time and prepares comments and ideas to bring up in group discussions.</p> <p>2 <i>Below average</i>. Seriously lacking in effort. Rarely speaks out; misses classes without explanation or warning to their group members or me; comes to class unprepared; is unable to provide their own comments on material and unable to answer questions.</p>

1 *Failure*. Misses more than 10% of classes. Slows discussions down or disrespects/belittles the opinions of others; demonstrates a clear lack of knowledge from the readings and is unable to answer questions.

Sample rubric #2 for Participation (graduate class)

This course requires frequent and active contributions to the discussion from each student. Students are expected to attend class and participate every week, and to have completed all assigned readings by the due dates. Your thought papers are intended to help prepare you for class discussion. Be prepared!

Participation grades are based on the quantity/quality of your participation in each class. If you are not in class, you cannot participate and your grade will be affected (0 – however *please* let me know if there are issues that impact your ability to be present and/or to participate in class). Otherwise, scoring for each class will range from 1 (present, minimal contribution) to 2 (frequent, spontaneous contributions; comments/questions that propel discussion; in-depth analysis of concepts from reading and/or based on evidence).

Sample rubric #3 for Participation/Discussion Posts (asynchronous online course)

Participation/Discussion Posts: (30 points, 3 points each, 2 for your original post, 1 for your response post). You are required to create weekly discussion posts and participate in online discussions. These will be graded based on the quality of your writing, correct application of terms, and compliance with the discussion prompt provided that week.

You need to answer the required discussion question each week and respond to at least one other student along with your original posts each week, with the exception of the weeks you have an exam. Your original posts will be graded according to their accuracy and thoughtfulness.

This course is built upon the idea of “extending the dialogue” – it is largely based on discussion about the course topics, so you must post early and often. You must be participating throughout the week so you can help extend the discussion. If everyone waits until right before the deadline, then there is no discussion to build upon. Therefore, for most weeks, your discussion post must be posted by 11:59pm on Thursday of each week. Your response to another student must be posted by 11:59pm on Friday of each week. Due to college closings, some weeks you will need to submit your discussion posts on different days, check your syllabus for submission dates. You can post your own responses and respond to students before the deadline. Each discussion post is worth 2 points, each response is worth 1 point, for a total of 3 points for each week.

Sample rubric for Thought/Reaction Papers (graduate or senior seminar) – rubric is focused on learning objectives for the course:

Thought Papers: (20% of grade)

In preparation for class each week, you will write 2-3 page *Thought Papers*. **Email them to me before class.** In these papers, please respond thoughtfully to the week’s readings. You might discuss the researchers’ theoretical framework (or lack thereof), critique the research question and/or the methods used, integrate the readings and give your interpretation, note policy considerations, implications of the results, or future research directions (NOT presented in the article), etc. You must complete **10 (ten)** of these during the semester.

Papers MUST include:

(a) *At least one ORIGINAL empirical research question and its associated testable hypothesis(es) that you derived from the readings. Indicate why this is an interesting/important empirical question.*

(b) *Conclude with 1-2 class discussion questions based on the articles. Good questions provoke sustained discussion and address an interesting or*

controversial empirical or policy issue.

Rubric: Papers will be evaluated on the following scale:

2 = Shows clear evidence of having read and thought about assignment and includes creative/original thought (can be via questions, opinions, critiques)

1 = Shows familiarity with readings, but provides a summary of readings without any creative or original thought; or if OMITS discussion/research questions

0 = Shows minimal familiarity with reading assignment

Sample content for fully online/hybrid courses that you might want to include

<p>IT Requirements [for online/hybrid classes]</p>	<p><i>Sample language:</i></p> <ul style="list-style-type: none"> You will need a reliable computer/laptop/tablet with an up-to-date browser, operating system and some additional software and Internet service to complete this online course successfully. A mobile phone is not a good permanent option for this class. See this link for information on laptop loans and other related services for students: http://www.jjay.cuny.edu/sites/default/files/general/getyourtechnologyready.pdf. If you have a computer malfunction or Internet service interruption, please do your best to make alternate arrangements (for example, a public computer at your local library or on campus; a café with WiFi; borrow a JJ hotspot). If you have trouble, please contact me as soon as possible so we can troubleshoot. Some of the documents in this course will be available to you in a PDF format. If you do not have Adobe Acrobat Reader software on your computer, you can download it from https://get.adobe.com/reader/. There may be occasional scheduled downtimes and unanticipated disruptions in Blackboard. However, if there is an unscheduled downtime, an adjustment of the due date may be provided. If you have problems submitting an assignment via BB, you can contact BB for help, you can email me to let me know, and you can email me your assignment directly so it will not be late. You can communicate with me using Skype Chat or Skype Conference Call (use your John Jay email to join). Skype is for free and can be downloaded here: https://www.skype.com/en/download-skype/skype-for-computer/. Zoom.US will be the primary source of communicating and collaborating for online discussion. John Jay has made arrangements for each student to acquire a Zoom.US account: if you have not claimed your account, click on this link: https://jjay-cuny.zoom.us
<p>[Zoom/BB Collaborate] Classroom Rules and Etiquette</p>	<p><i>Sample language:</i></p> <ul style="list-style-type: none"> Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Please do not share our Zoom sign-on details on social media. Doing so makes our class vulnerable to tampering by outsiders. Copying out sign-on details in an email or a text to someone in class is fine, but they should not be released to anyone outside of our class. Please arrive on time and mute yourself upon joining the class, and while in class, to avoid noise distraction. Please remember to comport yourself as you would in a classroom at John Jay College. For your reference, John Jay's codes of conduct are available here: https://www.jjay.cuny.edu/community-standards-and-conduct-policies You are welcome to choose a virtual background if you wish but not a video background. See this link and scroll down for John Jay virtual backgrounds: https://www.jjay.cuny.edu/distance-learning. Please use your good judgment.

	<ul style="list-style-type: none">• The professor has the ability to remove disruptive students from the virtual classroom.• Under participants, please use the “raise hand” function to raise your hand.
--	--

Model Syllabus Template to Build From

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

Model Syllabus (*required components*)

College name and address (524 W. 59th Street, New York, NY 10019)

Course title and section (i.e. Syllabus for English 101-01 Composition I)

Professor's name

Office location

Contact hours

Phone

E-mail address

Course description from Undergraduate Bulletin

Learning outcomes

Course pre-requisites (or co-requisites)

Requirements / Your course policies

Required Texts

Grading

Course calendar

College wide policies (see most current *Bulletin*: <http://www.jjay.cuny.edu/college-bulletins>)

A. **Incomplete Grade Policy** (search INC)

B. **Extra Work During the Semester**

Americans with Disabilities Act (ADA) CUNY Accommodations Policy

(<http://www.jjay.cuny.edu/cuny-accommodations-policy> , updated 2016)

Wellness and Student Resources (<http://www.jjay.cuny.edu/wellness-resources>)

CUNY Policy on Academic Integrity

The complete text of the CUNY Policy on Academic Integrity can be accessed at

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>

Plagiarism detection software (*if applicable*)