

Diversity & Inclusion Syllabus Statements

The following resources are drawn from multiple U.S. institutions and can serve as examples of inclusive language for syllabus creation.

Brown University

Preparation; When crafting a diversity statement you might consider the following questions:

- What are your discipline's conventions and assumptions? How might students with varying backgrounds respond to them?
- What role does your respect for and engagement with diversity in the classroom play in your personal teaching philosophy?
- What positive learning outcomes can come from respecting difference in the classroom? How can you highlight these?
- What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
- Is your statement inclusive of different types of diversity, including, but not limited to: race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability?
- Which campus resources would you like to direct your students to for further support?
- What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?

Sample Statement;

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Link for more information; <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

Carnegie Mellon University

Preparation; When creating a diversity statement for your syllabus, please consider the following questions

- How do you, concretely, recognize and value diversity in your classroom? (For instance, do you have systems in place to ensure everyone's voice will be heard? Do you use a variety of examples to illustrate concepts? Do you have guidelines for respectful discussions?)
- How can diversity – as represented in your discipline, course content, and classroom – be an asset for learning?
- How will issues related to diversity arise in your course and classroom? And, how will you handle them (ideally) when they do? (For instance, does your discipline or course content explicitly or implicitly raise sensitive or controversial topics related to diversity and inclusion? How might students from different social and cultural backgrounds respond to disciplinary norms?)
- Do you seek input from your students on classroom climate (i.e., to what extent they they feel included and how)?
- What relevant resources exist on campus that could be useful to your students (e.g., Center for Diversity and Inclusion, Intercultural Communication Center, Office of Title IX Initiatives)?
- Your statement should articulate to your students why being inclusive matters to you, specifically, and how that relates to your discipline, course, and desired classroom climate.
- It can be helpful to consider your discipline's history with underrepresented groups, and how disciplinary conventions might work to facilitate or become obstacles to inclusion.
- After drafting your statement, check whether the rest of your syllabus and course design matches your diversity statement in tone and spirit, that is to say, is also positive and inclusive (see additional resources on creating an inclusive learning environment):
- Be inclusive by recognizing different types of diversity in your statement.

Sample;

“A university is a place where the universality of the human experience manifests itself.” -Albert Einstein

In keeping with the spirit of Einstein’s viewpoint, the Department of Communication Studies is committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: gender and communication in small groups, communication in the multicultural group, and cross-cultural and intercultural work group communication. In addition, writing assignments and daily activities have been designed to encourage individuality and creative expression. You are encouraged to not only take advantage of these opportunities in your own work, but also, learn from the information and ideas shared by other students.”

Link for more information: <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>

University of Southern California

Preparation; Diversity & Inclusion Syllabus Checklist

RELEVANT CONSIDERATIONS (not to be included in the syllabus document)

- Personal Definitions
 - Identification of the many diversities present in your course and your assumptions made about students' skill level, device use, lifestyle, comfort, etc.
- Departmental Definition
 - Review of school's working definition of Diversity and Inclusion from its Five-Year Plan.

RECOMMENDED COURSE POLICY (included in the syllabus)

- Communication
 - Encouragement of students to contact instructor outside of class. Specifications of how students should contact instructor (e.g., USC email) and the time frame in which instructor will respond (e.g., within 48 hours).
- Technology
 - Instruction on how students in need of course-required technology can obtain it (e.g., loaner laptop) and training on the technology.
- Discussion Etiquette
 - Statement of required professional language/terms used in the field and expected to be used by students. Statement of behavioral expectations for online and/or classroom discussions.

REPRESENTATIVE CONTENT (may be included in the syllabus, referred to in the syllabus, and/or present elsewhere in the course)

- Current events
 - Inclusion of real world events, both local and global/international, when pertinent to course learning objectives and in support of weekly topics.
- Perspectives & voices
 - Inclusion of traditionally un- or under-represented perspectives and voices woven throughout, not included as an add-on, one-off, or separate section.
- Instructor impartiality
 - Provision of instructor-created content that demonstrates fair attention to topics and issues regardless of personal beliefs and without revealing one's bias or appearing to push a personal agenda.

CONTENT FORMAT (may be included in the syllabus, referred to in the syllabus, and/or present elsewhere in the course)

- Types
 - Inclusion of content in multiple formats when possible, such as a video interview with an expert on the topic as well as a research article or textbook chapter.
- Images
 - Provided content containing images, such as slides and videos, is described/captioned, and reflects the diversity of students in the course/at USC.
- Accessibility
 - Linked content follows recommended best practices for access: videos are captioned and transcripts provided, documents are .pdf or .doc, documents use headings rather than individually-styled text, etc. For assistance, [contact DSP](#).
- OERs (Open Educational Resources)
 - Inclusion of free and openly licensed course content to replace or supplement for-purchase content, such as an e-textbook. For more information, visit [USC Libraries OER Guide](#)

ASSIGNMENT/ASSESSMENTS (may be included in the syllabus, referred to in the syllabus, and/or present elsewhere in the course)

- Formative assessment
 - Description of formative assessments, providing students with multiple low-stakes opportunities to assess and improve their performance.
- Summative assessment
 - Description of the diverse modes of expression through a variety of assessment types (group projects, case-based role plays, partner quiz, multimodal presentations, etc.) in addition to, or instead of, traditional types (multiple choice, essay/paper, etc.).
- Description
 - Reference to assignment descriptions that will be disseminated and include the course learning objective the assignment supports, brief narrative paragraph prompt, scaffolded steps to complete the assignment, and grading rubric. See [CET Assignment Description Template](#)

GRADING (may be included in the syllabus, referred to in the syllabus, and/or present elsewhere in the course)

- Grading rubrics
 - Reference to the use of grading rubrics for all assignments/assessments to demonstrate clarity, transparency, specificity, fairness, and attempts at objectivity.

Link for more information; http://webcache.googleusercontent.com/search?q=cache:BZQOpngngP9EJ:cet.usc.edu/cet/wp-content/uploads/2017/06/diversity_inclusion_syllabus_checklist.docx+&cd=16&hl=en&ct=clnk&gl=us

Mount Holyoke College

Preparation; Checklist for Designing an Inclusive Syllabus

What and how students will learn: The Learning-Centered UDL Syllabus

- Vision/Goal Statement
- Detailed course schedule
- Research and writings from authors of diverse backgrounds and offering multiple perspectives
- Experiential learning: Relevant and connected to students' life experiences and funds of knowledge and real-world issues
- Variety of in-and out-of-class learning activities that allow students to learn in different ways and through various modalities
- Clear student learning objectives related to course content AND the required learning processes
- Assignments offer multiple options, flexibility, choice, various ways of developing and demonstrating knowledge
- Scaffolding of extensive assignments with options for review, feedback, revision
- Fair and clear assessment criteria: Rubrics, checklists, rationales for grading
- Learning objectives and assignments/assessments are well aligned

What will help students to learn: Inclusive and Supportive Course Policies

- Disability Accommodation and Inclusive Learning Statement with hyperlinks to campus and other resources
- Inviting Office Hours Statement
- Expansive Academic Honesty Statement with hyperlinks to campus and other resources
- Pronoun Policy
- Course Value & Norms Statement

Rhetoric

- Welcoming and inviting tone
- Use of personal pronouns
- Cooperative language

Redundancy across modes

- Use of icons & logos
- Images of key authors, textbooks
- Visuals to represent main concepts
- Word clouds
- Visual representation of grade distribution
- Digital syllabus on course website

Readability & Accessibility

- Clear hierarchical structure of document, using headings
- Table of Contents with in-document hyperlinks
- Text: 12-14 point sans serif font; 1.5 line spacing; bold or underline to emphasize text

- Text distribution: digestible sections for learners with reading disabilities, non-native English speakers, attention-deficits-
 - Text boxes
 - Columns
 - White space
 - Margins
 - Bullet points
 - Tables
- Accessible color design
- Alternative text for images (Format picture, Properties, Alt Text)
- Check with accessibility checker
- Flexible text that can be altered by the user

Montana State University

Sample (diversity statement vs inclusivity statement);

Diversity statement: Respect: Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. (Adopted from California State University)

Inclusivity Statement: I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff at MSU will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. (Adopted from University of Northern Colorado)

University of Central Florida

Sample;

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events - www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office - <http://www.ombuds.ucf.edu>

Link for more information; <http://fctl.ucf.edu/TeachingAndLearningResources/DiversityAndInclusion/>

Centenary College of Louisiana

Sample (class diversity statement vs statement on diversity);

Class Diversity Statement: Centenary College of Louisiana—and your professor—value human diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Enrich yourself by practicing respect. For questions, concerns, or more information, contact your professor and/or Centenary’s Diversity Chair, listed here:

<http://www.centenary.edu/globalengagement/diversity>.

Statement on Diversity: We value human diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. We respect the value of every member of the class, and everyone in the class is encouraged to share his or her unique perspective as an individual, not as a representative of any category. Multicultural and intercultural awareness and competencies are key leadership skills, and we intend to present material and classroom activities that respect and celebrate diversity of thought, background, and experience. College is supposed to challenge assumptions and to provide new and sometimes uncomfortable ways of looking at issues, but if you feel uncomfortable regarding content or perspectives that are presented or discussed by professors, guest speakers, or other students we encourage you to contact one of your instructors immediately so that we can discuss those feelings. We would like to use your preferred language when addressing you, so please let us know if your preferred name (or the pronunciation of that name) differ from what we are using and we ask that each of you let us know your preferred gender pronouns. Your suggestions on how to incorporate diversity in this course in a meaningful way are appreciated and encouraged.

Link for more information; <https://www.centenary.edu/files/resources/sample-diversity-statements-for-course-syllabi.pdf>

The University of Kansas

Sample;

“This is an Inclusive Classroom”

At KU, administrators, faculty, and staff are committed to the creation and maintenance of “inclusive learning” spaces. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

In [our classroom/insert course here], all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

Any student who has difficulty affording groceries or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact me or Student Affairs for support (studentaffairs@ku.edu). Other resources you may find helpful:

- Student Emergency Assistance Fund: <https://studentaffairs.ku.edu/emergency-assistance-students>
- Free food at the Campus Cupboard: <http://www.cco.ku.edu/food/>
- Free Legal Services for Students: www.legalservices.ku.edu

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

Link for more information; <https://cte.ku.edu/creating-inclusive-syllabus>

Stonehill College

Sample (classroom accommodation statement vs diversity and inclusion statement);

Classroom Accommodation Statement: Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. [The Office of Accessibility Resources \(OAR\)](#) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104. For additional information please call (508) 565-1306 or email accessibility-resources@stonehill.edu.

Diversity and Inclusion Statement: Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences.

There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you'd like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop: Location: Duffy 149, Phone: 508-565-1409, Email: diversity@stonehill.edu.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit: <http://www.stonehill.edu/offices-services/intercultural-affairs/bias-response-protocol/>

A personal note from your professor... If you ever have a concern about my behavior or that of another student in the class, please, please feel free to approach me in person, by email, or with an anonymous note under my door... whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you.

Link for more information; <https://www.stonehill.edu/offices-services/ctl/teaching-resources/suggested-syllabus-statements/>

University of Maryland, Baltimore County

Sample (diversity, civility and respect);

Diversity Statement on Civil Dialogue: I hope the course challenges us to engage with issues that touch our and others' lives personally and politically and to develop ways of thinking and acting to address them in nuanced, conscious, and accountable ways. Questions, personal insights, experiences, and emotions about the materials and topics are always welcome in class. I do not expect that we share the same views on the topics we cover (in fact I hope we do not). We all need to speak up, especially when we do not agree with each other's views, but do so in a respectful manner. The range of views you hold and the experiences you bring into the classroom will make our learning experiences much more interesting and enriching. In order to ensure an environment for robust intellectual debate, please do not video or audio record in class.(Example from Autumn Reed's FYS 107Y-01, U.S. Orientalism)

Diversity Statement on Respect: Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. (From California State University, Chico's [Office of Diversity and Inclusion](#)).

Link for more information; <https://fdc.umbc.edu/creating-a-welcoming-classroom/>

University of Michigan

Sample (religious/cultural observance, point of view, discussion guidelines, accessibility and accommodations, student mental health and well-being, attendance, participation, and universal learning, title ix statement, plagiarism);

Religious/Cultural Observance: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by [date]. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by [date], I will assume that you plan to attend all class meetings.

Point of View: The readings, class lecture, and my comments in class will suggest a particular point of view. This perspective is my own and **does not have to be yours!** I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. **Please express yourself!** A significant part of a college education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Accessibility and Accommodations: If you think you need an accommodation for a disability, please let us know at your earliest convenience. Some aspects of this course, such as the assignments, in-class activities, or the way we teach may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with you, the Office of Services for Students with Disabilities, or the Adaptive Technologies Computing Site to help determine appropriate accommodations. We will treat any information about your disability with the utmost discretion.

Student Mental Health and Well-being: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Discussion Guidelines (multiple examples)

- Example 1 (from U-M Faculty Member Evelyn Alsutany, American Culture)
Class Conduct: A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior is not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending points of view we have formed outside the classroom.
- Example 2 (from U-M Faculty Member Alisse Portnoy, English)
In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important second aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social justice as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.
- Example 3 (From U. of S. Carolina Center for Teaching Excellence, <http://www.sc.edu/cte/guide/syllabus/statements.shtml>)
In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Attendance, Participation, and Universal Learning: Attendance and participation are highly important in this [small, collaborative, seminar-style] class. If you must be absent because of an emergency or illness, please make every effort to speak with me about it beforehand, if possible, or after the next class. I will excuse such absences with a doctor's note or other form of official documentation. Please notify me of absences due to religious observance or University sporting events as soon as you can, or by the *third week of the semester*. Keep in mind that more than two unexcused absences will begin to affect your final grade.

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the course will make our time together as productive and engaging as possible. I will give you midterm feedback on your participation.

If you have a particular need, please arrange a meeting with me so I can best help you learn in this course. I will treat as private and confidential any information that you share. I also suggest you contact Services for Students with Disabilities (SSD) at the start of the semester. Please ask SSD to forward any necessary information to me.

Here is the contact information for Services for Students with Disabilities:

- Location: G-664 Haven Hall
- Phone: (734) 763-3000
- Website: <http://ssd.umich.edu/>

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Title IX Statement: Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- UM Sexual Assault and Prevention Center (SAPAC) 24-hour confidential crisis line (734) 936-3333 * <http://sapac.umich.edu/>
- UM Counseling and Psychological Services (CAPS) (734) 764-8312 * <http://caps.umich.edu/>
- University of Michigan Police (DPSS) (734) 763-1131 (or 911 for emergency) * <http://www.dpss.umich.edu/>
- UM Office of Student Conflict Resolution (724) 936-6308 * <http://oscr.umich.edu>
- UM Newnan Academic Advising Center (734) 764-0332 * <https://lsa.umich.edu/advising>

Plagiarism: The LSA Office of Academic Affairs defines plagiarism as “representing someone else’s ideas, words, statements or other work as one’s own without proper acknowledgment or citation” (see <https://lsa.umich.edu/lsa/academics/academic-integrity/academic-misconduct.html>). New writing challenges can tax your writing fluency, and entering new academic discourses can test your abilities to synthesize and take ownership over source texts and concepts. My job as instructor in this course is to help you through these obstacles so that you can find your footing as a writer in new domains. Your job as a student is to keep the faith, so to speak, and work through these new domains until you regain confidence. This work requires patience, planning, and focus.

Much plagiarism occurs as a result of a lack of care in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. *If you are having difficulty with an essay, please contact me right away!* That’s what my email address and office hours are for.

Link for more information; <https://sites.lsa.umich.edu/inclusive-teaching/2017/08/24/inclusive-syllabus-language/>

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