



Sample Syllabus Policies

These policies are intended as examples of how you might articulate specific policies in your UGA course syllabus. See our [Teaching Resources page](#) for more syllabus creation resources – including a syllabus template and syllabus checklist.

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ACADEMIC HONESTY & COLLABORATION

Many factors contribute to reduced rates of cheating and plagiarism in the classroom. Two important factors are the clarity of your expectations for students, and your rationale for your choices. The starting point will be to think about how and when you want your students to be able to work with each other and/or outside resources, and the extent to which you want them to report that collaboration along the way.

UGA REQUIREMENTS

UGA policies should start with a statement related to the Honor Code ("I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu), followed by an explanation of your expectations related to academic honesty.

SAMPLE ACADEMIC HONESTY POLICIES

Example 1

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, I will follow the procedures laid out in UGA's [Academic Honesty Policy](#). There you can also find more information about what counts as [prohibited conduct](#).

I encourage you to work together on homework assignments and to make use of campus resources like the [Office of Student Success & Achievement](#) and the [Writing Center](#).

If you have questions about my integration of the Student Code of Conduct into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

Example 2

Many students have questions as to what constitutes too much "help" on essays or homework. Of course, you may ask a friend if a certain phrase or sentence is correct. You may consult an online dictionary or translator for a word or phrase. BUT, the line between



legitimate help and cheating is this: **Are you able to reproduce the same information on a test or on your own?** If the answer is yes - i.e., you learned something from getting the help and won't make the same mistake again - that's okay. If the answer is no – i.e., you can't identify the parts of speech in the phrase or you can't tell me what the word(s) mean on the spot) then you shouldn't turn in the assignment as your own work. You should, at the very least, indicate those parts of the assignment that are not your own work.

In line with this, I am obligated to uphold the university's policy on academic honesty, and I take this responsibility very seriously. If you are unsure about your particular situation, please ask me for clarification BEFORE you turn in an assignment as your own work. I am more than happy to help you out.

Example 3

Cheating, plagiarism, and all forms of academic dishonesty are expressly forbidden in this class, and by the university's [Academic Honesty Policy](#).

Here are the things you need to know to ensure that you are working within the constraints of both the university's policy, and my expectations for this course:

1. Homework Assignments:

- You are welcome to work with other students in this class on your homework assignments, but you must (a) list the names of anyone you work with on your assignment, and (b) write up your own solutions to homework problems, based on your own understanding of the material. Some students find it helps to take a half hour break between any work you do with other students, and the time you spend actually writing up your own solutions.

2. Crib Sheets for Exams:

- You may work with others to develop your crib sheets, and you may use the same crib sheet as others in the class. Note, however, that it is in your best interest to be actively involved in the creation of any crib sheet that you use, as this process will help you learn and recall the right sort of material, and is therefore likely to contribute to a higher test score.

3. Research Paper:

- Your paper should be crafted and written on your own. You may talk with others about your ideas, but you should be working by yourself on the actual outline and content. If you need further assistance with your paper, please consider
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joining me during my office hours, or making an appointment with the [Writing Center](#).

- In addition, you are required to cite all sources you use in your paper. This includes both direct quotations and cases where you use someone else's ideas. "Sources" include papers, journals, conversations, anything found on the internet, and so on. Basically, if the thought did not originate with you, you should provide a source.
- If you need some guidance on the mechanics of citing your sources, please see the "Citing Your Sources" document on our course website.

4. Campus Resources:

- You are permitted (and even encouraged) to make use of the academic support services offered by the [Office of Student Success & Achievement](#) and the [Writing Center](#).
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Example 4

Plagiarism includes reprinting the words of others without both the use of quotation marks and citation. As direct quotes are seldom used in scientific writing, you are expected to rephrase the words of others and provide the citation. If this is unclear, please ask either myself or your TAs for help as you work on an assignment.



ATTENDANCE & PARTICIPATION POLICIES

The key to a good attendance policy – particularly if you are going to require and/or document it in some way, is to incorporate enough flexibility to accommodate a wide variety of possibilities. Consider the impact on students in terms of their learning in your course, as well as different ways in which you can incorporate (reasonable amounts of) flexibility into your course. And finally, it is often helpful to also pair information about participation requirements for your course, alongside attendance.

UGA REQUIREMENTS

According to [UGA Policy](#), it is your responsibility as instructor to enforce your attendance policy and to decide whether a particular absence is excused or not. Students who miss a significant amount of class (generally more than one week) and have documentation that helps provide verification of the legitimacy of the absences may provide that documentation to the instructor. If there are compelling privacy concerns, [Student Care and Outreach](#) will review the documentation at the request of the student and/or instructor. If the documentation appears sufficient to establish verification of the legitimacy of the absences, Student Care and Outreach will send a memo to the student's instructor(s) notifying the instructor(s) that the student has provided sufficient documentation of legitimate reasons for the absence. This memo will inform the instructor's decisions regarding whether to and/or how to accommodate or excuse any absences. The decision to excuse an absence, allow make-up work, or reschedule or make up an exam is entirely at the discretion of each faculty member or instructor.

SAMPLE ATTENDANCE & PARTICIPATION POLICIES

Example 1

Class Presence and Participation. Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures.

Presence: Although it is not required, I would appreciate a brief email to explain your absence in advance, where possible. Repeated late arrival to lecture or recitation will impact your Class Participation grade. With this in mind, please be sure to sign the attendance sheet when you come to the class. False signatures will be dealt with through



the university's student code of conduct and academic honesty policy, for all parties involved.

Participation: During case discussions, my role is that of a moderator. When the cases are discussed, we are less concerned with “right” or “wrong” answers than we are with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction. If you find it uncomfortable to speak up in class, I invite you to visit my office hours so that I can help you work on this skill.

Example 2

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Example 3

Attendance is not required in this course.

Example 4

Attendance is taken at all lectures, and participation points in weekly sections will be earned on the following scale:

Unexcused absence = 0 points

In class, but asleep or obsessed w/laptop = 1 point



In class, but silent or ill-prepared = 2 points

In class and making an okay contribution = 3 points

In class and making quality contributions = 4 points



GRADING, RE-GRADING, EXTENSIONS, LATE ASSIGNMENTS, AND RE-SCHEDULED/MISSED EXAMS POLICIES

Your time and energy are a limited resource, as is that of your TAs. When you think about your policies about grading you should think about both your students' needs and your own. There are a number of reasons why a student might not be able to get something in on time. The question is, what is your policy governing these kinds of situations? Also, under what circumstances might you be willing to re-grade a students' assignment, or accept a re-submission? The key to a good set of policies here is going to once again be a sense of measured flexibility – aiming to accommodate your students' needs while balancing the resulting demands on your time and energy.

UGA REQUIREMENTS

[UGA Policy](#) stipulates the general grading system (A, A-, B+, B, etc.) for use in University courses, as well as the procedure for grade changes.

SAMPLE GRADING (& WHATNOT) POLICIES

Example 1

Late Assignments: Group projects, your individual paper, and your final paper, are due at 11:59 PM on their respective due dates. These items may be turned in after the deadline, but you will be eligible for fewer points once the deadline has passed: you will only be eligible for 95% of the total grade if it is submitted by 3 AM that night, and you will lose an additional 10% from the total you are eligible to earn for every 12 hour period it is late thereafter. Papers more than 3 days late will earn a grade of 0.

Reading assignments are intended to prepare you for class and so late reading assignments will not be accepted. Remember that your grade will only incorporate your top eight reading assignment grades.

My goal with this policy is to find a balance of fairness for all students, while also ensuring that I and my TAs are able to manage our grading and provide you with timely feedback.

Note also that extensions will not generally be permitted, but if you think you are subject to an exceptional circumstance, please discuss it with me outside of class.



Example 2

Late Assignments and Missed Exams: To avoid dealing with lateness and missed exams, I provide you with more assessment opportunities than you need for your grade. If you miss an exam or an assignment for any reason, your grade earned on that item will be zero. To calculate your grade, I will select the best ones to count toward your grade. This means that NO arrangements will be made for late assignments or missed exams, so please be careful in choosing to skip assignments or exams early in the semester: you may be overwhelmed later, get sick, or otherwise need to miss an exam or assignment. Don't throw your chances away, and talk with me if you are uncertain about how this policy will apply to you.

Example 3

Exams: Make-up exams will be given only for documented reasons of illness, family emergency, or participation in approved Institute activities (such as field trips and athletic events). Exams will be closed book and no calculators will be allowed. Final exams will be re-scheduled in accordance with UGA's policy for final exam conflicts.



USE OF AI FOR COURSEWORK POLICIES

Generative Artificial Intelligence (GAI) tools provide both new opportunities for teaching and learning, and new challenges. As you consider your course policies related to AI, think about what will contribute most to your students' learning, combined with how you will or will not be able to enforce your policy.

UGA REQUIREMENTS

At UGA, the [default rule](#) for student use of AI on their coursework is that it is not permitted unless it is explicitly authorized by you (the course instructor) before turning it in.

SAMPLE AI POLICIES

Example 1: Highly permissive

In this course, thoughtful and creative engagement with AI is encouraged. Therefore, you will not be penalized for using Generative AI tools (GAI) in this course.

However, remember that AI tools are best used to augment, not replace, our skills. It is important to be aware of the limitations of GAI tools. For example,

- GAI may exhibit bias and inaccuracies. You are responsible for assessing the validity and applicability of any GAI output incorporated into your work.
- If you provide minimum effort prompts, you will receive low quality results. Practice careful prompt engineering.
- Be cautious with data privacy. Refrain from entering information of a highly personal or confidential nature into a GAI tool.

To gain a deeper understanding of GAI tools and enhance your interaction with GAI output, you can explore the following resources:

- [Introduction to Generative AI](#)
- [UGA LibGuide on Generative AI](#)

Note also that any work not created by yourself should include a proper source citation. For Generative AI, that may include prompts, specific AI used, and date. For full details on how to properly cite AI-generated work, please see the APA Style article, [How to Cite ChatGPT](#).

Keep in mind that this AI-permissive policy applies only to this course. Using AI tools in courses without permission is a violation of UGA's Academic Honesty policies and is



considered unauthorized assistance. Be sure to consult the specific guidelines for each course.

Example 2: Moderately permissive / mixed

The use of Generative AI (GAI) tools is not generally permitted in this course, but will be permitted for select assignments. *[Alternative opening statement that is more permissive: You are welcome to explore the use of generative artificial intelligence (GAI) tools for your work, but use of GAI tools should be limited to providing support as you develop your thinking and knowledge base for an assignment.]* Specific assignments will include details about whether use of GAI tools is allowable or not, and why. If you are uncertain about using a particular tool to support your work, please consult with me before using it.

Please note that you may not represent output generated by a GAI tool as your own work. Any such use of GAI output must be appropriately cited or disclosed, including quotation marks and in-line citations for direct quotes. Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. Suspected unauthorized assistance, plagiarism, or other violations of UGA's "A Culture of Honesty," will be reported to the Office of Academic Honesty. For full details on how to properly cite AI-generated work, please see the APA Style article, [How to Cite ChatGPT](#).

If you are unsure where the line is between collaborating with GAI and copying from GAI, I recommend that you do not have your assignment and the GAI tool open on your device at the same time. Instead, take notes in your own words while you interact with the GAI tool, then use your notes to remind you of what you've learned and to inform your work. Never copy output from GAI tools into your assignment. Instead, use your interaction with the tool as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your improved understanding. (Sidenote: This advice extends to AI assistants that are directly integrated into a composition environment or grammar modulation tool.)

Finally, GAI is highly vulnerable to inaccuracy and bias. You should assume GAI output is wrong unless you either know the answer or can verify it with another source. It is your responsibility to assess the validity and applicability of any GAI output used.



Example 3: Maximally restrictive

To ensure you develop and master the foundational knowledge and skills in this course, the use of generative AI (GAI) tools is strictly prohibited. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools like ChatGPT, Copilot, Writesonic, Rytr, and Rttutor *[this list might be amended to include discipline or task-specific tools that apply to your course]*. If you are uncertain about using a particular tool to support your work, please consult with me before using it.