Dear Faculty Colleague:

The pages below are ones I include in my syllabi. I’ve updated them for Fall 2022. You are welcome to use any or all of this material in your own syllabi. Before sharing this document with your students, please make the following changes:

* Add your own name and pronouns to “Names and Pronouns” on the first page.
* In “Ask me!” on page 3,
  + add your office hours, email address, and phone numbers
  + change “you can schedule an appointment by going to <https://calendly.com/salmeyers>.” to instructions for how you prefer students to schedule appointments with you. I use calendly.com because 1) it is free, 2) it syncs to my Outlook calendar, 3) I can allow students to schedule virtual appointments and calendly creates the needed Zoom link for me.

If you are teaching Foundations, I recommend adding information about your SC Leader somewhere in your syllabus.

Sincerely,

Sal Meyers  
Psychology & Foundations

**Learning Environment**

**Inclusive Learning Environment**

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, gender identity, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others’ communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another’s individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community.

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 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, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics.

Your suggestions about how to improve the value of diversity in this course 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. In addition, in scheduling exams, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

**Accommodations for Students with Accessibility Needs**

I want everyone in this class to be successful. If you have a physical, sensory, learning, or psychological disability that can interfere with your education, I want you to receive the accommodations to which you are entitled by law. In order for me to provide accommodations to someone, their disability must be documented with the Student Accessibility Office. I cannot assist a student with accommodations that I don’t know are needed, so if you need something, please make sure that you provide me with a copy of the letter from the Director of Student Accessibility describing your accommodations. If you have any further questions on the policies and services for students with disabilities, please refer to the academic catalog or go to <https://bit.ly/SimpsonSAS>. Please note that Student Accessibility Services can also help if a temporary need for accommodations arises. If you suffer an injury or illness during the semester and would benefit from accommodations, contact Karen Lynch ([karen.lynch@simpson.edu](mailto:karen.lynch@simpson.edu) or 515-961-1515). To schedule an appointment go to <https://simpson.mywconline.com/>.

**Names and Pronouns**

Knowing and applying the names and pronouns that students use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know your preferred name and your pronouns anytime throughout the semester. I prefer to be called \_\_\_\_\_\_\_\_ and my pronouns are \_\_\_\_\_\_\_.

**Use of Technology**

Access to the Internet can be a valuable aid to the classroom learning environment. Some days, I will encourage you to use a laptop, smart phone, or other device for an in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of Facebook, texting, or other off-topic diversions. In addition, if you plan to take notes on an electronic device, please sit in the back of the classroom to minimize distracting other students.

**Disclosing Sexual Harassment/Assault**

Simpson College and I are committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. Simpson has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

If you tell me that you have been sexually harassed in any way, **I will listen and believe you**. If you are experiencing sexual assault, domestic violence and/or stalking, I hope you will feel comfortable contacting me and letting me help you get connected to campus resources. Please be aware that I am required to disclose information about such misconduct to the Title IX Coordinator, Keyah Levy. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

Please know that there are people on campus that you can talk to confidentially.

* Counseling Services, 515-961- 1332
* Sexual Assault Response Advocates (SARA), 515-330-6392
* Campus Chaplain, 515-961-1684

**Sexual Assault Response Advocates (SARA)**. SARA provides 24/7 advocacy services to anyone in need of support and/or assistance due to sexual assault. A SARA advocate is on-call 24 hours a day, 7 days a week when classes are in session. You can reach the on-call advocate at 515-330 -6392 by phone or text. When classes are not in session, the SARA line will direct you to contact Polk County Crisis and Advocacy Services at 515-286- 3600. For more information, visit <https://simpson.edu/internal/counseling-services-home-page/sexual-assault-response-advocates-sara>.

To learn more about Title IX and sexual misconduct, visit <https://simpson.edu/campus-life/title-IX>

**Sources of Academic Support**

**Ask me!**

I want you to be successful in this course. Successful students do not try to handle everything alone; they seek out and receive support from others as needed. Many supportive people and services are available to help you as you strive to achieve your goals.

I want you to feel comfortable seeking me out for any reason. Please do not hesitate to contact me with questions or comments about the material we are studying, assignments, or anything else related to the course. I have set aside time in my schedule to work with students one-on-one or in small groups. These student hours are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; however, I’m around a lot more often than that. I enjoy having students drop by at other times.

You can reach me via email ([\_\_\_\_\_\_\_\_\_@simpson.edu](mailto:_________@simpson.edu)), text (515-\_\_\_\_\_\_\_\_), and phone (515-\_\_\_\_\_\_). If you’d like to make sure I’m free to meet before stopping by, you can schedule an appointment by going to <https://calendly.com/salmeyers>.

**Let Me Give You a Ladder Up**

Sometimes students are afraid to tell me that they need help. They find that they have dug themselves a hole. But instead of asking me for a ladder so they can climb up, they keep digging the hole deeper. Often people don’t ask for help because they are afraid I’ll be disappointed, upset, or angry with them. If you want to make me angry and upset, your best bet is to lie to me. Struggling to get work done or to understand the material will not make me disappointed, upset, or angry. If you need help, please let me help you!

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**The Center for Academic Resources**

CARs provides one place for you to go (located in Mary Berry during the Dunn Library renovation) for help with all your academic needs. All the professional and peer educators in CARs want to help you achieve your goals in a respectful and caring environment. Information about the staff (professional and peers) and programs can be found on the CARs website: <https://bit.ly/SimpsonCARs>.

**Help with Studying**

**Peer Academic Coaches**: Peer academic coaches support and help you to navigate your Simpson learning experience. If you have questions about resources, study strategies (time management and organization, note taking, and test preparation), managing all you need to do, or a need to process an experience related to your learning experience, peer academic coaches are a helpful resource. These students are here to lend you a hand! You can schedule meetings with a Peer Academic Coach via WCOnline – <https://simpson.mywconline.com> - go to the Peer Academic Coach schedule.

**Peer Academic Leaders** (content-area tutors): Tutors are available to support your learning in several disciplines and courses. They can help you with core course concepts such as understanding formulas and approaching problems, how to read textbooks and other course content, and how to successfully study course materials. You can schedule meetings with a Peer Academic Leader via WCOnline – <https://simpson.mywconline.com> - go to the Peer Academic Leader schedule.

Peer academic coaches and leaders meet with students in Mary Berry 109.

**Student Accessibility Services**

A person smiling for the camera

Description automatically generated with low confidenceCARs is also the home of Student Accessibility Services. They provide a supportive environment and accommodations for students with

Karen Lynch, Mary Berry 204B  
Director of Student Accessibility Services

disabilities, including temporary disabilities such as serious illness or concussions. To schedule an appointment with Karen Lynch, Director of Student Accessibility Services, go to <https://simpson.mywconline.com/>. See the section “Accommodations for Students with Accessibility Needs” on p. \_\_\_ for more details.

**Help with Writing**

**Simpson Writing Center**

Here not because you can’t write.

Here because you do.

A person smiling for the camera

Description automatically generated with medium confidence“The Simpson Writing Center (SWC) offers individualized assistance to all Simpson students across the disciplines, and we work on any form of written, oral, visual, or electronic (WOVE) communication. From brainstorming and organizing ideas to revising and polishing drafts, the SWC is prepared for all stages of the composing process. Now, we're not a drop-off-and-fix-it shop — we don't offer paid copyediting or automated error correction. Instead, consultants help students assess and develop their own work, and the process is highly collaborative.”

Colin Payton

Writing Center Director

You can schedule an appointment to meet with a **writing consultant** or to have an **Online Writing Lab (OWL) consultant** read and annotate your paper within 24 hours. To learn more go to <https://bit.ly/scwritingcenter>. To schedule an appointment, go to <https://simpson.mywconline.com/>. The writing center is located in Mary Berry 111.

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Description automatically generated

Grammarly offers suggestions to correct your grammar and spelling and to help you write more concisely. Grammarly Premium also offers suggestions for rewriting sentences to improve clarity, word choice, tone, and more.

Simpson has a license with Grammarly so that anyone with a Simpson email address can use Grammarly Premium for free. To learn how to set up your own Grammarly Premium account, go to <https://simpson.edu/internal/grammarly-premium>.

**Using the Library @Great Hall**

During the renovation of Dunn, the librarians and library services are in Great Hall above Pfeiffer Dining Hall.

Great Hall has a variety of study spaces along with the education methods classroom, curriculum lab, and children’s books/textbooks. Reserve check-out and interlibrary loan pick-ups are also in Great Hall.

There are three ways to request library materials:

1. Place a hold for a book online through our Discovery website (click the title of the item you want to request, then press the blue “Place Hold” button on the right side of the item page)
2. Send an email to [askalibrarian@simpson.edu](mailto:askalibrarian@simpson.edu)
3. Fill out a request form at Great Hall.

Library staff will pull the item and place it on hold for you. Items will be ready to pick up in 1 business day, and an email will be sent when the item is ready to pick up.

Library questions? Send them to [askalibrarian@simpson.edu](mailto:askalibrarian@simpson.edu).

Additional services available in the Library @Great Hall: research assistance, group work spaces, printing (both black/white and color), and check out bikes.

A picture containing person, person, outdoor, smiling

Description automatically generated**Help with Library Research**

**Librarians** are a valuable resource when you are trying to find sources. **Research consultations with a librarian** offer expert guidance through the research process: topic selection and refinement, effective online database and web searching, locating and evaluating resources, and compiling a bibliography. Stop by the Research Assistance Center in Great Hall on the second floor of Pfeiffer; ask at the entrance service desk for specific directions. To schedule an appointment, email [liz.grimsbo@simpson.edu](mailto:liz.grimsbo@simpson.edu).

Liz Grimsbo, Research Librarian

**Other Sources of Support**

**Financial Support**

Inability to afford textbooks and food can both interfere with your ability to study effectively; however, there are sources of support available.

Shape

Description automatically generated with low confidenceIf you do not have enough money to purchase your **textbooks**, contact Tracie Pavon in Financial Aid. She can determine if you are eligible for a textbook grant from the Simpson Guild.

Shape

Description automatically generated with low confidenceIf you are having trouble affording **food**, there are several places to turn for help. There is a food co-op in the entry of Smith Chapel’s Dirlam Lounge. This space has 24-hour access, so you can access the food in the co-op at any time. In addition, there is a community refrigerator in the commuter lounge between Hillman and McNeill. This fridge is stocked by Helping Hand of Warren County.

Food insecure students (both those who do not have a meal plan and those who have run out of blocks on their food plan before the end of the semester) may be able to obtain food plan meals by contacting Tracie Pavon in Financial Aid.

If you lack a safe and stable place to live and believe this may affect your performance in the course, you are urged to contact Matt Hansen, Dean of Students and Director of Residence Life, for support.

**Mental Health Support**

A person smiling at the camera

Description automatically generated with low confidenceAs a student you may experience a range of personal issues that can cause barriers to learning. Some of the more common concerns include difficulty with friends, roommates, or family members; depression and anxiety; sexual identity; lack of motivation or difficulty relaxing, concentrating or studying; eating disorders; substance abuse; sexual assault and sexual abuse recovery; and uncertainties about personal values and beliefs. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities.

Jenny Vargas  
Dir of Counseling Services

**Counseling Services** can help you resolve personal concerns that may interfere with your academic progress, social development, and satisfaction at Simpson. To schedule an appointment please call (515) 961- 1332, email [counseling.services@simpson.edu](mailto:counseling.services@simpson.edu), or stop by the office on the second floor of the Kent Campus Center.

**Physical Health Support**

A person smiling at the camera

Description automatically generated with medium confidenceHealth Services provides a variety of services including the items below. Please visit <https://simpson.edu/internal/health-services> for the complete list of services.

* Emergency first aid services
* Assessment of illness and injury
* Referral and appointment assistance to appropriate health care providers (physicians, specialists, etc. at the student’s expense)
* Over-the-counter medications and basic medical supplies at no charge.
* Medical equipment at no charge: crutches, slings, ace wraps, ice packs, etc.
* Free testing: Strep, Mono, Urine, Blood Glucose, Pregnancy
* Emergency Contraception offered at discounted rate of $15

To make an appointment, email [healthservices@simpson.edu](mailto:healthservices@simpson.edu) or call 515-961-1604. If no one answers and it is urgent, call security (515-961-1711) and ask to have health services notified via phone.

Katie Lee  
Director of Health Services

**Career Development**

A person with blonde hair

Description automatically generated with low confidenceA person smiling for the camera

Description automatically generated with low confidenceA person smiling for the camera

Description automatically generated with medium confidenceCareer Development provides assistance with choosing a major, career planning, and applying for jobs and internships. To schedule an appointment, go to Handshake, click on Career Center, then select Appointments. You’ll find a link to Handshake on the OneLogin portal or by going to https://simpson.joinhandshake .com/login).

Michelle Eccher, Career Advisor  
Focus: First-year students

Kelsey Bolton, Internship Coord

Focus: Soph, Jr

Laurie Dufoe, Director

Focus: Seniors

**Student Support Services**

Student Support Services provides support for low-income students, first-generation students, and/or students with disabilities. SSS helps students achieve their goals by offering academic skills training, additional academic advising, financial literacy training, career and vocational planning, and more. To enroll in SSS, you need to apply. For details on eligibility and application information, visit <https://simpson.edu/internal/student-support-services-english-espanol>.

Stephanie Neve, Student Support Services Director

**Campus Minister**

If you have spiritual concerns or just want support from someone with a religious background, contact the campus minister, Mara Bailey. Her office is in Smith Chapel and her number is 515-961-1684. You can also email her at mara.bailey@simpson.edu.

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Mara Bailey, Chaplain

**Tips for Studying**

**Studying**

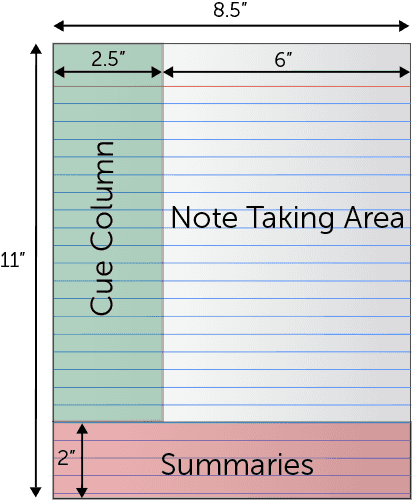
A picture containing text, indoor

Description automatically generatedTip #1. Take notes when you do the reading. Then bring your notes to class so you can add clarifications, make corrections, and/or highlight the concepts discussed during class.

Tip #2. Take notes in your own words rather than (or in addition to) copying what’s in the text.

Tip #3. Use the Six Strategies for Effective Learning described by the Learning Scientists. For each strategy, they have a 2-3 minute video and poster summarizing how to use that strategy.

* Spaced Practice: <https://www.learningscientists.org/spaced-practice>
* Retrieval Practice: <https://www.learningscientists.org/retrieval-practice>
* Elaboration: <https://www.learningscientists.org/elaboration>
* Interleaving: <https://www.learningscientists.org/interleaving>
* Concrete Examples: <https://www.learningscientists.org/concrete-examples>
* Dual Coding: <https://www.learningscientists.org/dual-coding>

**Notetaking**

Consider using Cornell notes. When using the Cornell system, divide your page into three areas (as shown in the figure on the left). In the largest area, take notes. After you have finished taking notes, write cues in the left-hand column. Questions often make the best cues. The answer to the question you write is whatever you’ve written in the notes area on the right. When it’s time to study, cover up your notes, read your questions/cues, and recall the information that answers that question.

At the bottom of the page, write a summary of the information on that page. Writing this short summary will help you better comprehend and remember the information on that page. If you need to find specific information in your notes in the future, these summaries will help find it more quickly.

If you are unfamiliar with Cornell Notes, visit <https://bit.ly/cornell-system>. This website includes both written instructions and videos. The video “Learn how students use the Cornell Note Taking System” explains how easy it is to adapt the system to your own situation. Cornell Notes are particularly useful for studying later because you can hide your notes, and use the questions you wrote in the cue column to test yourself.

**Unhappy with a Grade on a Multiple-Choice Exam?**

If you are unhappy with a multiple-choice exam grade, I have several recommendations. Try one or more of these ideas and then come talk to me about it.

1. For each exam item you missed, write an explanation of why you picked the item you picked, why the correct answer is correct, and why the correct answer is better than the answer you picked.

2. Complete an exam autopsy. An exam autopsy form and a video are provided at <https://bit.ly/exam-autopsy>.

3. Write out answers to the following questions and then come meet with me to discuss your responses.

* How did your actual grade on this exam compare with the grade you expected? How do you explain the difference, if there is any?
* How do you feel about your exam grade?
* How many hours did you spend preparing for this exam? Was this enough time to get the grade you wanted?
* How did you spend your time preparing for the exam?
* Examine the items on which you lost points and look for patterns.
* What study strategies and schedule will enable you to earn a better grade on the next exam?