

Syllabus for The Dumbest, Best Class Ever

IDP -001

Taught by: Professor Noah Lot

Office Hours:

24/7

Because your teacher is definitely available 24/7

Office: In the trees

Email: ilivewiththesquirrels@smith.edu

Class Times

Fall 2025

Tuesdays and Thursdays

1:40-2:55 p.m.

Seelye 106

Course Description

Who even reads these? We will go over it in class.

For people who want it in writing:

- 4 credit class?!
- Study period
- Learn about studying techniques and resources
- Info presentations about events and departments
- General check-ins
- Most time spent will be what you think is productive, but it can't be disruptive
- Attendance Mandatory (but you can leave early)
- This class is for you (the student)

Assignments (Participation-Based)

Weekly Check-Ins

- Short response at the beginning of class
- Tell me how you are doing, what you need, or what you want to know (Attendance Tracker)

Reflections

- Tell me how you are using your time in this class
- Tell me what you can do better and how you can improve (optional prompt)

Feedback Forms

- Tell me how this class can be improved, or provide ideas for this class

Grading

Everything is based on participation. Literally, just do the assignments.

Assignments	Percentage of Grade	How Often?
Weekly Check-Ins	20%	1 to 2 times a week
Attendance*	40%	Recorded each class
Reflections	20%	1 time a month
Feedback Forms	20%	Every other week

***Attendance grade will be on a case-by-case basis.**

Please do **NOT** come here when you are sick. Do **NOT** give your classmates or me whatever you have. Please.

Please email me
(livewiththesquirrels@smith.edu)
before class or after if you are unable to attend.

How is the attendance grade calculated?
(# of class you attend/total # of days of the class) x 100

The total # of days will change based on individual needs and personal absences. i.e., I will not count some absences if clearly communicated.



Source Key

Snippets from CHM 111, SECTION 02 Syllabus by Peyton Higgins

The grading table is inspired by the table in the “Evaluation” category (page 6).

The “Please do **NOT** come here when you are sick” part is inspired by the “Attendance” section under the “Course Policies” heading (page 9).

Class

The

“he” used to make The

Based

“as” used to make Based

Grading

An “r” used to make Grading

Description

Dumbest

“es” used to make Dumbest

Ever

An “r” used to make Ever

Snippets from Smith College CHM 111L Syllabus Fall 2025

Syllabus

Ever

An “E” used to make Ever

Grading

A “G,” an “a,” and an “n” used to make Grading

Assignments

Based

A “B” used to make Based

Dumbest

A “D” and “t” used to make Dumbest

The

A “T” used to make The

Best

A “s” and “t” used to make Best

Snippets from ECO 150-03 Introductory Microeconomics Syllabus by Harrison Karlewicz

for

Course

Best

An “e” used to make Best

Based

A “d” used to make Based

Grading

A “d” used to make Grading

Snippets from GEO 102-03 Syllabus by Juliet Ramey-Lariviere

Office

Best

A “B” used to make Best

Dumbest

“mb” used to make Dumbest

Ever

“ve” used to make Ever

Grading

An “i” and a “g” used to make Grading

Snippets from WRT 118st-01 Syllabus by Jonathan Ruseski

Attendance being mandatory and being part of your grade is inspired by the “ATTENDANCE/LATENESS POLICY” (page 7).

Dumbest

A “u” used to make Dumbest

Hours:

Based

An “e” used to make Based

, A comma for after Dumbest

Snippets from BIO 132 F25 Website by Nathan Derr

The class being based on participation is inspired by the “Participation in Teams” category in Derr’s grading system.

Participation

Tree Image from Canva Elements



Other Plant Images also from Canva Elements



Reflection

*Yes, the course number for IDP -001 is negative.

My project aimed to make a class syllabus out of the numerous syllabi I got from my classes. I also wanted to create a satirical syllabus that sort of makes fun of syllabi, but I ended up making the syllabus more about a filler class, IDP -001* The Dumbest, Best Class Ever, than making fun of syllabi. I took screenshots of words and letters in the syllabi from my classes to make headers for IDP -001's syllabus and added some satirical writing throughout the syllabus to meet my original goals. I also took inspiration from parts of the syllabi that I liked and added them to the syllabus and class.

All the syllabi that I used are from classes I am taking this semester, except for the Economics 150 syllabus. I technically dropped economics or swapped it for Geology 102. The reason I chose these sources was based on convenience and connection. These were the only syllabi I knew I had complete access to at Smith. Also, since I am taking these courses, I have more of a connection and understanding of them and their syllabi than a random one on the internet.

I arranged IDP -001's syllabus based on the general format of the 5 syllabi from 5 classes (CHEM 111, CHEM 111L, ECO 150, GEO 102, and WRT 118) plus 1 website I looked at for BIO 132. The syllabus for BIO 132 is embedded in a website. I noticed that the format for each syllabus is often the same across the board, so I thought that making each header a collage or a piece from different syllabi would change things up. I also noticed that the syllabi were made up of many chunky paragraphs, typically multiple pages long, and wordy. I wanted to make my syllabus the opposite of that, so I tried to make it short using phrases and bullet points. Another aspect I wanted to change was the stress-inducing nature of the syllabus. I made the background paper of the syllabus green and added pictures of plants to make the syllabus feel more calming. I also think the green paper and plant pictures align with the class I made up for the syllabus because the class is supposed to be calming. The hypothetical point of IDP -001 is to help students who feel overwhelmed at Smith. The class is there to give guidance to students by providing study methods, study time, presentations of resources, and in-person connections with peers or a teacher.

Since I made up IDP -001 for the syllabus, I don't think my work is the strict definition of plagiarism because I made a new product that is different from all the other syllabi I looked at. Although I did take snippets, words, and general ideas from many of the syllabi, I gave them credit in the source key, and my satirical syllabus looks unique and is for a class that doesn't exist. The context of my syllabus differs from the general syllabi. Additionally, I think the idea of making my syllabus green, including phrases and bullet points, and adding plant pictures makes my syllabus original. I have never seen a syllabus like that before.