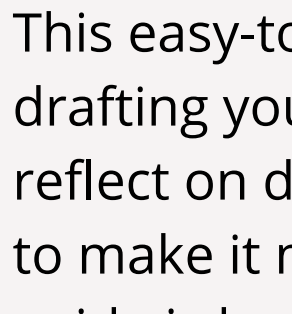




Syllabus Guide

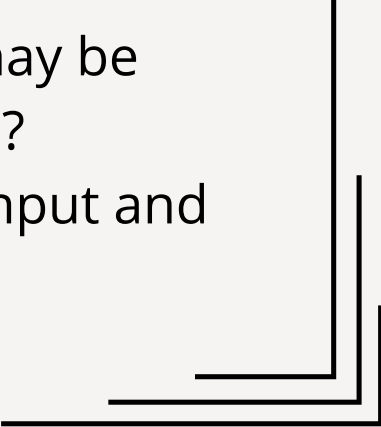
Towards an Inclusive Syllabus

Purpose:



This easy-to-use guide is intended to be used after drafting your syllabus. This guide can help you reflect on different components of your syllabus to make it more inclusive and welcoming. The guide is broken down into seven major categories. Each category features components for you to examine (and potentially revise) in your syllabus. We've included space for you to keep track of your notes and ideas for each component in a Reflection and Comment section.

These prompts may help you reflect through each category:

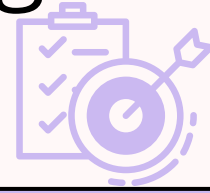
- What have you already included? Are you satisfied with its current form?
 - Which components or practices may be challenging for you to incorporate?
 - Where would it be helpful to get input and feedback from your students?
- 

Category: Core values



Component	Reflection and Comments
Statement of personal/ professional values (my discipline values) included	
Other values – syllabus reflects/ shows who I am as a person	
Beliefs about flexibility clarified – hard and soft deadlines indicated	
Respectful communication used – acknowledge student differences, welcome diversity	
Welcoming language used – friendly, student-centered, asset- based / strengths-based	
Approach to organization – Make the syllabus easy to navigate and require student interaction with syllabus	

Category: Learning Goals and Objectives



Component	Reflection and Comments
Learning goals encompass a full range of learning levels (Bloom's)	
Course level learning objectives are clearly articulated and use specific action verbs	
Learning objectives are SMART (Specific, Measurable, Attainable, Relevant, Time-bound)	
Learning objectives are infused with DEI (diversity/ equity/ inclusivity) aspects	
Content represents a variety of contributors to the field including cultural backgrounds	

Category: Assessment Activities



Component	Reflection and Comments
Objectives and assessments are aligned	
Major summative assessments activities are clearly defined and transparent	
Plans for frequent formative assessment with immediate feedback	
Assignments are varied in type for diverse ways of doing and processing	
Grading information is included and is in student friendly language	
Student responsibilities addressed	

Category: Schedule



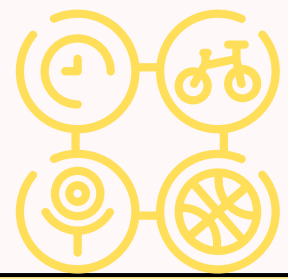
Component	Reflection and Comments
The course schedule is articulated and logically sequenced	
Use LMS calendar integration	
Students access the full schedule online, can move into their own calendars, can compare with other course schedules	
Large projects and assignments are scaffolded (broken down) and organized for students	

Category: Learning Environment



Component	Reflection and Comments
Tone is positive, respectful, inviting – begin with trust and policies to promote conversation when things go wrong	
Use “we” and or “our” rather than “I,” “you,” “students”	
Foster positive motivation, describe value of course (“value statement”), promote content as vehicle for learning	
Describe learning environment, pedagogies used on a typical day	
Communicate your expectations of them AND what they can expect from you	
Project confidence in success, offer scaffolded / suggested steps for activities and assignments	

Category: Learning Activities



Component	Reflection and Comments
Classroom activities, assessments, objectives are aligned	
Learning activities are derived from evidence-based practices	
Learning activities provide variety in engagement types and learning styles	

Category: Accessibility and Access



Component	Reflection and Comments
Materials are 'free' (open-educational books and resources) or low-cost as possible	
Highlight course-specific additional resources	
Syllabus itself is an accessible document –available in a physical copy (pdf) and is compliant with a screen reader	
Images have “alt text” (alternative text), Either an accurate text description or marked decorative	
Template / auto-formatting is used. Nothing is done by hand (e.g., click the space bar five times to tab in)	
Color contrast is high (and ok for color-blindness)	
All course pdfs are screen-reader friendly, “OCR” enabled (optical character recognition). Adobe pdf and Microsoft products now have accessibility checkers.	

Rubric informed by:

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- Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus. *Communication Education*, 56(1), 54–71. <https://doi.org/10.1080/03634520601011575>