

[DRAFT] TRILL Guidelines

What follows are our draft guidelines for the narrative that will accompany teaching resources submitted to TRILL.

Submission Guidelines Overview / Summary

1. **Abstract** [*not required for WoSTaSiL draft submission*]
2. **Context** (formerly: WHERE & WHO): Describing the course and instructors
This might include information about the course space and time, format, class size, student demographics, financial/technological requirements, and institutional context. Additionally, information about the instructor(s) might include the number and roles of the instructors, teaching experience, positionalities, professional responsibilities, and affiliations.
3. **Activity/Assignment** (formerly: WHAT): Describe the activity or assignment
This might include information about the learning outcomes and students' prior knowledge, as well as looking at the way that learning is assessed.
4. **Unique Features of my Activity/Assignment** (formerly: WHY): Explain why you are choosing to share this activity with TRILL
This might include information about how your activity or assignment is different from one that is more widely used or how you have developed it over time.
5. **Justice, Equity, Diversity, and Inclusion** (formerly: HOW): How does the assignment engage with justice, equity, diversity, and inclusion?
This might include information about the accessibility of the assignment, as well as ways in which you address issues of justice, equity, diversity, and inclusion (JEDI) in your approach to the assignment (impact on community, respect for data sovereignty, promoting equitable treatment of language users, counteracting harmful ideologies, etc.)
6. **Reflection and Commentary:**
This final part of the narrative might include information about the limitations of the resource as well as observations about what went well when you implemented it in your course(s)/what you would do differently, and what you hope others will consider prior to using the resource.
7. **References**
Include references for borrowed teaching materials/ideas as possible. All other citations in LSA format.

END OF SUMMARY

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# Complete Submission Guidelines

INSTRUCTIONS: Write a short essay, using the outline below to guide your writing. Use the 1st/3rd person.

## 1. Abstract

## 2. WHERE & WHO: Describe the course and instructors

- a. **Course and student context:** This might include information about when and where the course was taught, format (e.g. in-person, online, hybrid, learning management system), class size, class purpose (e.g. General Education, linguistics for non-linguists, upper-division course for majors), level of the students (e.g. lower-level undergraduates, graduate students in an English MA program). When describing the institutional context, think beyond the typical ways of characterizing institutions (e.g. Carnegie classification, HBCU, PWI). For example, include factors that are important to understanding the context for this assignment. This might include course and/or student needs for financial and technological resources.
- b. **Instructor context:** This might include information about the number of instructors, instructor roles (e.g. sole instructor, instructor of record, teaching or grading assistants), the instructors' teaching experiences (both generally and specific to this course), and how the instructors' positionalities, professional responsibilities, and affiliation with the department or institution influence the activity.

## 3. WHAT: Describe the activity or assignment

- a. What are the learning outcomes?
- b. What are students asked to do? What prior knowledge do students have (if any) and/or what is the context for the activity within the course?
- c. What is assessed?
- d. What criteria are used to assess learning? How does the activity (and its assessment) align with course learning outcomes?

## 4. WHY: Explain why you are choosing to share this activity with TRILL

- a. What is creative or innovative about it? How does this activity compare to others you have used or that are widely available?

- b. How does this activity build on, counter, or improve existing pedagogical methodologies or research?
- 5. **HOW: How does the assignment/activity engage with justice, equity, diversity, and inclusion? How does it facilitate broader JEDI-related goals of your academic program, institution, community, and/or discipline (such as [these](#))? What extra scaffolding should instructors consider to maximize JEDI when using this assignment/activity? Address as many of these as you can.**
  - a. How is accessibility to students incorporated in this assignment/activity? Are there any limitations related to accessibility?
  - b. How does the assignment/activity promote accurate, equitable, and respectful representation and treatment of different communities of language users? How does it counteract harmful ideologies?
  - c. How does the assignment/activity promote inclusion of language users and/or issues which are inaccurately or underrepresented in linguistic studies or linguistics classrooms?
  - d. How do the language examples or datasets used engage issues of data sovereignty (for example, do they provide the information that's needed)?
  - e. How do the language examples or datasets used show respect for the people whose language is under study?
- 6. **Reflection and Commentary**
  - a. What worked well?
  - b. What are the limitations?
  - c. What should instructors consider when using this assignment/activity?
  - d. What would you try differently next time?
- 7. [NOT PUBLISHED IN TRILL, but useful for submission/peer review process]
  - a. What else do we need to know about your context?
  - b. other prompts?