

https://docs.google.com/document/d/1i1SMbAc0Urf44wLZhHPq55ndD7y6Z0RCVpcJeimJf_E/edit?usp=sharing

Building Inclusive Syllabi for Sense of Belonging in Freshman Writing

Introduction to this Workshop:

Offering an Inclusive Syllabus is a primary but as yet undeveloped means for establishing sense of belonging for entering college students. Freshman Composition, or ENG12 (and ENG24), is a course at Kingsborough with power to convey a great deal about student to instructor, and student to student, relationships, whether inclusive or off-putting, welcoming or distant. Now recognized as a hallmark feature of accessible education (and touted by UDL-inspired educators), an Inclusive Syllabus can achieve the following: establish norms of belonging, connection, and respect for students entering a college community; build rapport among instructors and students; and motivate and support wider practices of inclusion and accessibility within the course.

This Workshop's Goals:

- To gain and express a new appreciation for sense of belonging and the importance of the syllabus for inclusivity and accessibility in a supportive environment.
- To learn about the Inclusive Syllabus as a tool and modality now current in best practice pedagogy and join the conversation of welcome and belonging for community college students encompassing the Inclusive Syllabus.
- To gain and express both short- and long-term goals for teaching with Inclusive Syllabus activities and priorities, with attention to their present teaching context(s) as well as into the future.
- To revise the syllabus for three specific changes, do-able in scale and inspired by, or selected from, a proposed list of possible topics, activities, or examples.
- To share insights and activities and any measured or perceived changes in teaching or student experience at end of Spring 2024.

How We Will Get There: Two Winter Workshops:

Workshop 1: January 19

Discuss practical intentions around the idea of an "inclusive" syllabus; terms by which such syllabi are referenced in Education, Urban Ed, and college teaching; and venture into sample syllabi by which we might say what makes them unique and potentially generative for our own teaching. Also: Review an informal list of "eight elements" of Inclusive Syllabi derived from a KCC-UDL seminar in summer 2022. From here, we can just begin to identify areas or contexts as backdrops for some modest changes we might want to try out in the spring.

Workshop 2: February 2

Review and consider possibilities for modifying one's syllabus from a list of possibilities (or from possibilities that you come to imagine). Map a rough plan/ voice preferences to enrich and/or revise the spring syllabus for three specific changes participants choose from a tailored list of possible changes that feature in some of the sample syllabi we will be exploring.

Revised Activities for Workshop 2: Review highlights of previous session; continue to consider what makes a syllabus "inclusive" (visual? language? UDL principles? policies?); explore sample syllabi and identify elements ("ethos and effects") of inclusive syllabi; voice preferences for modifying one's syllabus according to these or related elements; consider questions and resources that might assist us in choosing changes we envision for our teaching in the spring.

Let's Start with Some Quotes, from HumanizedLO.org

Humanizing Learning:

A Humanized Online Course:

"In humanized online courses, positive instructor-student relationships are prioritized and serve 'as the connective tissue between students, engagement, and rigor' (Pacansky-Brock et al., 2020, p. 2). In any learning modality, human connection is the antidote for the emotional disruption that prevents many students from performing to their full potential and in online courses, creating that connection is even more important (Jaggars & Xu, 2016)."

The Pedagogy:

"Humanizing intentionally cultivates a 'welcomeness to engage'. . . through trust, mutual respect, and authentic care (Wood & Harris III, 2015) before moving on to course content. Positive instructor-student relationships are leveraged to hold students to high standards, validate their effort and ability, and support them with achieving their goals. Students are more likely to learn in [lean in?] and apply themselves at a higher level when they know their instructor believes in them (Gay, 2000; Hammond, 2015; Ladson-Billings, 1994) and the same principles hold true in online courses (Glazier, 2016).

Terms:

- Inclusive Syllabus
- Humanized Syllabus
- Liquid Syllabus
- Visual Syllabus
- Graphic Syllabus

Inclusive Syllabus:

This is “a syllabus that incorporates specific language and strategies that are designed to foster a classroom environment that is welcoming and inclusive. An inclusive syllabus includes policies and resources that help to ensure all students are supported in their learning. . . .The tone, words and policies should convey that faculty encourage and welcome all students. Language conveys a sense of support and welcome. (Language such as “I” or “we” is more welcoming than “you.”)

Adapted from [UCLA Center for Education and Innovation and Learning in the Sciences](#).

A syllabus that is inclusive is one that is also accessible and uses principles of universal design. . . . Universal design makes documents approachable for all students.

Diane Finley, « Inclusive Syllabus,” APA.org.

<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/inclusive-syllabus#:~:text=An%20inclusive%20syllabus%20includes%20policies,encourage%20and%20welcome%20all%20students.>

Humanized Syllabus :

A humanized syllabus works in concert with aspects of the course that “reduce barriers and feelings of isolation. . . by creating a welcoming environment. . . .Students need to know what is expected of them. . . . ; that they are welcomed, valued, and respected; and that they are seen and heard. . . . [T]wo practical ways to welcome your students: (1) Humanized Course Home Page, and (2) Course Welcome Message. [Features of these include:] a customized course banner; welcome message from the instructor; how to navigate the course, and more. (George Mason University, Digital Learning-Stearns Center for Teaching and Learning.

https://stearnscenter.gmu.edu/wp-content/uploads/SC-OTC_Humanizing-Your-Online-Course_Getting-Started.pdf)

Liquid Syllabus :

“A Liquid Syllabus is a publicly available, accessible, mobile-friendly website. Students open this website without having to log into LMS. The Liquid Syllabus is available to students before the online course begins. The website is fully accessible. . . [and] designed to be viewed on a mobile device. The Liquid Syllabus [may include] a brief welcome video from instructor; a “learning pact” that lets students know course expectations (of that and what they can expect of the instructor); . . . “ and many other features in common with humanized, inclusive syllabi.

(George Mason University, Digital Learning-Stearns Center for Teaching and Learning.

https://stearnscenter.gmu.edu/wp-content/uploads/SC-OTC_Humanizing-Your-Online-Course_Getting-Started.pdf)

Liquid Syllabus of Prof. Loretta Taras: <https://syllabusbio100.common.gc.cuny.edu/>

A Visual Syllabus

“A visual syllabus makes use of images, formatting, color, and layout to create a more engaging document by promoting concurrent word-based and image-based processing, referred to as dual-coding (Mayer, 2020; Tetlan & Marschalek, 2016), which can lead to increased comprehension and retention of course information (Nilson, 2002). Visual syllabi can take several forms based on the extent to which visual elements are used within the design. A simple option is to include images of the instructor or the textbook as a means to provide some visual interest.”

Kaur, Angel W. (2021) ""Dope Syllabus": Student Impressions of an Infographic-style Visual Syllabus," International Journal for the Scholarship of Teaching and Learning: Vol. 15: No. 2, Article 6. Available at: <https://doi.org/10.20429/ijso.2021.150206>

Example [here](#)

<https://drive.google.com/file/d/1J5FvOkSciVUg4xT1mT0RhMYcqZ0Ej51/view?usp=sharing>

A Graphic Syllabus

A **graphic syllabus** as an infographic-style document that combines text and visuals (images, illustrations, charts) to present a short, cohesive summary of course requirements and structure. In contrast to your traditional text-based, multi-page syllabus document, a graphic syllabus is typically presented on a single page and makes limited use of text, prioritizing the use of visual components. For a graphic syllabus, the focus is on course itself itself, whereas a visual syllabus may highlight more so the *topic* of the course.

Blog by Lauren Anstey, "The Graphic Syllabus,"

<https://wildlycuriousca.wordpress.com/2022/06/17/the-graphic-syllabus/>

A graphic Chemistry Syllabus:

<https://docs.google.com/document/d/1Qlvo18hl1Dytfb3qySYG8HA8gxy4XvqRbWMi0IKpD4/edit>

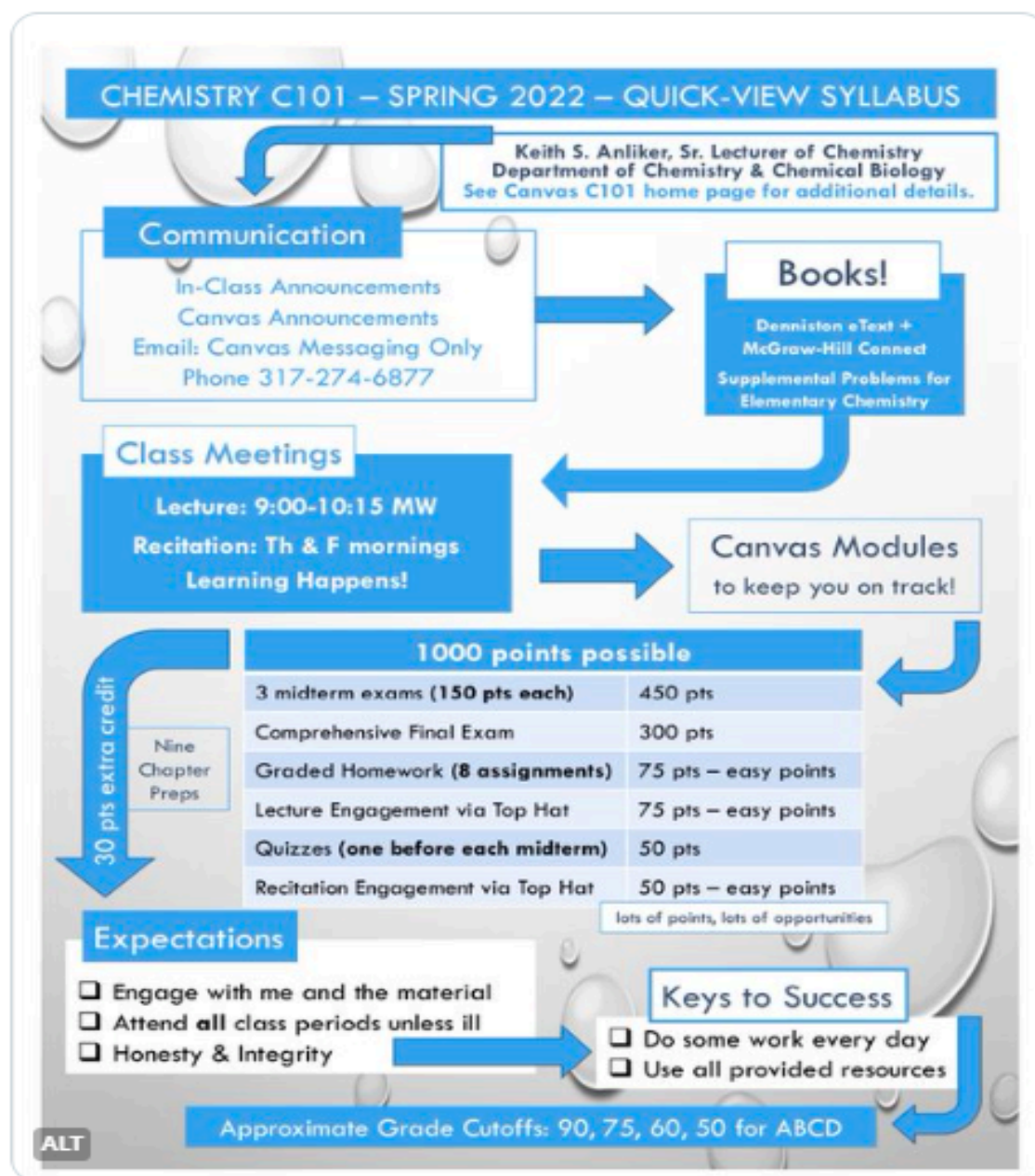
← Post



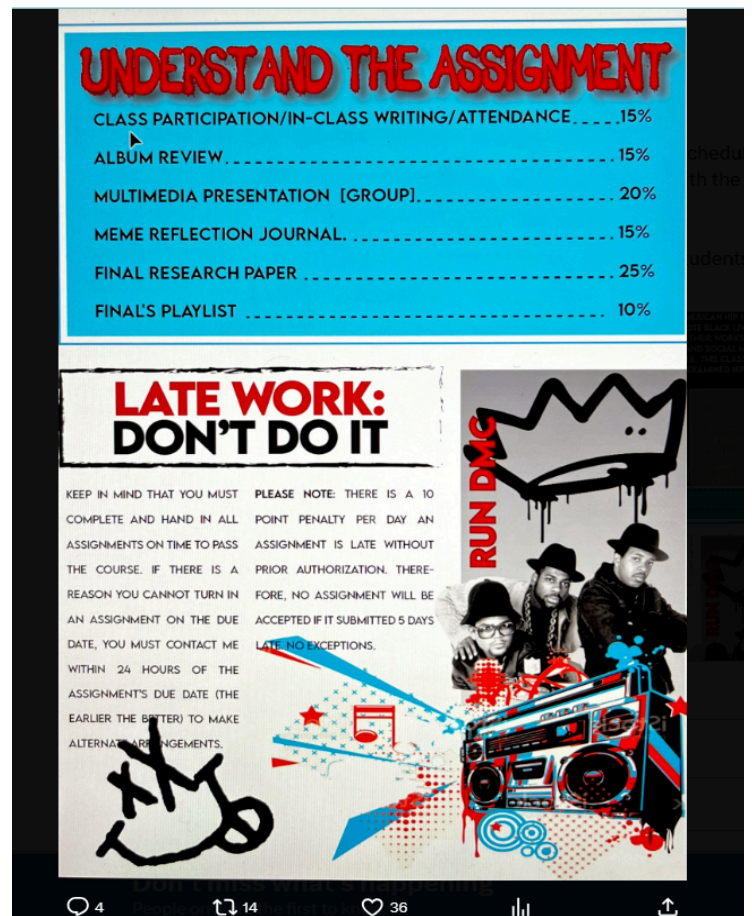
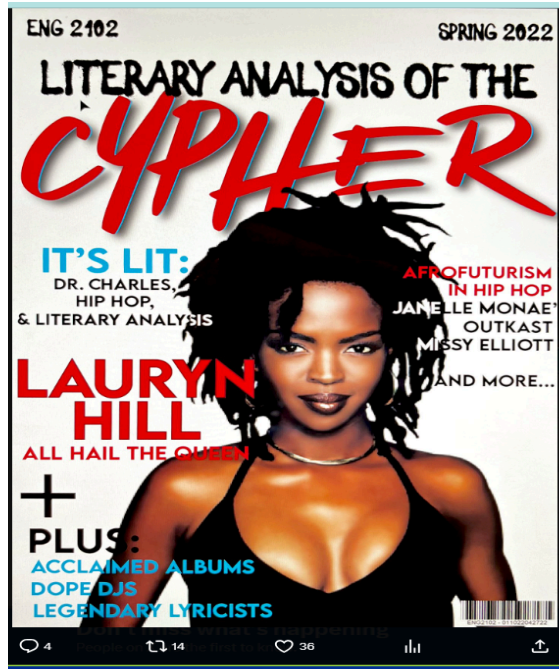
Keith Anliker  I like teaching philosophy haiku
@KeithAnliker

...

I created a “quick-view” graphic syllabus. Clearly it doesn’t have lots of details, but that’s sort of the point. Details available elsewhere. Hoping this roadmap might get across just a few key things: communication, resources, points/grades, expectations, and keys to success.



1:22 PM · Jan 5, 2022



SGPS 9500: The Theory & Practice of University Teaching

YOUR INSTRUCTORS:

Dr. Lauren Anstey • Dr. Karyn Olsen
gs9500@uwo.ca

IN-CLASS DETAILS:

FNB 2210
Thursdays 12:30PM - 3:30PM • Sept 13 - Dec 6 /18

LEARNING OUTCOMES

Learners will be able to:

- critically reflect** upon research literature
- facilitate** active learning experiences by **practicing** teaching skills
- give** and **receive** constructive peer feedback about instruction
- communicate** your teaching philosophy
- articulate** an evidence-based rationale for lesson and course-design choices.

WEEKLY COURSE STRUCTURE



PREP/READ
2-3 HRS

Preparation
& Readings



CONNECT
1 HR

Online
Activities



ENGAGE
3 HRS

In-Class
Engagement

ASSIGNMENTS & EVALUATION

CASE ASSIGNMENT
Develop a problem-based case scenario and facilitation guide related to teaching and learning

25%

COURSE DESIGN
Design a syllabus for a course that you have, will, or would like to teach

20%

30%

MICRO-TEACHING
Teach 3 ten-minute lessons; receive and provide feedback from/to peers

TEACHING PHILOSOPHY
Draft a statement of your teaching beliefs

15%

PARTICIPATION
Actively participate in online and in-class activities

10%

WEEKLY SCHEDULE

Weekly activities are detailed on the OWL course site	Effective Instruction	Course Design	Teaching Ethics & Intro to Case Studies	Micro-teaching 1	Teaching Philosophy	Micro-teaching 2
	1	2	3	4	5	6
Micro-teaching 3	Developing your Case Study	Teaching with Cases	Teaching with Technology	Diversity & Globalization	Current Issues in Higher Ed	The University of the Future
7	8	9	10	11	12	13

COMPOSITION 101

with Professor Amanda Canupp

In this class, we're going to study writing and write, write, write! We'll study techniques and tricks to effective writing. We'll also focus on boosting your confidence as a writer and providing you with a solid foundation so that you can tackle writing problems in the future.

COURSE GOALS

STEP 1



MEET THE EXPECTATIONS OF COLLEGE WRITING
Explore genres, the writing process, and the expectations of a college writing course to serve as the foundation of your college career.

STEP 2



USE WRITING AS A TOOL FOR EXPLORATION, DISCOVERY, AND REFLECTION
Practice writing as a device for accomplishing a variety of tasks so that you're prepared for any kind of writing in the future.

STEP 3



EMPLOY STRATEGIES FOR RESEARCH, EFFECTIVELY EVALUATE SOURCES, AND INCORPORATE OTHER VOICES
Use research for writing in the same way you do research every day so that finding legitimate information becomes a natural solution to problem solving.



DEVELOP YOUR PASSIONS, CONFIDENCE, FLUENCY, AND SENSE OF OWNERSHIP OVER YOUR WRITING

REQUIRED MATERIALS

TEXTBOOK

EVERYONE'S AN AUTHOR: WITH READINGS
by Angela Lundsford
(Optional)
THE LITTLE SEAGULL HANDBOOK
by R. Bullock



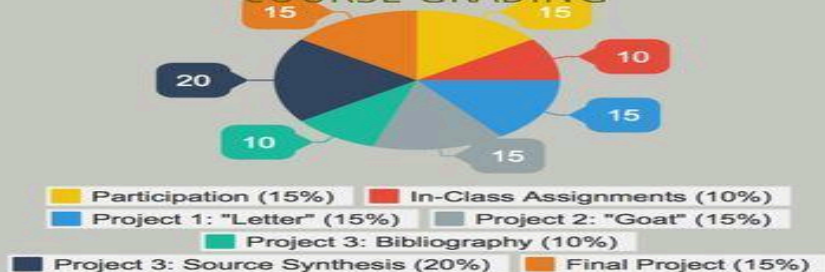
READINGS LISTED ON CLASS WIKI
Handouts and PDFs linked on **CALENDAR** page of our class wiki

TOP HAT SUBSCRIPTION
Use your cell phone, tablet, and/or laptop to participate in class activities.



BLACKBOARD
Handouts and PDFs linked on **CALENDAR** page of our class wiki

COURSE GRADING



MORE INFORMATION

LATE WORK/CRISIS PASS

Late projects will lose 1/3 of a letter grade for each calendar day that they are late. You have a total of three (3) crisis passes to use this semester. Each crisis pass allows you to submit the work one calendar day late, without grade penalty.

REVISION POLICY

There will be an opportunity for one final revision of the piece of your choice in your Final Portfolio. If the final grade on this is better than your original submission, the grade for this will replace that grade.

Try new things!
EVEN IF IT'S UNCOMFORTABLE!

HOW TO SUCCEED IN THIS CLASS
Participate!
YOUR VOICE IS SUPER IMPORTANT TO OUR CLASS

Do it wrong...
AND YOU'LL GET CLOSER TO GETTING IT RIGHT!

Watch the calendar:
THERE ARE DUE DATES ALMOST EVERY WEEK!



WARNING

Writers must also include a Works Cited or References list at the end of their essay, providing full bibliographic information for every source cited in their essay.

Instructors in the Composition Program support the George Mason Honor Code, which requires them to report any suspected instances of plagiarism to the Honor Council.

If you're not sure, ask!

A NOTE ON PLAGIARISM!

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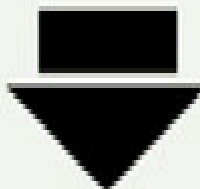


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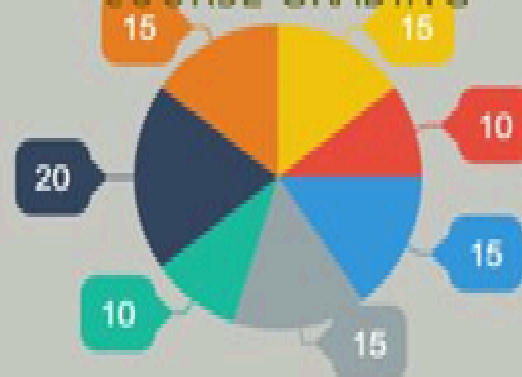
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Participation (15%) In-Class Assignments (10%)

Project 1: "Letter" (15%) Project 2: "Goat" (15%)

Project 3: Bibliography (10%)

Project 3: Source Synthesis (20%) Final Project (15%)

MORE INFORMATION

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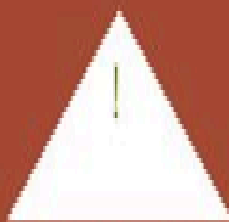
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A NOTE ON PLAGIARISM!

Four sample syllabi to explore:

View the samples and, from them, try to abstract two to three values that are exemplified by the syllabi. For sharing at our next session, make note of where, and in which syllabi, each of those values ring out in a clear way.

Sample 1 Art Inclusive

<https://drive.google.com/file/d/1JJKOg4RvwaeTdjtl-cFwhMGXcVMYbay/view?usp=sharing>

Sample 2 Composition Inclusive

https://drive.google.com/file/d/1hYnmtpj-K96bvL3_tCrDtUJCM_z3U4VK/view?usp=sharing

Sample 3 Approximate Liquid Parisi

<https://drive.google.com/file/d/1AgNAZcgRYV7zJJeqHl5i5wqDgSDU2Upr/view?usp=sharing>

Sample 4 History Inclusive

<https://drive.google.com/file/d/1w3UaxaEfBQTPnwiepp5W5-lnG0P63wfh/view?usp=sharin>

Resources for Considering the Inclusive Syllabus

<https://docs.google.com/document/d/1WDrQHE4DiXApaOyQiE2v14GG9bEdRWyGnx3mdG8j3B0/edit?usp=sharing>

Arranging Your Course Menu for Inclusion	Sample ENG 12 You've Arrived and the FIRST Week https://drive.google.com/file/d/1mFtOQdFZSzt5r5NfrEFd7ca17wVKlfuu/view?usp=sharing Sample ENG 12 Accessible Previews –First Page of Weekly Folders The FIRST THREE Weeks https://drive.google.com/file/d/1xcc32HThiL0eUGYvqxQrAzabzMFqQU7a/view?usp=sharing
Cultivating a Warm and Friendly Tone to the Syllabus	Examples of Inclusive Language and Tone https://drive.google.com/file/d/1b9ZQ-kVoAJNCBGfEboV5sY5P4BQqDrj9/view?usp=sharing
Presenting Course Info Via a Flier-Type Inviting Handout	Syllabus Snapshot Article: https://drive.google.com/file/d/1DsSTtf0-2Na13CwM_0LMEbVtAB2W2qLw/view?usp=sharing Template for Syllabus Snapshot: https://docs.google.com/presentation/d/1ihEcrW2_z7bWiXQGiBUEE8AYujjV19ji/edit?usp=sharing&ouid=109433730969191732082&rtpof=true&sd=true

Increasing the Visual Dimension	Free Syllabus Images: https://www.freepik.com/search?format=search&query=syllabus More Syllabus Images, from Google Images (“students studying in groups”) Templates to Create a Syllabus in Newspaper Style: In Word, when any Word doc is open, and you click the FILE menu all the way to the left, then NEW (in the vertical blue ribbon), a whole menu page of templates open up. The ones for "newspaper" are particularly useful to create fliers and syllabi, and syllabi-type materials, as all the aspects of the newspaper templates are replaceable, even the photo place holders. If you see a "search" box on this menu page, type on "newspaper" and a few more newspaper templates come up.
Cultivating Social Relationships	Fun Ice-Breaker Questions from Asana.com “Rapid Fire Get to Know You” https://docs.google.com/document/d/1BFTOHJyX5d6JLTTLnHnvMgGmxZNrvHlkSqZ-iaYDtdQ/edit?usp=sharing Sample ENG 12 Discussion Post Get to Know You https://drive.google.com/file/d/1HxCnKDa2UxEtd7Hiucc19BdryBnpjySU/view?usp=sharing
Optimizing the Syllabus as a True Resource	Get to Know the Syllabus Activities for Students https://acue.org/wp-content/uploads/2022/12/1_Guide-to-Sample-Syllabus-Activities.pdf Sample ENG12 Get to Know the Syllabus Assignment: https://docs.google.com/document/d/1nbEw0V5gDc-xJj1_dO88xZvqH3GhMA7oIOWpu0T8yDc/edit?usp=sharing
Using UDL as a Framework for Inclusion	UDL Syllabus Ideas https://drive.google.com/file/d/19J4Z5rJBn4DI-M6Q_pZtC2b2k7F82nT1/view?usp=sharing

Connecting Students to Resources	Sample KCC Student Resources Packet https://docs.google.com/document/d/1qleEZcB9OzqbxrT5ilf6LEgrRE2WGlkoA_tdcerJaAc/edit?usp=sharing
Learning from Sample Syllabi	Example of a Liquid Syllabus of Prof. Loretta Taras https://syllabusbio100.common.gc.cuny.edu/ Example of a Visual Syllabus https://drive.google.com/file/d/1J5FnvOkSciVUg4xT1mT0RhmYcqZ0Ej51/view?usp=sharing Art Inclusive Syllabus https://drive.google.com/file/d/1JJKOG4RvwaeTdjtl-cFwhMGXcVMYbay/view?usp=sharing Composition Inclusive Syllabus https://drive.google.com/file/d/1hYnmtpj-K96bvL3_tCrDtUJCM_z3U4VK/view?usp=sharing Approximate Liquid Syllabus Parisi https://drive.google.com/file/d/1AgNAZcgRYV7zJJeqHl5i5wqDgSDU2Upr/view?usp=sharing History Inclusive Syllabus https://drive.google.com/file/d/1w3UaxaEfBQTPnwiepp5W5-lnG0P63wfh/view?usp=sharing
Thinking “Ethos and Effects”	Eight Elements for Humanized Learning-Inclusive Syllabus https://drive.google.com/file/d/1rqWhKfXvyJFHIFShYd-TeA5Pv2OBn5m/view?usp=sharing