



Syllabus

Design

Self-Reflection Prompts

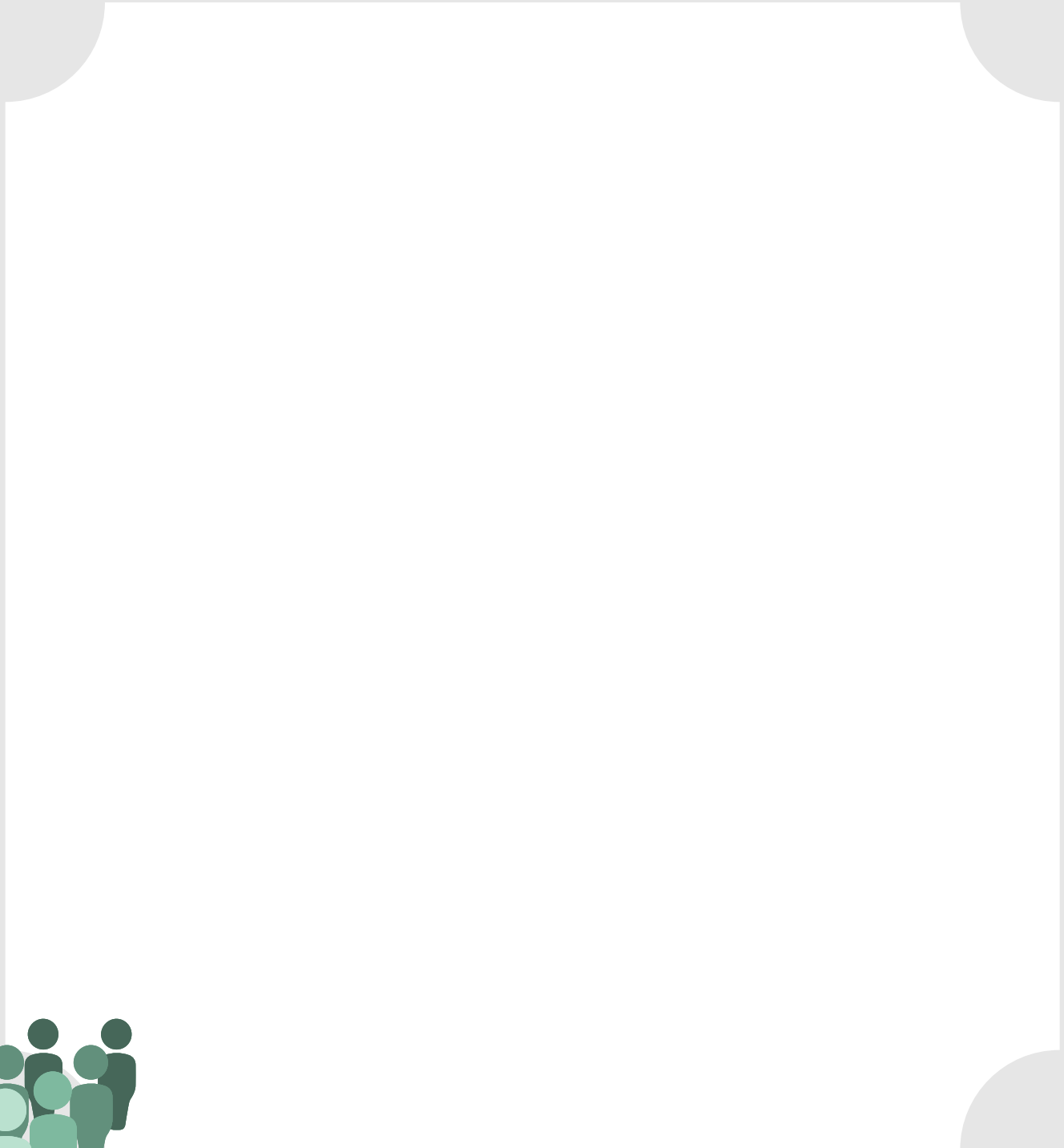
Purpose:

The following prompts are intended to be used before you begin your syllabus writing. The purpose is to get you thinking about (1) who the students in your class might be, and (2) how you as the instructor can help them feel welcomed and supported. Reflecting can help ensure that you create a more inclusive and student-centered syllabus.

Read the prompt at the top of each page and then take a moment to reflect. What do you know? What are you assuming? Can you challenge any of your assumptions? Then take a few minutes to jot down your thoughts, reflections, and considerations. How are these accounted for in your syllabus?

Who is most likely going to be in my class? Have I thought about their possible invisible statuses or identities?

Race/ethnicity, gender, class, religion, language,
geographic region, sexual orientation, ability/disability,
first generation, parent vs nonparent



What are the pedagogical choices available to you in your discipline and how diverse are they?

Lecture, team based, problem based, Socratic method, simulations, role play, debate, service learning



What different perspectives and viewpoints are included (or not) in the course content?



How will the difference of positionality / opinion/ thinking be handled in the classroom? How can you create a safe space for both visible AND invisible minority students? Underserved students? Students with invisible disabilities?

THIS IS A
SAFE
SPACE



How does the order of the syllabus align with what I value in this class?

For example: Putting the content first stresses the importance of it over other aspects

1. _____
2. _____
3. _____

How are the grading policies described?

Can I make the information regarding grades easier for students to understand?

A large, empty white rectangular area with rounded corners, intended for writing or drawing.



Are grades determined by only one type of assessment and who might this be a disadvantage to?

QUESTIONS

1- A B C D

2- A B C D

3- A B C D

4- A B C D

5- A B C D

6- A B C D

Is it clear how to get required material and how that material will get used throughout the course?

Or is it clear why this material is optional and why it would be beneficial to have?



All Prompts:

- Who is most likely going to be in my class? Have I thought about their possible invisible statuses or identities?
 - Race/ethnicity, gender, class, religion, language, geographic region, sexual orientation, ability/disability, first generation, parent vs nonparent
- What are different perspectives and viewpoints are included (or not) in the course content?
- How will the difference of positionality / opinion/ thinking be handled in the classroom? How can you create a safe space for both visible AND invisible minority students? Underserved students? Students with invisible disabilities?
- How does the order of the syllabus align with what I value in this class?
 - For example: Putting the content first stresses the importance of it over other aspects)
- How are the grading policies described?
 - Can I make the information regarding grades easier for students to understand?
- Are grades determined by only one type of assessment and who might this be a disadvantage to?
- Is it clear how to get required material and how that material will get used throughout the course?
 - Or is it clear why this material is optional and why it would be beneficial to have?

Questions Informed by:

- Fuentes, M. A., Zelaya, D. G., and Madsen, J. W. (2021). Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion. *Teaching of Psychology*, 48(1):69–79.
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- Brantmeier, E., Broscheid, A., and Moore, C. S. (2017). Inclusive By Design: Survey Your Syllabus and Course Design.

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