

Soisson and Qualters

Inclusive Environment

	Generally	Some considerations or enhancements
	Instructor Name and Contact information TA information	"Feel free to contact me concerning any problems you are experiencing in this course. You do not need to wait until you receive a bad grade before asking for my assistance."
	Office hours	<p>- "I ask that you schedule a time to come to my office hours at some point in the first third of the semester." (In a large class, this can be set up as group visits.)</p> <p>- You can encourage students to use your office hours by expanding this section of your syllabus to include an explicit invitation to come talk with you and suggesting ways students may use this time to their advantage. These techniques also send a message to students that says, "I care about your learning. Helping you is important to me." This friendly, accessible attitude is important to students whether or not they choose to see you during office hours.</p> <p>Here are some statements included on University of Minnesota syllabi along with the listing of the professor's office hours:</p> <ul style="list-style-type: none"> • "Do not hesitate to ask for my assistance. Believe it or not, that's what they pay me for!" • "I enjoy teaching and I enjoy talking with you. If you have questions or just want to explore an idea, come by." • "I am eager to talk to you about any concerns you may have. You can communicate by telephone, e-mail, or in person. Make an appointment to see me when needed." • "Please see me if you are having a problem with some aspect of the course, but also keep in mind that office hours are not only a time to address problems. I'd be happy to talk with you about your areas of special interest, help brainstorm topics for your final paper, etc." <p>http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/basic/index.html</p>

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<p>Learning Objectives <i>How can you identify and help debunk students' misconceptions?</i></p>	<p>-4 or 5 objectives that are clear and measurable – remember that you have to measure them. <i>Do they answer your essential questions? (What do you want students to be able to answer by the end of the course?)</i></p> <p>Do you have implicit objectives that might become explicit? For example, if you have the goal that they are able to work in teams by the end of the course, why?</p> <p>Can you pre-assess students' knowledge so that you can address misconceptions or gaps in their knowledge? What sort of activity or assessment would accomplish that goal?</p>
<p>Discuss your policies - attendance and withdrawal, late assignments, reporting illness, electronics in the classroom</p>	<p>"You should understand that your in-class grade will suffer as a result of unexcused absences, and of course your ability to do the work required in the course will also be impaired and grades for that work will naturally be lower. However, if you must miss class, please stay in communication so that we can be sure that you are up to date on your work and you can keep from sliding behind."</p> <p>"I allow laptops in my class, but reserve the right to change that policy. I trust that you will respect your fellow students by only using it for the class agenda, and not distracting those around you with your email or online browsing." (this could be included in the ground rules as well)</p>
<p>Office hours</p>	<p>Remind students that you want to get to know them and to support them. Have students pick up papers or exams at your office (if they are able).</p>
<p>Include a detailed course calendar with important dates such as holidays, withdrawal</p>	<p>Schedule when and how you will get feedback from students – will you conduct a mid-term evaluation of your teaching? Have more regular, short opportunities for feedback? One Minute Paper, for example</p> <p>If there are projects or team based work, schedule some class time for students to discuss their progress.</p>

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	deadline, finals schedule	<p>“Before you withdraw from the course, please take the time to meet with the instructor to discuss why you feel you need to withdraw. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important.”</p>
	Discuss university policies (academic honesty, plagiarism, cheating)	<p>Write it in a way that provides the reason for being honest. “A student who is academically dishonest is claiming an advantage not available to other students. The instructor is responsible for ensuring that all students compete on a level playing field. Thus, the teacher has teaching, grading and enforcement roles. You are expected to be familiar with the University’s Policy on Academic Honesty. What this means is: If you are charged with an offence, pleading ignorance of the rules will not help you.”</p>
	Overview of the course and purpose	<p>How does the course fit into the curriculum and why is it useful? Take the opportunity to orient students to the discipline.</p> <p>Make the course relevant. What do people know? What can they connect to? Where does this course fit in their education, their life? Why is it important?</p>
	Expectations	<ul style="list-style-type: none"> -Establish the climate that you intend to build with your students -Set ground rules together -Have your students get to know each other. -Make the “culture” of your classroom explicit and transparent. <p>Example: "In our class: 1) everyone is allowed to feel they can work and learn in a safe and caring environment; 2) everyone learns about, understands, appreciates, and respects varied races, classes, genders, physical and mental abilities, and sexualities; 3) everyone matters; 4) all individuals are to be respected and treated with dignity and civility; and 5) everyone shares the responsibility for making our class, and the Academy, a positive and better place to live, work, and learn." (from a sociology syllabus)</p>
	List assignments, directions and	<ul style="list-style-type: none"> -Transparency is an inclusive practice. -Explain the conceptual structure of the course (Does it mostly involve inductive or deductive

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	timelines, penalties for incomplete or late work	reasoning? Problem-solving or theory building? Analytical or applied?) -Provide rubrics so that students can have a map for development. -Provide sample work.
	Before the first day or on the first day...	Consider an appropriate way to have students introduce themselves and for you to introduce yourself, and when. Have students write about their connection to or distance from the topic or your course. What has their past experience been. “Ask students to write short autobiographies (200 – 300 words) on themselves as learners. Urge them to include reflections on great teachers, peers who supported them, accomplishments, and turning points or time when they showed resilience and grit. Take a couple days to read each autobiography and, with their permission, ask them to read weach others’ autobiographies.” http://www.facultyfocus.com/articles/teaching-professor-blog/two-activities-that-influence-the-climate-for-learning/