Syllabus Work Week

Composing With The Learner in Mind
Facilitator Team

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Honoring and Acknowledging
Syllabus Work Week

Webinars:
- **Monday**: Communicating Logic and Alignment
- **Tuesday**: Composing with the Learner in Mind
- **Wednesday**: Increasing Equity and Transparency
- **Thursday**: Making Policies Meaningful for Students
- **Friday**: Guided Peer Review Session

Daily office hours 12-4pm:
- Sign-up for a 30min consultation alone, with a buddy, or as small group
- Link: [Office Hour Sign-Up](#)
The Intentional Syllabus Defined

Being intentional about syllabus composition means we:

• Provide a clear road map for learning with aligned goals, checkpoints, and conditions.
• Center the learner and learning experience.
• Clearly communicate expectations on individuals and groups (if given).
• Being descriptive and transparent about conditions and process of weekly student engagement and the assessment.
• Meet diverse learners where they are at rather than to make assumptions about preparedness or familiarity with conventions.
• Optimize and illustrate accessibility and inclusivity.
Pausing for Reflection
Syllabus Construction

Course Title

- Course Description
- GE Requirements
- Learning Objectives and Outcomes
- Required Materials
- Required Activities

Required Parts

A Learning Roadmap
Building Learning Roadmaps

**COURSE OBJECTIVES**
Course Objectives are the steps throughout the course that move students toward accomplishing the overarching learning outcomes.

**LEARNING ACTIVITIES**
Learning Activities and Experiences are the strategic and aligned course stops that make course objectives actionable toward the overarching Student Learning Outcomes.

**STUDENT LEARNING OUTCOMES**
Student Learning Outcomes are what students should know and be able to achieve at the conclusion of the course.
Chat Check In

Reflect: Who are your learners?
Consider what you know about your students:
• What knowledge and experiences do they bring?
• What are their interests and goals?
• What motivates and sparks interest? What discourages and causes confusion?

Prefect: What do they need from you to "see" a successful journey through your course?
• What are some steps you can take toward creating a map that serves all students well on the journey of learning through your course?
While there are several means of communication—there are also multiple layers of communication. Levels of Communication are not always addressed or considered to the detriment of the original message.
## Who is Centered in Your Syllabus Design?

<table>
<thead>
<tr>
<th>Written from point of view of</th>
<th>Content-Centered Syllabi</th>
<th>Learner-Centered Syllabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher (“I will...”, “You will...”)</td>
<td>Students/Community (“We will...”, “You will...”)</td>
<td></td>
</tr>
<tr>
<td>Main focus</td>
<td>Content to be covered</td>
<td>How to learn effectively in the course</td>
</tr>
<tr>
<td>Key questions answered</td>
<td><strong>What</strong> will happen in this course and <strong>when</strong>?</td>
<td><strong>Why</strong> is this course relevant and <strong>how</strong> can students be successful?</td>
</tr>
<tr>
<td>Tone</td>
<td>Can range from dry/boring to punitive/controlling</td>
<td>Positive, encouraging, inviting, engaging</td>
</tr>
<tr>
<td>Learning is viewed as</td>
<td>Teacher-directed</td>
<td>Partnership between teachers and students</td>
</tr>
<tr>
<td>Motivators employed</td>
<td>Grades, punishment</td>
<td>Meaningfulness, curiosity, student autonomy, community</td>
</tr>
</tbody>
</table>

*Created by Sara M. Fulmer*
*Information adapted from Cullen & Harris (2009) and Palmer, Wheeler, & Anéece (2016)*
General Education

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rev.
Consider...

Culture Shifting
What might be shifted in your learning environment culture by engaging the syllabus this way?

Language Matters
How might the language that you use create barriers, privilege experiences, or center the student?

Student Autonomy and Engagement
How does the syllabus invite students to navigate, question, think through, etc. the syllabus?

An Invitation for Learning
In what ways does this invite students into the learning process?

Welcoming Student Inquiry
How might this process welcome student inquiry for the duration of the course?
From Theory to Practice

What are three concrete ways that you can implement what you have heard today in your syllabus/class?

1.

2.

3.
Next Up!

Join us for our next session:
Increasing Equity and Transparency

Daily office hours 12-4pm
Link: Office Hour Sign-Up