SYLLABUS REVIEW GUIDE

FOR EQUITY-MINDED PRACTICE

What is syllabus review?

Syllabus review is an inquiry tool for promoting racial/ethnic equity and equity-minded practice. To achieve this goal, the syllabus review process promotes faculty inquiry into teaching approaches and practices, especially how they affect African American, Latinx, Native American, Pacific Islander, and other racially/ ethnically minoritized students; facilitates a self-assessment of these teaching approaches and practices from a racial/ethnic equity lens; and allows faculty to consider changes that result in more equitable teaching approaches and practice.

What is in the guide?

The Syllabus Review Guide is comprised of six parts that provide the conceptual knowledge and practical know-how to conduct equity-minded self-reflection on an essential document in academic life: the syllabus. Throughout the Guide are examples that illustrate the ideas motivating syllabus review, as well opportunities to practice inquiry and to reflect on how to change your syllabi—and your teaching more generally—so are more equity-minded.
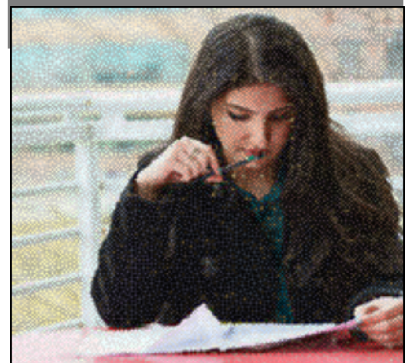
Established in 1999, the mission of **the Center for Urban Education** (CUE) is to lead socially conscious research and develop tools for institutions of higher education to produce equity in outcomes.

CUE is committed to closing racial/ethnic equity gaps and improving student outcomes in higher education.

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Why focus on course syllabi?

Syllabi are a key feature of every academic course, documents that serve multiple purposes. Most often, syllabi are seen as **contracts** between students and the instructor and as **records** of what courses cover and how student outcomes and performance are evaluated for accountability purposes (Parkes & Harris, 2002). Syllabi, however, are also **learning tools** that can help students develop effective learning practices and strategies and **communication devices** that share how teaching will be approached (Grunnert, 1997; Parkes & Harris, 2002). Although syllabi are not documents of what actually happens in the classroom, that they serve these varied purposes makes them rich sources of information about teaching as a practice.

For information on how syllabi affect students, see *The syllabus: A tool that shapes students' academic experiences* (Roberts, 2016), which is included in the Additional Resources section of the Guide.

Why inquire into syllabi?

Teaching is a core practice of college faulty, yet inquiry and self-reflection are rarely routine and often occur in an unstructured manner. Syllabus review is an opportunity for structured inquiry and reflection, providing a safe space to assess aspects of teaching as reflected in syllabi, for example, course goals, class norms and rules, expectations for and evaluations of student learning, and forms of assistance and support.

As artifacts of practice that capture how faculty see the course, what they assume students should be able to accomplish, and what they will do to advance student learning, inquiry into syllabi has the potential to reveal the assumptions, attitudes, values, and beliefs that shape teaching. In addition, examining the content and language of a syllabus can help make explicit *who* it is written for (e.g., students, faculty, institution), and thus, *who* it—and by extension, the faculty who created and uses it—serves.

In Part 3, faculty will learn more about the audiences their syllabi serve and how the different purposes of syllabi can be racialized. The inquiry exercise in Part 3 will help faculty reflect on their agency to use syllabi in ways that serve students in general and racially/ethnically minoritized students in particular.

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What do syllabi have to do with racial/ethnic equity?

With few exceptions (historically black colleges and universities being the most notable), higher education institutions were founded and designed to serve white students, particularly those who are male, middle- to upper-class, heterosexual, able-bodied, and Christian. Despite the increasing diversity of the American college student population, many of higher education's policies and practices have not been reconfigured to equitably support, affirm, and validate students from racially/ethnically minoritized groups.

As artifacts of practice, syllabi can reinforce and reproduce the norms and rules that generally align with the experience of white students, or syllabi can counter those norms and rules. For racially/ethnically minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in educational settings and elsewhere, syllabi can be tools for **equity-minded practice**. In particular, faculty can use syllabi to **demystify** the implicit norms and ambiguous processes that characterize college such as how to be a "successful" student. Syllabi can **welcome** them into a classroom where they will be cared for, and **validate** their pursuit of a college degree and ability to be successful. They can send the message that while students need to work hard in college, faculty are there to support and work in **partnership** with them. Finally, syllabi can affirm the belonging of racially/ethnically minoritized students in higher education by **representing** their experiences in the course materials and by **deconstructing** the presentation of white students and white experiences as the norm.

> In Part 4, faculty will consider whether and how their syllabi engage in equity-minded practices of *demystifying*, *welcoming*, *validating, creating a partnership*, *representing*, and *deconstructing*.

What is equity-mindedness?

The term "equity-mindedness" has so far been referenced without precise definition. According to Estela Bensimon (2012; Dowd & Bensimon, 2015), achieving equitable outcomes for racially/ethnically minoritized students requires that practitioners develop competence in equity-mindedness, which is characterized as being:

- Race conscious in a positive sense
- Aware how one's beliefs, knowledge, and approaches can disadvantage racially/ethnically minoritized students, even if the intention is to be race-neutral
- Willing to take responsibility for eliminating inequities and to change practices accordingly
- Aware that policies and practices in higher education can perpetuate racial/ethnic hierarchies even in the absence of explicit racism.

What does this look like in practice? In general, equity-minded competence manifests in the following ways:

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Equity-Minded Competence

Equity-Minded Competence
✓ Awareness of racial identity
✓ Uses disaggregated data to identify racialized patterns of outcomes
✓ Reflects on racial consequences of taken-for-granted practices
✓ Exercises agency to produce racial equity
✓ Views the classroom as a racialized space and actively self-monitors interactions with students of color

Lack of Equity-Minded Competence
✗ Claims to not see race
✗ Does not see value in dissaggregated data
✗ Unable to notice racialized consequences or rationalizes them as being something else
✗ Does not view racial equity as a personal responsibility
✗ Views the classroom as a utilitarian physical space

Is syllabi review just about improving syllabi?

The short and the long answer to this question is "no." While the course syllabus is the focus of inquiry and self-reflection here, and while the expectation is that you will identify ways to modify and improve their syllabi in equity-minded ways, the broader hope is that you will take this opportunity to think more about their teaching practices in general.

In some respects, the idea behind conducting structured inquiry into an artifact of practice that captures teaching beliefs, values, and approaches is that this inquiry will indeed lead to critical reflection on those beliefs, values, and approaches. *As much as syllabus review is about creating more equity-minded syllabi, it is also about critically and systematically reflecting on your teaching, as well as learning how to make inquiry a key, routine aspect of your practice*. Syllabi Review is part of a larger suite of inquiry tools includes reviewing course completion data, reflecting on institutional documents, and conducting observations of the classroom and other campus spaces.

Continuous inquiry and self-reflection are necessary for developing equity-minded competency because so many aspects of how higher education institutions have been designed and are currently practiced need to be re-thought and re-engineered so that they in fact serve the students who make up an ever-increasing share of the student population and who for the most part come from racially/ethnically minoritized groups. Regular inquiry and self-reflection allow faculty to better understand which of their classroom practices support student success, particularly for racially/ethnically minoritized students, and which policies and practices could be re-developed to better them.

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02. Do I know my syllabus?

Before diving deep into inquiry, let's get warmed up and oriented to the task. Ask yourself:

1. What are three words that come to mind when you hear the word 'syllabus'?

2. Is the syllabus important to me as an instructor? In what ways?

3. List the courses you currently teach. Which course syllabus will you focus on while walking through this Syllabus Review Guide (circle it)?

4. When did you first create this syllabus, or if you did not create it, where did it originate? When did you first start using it?

5. What changes have you since made to it and why?

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03. Who does your syllabus serve?

Now that you've chosen the syllabus you'll focus on for the rest of the inquiry process, let's consider the question of who your syllabus is written for and who it serves. While syllabi are documents used primarily by faculty and students, they often contain information for a wider range of higher education audiences.

The **Institution** can require faculty to include content in their syllabi that meets accreditation standards, makes students aware of institution policies, and promotes its values and beliefs.

Academic Departments can require faculty to use a standard syllabus template and demonstrate departmental values and beliefs. Academic departments also have their own expectations of what constitutes legitimate instruction, knowledge, and demonstrations of learning, and assert this through hiring and tenure decisions.

The Greater Institution

Academic Depart- ments

Faculty

Students

Faculty create (or use existing) syllabi to communicate the structure of their classrooms, including their rules / policies, the relationship they expect to have with students, what they / their **academic field** deems legitimate knowledge, legitimate students, and legitimate forms of instruction, and what it takes to be a successful student. **Students,** on the other hand, receive these messages through the syllabi.

Examples of how a syllabus serves ...

INSTITUTION

From a math course at a liberal arts college:

"**[College] Educational Priorities and Outcomes:** The objectives in this course address the Knowledge, Inquiry, Reasoning, Vocation and Communication outcomes and may address others."

> The college has educational priorities and outcomes that instructors and courses are expected to address.

DEPARTMENT

From a graduate course on qualitative research methods at a research university:

"**This course builds on [other course]**, connecting students' knowledge about paradigms and how to think about inquiry, and supporting students to align their methods in the field with a particular research tradition or paradigm."

> The department sees research as an ongoing process in which students learn how their methods align within an existing research paradigm.

ACADEMIC FIELD

From a graduate course on diversity at a research university:

"**[Course] is designed to meet the Professional Competency Areas for Student Affairs Practitioners** for the area of Equity, Diversity and Inclusion (EDI), as endorsed by ACPA and NASPA (2010)."

> The field of college student affairs requires competency in equity, diversity, and inclusion.

FACULTY

From a college reading and composition course at a community college:

"Research shows that students with a growth mindset are more likely to reach their academic goals. We will read more about this for our first essay of the semester, but essentially a person with a growth mindset believes they can learn (even when it's difficult) and that the key to learning is putting in effort. **I will do my best to encourage a growth mindset in our class, and I hope you will do the same**."

> Learning and success in the course stems from the instructor and student working together toward this goal.

Deconstruct

Let's deconstruct your syllabus in terms of the different audiences it serves. Read through your syllabus and

- Write **INSTITUTION** next to the sections required / expected by your institution.

- Write **DEPARTMENT** next to the sections required / expected by your department.

- Write **ACADEMIC FIELD** next to the sections that demonstrate what's legitimate or valued by your academic field.

- Write **FACULTY** next to the sections that share your classroom's rules / policies, the relationship you expect to have with students, and what it takes to be a legitimate student.

Observe

Write down ideas, ah-ha's, or observations that come to you as you deconstruct your syllabus.

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Reflect

1. Count the number of sections for each audience type and note the totals.

    INSTITUTION:

    DEPARTMENT:

    ACADEMIC FIELD:

    FACULTY:

2. Were you surprised by the result? Why or why not?

3. What does the number of sections for each audience type suggest about who your syllabus is written for?

4. What did you learn from this part of the syllabus review?

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Being cognizant of who your syllabi are written for is important. With the varied purposes syllabi serve, it is inevitable that these documents will have information for institution, department, academic field, or faculty audiences. It is also likely that the parts that speak to these audiences also speak to students, offering information that you as faculty believe is for their benefit.

Consider the following statement on disability services that was included in a syllabus from a research university:

> **Disability Resource Center (DRC)** – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. **UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.**

This statement serves the **institution** by demonstrating compliance with federal policy (Rehabilitation Act of 1973, Americans with Disabilities Act of 1990). At the same time, this statement can be seen as serving **students** because it offers information about the disability resources on campus and what students have at their disposal.

Consider a second statement on disability services, this time from a community college syllabus:

> **SOMETIMES ASKING FOR HELP IS THE BRAVEST MOVE YOU CAN MAKE. YOU DON'T HAVE TO GO IT ALONE.**
> www.lidamovex.com
>
> **Americans with Disabilities Act (ADA) Statement:**
>
> "Students with disabilities who need any assistance or accommodations should contact the instructor."
>
> Disabilities are not a reflection of who you are, but of how your brain works. Maybe eventually we won't even call them "disabilities" anymore. Understanding how you learn is the first step to success. While I was in school I used their support services several times. I actually regret waiting so long to ask for help! If you know or think that you have any learning or physical disabilities, please contact the Disabled Student Programs and Services Office MA 100.
>
> **Email** DSPSLATTC@LATTC.EDU
> **Phone** 213-763-3773.
>
> The DSPS will then notify me of needed accommodations, such as additional testing time, note taker, etc.

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As with the first example, this statement serves the institution by naming the federal policy with which the college must comply (American with Disabilities Act). However, as compared to the first statement, the second speaks more to students by including:

- ***encouraging messages*** (e.g., "Sometimes asking for help is the bravest move you can make. You don't have to go it alone.")
- being ***written in an accessible way for students*** (e.g., "Understanding how you learn is the first step to success.")
- ***stating what will happen*** if students receive the accommodation ("The DSPS will then notify me of needed accommodations …")

Part 4 of the Guide takes a deeper dive into how syllabi serve students, and more importantly, how they can be a tool for equity-minded practice.

04. How does my syllabus demonstrate equity for racially/ethnically minoritized students?

As noted in Part 1, an equity-minded syllabus intentionally seeks to support students from racially/ethnically minoritized groups by incorporating the following six equity-minded practices:

DEMYSTIFYING college policies and practices

Provide students with the information they need to successfully complete the course and navigate the college

- Include basic information about the course (e.g., course description, objectives, instructor contact information and office hours, grading scheme)
- Includes information on how and where additional support can be obtained, from the instructor and campus support centers

Present information in such a way that a first-time college student can easily make sense of the syllabus

- Written clearly, in plain language, with limited academic jargon
- Formatted and ordered in a way that highlights what students need to know to maximize their learning and success

WELCOMING students and creating a classroom culture in which they feel cared for

Communicate care and support

- Use language and tone that makes students feel cared for and valued.
- Convey sensitivity to students' entering skill level, notes that aspects of the course can be challenging, and suggests that it is acceptable and beneficial for students to seek help, whether or not they are struggling.
- Convey a willingness to work individually with students who need extra help.

Establish respect and inclusion as class norms

- Set ground rules for respectful class discussion
- Include a class anti-discrimination policy
- Communicate commitment to talking through racist and discriminatory comments or behavior that arise in class or on campus

VALIDATING students' ability to be successful

Communicate belief that all students are expected to succeed

- Articulate that students—regardless of their stated intentions—are capable of obtaining their educational goals.
- Offer different types of assignments and forms of assessment that give students multiple ways to demonstrate their learning and strengths

CREATING A PARTNERSHIP in which faculty and students work together to ensure success

Communicate a commitment to working with students for their success

- State what you expect of students as learners, and what students can expect from you as an instructor

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- Articulate willingness to receive feedback from students about your teaching practices
- Articulate willingness to use a variety of teaching approaches to foster learning

Communicate respect for students as learners
- Articulate respect for students as autonomous, critical, and reflective learners
- State how class and course objectives will help students succeed in future academic work, and advance career and life goals

REPRESENTING a range of racial/ethnic experiences and backgrounds in assignments, readings, and other materials

Communicates the value of students' racial/ethnic backgrounds as sources of learning and knowledge
- Includes readings, activities, and assignments that are culturally relevant and inclusive
- Includes assignments that ask students to draw on their experiential knowledge and/or knowledge from their communities
- Includes assignments that ask students to investigate real-world problems affecting the communities from which they come

DECONSTRUCTING the presentation of white students as the 'norm'

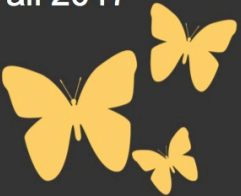**Promotes awareness and critical examination of students' assumptions, beliefs, and privilege**
- Includes readings, activities, and assignments that ask students to critically examine their assumptions about different racial/ethnic groups, and the privileges or disadvantages they accrue by virtue of their race/ethnicity

Promote awareness and critical examination of dominant norms and broader social inequalities
- Includes readings, activities, and assignments that ask students to examine the history and contemporary experiences of people and communities that face discrimination, racism, and marginalization
- Includes readings, activities, and assignments that ask students to question dominant, racialized norms, as well as inequalities in major social institutions (e.g., education, health, law)

Example of Equity-Minded Practices in a Syllabus*

Fall 2017

College Reading and Composition 1

English 101 Sec. 27280

Unit(s): 3 Lecture 3 Hours
Transferability: (UC:CSU)

"Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, revelling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community."
Bell Hooks

Prof. Jennifer Ortiz
Contact Information:
Email: ortizji@lattc.edu
213-763-5585 TE 5th Floor English Dept.

DECONSTRUCTING
This quote from bell hooks points to the existence and problems of dominant norms

Table of Contents Organized by page numbers

Meets Monday/Wednesday 3:00-4:50 and 3hrs Online TE 208

WELCOMING
This statement warmly brings students into the class

1: Greeting, Contact Info., Office Hours
2. Pre. Reqs., SLO's
3. What Materials do I need? How do I log onto CANVAS? How will my grade be determined?
4. Explanation of assignments, How will I submit my essays?
5 and 6. What support is available to help me reach my goals?
7. Policy on Academic Honesty, Make Up Exams, Late Policy and Attendance
8 Few final words
9, 10, 11. Assignment Schedule

Welcome to LATTC's English Department:

I am looking forward to working with each of you this semester. I've taught this course several times and I am always impressed by the quality work my students produce. I am confident that you will also create a strong collection of writings at the end of the semester. Remember, writing is a process and it takes work but being registered for this class is a good step towards becoming a better writer.

VALIDATING
This statement also affirms students' ability to become strong writers

Mindset: research shows that students with a growth mindset are more likely to reach their academic goals. We will read more about this for our first essay of the semester, but essentially a person with a growth mindset believes they can learn (even when it's difficult) and that the key to learning is putting in effort. I will do my best to encourage a growth mindset in our class, and I hope you will do the same.

Student Hours:
Monday 9-10:10
Tuesday 8:30-10:10
Wednesday 9-10:10
Thursday 8:30-10:10 or by appointment

1

CREATING A PARTNERSHIP
This statement explicitly notes what the instructor aims to do to foster students' learning

*This syllabus is used with permission of the instructor. The full syllabus is included in the Additional Resources section.

REPRESENTING

Including this image of Malcom X communicates the message that Black thinkers and activists are valued and legitimate sources of knowledge

"The future belongs to those who prepare for it today"
Malcolm X

How will my grade be determined?

Reading Summaries

10 @ 5= 50

Discussion Posts

12 @ 15 = 180

Synthesis Quiz

4 @ 15 = 60

Quizzes

4 @ 5 = 20

Assessment 40

Essay 1 40

Midterm 60

Essay 2 80

Essay 3 100

Final 100

Total = 730

Extra Credit will be available

What Materials Will I Need?

Times are hard and textbooks are expensive. Good news is I have uploaded **most** of your reading materials and all handouts onto our **CANVAS PAGE** (Can I get an applause?)
You will need ONE novel:
Citizen: An American Lyric By Claudia Rankine
ISBN-10: 1555976905

You will need a stapler and highlighter

Having access to a College Dictionary and *Roget's Thesaurus* (or electronic English /thesaurus) **will be very helpful**

Quick Tip:
Time: The expectation for all of your classes is that you will work for two hours outside of class for every hour spent in class. This out-of-class work can by studying, reading, writing, going to tutoring or office hours, or doing homework assignments, depending on the requirements of the class. To help you manage this workload, you should use a calendar to track your responsibilities (class, work, and home). I can also help you plan a schedule to maximize the time you have, especially if you are very busy with work or family responsibilities.

Gender Pronoun: Please let me know your gender pronoun preference.

Active participation will be rewarded!

How do I log on to CANVAS?
To be successful in the class you will need to log into CANVAS on a daily basis for additional readings, assignments, and handouts. This is mandatory and you will not be successful in this class unless you are checking the site regularly. Here is the link that walks you through how to log on:
http://college.lattc.edu/academictech/files/2015/11/LATTC-GettingStarted-Students-v2.pdf

Username = Student ID Number (example: 88123456)
Password = 88MMDD of our birthday (the 4 numbers that represent the month and day of
your birth. Example: 880601)
Student Help Desk:
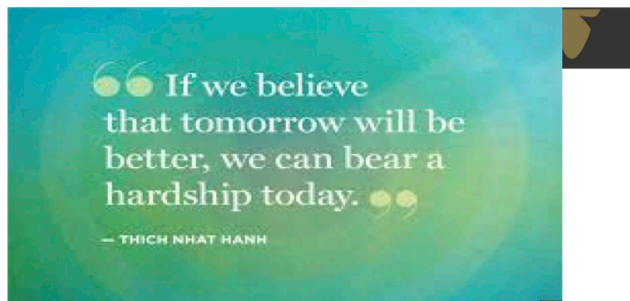office: MA-07A | email: online@student.lattc.edu | voice mail number (213) 763-3988

DEMYSTIFYING

This "quick tip" provides students clearly written advice on how to tackle course work

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> *If we believe that tomorrow will be better, we can bear a hardship today.*
>
> — THICH NHAT HANH

> Words are the only bread we can really share.
>
> Luis Alberto Urrea

What types of assignments will I have in this class?

VALIDATING
Offering different kinds of assignments (and explaining how these assignments work together) provides students with different ways to demonstrate their learning

Talking to the text (4T):
In this class, we will practice an active reading strategy known as "Talking to Text" (4T). It involves actively engaging with the assigned readings to better understand them.

Reading Quizzes:
After I verify your 4T notes, we will discuss the assigned readings. Sometimes at the beginning of class you will be quizzed on these readings. The quizzes are open book, open notes but closed for neighbors.

Synthesis Quizzes:
There will be four synthesis quizzes. These are much like the reading quiz but tougher, since you will be asked to identify and analyze connections between different essays. You will be given more time to complete them and you will be able to use your books and any notes.

Forum Discussions:
Every week I will post questions. You will investigate it on the internet, and report your findings back to the forum by the due date listed on your syllabus. Then also respond **to three** different postings. All of these activities are graded.

HOW WILL I SUBMIT MY ESSAYS?

Canvas

I require you upload all of your essays onto the turnitin.com link.

You will have timed essays (essays that you write under a time limitation) and longer essays that you will have several weeks to complete.

Please feel free to ask how to upload your essays. You can also contact the following department if you need help:

Student Help Desk:
office:
MA-07A |

email:
online@student.lattc.edu |

voice mail number:
(213) 763-3988

"WRITING IS THE PAINTING OF THE VOICE!"
VOLTAIRE

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Deconstruct

Let's deconstruct your syllabus in terms of equity-minded practices. For this inquiry process, it is important to note where your syllabus does *and* does not exemplify equity-minded practices. To this end, read through your syllabus and

- Write **DEMYSTIFYING** next to the sections that you believe exemplify this practice. Next to the sections where you do *not* think you demonstrate this practice, write **DEMYSTIFYING –**.

- Write **WELCOMING** next to the sections that you believe exemplify this practice. Next to the sections where you do *not* think you demonstrate this practice, write **WELCOMING –**.

- Write **VALIDATING** next to the sections that you believe exemplify this practice. Next to the sections where you do *not* think you demonstrate this practice, write **VALIDATING –**.

- Write **CREATING A PARTNERSHIP** next to the sections that you believe exemplify this practice. Next to the sections where you do *not* think you demonstrate this practice, write **CREATING A PARTNERSHIP –**.

- Write **REPRESENTING** next to the sections that you believe exemplify this practice. Next to the sections where you do *not* think you demonstrate this practice, write **REPRESENTING –**.

- Write **DECONSTRUCTING** next to the sections that you believe exemplify this practice. Next to the sections where you do *not* think you demonstrate this practice, write **DECONSTRUCTING –**.

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Observe

Write down ideas, ah-ha's, or observations that come as you deconstruct your syllabus.

1. Count the number of sections in your syllabus that demonstrate and do not demonstrate equity-minded practices.

	+	**−**
DEMYSTIFYING		
WELCOMING		
VALIDATING		
CREATING A PARTNERSHIP		
REPRESENTING		
DECONSTRUCTING		

2. Were you surprised by the result? Why or why not?

3. Which of the practices for equity-minded syllabi are generally present? Which are generally absent?

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4. For each equity-minded practice, pick one instance where it is demonstrated and one instance where it is not demonstrated (i.e., one instance of DEMYSTIFYING + and one instance of DEMYSTIFYING –). For each instance, first reflect on *how*, and then reflect on *why* you believe, it is an example (or not) of that equity-minded practice.

5. Imagine you are a student reading your syllabus on the first day of class.
   a. Do you feel that the instructor is willing to provide opportunities and resources for you to do well in the course, and to gain the knowledge and skills you need to succeed in subsequent courses? Why or why not?

   b. Do you feel that the instructor assumes that you want to learn and cares for your development as scholars and human beings? Why or why not?

6. General reflections

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05. What will I do now?

1. Based on the inquiry you did in Part 2 and Part 3, what changes, if any, do you intend to make to your syllabus? Consider how those changes will advance racial/ethnic equity in particular.

2. Is this an activity you would bring back to your department and/or campus? How would you go about doing so? For example, what steps will you need to take to hold a professional development workshop on syllabus review?

3. Syllabi are just one document (artifact) used in higher education. There are other documents as well, such as assignments, transcripts, and applications (e.g., admissions, financial aid, scholarship applications) that also speak to what the institution believes and values. What other documents might you look at to assess for equity-minded practice?

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Syllabus review is *not* about copying the "good" syllabus.

If you see any text used in the examples provided that will help you communicate your intended tone/culture, then feel free to copy and paste. However, the purpose of this activity isn't meant to communicate what should or should not be included in a syllabus or whether a syllabus is "good" or "bad." There is a large range of syllabus text that supports student success. Remember that syllabus review is an inquiry process that encourages self-reflection on the teaching beliefs, values, and approaches communicated in syllabi and the impact those teaching beliefs, values, and approaches may have on racially/ethnically minoritized students. The intended "take-away" of syllabus review is the importance of ***continuous, structured reflection using artifacts of practice***. Going further, syllabus review is meant to help you identify new practices to deploy in your classroom, the effectiveness toward achieving racial/ethnic equity you would monitor using data disaggregated by race and ethnicity.

Syllabus review is *not* about removing policies and rules from your syllabus.

Policies and rules play an important role supporting the structure of your institution and classroom. Instead of focusing solely on policies and rules, syllabus review is intended to help you look more holistically at your syllabus and the beliefs and values it communicates to your students. Do classroom policies and rules overshadow other syllabi content, like support services and resources? What tone or beliefs are communicated to students in the way policies and rules are written? If you were a student, reading the policies and rules, what impression would you have of the instructor and class in general?

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ADDITIONAL RESOURCES

On racial/ethnic equity in higher education

- Carnevale, A. P., & Strohl, J. (2013). *Separate & Unequal: How higher education reinforces the intergenerational reproduction of White racial privilege*. Washington, DC: Center on Education and the Workforce, Georgetown University. Retrieved from https://cew.georgetown.edu/cew-reports/separate-unequal/

- Witham, K. Malcom-Piqueux, L. M., Dowd, A. C., & Bensimon, E. M. (2015). *America's unmet promise: The imperative for equity in higher education*. Washington, DC: Association of American Colleges and Universities.

On conducting practitioner inquiry for racial/ethnic equity

- Bensimon, E. M., Polkinghorne, D., Bauman, G., & Vallejo, E. (2004). Doing research that makes a difference. *The Journal of Higher Education*, *75*(1), 104-126.

On the purposes of course syllabi

- Baecker, D. L. (1998). Uncovering the rhetoric of the syllabus. *College Teaching*, *46*(2), 58-62.

- Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. *College Teaching*, *50*(2), 55-61.

- Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus. *Communication Education*, *56*(1), 54-71.

On syllabi review for equity-minded practice

- Dowd, A. C., & Bensimon, E. M. (2015). "Enacting justice as care." In *Engaging the 'race question': Accountability and equity in US higher education* (pp. 61-92). New York, NY: Teachers College Press.

- Roberts, M. (2016). *The syllabus: A tool that shapes students' academic experiences*. Los Angeles, CA: Center for Urban Education, Rossier School of Education, University of Southern California

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For some faculty members, the syllabus is a guide that outlines what learners should expect in a course and clarifies what is expected of them. For students, the syllabus helps them figure out what they need to do to ensure they will pass the course. However, in many ways the syllabus conveys so much more than rules and course expectations and as such, serves a larger purpose that can shape the students' academic experiences and foster their success. In traditional syllabi that focus on rules and course expectations, instructors outline basic course requirements. However, with well-crafted syllabi, faculty design learning experiences that positively shape and alter how students perceive their instructors and seek assistance for academic challenges.

In this handout, we outline the traditional purpose of the syllabus, use findings from empirical and peer-reviewed articles to answer questions that are often asked about syllabi, and offer examples of language for syllabi that support or hinder learners' experiences.

THE STANDARD PURPOSE OF THE SYLLABUS

For the students:

- Provides learners with the expectations and required components of a course (Harnish & Bridges, 2011).

- Clarifies course expectations and goals along with the grading system used to assess learners' performance (Canada, 2013; Dowd & Bensimon, 2015; Slattery & Carlson, 2005).

- Sets the classroom's tone and motivates learners to set goals that are high, yet achievable (Slattery et al., 2005).

For instructors:

- Welcomes students to the class (Habanek, 2005).

- Serves as a planning tool that helps organize the work that students must complete during a course (Calhoon & Becker, 1995; Slattery et al., 2005).

- Helps faculty meet the course goals during the semester (Calhoon et al., 1995; Slattery et al., 2005).

For both:

- Often viewed as a contract between students and faculty, syllabi inform students about what to expect in a course and outline how they should interact with faculty (Calhoon et al., 1995; Dowd et al, 2015; Sulik & Keyes, 2014; Habanek, 2005).

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QUESTIONS ABOUT THE SYLLABUS: ANSWERS FROM PEER-REVIEWED ARTICLES AND EMPIRICAL RESEARCH

Students usually receive the course syllabus on the first day of class, however with the availability of online courses and electronic distribution of syllabi prior to the first day of class, this first point of contact between students and faculty may occur before the two meet face-to-face. Therefore, how the syllabus is written informs learners' decisions to complete or withdraw from a course (Smith & Razzouk, 1993), shapes the way they view the course and interact with faculty (Habanek, 2005; Harnish et al., 2011), and informs their decisions to seek assistance when academic difficulties arise (Perrine, Lisle, & Tucker, 1995).

Findings from a review of studies and articles, focused on syllabi and their influence on learners' academic experiences, answer four questions that are often asked about course syllabi:

- Do students use the syllabus beyond the first day of class?

- How can the language in the syllabus affect students?

- In what ways can syllabi provide help when students have academic difficulty?

- Why are the content and style of syllabi important, particularly for students of color?

Do students use the syllabus beyond the first day of class?

- Faculty perceive that students do not use the course syllabus beyond the early weeks of class or ignore it altogether however, this perception is not accurate (Calhoon & Becker, 2008).

- While students often focus on certain aspects of the syllabus over others (e.g., test or quiz dates and grading policies versus academic dishonesty policies and textbook information) (Becker & Calhoon, 1999; Marcis & Carr, 2003, 2004), they keep and refer to course syllabi periodically during the semester (Calhoon et al., 2008).

- Concerns about students' use of course syllabi can be addressed by referring to syllabus policies as needed (e.g., directing students to the document one week prior to an assignment due date) (Calhoon et al., 2008).

How can the language in the syllabus affect students?

- Unlike an instructor's class comments that may or may not 'stick' with learners, the syllabus is a physical document that students can access over the course of the semester. Therefore, it is important that faculty carefully choose language that encourage and motivate students.

- Language in syllabi often shape students' first impressions of instructors and help learners determine faculty's attitude toward teaching and learning (Harnish et al., 2011).

- When students believe language in the syllabus is friendly, they view instructors as warm and approachable and believe they are highly motivated to teach (Harnish et al., 2011).

- Syllabus tone sets the mood for the class and can range from pleasant and welcoming to formal and disciplinary or even condescending and demeaning (Slattery et al., 2014).

- Language that is pleasant and welcoming can:

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- encourage and motivate learners; this is particularly important in courses where students face academic difficulty.
- help readers recall information more easily than when they believe the language is unfriendly or punitive (Littlefield, 1991 as cited in Slattery et al., 2005).

- Harsh language in the syllabus can be intimidating and discouraging for some students (Ishiyama & Hartlaub, 2002; Singham, 2005) and as such, hinders their success.

In what ways can syllabi provide help when students have academic difficulty?

- When students know assistance is available to address their academic struggles, their concerns and anxiety about their difficulties are alleviated (Slattery et al., 2005).

- Explicit statements in syllabi that invite students to resolve academic struggles by speaking with faculty after class hours, encourage learners to seek support for trouble with coursework and are more effective than verbal offers of assistance from instructors (Perrine et al., 1995).

- When syllabi contain punitive language, students are less inclined to approach an instructor for academic assistance (Ishiyama et al., 2002).

Why are the content and style of syllabi important, particularly for students of color?

- Socio-historical discrimination of Blacks and Latinos in education, resulted in their unjust exclusion from educational opportunities (e.g., Ledesma & Fránquiz, 2015; Martin, 2000; Moses & Cobb, 2001). As college access increases for these students (Bowen & Bok, 1998; Lewis & Middleton, 2011; Solorzano, Acevedo-Gil, & Santos, 2015), they continue to learn the social mores in higher education settings.

- These students and other non-traditional college students (Rendon, 1994) benefit from "full-disclosure of the terms of success" (Collins, 1997[1], p. 2). In this process, faculty demystify the academy's ambiguous and confusing processes, give students access to the language of the institution, and improve their chances for success (Collins, 1997).
  - Examples of items that are usually unclear in syllabi: Details about effective work and study habits, definitions of terms such as 'office hours, and locations of important places, such as the bookstore and tutoring center.

- Content and style choices tell students whether or not instructors expect them to be successful and clarify how they can achieve this success (Collins, 1997; Slattery et al., 2005).

- Syllabi styles and practices that are effective and ineffective include:
  - Effective
    - Being warm and welcoming by including diversity-focused statements that invite students to interact with faculty (Slattery et al., 2005).

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[1] Terry Collins (1997), a first-generation college student, is a retired professor from the University of Minnesota.

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- Affirming students' beliefs that instructors expect them to succeed (Dowd et al., 2015; Slattery et al., 2005).
- Less effective (Rubin, 1985)
  - 'listers': specify the books and chapters that students must read each week with no rationale about why they were selected.
  - 'scolders': provide brief course content and extensive details about the different types of infractions that can result in loss of points and other forms of punishment.
  - Students perceive the less effective styles and practices as mistrustful; they prompt learners to believe that the instructor does not expect them to succeed (Collins, 1997).

EXAMPLES OF WELCOMING AND UNWELCOMING SYLLABUS LANGUAGE

Amidst the discussions about syllabi that are welcoming or effective and unwelcoming and less effective, we thought it would be useful to include examples of both types to serve as a guide during the process of redesigning course syllabi.

Table 1: *Examples of welcoming and unwelcoming language in course syllabi* (adapted from Harnish et al., 2011)

	Welcoming	**Unwelcoming**
Category Office Hours	Office Hours: 233 Jones Hall MWF 10:00–10:50 a.m.; TR 9:30–10:30 a.m. jsmith@hotmail.com I welcome you to contact me outside of class and student hours. You may email me, call my office, or contact the department and leave a message.	Office Hours: 233 Jones Hall MWF 10:00–10:50 a.m; TR 9:30–10:30 a.m. jsmith@hotmail.com If you need to contact me outside of office hours, you may email me, call my office, or contact the department and leave a message.
Category Course Goals	Some of the specific skills I hope you will obtain in this course are listed below. Being a critical consumer of information about mental processes and behavior is important; all of these activities will help you become one, and it is my hope that you will use the skills in your daily life.	Some of the specific skills you should obtain in this course are listed below. Because you are not yet a critical consumer of information about mental processes and behavior, all of these activities will help you become one, and if you are motivated enough, use the skills in your daily life.
Category Attendance	You should attend every class but extenuating circumstances arise that can make this difficult. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, you may be overextended. I ask that you come see me to discuss your options.	I expect you to attend every class. If you cannot attend a class, please let me know. If circumstances make you miss more than 3 classes during the semester, I will drop you from the class roster in accordance with the college's attendance policy.
Category Class Participation	All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.	Come prepared to actively participate in this course. This is the best way to engage you in learning the material (and it makes the lectures more interesting).

CONCLUSION

The course syllabus can be perceived solely as a means for sharing information about the course and rules for academic success. However, syllabi are an important form of communication with students that foster or impede their academic progress and success. As we consider practices that can be used to improve educational outcomes, particularly for students of color, effective redesign of the syllabus is one action that can be considered. With this physical document, we can shape the ways students view their instructors, the course and its material, their actions when they face academic difficulties, and overall, their course experience.

Fall 2017

College Reading and Composition 1

**English 101
Sec. 27280**

Unit(s): 3 Lecture 3 Hours
Transferability: (UC:CSU)

"Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, revelling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community."

Bell Hooks

Prof. Jennifer Ortiz

Contact Information:

Email: ortizji@lattc.edu

213-763-5585 TE 5th Floor English Dept.

Table of Contents Organized by page numbers

**Meets Monday/Wednesday
3:00-4:50 and 3hrs Online
TE 208**

Welcome to LATTC's English Department:

I am looking forward to working with each of you this semester. I've taught this course several times and I am always impressed by the quality work my students produce. I am confident that you will also create a strong collection of writings at the end of the semester. Remember, writing is a process and it takes work but being registered for this class is a good step towards becoming a better writer.

Mindset: research shows that students with a growth mindset are more likely to reach their academic goals. We will read more about this for our first essay of the semester, but essentially a person with a growth mindset believes they can learn (even when it's difficult) and that the key to learning is putting in effort. I will do my best to encourage a growth mindset in our class, and I hope you will do the same.

**Student Hours:
Monday 9-10:10
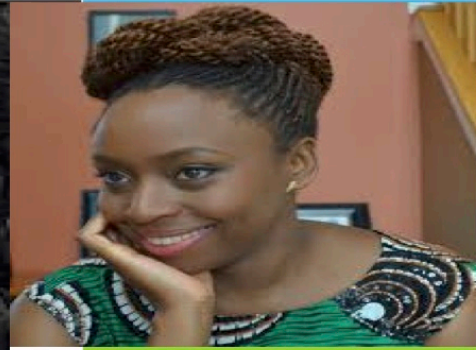Tuesday 8:30-10:10
Wednesday 9-10:10
Thursday 8:30-10:10 or by appointment**

1

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"A woman who writes has power, and a woman with power is feared." -Gloria Anzaldúa

www.thegirlgod.com

"The Problem with stereotypes is not that they are untrue, but that they are incomplete; they make one story become the only story."
–Chimamanda Ngozi Adichie

So, what will I learn?

This is the catalog description for this class, which sums up what this class focuses on:

In English 101, students extend their knowledge of the principles and structure of academic writing beyond the level of English 28 through the practice of writing essays and the analysis of non-fiction and select short and full-length fiction. The course includes an introduction to persuasive discourse, research skills, critical reading and thinking, and argumentation. Various compositions and extensive research assignments are required. English 101 fulfills the writing requirement for the Associate of Arts degree and fulfills the transfer requirement to a four-year college.

Pre-Requisites, Co-Requisites, and/or advisories for the course

Placement Exam
English 101

These are the Student Learning Outcomes for this class:
Upon successful completion of the required coursework, the student will be able to:

1.) Comprehend structure and themes of works of fiction and non-fiction, from short essays to full-length novels
2.) Conduct academic research
3.) Integrate sources using MLA format
4.) Demonstrate critical thinking and analytical skill

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"The future belongs to those who prepare for it today"
Malcolm X

How will my grade be determined?

Reading Summaries
10 @ 5= 50
Discussion Posts
12 @ 15 = 180
Synthesis Quiz
4 @ 15 = 60
Quizzes
4 @ 5 = 20
Assessment 40
Essay 1 40
Midterm 60
Essay 2 80
Essay 3 100
Final 100
Total = 730
Extra Credit will be available

What Materials Will I Need?

Times are hard and textbooks are expensive. Good news is I have uploaded **most** of your reading materials and all handouts onto our **CANVAS PAGE** (Can I get an applause?)
You will need ONE novel:
Citizen: An American Lyric By Claudia Rankine
ISBN-10: 1555976905

You will need a stapler and highlighter

Having access to a College Dictionary and *Roget's Thesaurus* (or electronic English /thesaurus) **will be very helpful**

Quick Tip:
Time: The expectation for all of your classes is that you will work for two hours outside of class for every hour spent in class. This out-of-class work can by studying, reading, writing, going to tutoring or office hours, or doing homework assignments, depending on the requirements of the class. To help you manage this workload, you should use a calendar to track your responsibilities (class, work, and home). I can also help you plan a schedule to maximize the time you have, especially if you are very busy with work or family responsibilities.

Gender Pronoun: Please let me know your gender pronoun preference.

Active participation will be rewarded!

How do I log on to CANVAS?
To be successful in the class you will need to log into CANVAS on a daily basis for additional readings, assignments, and handouts. This is mandatory and you will not be successful in this class unless you are checking the site regularly. Here is the link that walks you through how to log on:
http://college.lattc.edu/academictech/files/2015/11/LATTC-GettingStarted-Students-v2.pdf

Username = Student ID Number (example: 88123456)
Password = 88MMDD of our birthday (the 4 numbers that represent the month and day of
your birth. Example: 880601)
Student Help Desk:
office: MA-07A | email: online@student.lattc.edu | voice mail number (213) 763-3988

> If we believe that tomorrow will be better, we can bear a hardship today.
>
> — THICH NHAT HANH

> Words are the only bread we can really share.
>
> Luis Alberto Urrea

What types of assignments will I have in this class?

Talking to the text (4T):
In this class, we will practice an active reading strategy known as "Talking to Text" (4T). It involves actively engaging with the assigned readings to better understand them.

Reading Quizzes:
After I verify your 4T notes, we will discuss the assigned readings. Sometimes at the beginning of class you will be quizzed on these readings. The quizzes are open book, open notes but closed for neighbors.

Synthesis Quizzes:
There will be four synthesis quizzes. These are much like the reading quiz but tougher, since you will be asked to identify and analyze connections between different essays. You will be given more time to complete them and you will be able to use your books and any notes.

Forum Discussions:
Every week I will post questions. You will investigate it on the internet, and report your findings back to the forum by the due date listed on your syllabus. Then also respond **to three** different postings. All of these activities are graded.

HOW WILL I SUBMIT MY ESSAYS?

Canvas

I require you upload all of your essays onto the turnitin.com link.

You will have timed essays (essays that you write under a time limitation) and longer essays that you will have several weeks to complete.
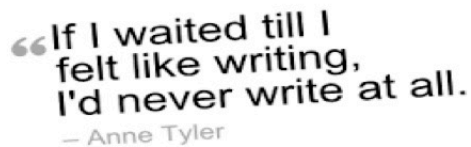
Please feel free to ask how to upload your essays. You can also contact the following department if you need help:

Student Help Desk:
office:
MA-07A |

email:
online@student.lattc.edu |

voice mail number:
(213) 763-3988

"WRITING IS THE PAINTING OF THE VOICE!"
VOLTAIRE

"If I waited till I felt like writing, I'd never write at all.
— Anne Tyler

What support is available to help me meet my goals?

LA Trade Tech College is committed to provide students with additional services to ensure student success. **Bridges to Success** serves "as a one-stop resource center bridging the community and campus by providing quality, student-centered services that connect students and community agencies with existing campus programs. Our goal is to reduce barriers to success and increase the ability of students to confidently access college and community resources."
Your one-stop shop where you can locate additional services:
Bridges to Success
LATTC Mariposa Hall (MA), 1st Floor Room #105
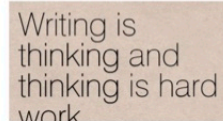**Call us:** (213) 763-5560
Email: Bridges@lattc.edu, (you will receive a response within 24 hours)
http://college.lattc.edu/bridges/

We also provide academic support through **Academic Connections**. Their mission is to provide "academic and student support services to all LATTC students. To ensure optimal student learning outcomes, career and personal success, as well as life-long learning strategies, students receive individualized, instructor-led, and computer-aided instruction designed to prepare them for a variety of academic and workplace opportunities. Specific services include: Computer Applications and Office Technology, GED Preparation, Learning Skills, Basic English and Math Skills, Noncredit ESL, ESL Civics, Computer Literacy, Certificates in College and Workplace Readiness, and General Tutoring." You may locate these services at:
Mariposa HallMA-109 Phone: 213-763-3754 or 213-763-3738
http://college.lattc.edu/academicconnections/academic-connections/about/

Quick Tip: Before you decide you are unable to stay in this class I encourage you to meet with me. We might be able to resolve your concerns.

Writing is thinking and thinking is hard work

SOMETIMES ASKING FOR HELP IS THE BRAVEST MOVE YOU CAN MAKE. YOU DON'T HAVE TO GO IT ALONE.

www.lizlamoreux.com

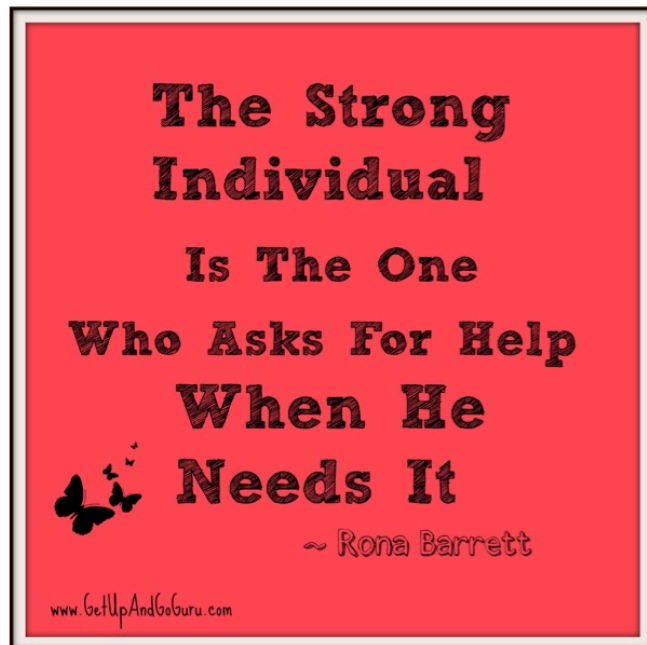## Americans with Disabilities Act (ADA) Statement:

"Students with disabilities who need any assistance or accommodations should contact the instructor."

Disabilities are not a reflection of who you are, but of how your brain works. Maybe eventually we won't even call them "disabilities" anymore. Understanding how you learn is the first step to success. While I was in school I used their support services several times. I actually regret waiting so long to ask for help! If you know or *think* that you have any learning or physical disabilities, please contact the Disabled Student Programs and Services Office MA 100.

Email DSPSLATTC@LATTC.EDU
Phone 213-763-3773.

The DSPS will then notify me of needed accommodations, such as additional testing time, note taker, etc.

Quick Tip: This course will honor multiple intelligences. We will talk about what this means more in class.

The Strong Individual Is The One Who Asks For Help When He Needs It

~ Rona Barrett

www.GetUpAndGoGuru.com

We're almost done just a few more things…

What are some policies I'll be expected to follow?

Make up exam:

No make-up exams will be given unless documentation is provided substantiating a dire emergency. You are expected to notify me and make arrangements for a make up exam. You will not be reminded. No assignments will be dropped or ignored. If you decide to drop the course, this is your responsibility. I will not automatically drop you if you stop coming to class.

Late Policy:

ALL ASSIGNMENTS are due on the due date and the beginning of class. **They must be turned in by the start of class on the due date.**
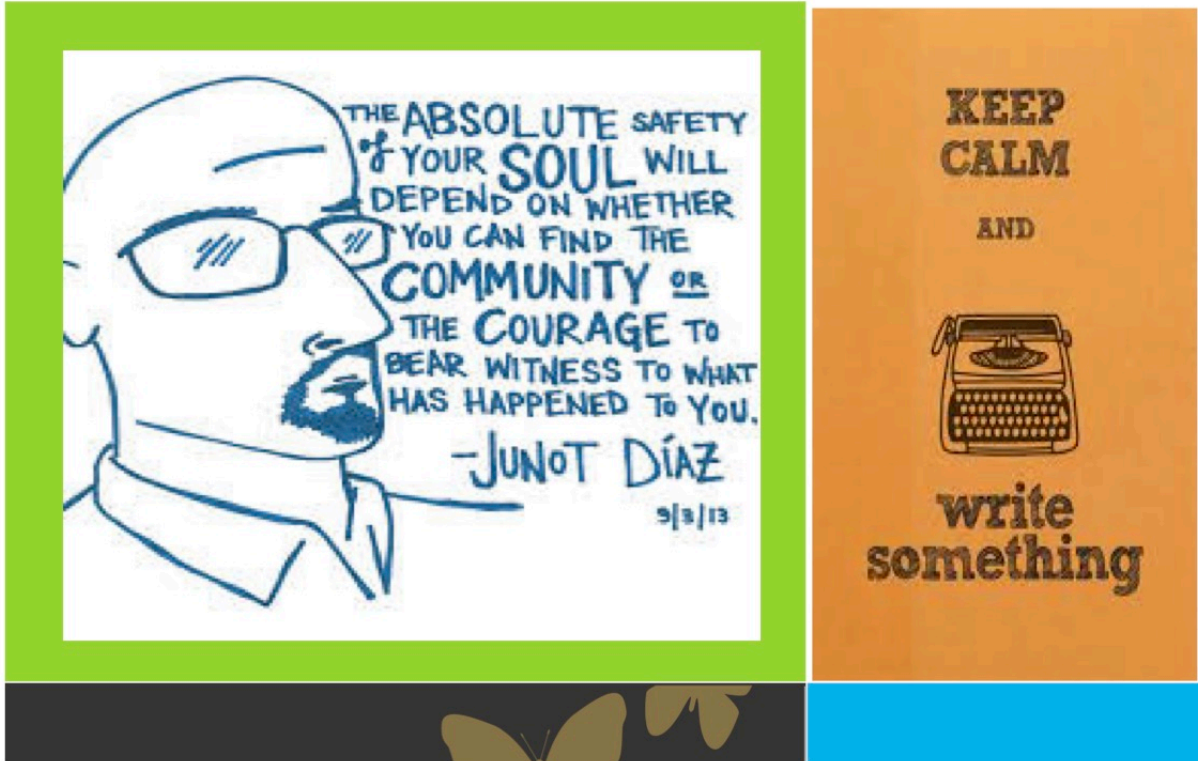1 late paper is accepted per student, per term, not to exceed two class periods. One letter grade is subtracted for each class period late.
I do not accept late work.
If you will be absent from class, you may email your take home assignment (responses and journals) before the start of class for credit. If I do not receive them before this time, you will receive no credit for the response/journal.

Attendance:

Class participation is mandatory to this course. I will expect you to have completed all your assignments and be prepared to participate in class discussions. If you miss four (4) assignments a semester, I will drop you from the class, or you will receive a W if the drop deadline has passed. In case of emergencies, such as a death in the family or medical issues, please let me know and you will be excused. If I see no course activity for two weeks, I reserve the right to drop you.

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THE ABSOLUTE SAFETY of YOUR SOUL WILL DEPEND ON WHETHER YOU CAN FIND THE COMMUNITY OR THE COURAGE TO BEAR WITNESS TO WHAT HAS HAPPENED TO YOU.

—JUNOT DÍAZ

9/3/13

KEEP CALM AND write something

A few more tips!

Come to class on time, every time, and plan to stay the entire time. We will take breaks, so don't worry! Make sure you use the break to use the restroom, make phone calls, text, or eat, and avoid those activities during class time. Do not leave the class during instruction or group activities except for emergencies.

Please turn your ringer off and remove ear buds when you come into class.

Be respectful to those who are talking by listening attentively. When others are talking, it is inappropriate to text, talk with a neighbor, or leave the class.

Come to every class ready to work. Bring your textbooks, a notebook, the syllabus, paper, and a pen or pencil every day. Have your homework completed by the start of class.

This class will abide by LA Trade Tech College Code of Conduct. You can find this on the LA Trade Tech College Website.

YOU DID IT!!!!! Thanks for hanging on!

Here's my contact information just in case you forgot:

ortizji@lattc.edu
213-763-5585
AH/TE 5th Floor

Date	Online Activities / Homework: All online work will be due on Friday 11:59 PM
Unit 1: Immigration and Education **August 28** **Week 1** **Monday: Syllabus Review, 4T Notes Instructions, intro to Freire** **Wednesday: Assessment**	Discussion Post "Pedagogy of the Oppressed" Reading Syllabus Quiz **Assessment (due on Wednesday 8/31 in order to stay enrolled)**
September 4 **Week 2** **Monday: Labor Day-No class** **Wednesday:** **Lecture: Freire** **Review Prompt for Essay 1**	Due: 4T's Due Monday Life in the Mississippi Aria Keeping Close to Home
September 11 **Week 3** **Monday:** **Review "Mapping** **Wednesday: Golden Lines and Intro Modeling**	Discussion Post: Intro and Thesis for Essay 1
September 18 **Week 4** **Monday: Thesis Workshop** **Wednesday: Writer's Workshop**	Due Essay 1 Friday
Unit 2: Freedom and Human Rights **September 25** **Week 5** **Monday: Rhetorical Triangle and tools** **Eval Emma Watson** **Chimamanda Ngozi Adichie** **Wednesday: Audience and Style –Malcolm X**	4T's Due Monday Discussion "The Ballot or The Bullet"

October 2 **Week 6** **Monday:** **Lecture on Intersectionality and Mapping** **"The Answer and the Question"** **Wednesday: TBA**	Discussion Adichie and Watson
October 9 **Week 7** **Monday: Midterm** **Wednesday: TBA**	Study for your midterm
Unit 3: Colonialism and Globalization **October 16** **Week 8** **Monday: TBA** **Wednesday: TBA**	Discussion "Colonialism and Globalization" 4T's "How the US Sparked…" "The Life of a Child Migrant"
Unit 4: Intersectionality and Identity **October 23** **Week 9** **Monday: Intro to Micro Aggressions** **"Be careful what you say"** **Wednesday: Cofer and Anzaldua – impact of MA**	Reading quiz on Intersectionality Readings "Myth of the Latin Woman" "How to Tame a Wild Tongue"
October 30 **Week 10** **Monday: Intro: Citizen, Chapel/Angelou** **Discussion** **Wednesday: Reading Poetry and Visual Art**	

November 6 **Week 11** **Monday: Review Prompt for Final Essay** **Wednesday: How to choose focus (model)**	Discussion Post: Preparation for Claudia Rankine's *Citizen*
November 13 **Week 12** **Monday: Model Intros and Thesis** **Wednesday: Model Body Paragraph**	Discussion Citizen Golden Lines
November 20 **Week 13** **Monday: Intros/Thesis Workshop** **Wednesday: Evaluating Sources and analysis**	Synthesis Quiz
November 27 **Week 14** **Monday: Quote/Research Matching** **Wednesday: TBA**	Discussion: Post four (4) sources with a brief analysis
December 4 **Week 15** **Monday: Student Conferences** **Wednesday: Student Conferences**	Discussion: Annals of Race
December 11 **Week 16** **Monday: In Class Final**	Research Essay Due Final Due