

Handout 1: Examples of Culturally-responsive Instruction

Instructions: In your breakout rooms, please discuss the following examples of culturally-responsive instruction.

Which example(s) look like they would fit your class?

Do you have an example you would add to the list?

1. A psychology instructor reviews photos in her PowerPoint slides to make sure racial representation is equitable and meaningful. She ensures her lecture examples utilize different cultural contexts.
2. An engineering professor embeds examples of successful engineering projects done in different parts of the world while lecturing about a particular engineering concept.
3. A political science instructor emphasizes the value of experiential knowledge in interpretation and understanding legal cases. When a student adds cultural context to a discussion of a particular case, the instructor affirms the student's contribution.
4. A public health instructor designs an assignment that encourages students to create a project to address the public health needs of a community of their choice.
5. A biology instructor frames a genetics lecture not around Gregor Mendel, but around researchers of color and women (e.g., Priya Moorjani, Kono Yasui, Rick Kittles and Barbara McClintock).

Sources:

Yale University Poorvu Center for Teaching and Learning: <https://poorvucenter.yale.edu/RacialAwareness>

and The Node: the community site for and by developmental biologists <https://thenode.biologists.com/kicking-notch-becoming-culturally-relevant-science-educator/education/>

Handout 2: Diversity, Equity and Inclusion (DEI) Statements

Instructions: In your breakout rooms, please discuss the following questions with regard to Statements 1, 2 and 3:

What messages does a DEI statement send to students?

How might having such a statement impact your class climate?

Statement 1

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Statement 2

The Honors College and its members strive to create an equitable and inclusive community in which all members are welcome, heard, and treated with respect. We uphold these values and take the opportunity to learn from each other. Our greatest strengths and most innovative ideas come from disagreements and collaborations among people with diverse perspectives, lived experiences, and expertise.

Statement 3

In [our classroom/insert course here], all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. _Your success at (name of university) and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

Source, Statement 1: University of Iowa College of Education. <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>

Source, Statement 2: Oregon State University <https://honors.oregonstate.edu/equity-diversity-and-inclusion-statement-hc-faculty-syllabi>

Source, Statement 3: The University of Kansas <https://cte.ku.edu/creating-inclusive-syllabus>

Handout 3: Inclusive teaching practices inventory

Instructions: Skim the list of inclusive teaching strategies. Mark the strategies that you are already using and choose 2-3 that you would like to try in your redesigned course, as follows:

✓ = I use this in my teaching or ☆ = I would like to try this in my teaching

Instructor-Student Interactions

- Learn and use students' names -- what they choose to be called and how they pronounce it.
- Clarify how you want students to address you, especially if you teach students from a range of educational and cultural backgrounds.
- Distribute a student background questionnaire early in the term to learn about students' Experience with the course topics, educational background, professional ambitions, general interests, etc.
- Encourage students to visit office hours, and use that time to ask about their experiences with course topics as well as their interests outside the class.
- Communicate high expectations and your belief that all students can succeed.
- Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
- Seek multiple answers or perspectives to questions.
- Avoid making generalizations about student experiences.
- Avoid making jokes at students' expense.
- Refrain from asking individual students to speak for a social identity group.
- Communicate concern for students' well-being, and share information about campus resources (e.g., Counseling & Psychological Services, Sexual Assault Prevention & Awareness Center, Services for Students with Disabilities).
- Communicate in writing and in person your goal of making learning equally accessible to all students.
- Welcome requests for documented accommodations as a chance to include everyone more fully.
- Carefully frame objectives when raising potentially sensitive or uncomfortable topics.
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker.
- Stop or intervene in a discussion if comments become disparaging or devalue other students' experiences.
- Avoid giving verbal instructions without a written corollary. (Multiple modes can be helpful to students with processing disabilities as well as English learners.)
- Allow ample time for any in-class activities that require substantial reading, and provide

guidance that reflects the fact that processing times will vary (e.g., how to approach the task given you may not finish reading, or what to do if you do finish it before the time is up).

- Elicit formative feedback from students about their learning experiences in the course (e.g. CEE's Mid-Quarter Inquiry survey).
- Ask a trusted colleague or CEE consultant to observe your class and collect data about how you include or interact with different students.

Student-Student Interactions

- Encourage students to learn and use one another's names.
- Use icebreakers regularly so students can learn about one another.
- Establish guidelines, ground rules, or classroom/community agreements for class participation.
- In class, have students work in pairs, triads, or small groups.
- Have students write and share about how their background can contribute to a particular class activity.
- For long-term teams, structure in check-ins and opportunities for peer feedback about group process.
- On the syllabus, identify collaboration or perspective-taking as skills students will build in the course.
- In class, explain the value of collaboration for learning. Speak of students' diverse perspectives as an asset.
- Provide students opportunities to reflect on what they learned through collaborative activities (formal or informal).
- Deliberately assign students to small, heterogeneous groups that do not isolate underrepresented students.
- Set up study groups that deliberately group students with different strengths.
- Have students complete a self-assessment inventory and discuss with peers.
- Have students complete low-stakes, small group activities that help them see and value the contributions of others.
- Establish ways for students to intervene if they feel a certain perspective is being undervalued or not Acknowledged.

Content

- Choose readings that deliberately reflect the diversity of contributors to the field.
- Use visuals that do not reinforce stereotypes but do include diverse people or perspectives.
- Use diverse examples to illustrate concepts, drawing upon a range of domains of information.
- Avoid references that are likely to be unfamiliar to some students based on their backgrounds (e.g., citing American pop culture from 'when you were in high school' in a class with many international students).

- Emphasize the range of identities and backgrounds of experts who have contributed to a given field.
- Use varied names and socio-cultural contexts in test questions, assignments, and case studies.
- Teach the conflicts of the field to incorporate diverse perspectives.
- Deliberately choose course materials with a range of student physical abilities in mind.
- Deliberately choose course materials with students' range of financial resources in mind.
- Analyze the content of your examples, analogies, and humor; too narrow a perspective may alienate students with different views or background knowledge.
- Include authors' full names, not just initials, in citations. (This can help emphasize gender diversity or unsettle assumptions about authorship).

Instructional Practices

- Assess students' prior knowledge about your field and topics so that you can accurately align instruction with their needs.
- Help students connect their prior knowledge to new learning (e.g., before introducing a new topic ask students individually to reflect on what they already know about the topic).
- Invite students to identify examples that illustrate course concepts.
- Use a variety of teaching methods and modalities (verbal, visual, interactive, etc.) rather than relying on one mode of engagement.
- Ask students for concrete observations about content (e.g., a reading, image, set of data) before moving to analytical questions. (This can give everyone a common starting point and model analytical processes you want to teach).
- Use a pace that lets students take notes during lecture.
- Clarify the expectations and grading scheme for each assignment.
- Create time in class for students to discuss and ask questions about assignments or expectations.
- Emphasize the larger purpose or value of the material you are studying.
- Structure discussions to include a range of voices: e.g., take a queue, ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use think-pair-share activities.
- Use brief in-class writing activities to get feedback on what students are learning and thinking.
- Use anonymous grading methods, when appropriate.

Adapted from: University of Michigan, Center Research for on Learning and Teaching (2016) and Penn State University, Shreyer Institute for Teaching Excellence (2015).

Handout 4: Action plan for inclusive remote teaching

Recommendation	Definition	Example	Your plan
Know your students	Learning about your students provides insights that can inform your teaching choices. This includes knowledge about courses they have already taken, their interests, their career goals, and their experiences with remote learning. When you learn about your students, you learn about their various lived experiences. This can help you to design an equitable class.	(1) Taking a survey of students at the beginning of class to get to know their interests, goals, preferred name, preferred pronouns, time zone they're studying in, background in the subject area you're teaching, etc. (2) Get data at knowyourstudents.ucdavis.edu	
Structure for equity	Building equitable practices into your course improves student learning. This means that course artifacts, such as the syllabus, remote course map, and course schedule, as well as course content, policies, and your stated teaching philosophy, are designed with the idea of making the course more equitable for a diverse student population.	Writing up a clear remote course map that tells students exactly how to navigate your course remotely on a daily basis.	
Create safe learning spaces	Ensuring that your students feel valued and respected enhances learning. An important way to do this is to create an environment in your class where respect is the norm.	Working with students to establish course values or agreements.	

Handout 5: Sample Syllabus for Remote Instruction

Focus on Page 8: Remote Course Components

Please note: This is a generic syllabus. UHP/FYS will be providing a sample syllabus to UHP/FYS faculty that is very similar but that has language specific to UHP/FYS courses.

Course Title

Department, Course Number, and Section(s)
Class Live Zoom Time(s) and Days (if live and on Zoom)
Quarter | Zoom link

Contact Information

Instructor(s) name(s) and preferred pronouns (e.g., she/her/hers)
Preferred contact information (email address, forwarded office phone number)
Office hours
Contact information for AIs and/or TAs or other course support staff

Course Description

- Provide a course description consistent with that which appears in the course listings as well as any prerequisites for taking the course. Include in your description a mention of the fact that the course will be online. You also may want to introduce some of the activities students will engage in in your class (e.g., major projects or activities they'll complete; interactions with other members of the class, watching/attending live or asynchronous lectures, attending virtual office hours, etc.)
- You may also provide more detailed information about the course that will help students feel "invited" into the learning experience. You might answer the following questions: How will taking the course prepare students for future learning and/or professional work? How will the learning they will engage in during this course connect to their lives outside of the course? How will the course prepare students to be an engaged citizens of the world and their local communities?

Course Outcomes

List 4-6 student-centered course goals or learning outcomes. Outcomes answer the question: What should your students learn or be able to do as a result of participating successfully in your course? Identify modes of thinking and transferrable skills when possible. The best constructed goals are specific, measurable, and attainable. [Bloom's Revised Taxonomy](#) is a helpful tool in creating course-level learning outcomes. Contact the [Center for Educational Effectiveness](#) if you would like assistance with creating these outcomes.

Remote Course Components

- **Course geography.** Explain the online geography of the course. Will the course have both live (synchronous) and asynchronous activities? Which course activities will take place on Canvas? Which portions of Canvas will the students interact with (using Modules, turning in Assignments, getting Announcements from Canvas)? Which course activities will take place on Zoom?
- **Course Map.** The Course Map is the general sequence of activities students should follow each week. For example, if you want students to watch a short recorded lecture and take a brief post-lecture quiz on Tuesdays prior to a live class meeting on Wednesdays, and then post to the discussion board only after Wednesday the live class meeting, you will need to say this explicitly in your syllabus. (Note: The less this sequence varies from week to week, the more time students can spend on learning course content, rather than trying to learn a new process to follow each week. See the “Course Map” sample near the end of this document.)
- **Technology needs.** Explain any software or other technology-related items that students will need to have for your class. Include information about where students can get it, the cost, and possible alternatives that may be less expensive, free or more accessible. Consider including links to information that can help students with understanding what the software is/does, and understanding the process of obtaining/downloading it, as applicable.
- **Communicating with the professor.** Explain your communication process. Tell students how often they can expect to hear from you with information about the course (e.g., daily, weekly, etc.) and through what channels (for example, e-mail, Canvas Announcements, Canvas Inbox, Canvas Discussions, etc. Let students know how quickly you will respond to emails or other communications from them. If your students know that you will respond within 24-36 hours, it is less likely you will receive repeat emails. Make this timeline realistic for your workload.
- **Communication in this class.** Explain student norms for participation in live Zoom sessions and for all course communications. These could include using respectful language and preferred names and pronouns. These could also include Zoom-specific practices such as staying muted during Zoom meetings, raising your hand to speak, and using the chat to ask questions and other Zoom-specific practices for interactive portions of your class.
- **Instructions for unanticipated connection problems.** Give students a communication plan for unanticipated events, such as internet outages or inability to connect to Zoom. For example, tell students that if their internet goes out during a Zoom session, they should look in Canvas Announcements for information about how to proceed. Or if their internet continues to drop during a Zoom session, do you want them to inform you? Should they keep trying to connect for the whole class, or just try for 10 minutes and then email you? Give students guidelines for likely scenarios.

Texts, Materials, and Supplies

- List required and non-required texts including: title, author, ISBN #, edition, and where each text can be purchased, borrowed from, or found (e.g., Canvas course page).
- List all required materials or equipment (e.g., lab notebooks, specific calculators, safety equipment, supplies) and where to find these items. Keep in mind that students may not have access to all of these materials, or may not know where to obtain them. Where possible, direct students to sites or other locations where these can be obtained.
- Include information about any required class events that have an additional cost or that will occur outside of regular class time. In a remote teaching environment, these may be things like attending a free or paid live video presentation of an event (extra cost and extra time commitment).
- Consider a statement indicating free or reduced-cost options that exist for obtaining course materials. Further, encourage students to speak with you if they experience logistical challenges in obtaining materials or participating in required experiences.

Grading/Assessment

- **Grading approach.** Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work. During the period of remote instruction, you may wish to change your grading structure (e.g., move from two midterms and a final to a series of low-stakes alternative assessments). You can find information about alternative assessments at the [UC Davis Keep Teaching website](#).
- **Assignments and grading.** Provide a grading scale (e.g. 90-100 A) and a breakdown of how much each individual assignment or group of assignments is worth in terms of the overall grade. Make it clear to students if you are using a points system or percentages. Example:

Grades for this course will be determined through a number of assignments. I recognize that different kinds of assignments feed into the strengths of different students, and I work to provide a range of opportunities for you to show what you've learned. Final Grade Breakdown:

Discussion Posts ___% of final grade or # of points
Online quizzes ___% of final grade or # of points
Homework ___% of final grade or # of points
Project Draft ___% of final grade or # of points
Final Project ___% of final grade or # of points

Grading Scale:

100-90	A
89-80	B
79-70	C
69-60	D
59-Below	F

- **Late Policy.** Indicate your policy on late work, missed exams, and regrading. Regrading is especially important to clarify if you have TAs that will be grading in the course.
- **Academic Integrity.** Provide a statement on academic integrity, including when and what type of collaboration is permitted. The [UC Davis Keep Teaching website](#) contains suggestions for assessments that promote academic integrity in remote courses. You might also consider having students write up by hand, sign and upload a photo of a statement of academic integrity at the beginning of the quarter. Example statement on academic integrity:

Your learning in this class is important; therefore, I expect you to do all of your own work in this class and collaborate only in ways that are specifically outlined in the assignment instructions for this class. Accordingly, students must adhere to the [UC Davis Code of Academic Conduct](#) regarding academic integrity. If there is a lapse in academic integrity (i.e., if you cheat, plagiarize or otherwise engage in academic misconduct), you may receive a “0” on that assignment. Depending on the severity of the lapse, a report may be sent to the Office of Student Support and Judicial Affairs. The best way for you to learn and to meet your academic goals is to do all of your own work. If you have questions about what constitutes academic misconduct, please e-mail me and I can provide further guidelines. I want you to have a successful experience in this class, and I am always available to support you in this goal.

Student Coursework and Assignments

- Describe each graded component in enough detail that students reading will have a *general* understanding of the amount of and type of work required. Include information about the assignment’s purpose and a general overview. Provide the full assignment prompt in a separate document rather than within the syllabus to avoid syllabus overload. Example:

***Final course project:** The final project will allow you to demonstrate your learning on each of the three course units and reflects the type of work that experts in our discipline do in the field. You will work on the project throughout the quarter, integrating what you have learned into a Project Draft, which you will submit for a grade. After you receive peer/instructor/TA feedback on your Project Draft, you will then revise it and turn it in at the end of the quarter for a Final Project grade.*
- Describe what students will be required to do to prepare for class and/or complete weekly homework. Include information here about “best practices” for maximizing their learning (e.g. attending study sessions, taking good notes). You may also want to include a link to the [UC Davis Keep Teaching website section on Student Resources](#) to provide students with some guidance on how to approach remote learning during the quarter.
- Explain to students how they will submit work in the remote environment (e.g., through Canvas Assignments, e-mail, Dropbox, and so on) as well as how to fill out the subject line and/or filename to aid in the management of student assignments, Lastname_FirstName_Assignment.

Attendance and Participation

- **Attendance.** Describe your attendance policy. Will students be required to attend live sessions? If so, what will count as attendance in those sessions? Will it be okay for students to do most or a portion of the class asynchronously? Will you be taking video views into account as part of your attendance policy? (You may want to think about the time zones students are located in, as well as whether they will have access to internet bandwidth required for live sessions. A pre-course survey can help with this. You may also want to check knowyourstudents.ucdavis.org for results of the Summer 2020 Technology Access Survey for aggregate information about student access to technology.)
- **Participation.** Describe the function of classroom participation within the course as well as your expectations for how students should participate. (Note: This should be in alignment with your discussion about communication in the Course Components/Course Map section of your syllabus.) Explain whether participation is required and how it will be assessed. For example:

Be explicit about how you want students to interact online. Will you expect them to interact in BreakOut Rooms on Zoom? Will you want them to post on the Discussion Board? Will they need to interact with group members outside of class independently? If so, mention some tools they may want to use (e.g., Zoom, Slack, Facetime, Google Hangouts). For example:

Discussion and participation are an important part of this remote course. You will learn better and more effectively if you come to class ready and willing to take part in group knowledge building. Your participation grade for this class will be based upon the small group work I ask you to do during live Zoom sessions (as evidenced by work on a Google Doc that is assigned to each group), and your participation on the Canvas Discussion Board. I will provide you with a provisional participation grade at three checkpoints during the quarter.

Classroom Climate

- **Course agreements.** Consider including course agreements for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive. You may also want to invite, but not require, students to turn on their cameras during live sessions to build trust in the classroom and enhance student learning. You may also want to invite students who may feel uncomfortable using a camera to contact you to find other accommodations (e.g., using a photo). This will also give you an opportunity to learn more about your students' access to technology.
- **Diversity, Equity and Inclusion statement.** Include a diversity, equity and inclusion statement in your syllabus to communicate your approach to creating an equitable and supportive environment in your classroom. You might include information about your views of diversity as an asset for learning, steps

you will take to ensure that every student has a voice, and a discussion of how the contributions of diverse scholars have enriched your discipline.

- Encourage students to speak with you, the department chair, or their advisors about any concerns they have about classroom dynamics and/or classroom climate.

University-Wide Policies and Information

The instructor and/or department may decide which university-wide policies to include on the syllabus. Examples of some types of university-wide policies that may be included on syllabi are given below. Customize using UCD's policies.

COVID-19

Let students know you care about their health. Provide information about where students can get more information about UC Davis' COVID-19 response, including official campus communication for updates: [UC Davis News Page](#), [UC COVID-19 Page](#), and [Campus Operating Status](#).

Academic Integrity

Each student in this course is expected to abide by the UC Davis Code of Academic Conduct. Any work submitted by a student in this course for academic credit will be the student's own work. The UC Davis Code of Academic Conduct can be found here: <https://ossja.ucdavis.edu/code-academic-conduct>. More information about academic integrity and why it matters can be found here: <https://ossja.ucdavis.edu/academic-integrity>.

Resources for Students

The syllabus can be a place for students to find support for academic and non-academic challenges that can impact their learning. Some of the resources for students that can be highlighted in the syllabus include those listed below.

UC Davis Campus Diversity Resources

Include a section on support resources on campus that students can access remotely and in-person when campus is open.

UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. This commitment is embodied in the [UC Davis Principles of Community](#). As your instructor, I am also committed to celebrating and nurturing the diversity and strengths of all members of our class, and of our class as a whole. The following is a list of many of the centers and departments across campus that support students as part of UC Davis' commitment to diversity.

- [AB540 & Undocumented Student Center](#)
- [Center for African Diaspora Student Success](#)
- [Center for Chicanx and Latinx Academic Student Success](#)
- [Native American Academic Student Success Center](#)

- [Cross Cultural Center](#)
- [LGBTQIA \(Lesbian, Gay, Bisexual, Trans, Queer, Intersex and Asexual\) Resource Center](#)
- [Middle Eastern, North African, South Asian Student Resources](#)
- [Student Recruitment and Retention Center](#)
- [Women's Resources and Research Center](#)
- [Aggie Compass Basic Needs Center](#)
- [Community Advising Network](#)
- [Office of Educational Opportunity & Enrichment Services](#)
- [Harassment & Discrimination Assistance and Prevention](#)

Consult the [UC Davis Office of Diversity, Equity, and Inclusion Coronavirus Resources](#) and the [CEE student support Just-in-Time Teaching resource](#) for references to other groups that support students on campus.

Preferred Names and Gender Inclusive Pronouns

In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about preferred names and pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. I encourage you to post your pronouns in Zoom and use the pronouns that others have identified as their preferred pronouns. See: <https://lgbtqia.ucdavis.edu/name-and-gender-changes-ucd> and <https://lgbtqia.ucdavis.edu/guide-pronouns-allies>.

Disability Resources

At UC Davis, we strive to make the academic experience accessible and inclusive. As your instructor, I am committed to an accessible and inclusive experience for all students. If you anticipate or our experience barriers based on disability, please contact the UCD Student Disability Center at 530.752.3184 or via e-mail at sdcc@ucdavis.edu. You can also visit the UCD Student Disability Center website for information about requesting academic accommodations. See: <https://sdc.ucdavis.edu/>.

Academic Assistance and Tutoring Centers - Writing

If you have questions about writing or would like to meet with a writing tutor, the UCD Academic Assistance and Tutoring Centers (AATC) offers online tutoring for UCD students. Writing tutors and specialists can assist by providing feedback on the strength of an argument, clarity, and organization. Visit the AATC website to make an appointment: <https://tutoring.ucdavis.edu/writing>

Student Health and Counseling Services

UC Davis Student Health and Counseling Services or SHCS provides a wide variety of medical, mental health and wellness services to all registered UC Davis students regardless of insurance coverage. Most services are provided through scheduled appointments; however, acute care (services without appointments) for acute medical and mental health needs are also available. For more information, visit: <https://shcs.ucdavis.edu/about>.

The Pantry

The goal of the Pantry is to fight food insecurity, promote health, fresh food, and ensure that all students have access to food and basic necessities. The Pantry is a free resource for all students at UC Davis. See: <https://thepantry.ucdavis.edu/>

COURSE MAP

(Ko & Rossen (2017) discuss the necessity of providing your students with a “map” with which to navigate your course in an online environment. The course map below is an example of a way to organize your class so that students know exactly what they need to do and in what sequence, which is important for student success in the shift to remote learning. For this section, you may want to complete this template using your first content module and include it in your syllabus. It is a best practice to go over this with students verbally during the first class if you are teaching live so that they can ask questions and so that it establishes in their minds a clear process for navigating your course. If you are teaching asynchronously, you might consider making a video in which you go over the syllabus in some detail. Directions for the instructor about how to write up a course map are italicized in the template below. This is a course map for a two-day per week class.)

WEEK 1 COURSE MAP

This document provides you (the student) with an overview of a module for this course using our first week of content. A module is a topical unit for our course. You will work through one module (*every week/every two weeks*). As you work through the Module, please follow the sequence given below, which is the same as that given on our Canvas course. This is your “roadmap” for the class so that you have a clear sense of the purpose and sequence for this module’s tasks. It also provides specific instructions for any submissions you will need to make for this module.

Module 1 Learning Outcomes

In this module, you will learn to:

1. *Instructor fills these in with the learning outcomes for the module*
- 2.
- 3.

Tuesday/First Class Session DATE

Prepare | Read

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Prepare” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. Include any tasks you want them to do in this section (e.g., take notes, complete the study guide, summarize/respond to the reading) as well instructions as to whether students will submit any materials and how.*

Materials:

Study Guide for Reading 1

Reading 1 (to prepare for Lecture Video 1)

Learn | Attend Zoom class session or watch video

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Learn” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. Include any tasks you want them to do in this section (e.g., take notes, complete the study guide, summarize/respond to the reading,) as well instructions as to whether students will submit any materials and how.*

Materials:

Lecture Video/Zoom Session 1

Homework/Activity 1 (based on Lecture Video 1)

Apply | Homework assignment

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Apply” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. Include any tasks you want them to do in this section (e.g., take notes, complete the study guide, summarize/respond to the reading,) as well instructions as to whether students will submit any materials and how.*

Materials:

Homework/Activity 2 (extending or applying knowledge)

Homework/Activity 3 (extending or applying knowledge)

Additional Resources

Instructions: *Instructor fills this section in with a numbered list of instructions, if any, for the “Additional Resources” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why these materials will help them with their learning. Include any items you would like students to pay particular attention to. You might also want to briefly annotate each resource with background information or information explaining its relevance to the course.*

(Space for additional/optional readings, handouts, etc. Do not put resources here if you want students to use them in a particular sequence. If they are part of your instructional sequence, build them into the main content area of your Canvas Module, but keep in mind that the workload should be manageable for students to complete.)

Thursday/Second Class Session DATE

Review

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Prepare” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. It **may**, if time permits, have instructions for a specific, low-barrier task (e.g., “Write a question you have about last lecture and be prepared to ask it during the Zoom lecture”). This low-barrier task is optional.*

Materials:

Bulleted summary of last class session

Short statement of how the last class session relates to this class session

Prepare | Read

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Prepare” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. Include any tasks you want them to do in this section (e.g., take notes, complete the study guide, summarize/respond to the reading) as well instructions as to whether students will submit any materials and how.*

Materials:

Study Guide for Reading 1

Reading 1 (to prepare for Lecture Video 1)

Learn | Attend Zoom class session or watch video

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Learn” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. Include any tasks you want them to do in this section (e.g., take notes, complete the study guide, summarize/respond to the reading,) as well instructions as to whether students will submit any materials and how.*

Materials:

Lecture Video/Zoom Session 2

Homework/Activity 1 (based on Lecture Video 2)

Apply | Homework

Instructions: *Instructor fills this section in with a numbered list of instructions for the “Apply” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why this will help them with their learning. Include any tasks you want them to do in this section (e.g., take notes, complete the study guide, summarize/respond to the reading,) as well instructions as to whether students will submit any materials and how.*

Materials:

Homework/Activity 2 (extending or applying knowledge)

Homework/Activity 3 (extending or applying knowledge)

Additional Resources

Instructions: *Instructor fills this section in with a numbered list of instructions, if any, for the “Additional Resources” section. Begin with a sentence or two at the beginning of the instructions explaining to students the purpose, i.e., why these materials will help them with their learning. Include any items you would like students to pay particular attention to. You might also want to briefly annotate each resource with background information or information explaining its relevance to the course.*

(Space for additional/optional readings, handouts, etc. Do not put resources here if you want students to use them in a particular sequence. If they are part of your instructional sequence, build them into your Module, but keep in mind that your module should be manageable for students to complete.)

The instructor may want to end the instructions for the module with a note about any special circumstances applying to the Module, a summary of or due dates connected to the module, a preview of the topic of the next module, a restatement of posted virtual office hours and a reminder of your availability, or a note of encouragement for students. Sign off with your name and photo to increase instructor presence.

Course Schedule

[This course schedule provides an overview of the course that is more broad than that included in the Course Map. Include dates you plan to cover specific topics (with reading assignments), the due dates for major assignments, and the due date for the final exam or final project. Consult relevant academic calendars and keep in mind religious holidays and significant campus events.]

Date	Topics/Assigned Readings/Homework	Major Assignments and Deadlines

Adapted from Washington University in St. Louis (n.d.). Constructing a Syllabus.

<https://teachingcenter.wustl.edu/resources/course-design/constructing-a-syllabus/>

Syllabus References

Ko, S., & Rossen, S. (2017). *Teaching online: A practical guide*. Taylor & Francis.

Pasadena City College (n.d.) <http://online.pasadena.edu/faculty/files/2012/02/Online-Syllabus-Example-CANVAS-New-Login.pdf>

Washington University in St. Louis (n.d.). Constructing a Syllabus.

<https://teachingcenter.wustl.edu/resources/course-design/constructing-a-syllabus/>

Creating an Inclusive Remote Class Environment - Helpful Links

Sample questions for pre-course surveys (UCD Keep Teaching website)

<https://tinyurl.com/KTprecoursesurvey>

Sample questions for pre-course surveys (College of Agricultural and Environmental Sciences)

<https://tinyurl.com/CAESquestions>

Examples of Diversity, Equity and Inclusion statements by UC Davis faculty

<https://tinyurl.com/DEIstatements>

Examples of UC Davis faculty course agreements

<https://tinyurl.com/UCDagreements>

Academic Technology Services

Assistance with academic technology (e.g., Canvas, Zoom, Piazza)

trainers@ucdavis.edu