

Writing Syllabi that Promote and Embrace Diversity and Inclusion

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May 1, 2021



Goal: Contributing and sharing ideas on creating effective syllabus that help us communicate better with our students, and help every student grow despite the background

I will try my best to bring some of the ideas, challenges and contributions

Reasoning



I believe that starting with an effective syllabus and making an ongoing effort to ensuring that every voice is heard, and every student can thrive and learn, can lead to a successful course outcome.

Objectives

Creating policies, statements, and information that establish communication and behaviors that are inclusive

Using effective resources such as textbooks, videos and articles, that satisfy the needs of a diverse audience

Communicating and setting expectations for a constructive dialogue despite differences, respecting each other's opinions, clarifying, explaining, and providing scientific facts.

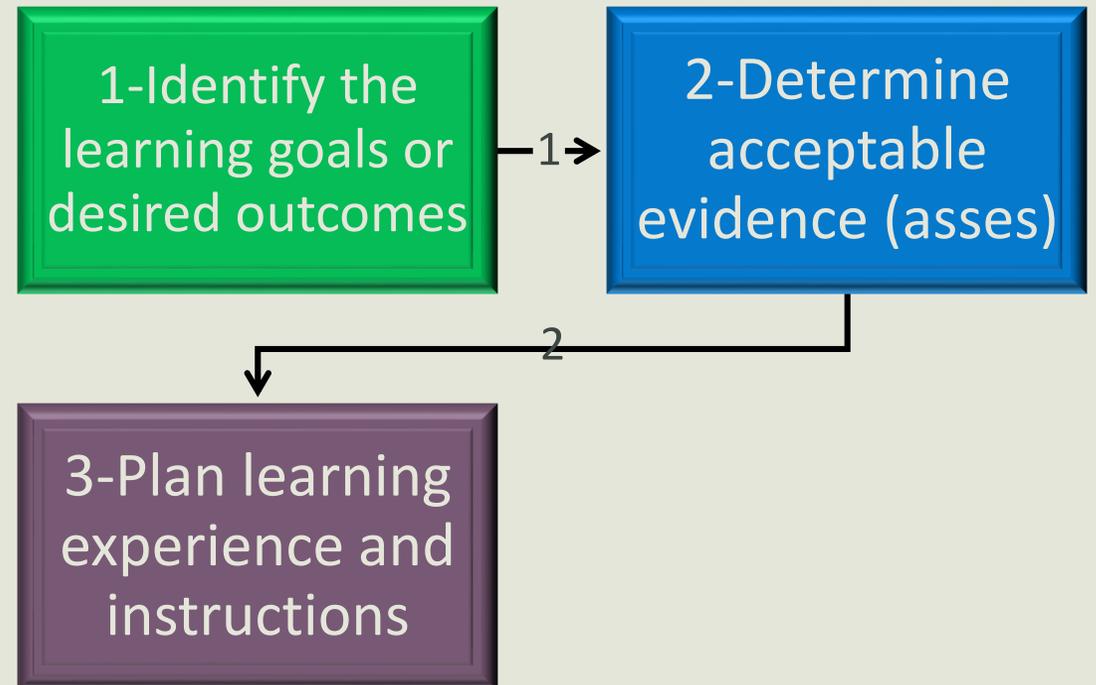
Stages of designing for a good structure of the course.
(Students come to us not unprepared, but prepared differently)

When you use UDL, you assume that barriers to learning are in the design of the environment, not in the student.

Design



Stages of backward design



An overview and Stages of backward design



- **The syllabus is an overview of learning objectives, content, resources assessment, and major guidelines and policies**



1

- **Plan the materials and resources that will help students meet the learning objectives for the course**



2

- **Design the strategies that I will apply to know that students are making progress**
- **(variety and depth of assessment tasks)**



3

- **Develop activities and assessments that will be organized during the semester.**
- **(What activities will equip students with the desired knowledge and skills?)**

Ensuring **multiple means of engagement**, **action and expressions**, and **representations** for writing inclusive syllabus

Two sides of the coin

- Syllabus gives students a first impression about what to expect.
- Syllabus helps the instructor set the class climate, communicate specific learning expectations, and discuss various options and needs for all students .

Providing multiple means of engagement:

Outlining the learning goals and objectives, the relevance of the content, and any opportunities for choices within the course.

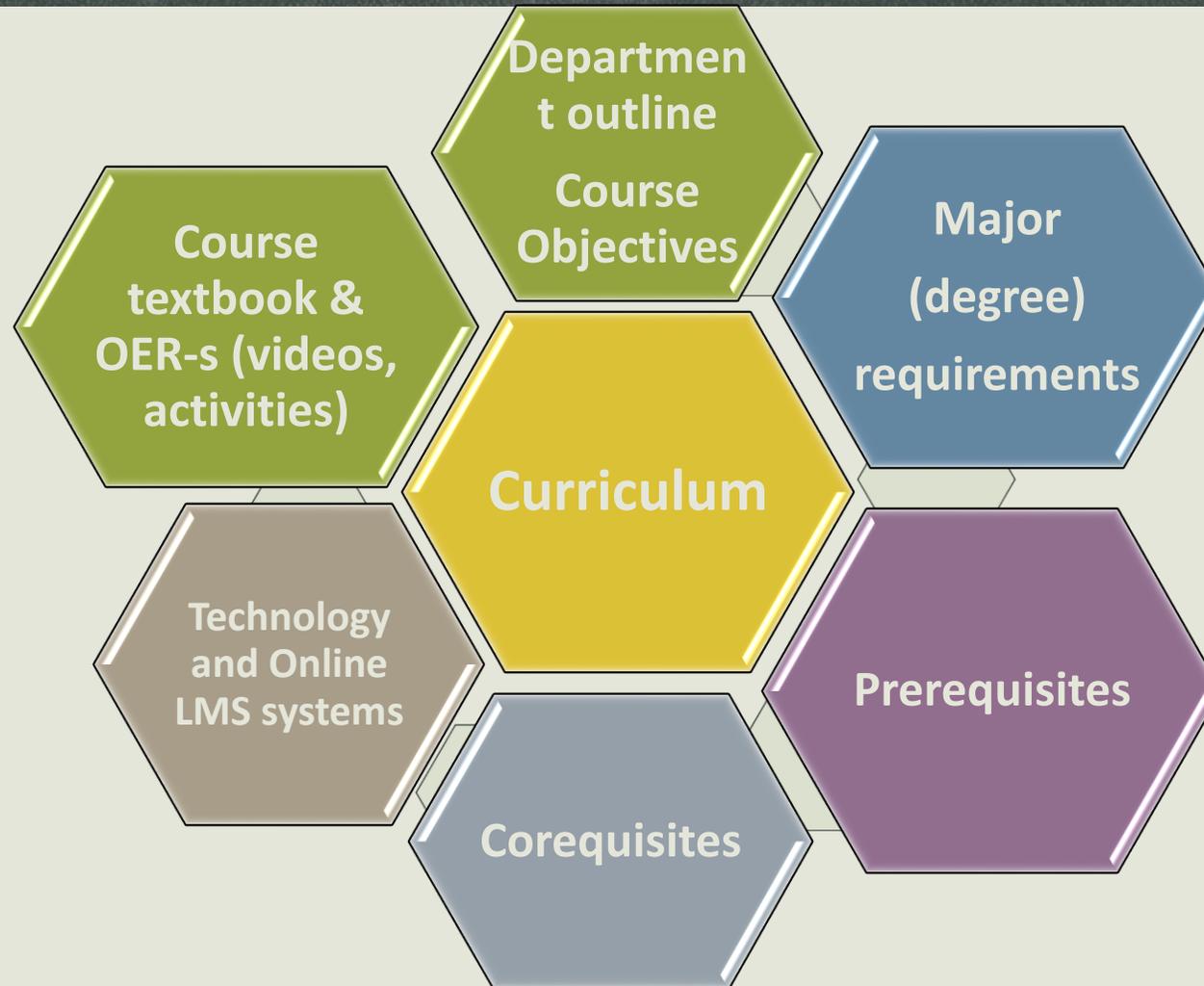
Providing multiple means of action and expression:

- Using the syllabus to communicate routines to establish expectations, outline the timing and format of assessments, and offer resources.

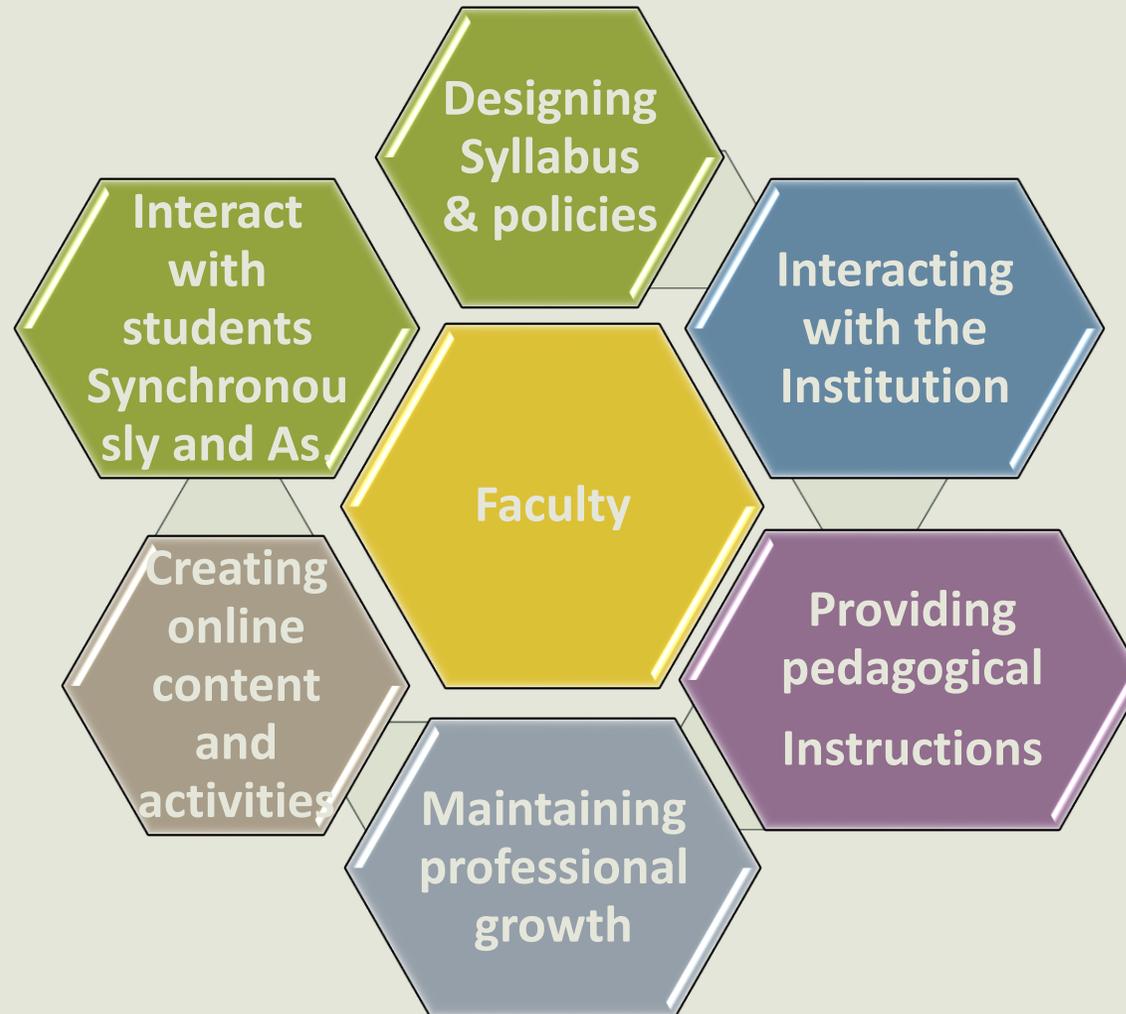
Providing multiple means of representation:

- **Being explicit about the ways in which students can access content (e.g., textbook, slides, course website, videos, LMS).**

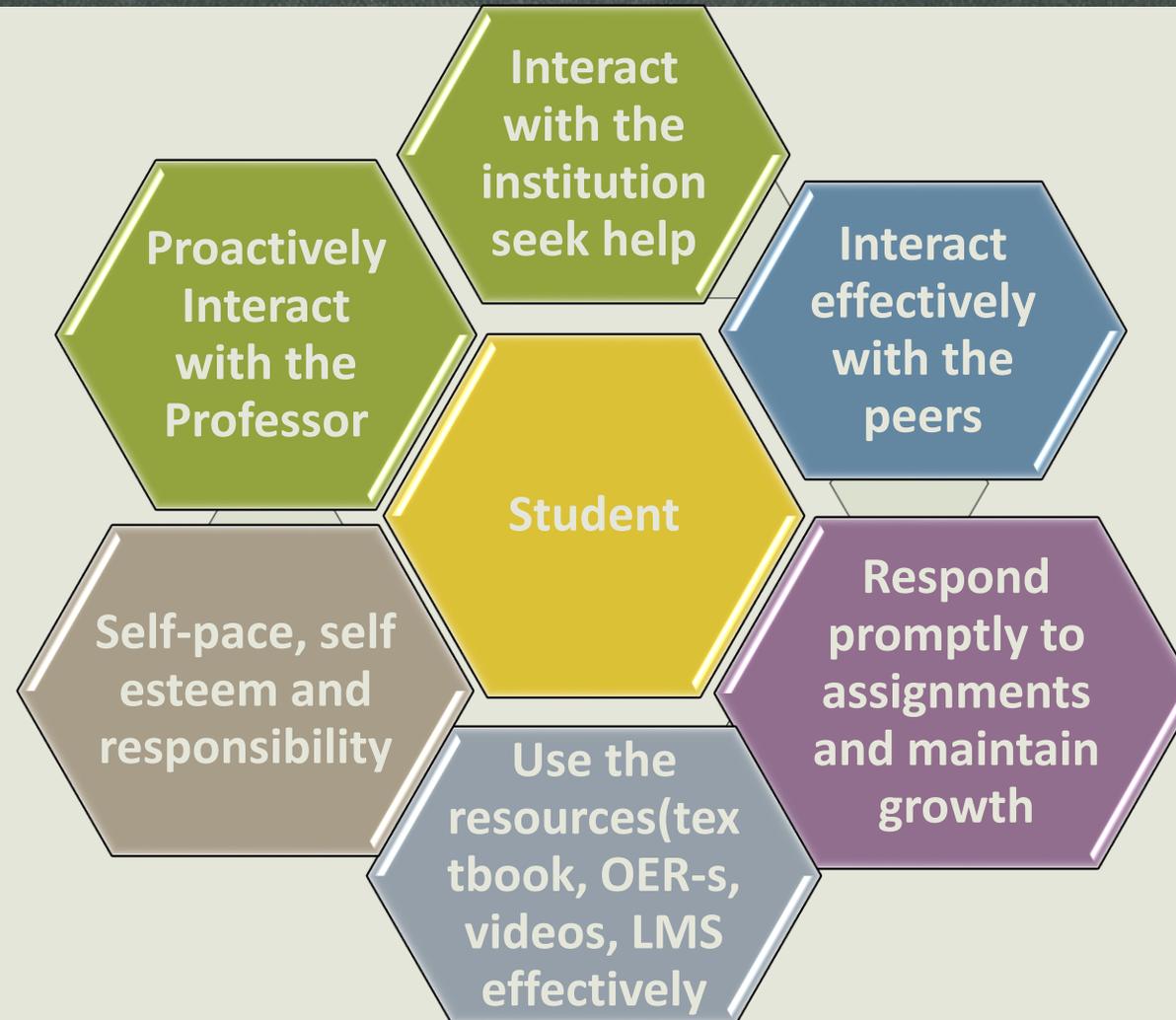
An Overview of Curriculum Structure



Faculty major responsibilities and presence



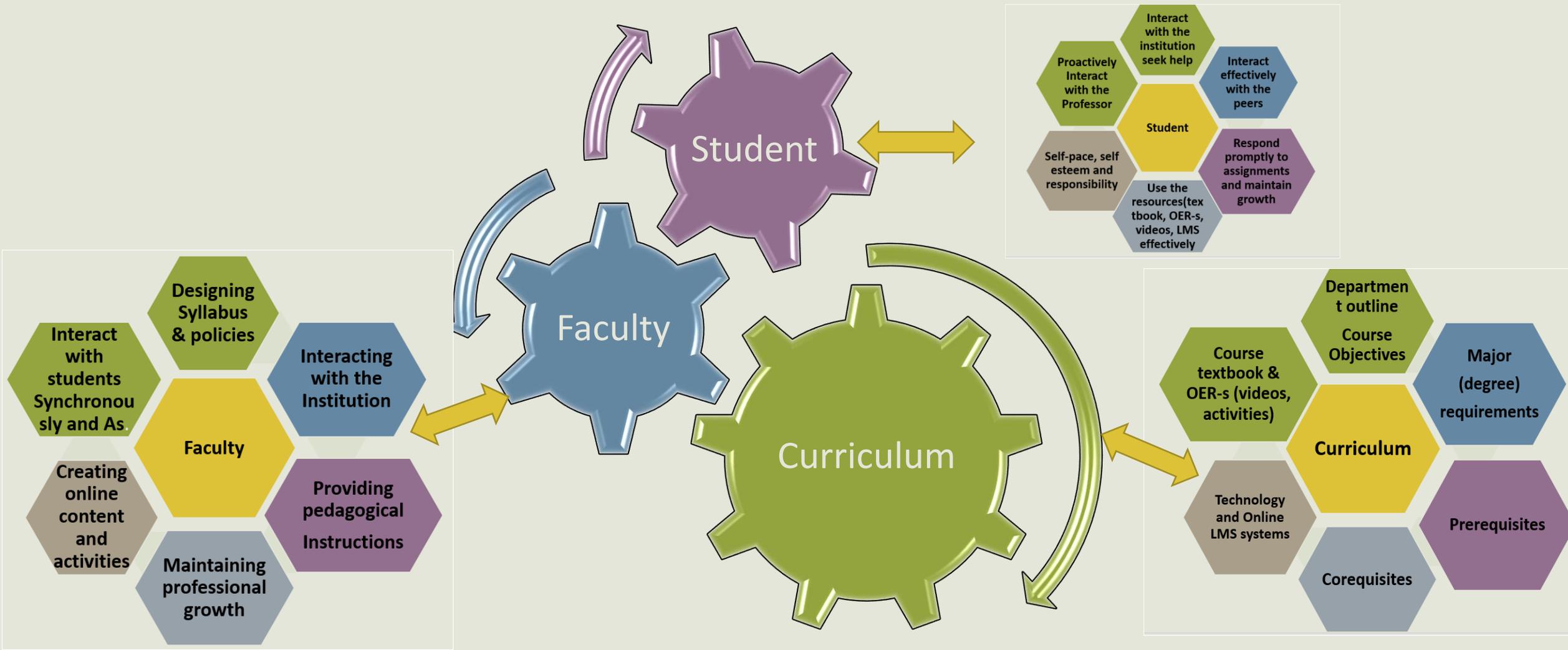
Student's responsibilities and presence



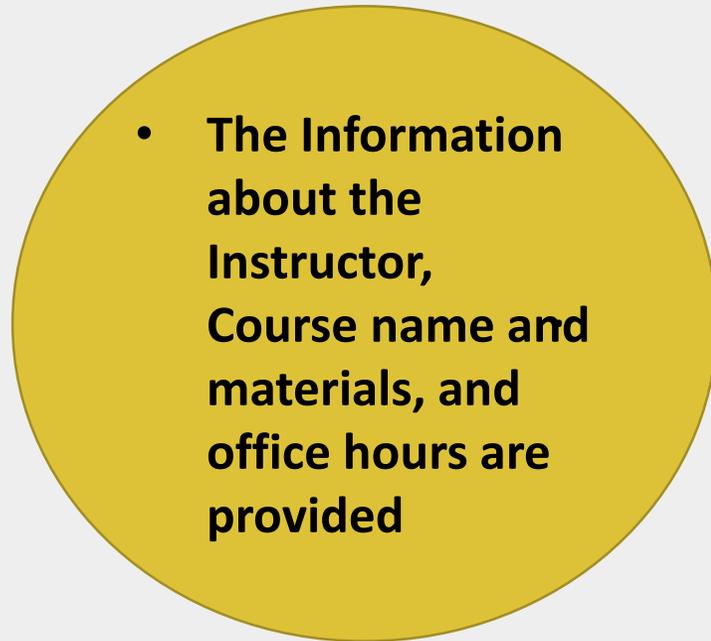


Why is it important that we consider all of it in the syllabus

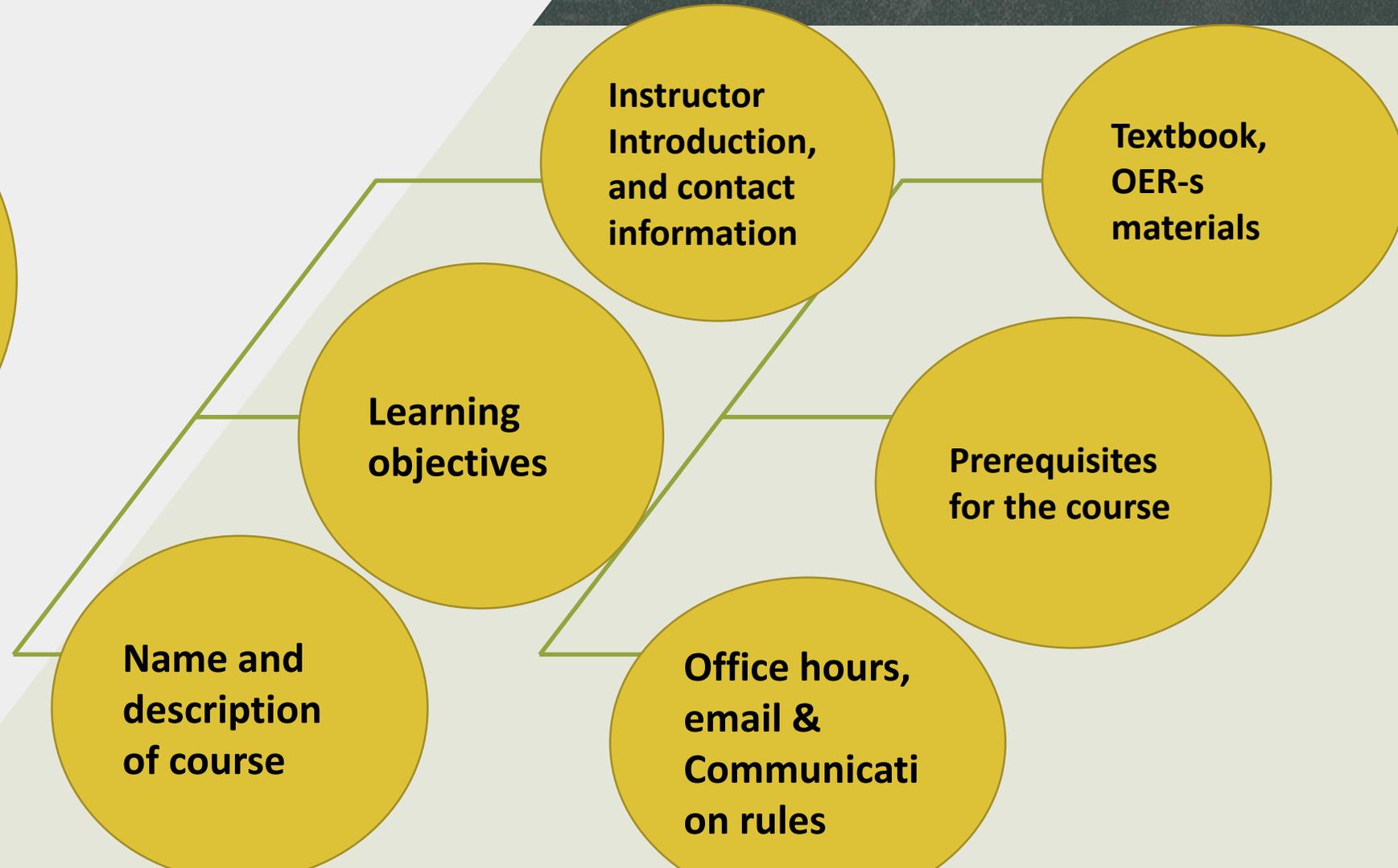
Consider student-centered and contributions here



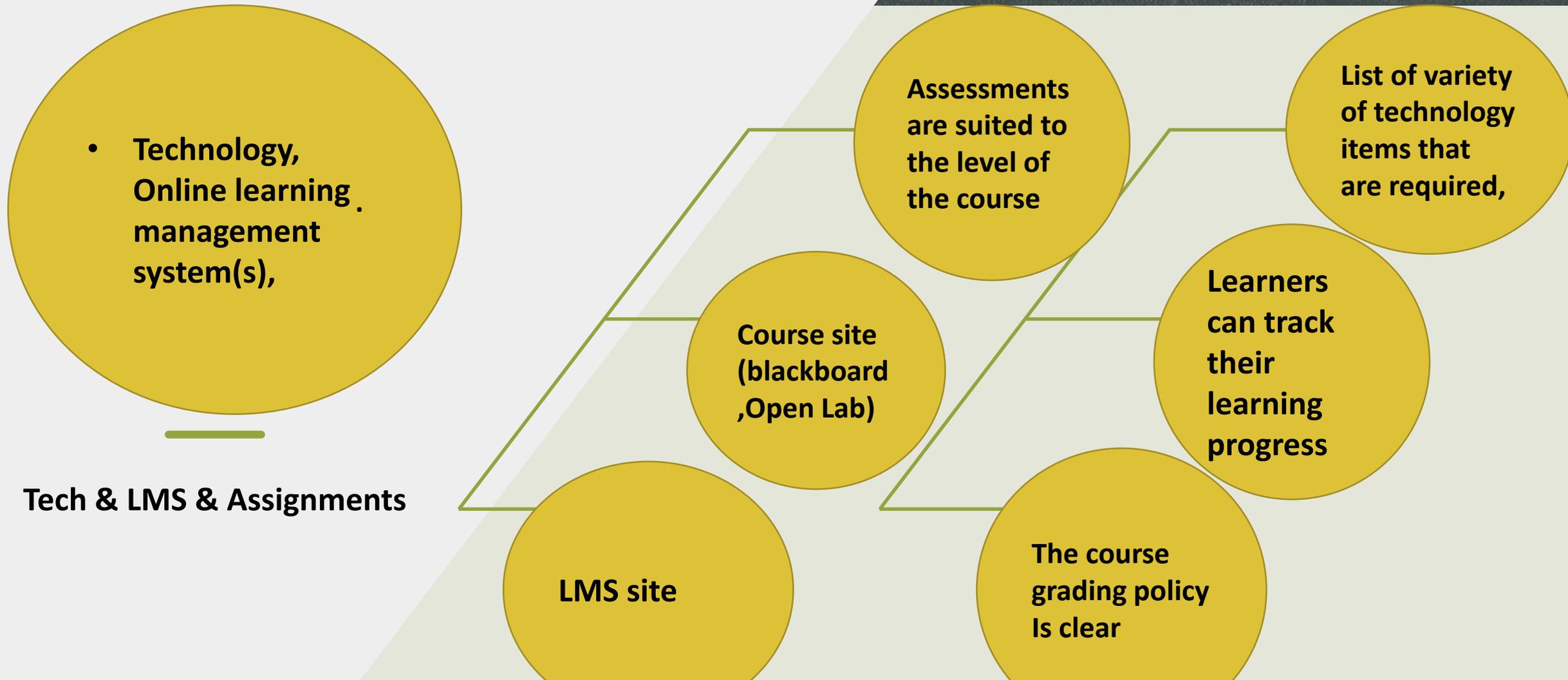
Some of the things to be included in the syllabus



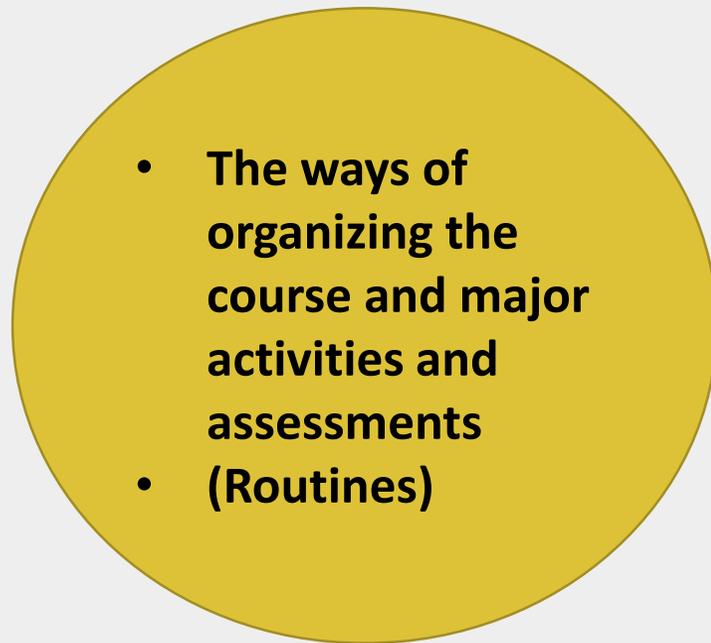
Major information



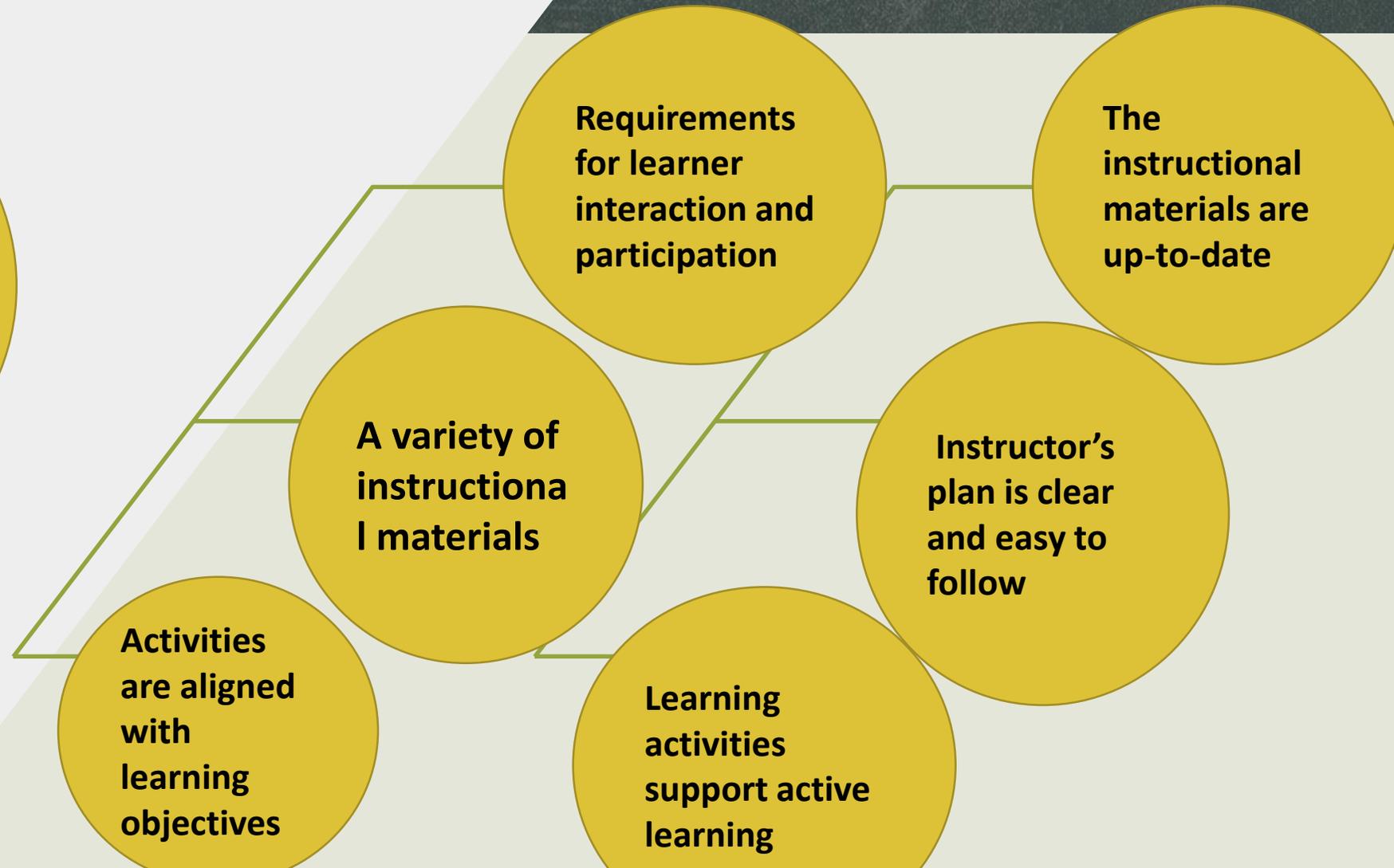
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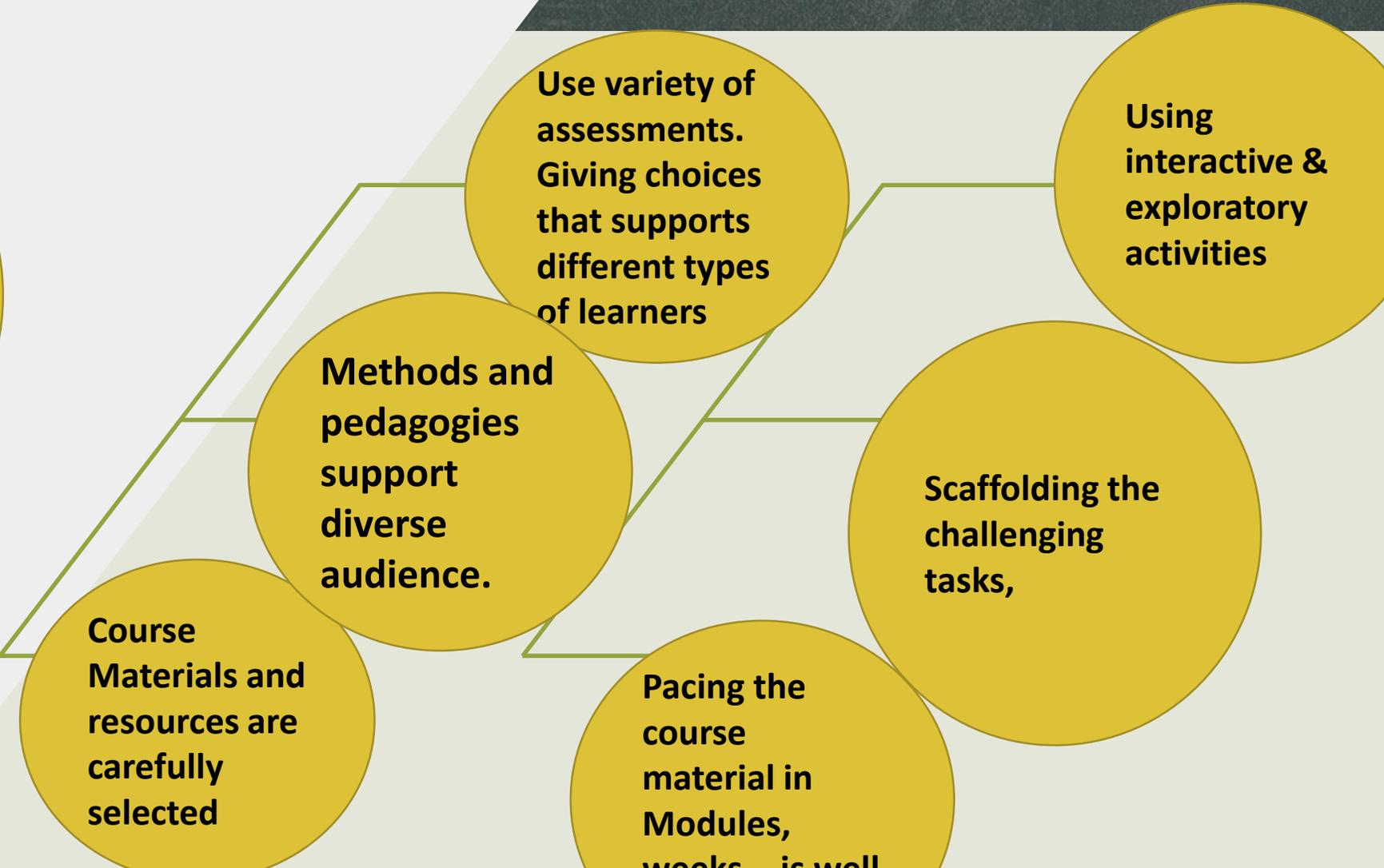
Major organizational items



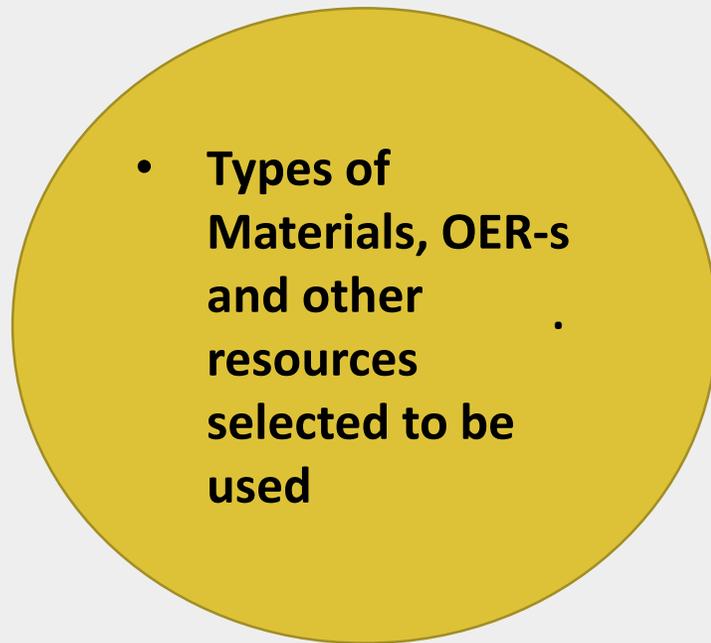
Some of the things to be considered in the syllabus



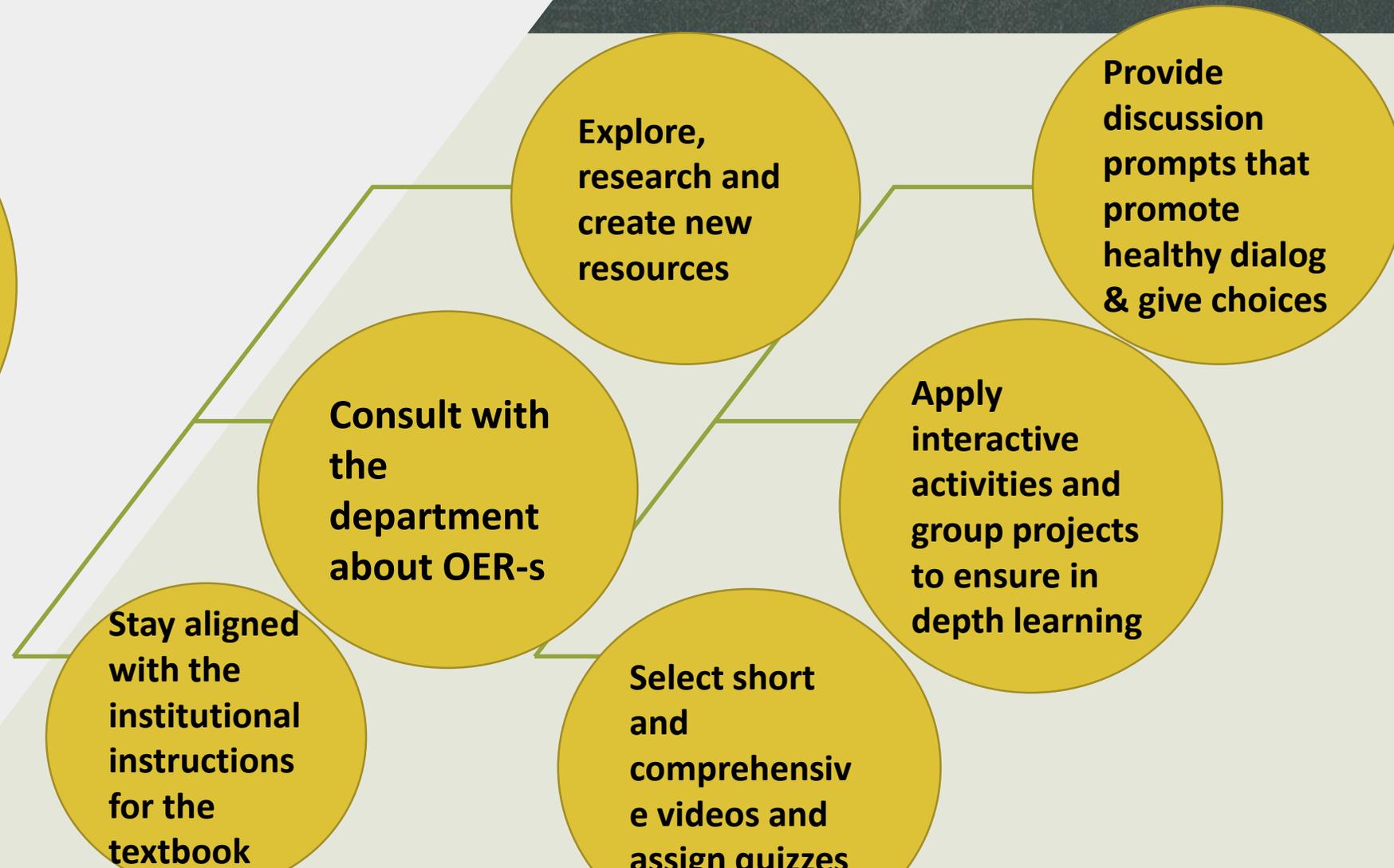
Major organizational items



Some of the things to be included in the syllabus



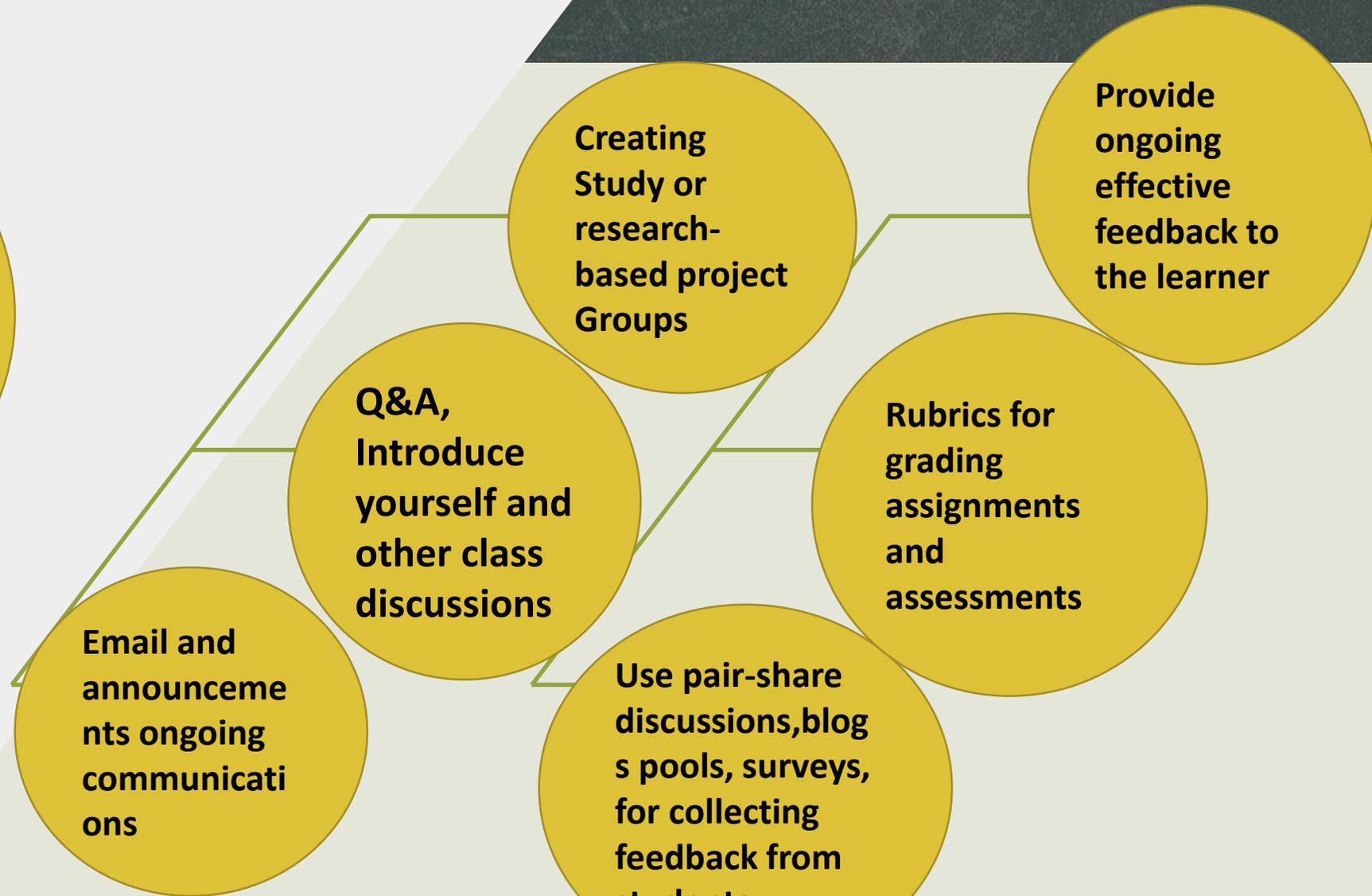
Major organizational items



Some of the things to be included in the syllabus



Major organizational items



Practically I have Created syllabus that reflect what I said above but here are some things that show belonging



Detailed Syllabus & Course schedule

Bloggs for students' feedback



Discussion threads

Giving choices, interact and communicate



Reflection papers

Constructive individual feedback



Pools, surveys and other assessments to make sure things are working

I have made changes based on the feedback from students



Group project for STEM application

Insuring collaboration, real-life connections, in-depth learning, etc



Be clear in writing and orally for what to expect and what expectations for each student are.

Ongoing conversations

NYCCT Math Department Syllabus

Semester: Spring 2021 (January 29,2021-May 25,2021)



Instructor: Lucie Mingla

Contact Information: lmingla@citytech.cuny.edu

Course Number: MAT 1375

Course Section: OL85

Course Title: Precalculus

Credits / Hours: 4

Prerequisites: MAT 1275

Course Modality and meetings: Fully Online Synchronous course, Blackboard Collaborate. **Meeting days and times:** Mondays, Wednesdays/ 4:00-5:40 pm

Office hours: Mondays: 5:40-6:40 pm

Office hour place: Blackboard Collaborate Ultra where regular sessions are.

Optional meeting site: Zoom

Course Outline: Official [course outline](#) from Mathematics Department.

Grading Policy

 Item	Weigh	Specific Notes& Explanations
Homework and quizzes	15 %.	You will be assigned HW assignments for each Module. There are 1 Pre-test and four quizzes. Those grades will be averaged in the total grade in the LMS system for assignments (excluding the Pre=test).
Other Assignments	5 %.	There are 5 reflection pieces called “5 things reflection paper”. Each of them weighs 1 % of the total grade.
Discussions	5%.	(4 graded discussion 80%+ Q&A and ungraded discussions 20 %. There are 5 ungraded discussions and Q&A. you must participate in at least five of them and reply at least five times to get the credit of 20 %).
Group Research project	5%:	There will be a research- based group project related to the topics of the course real life applications (STEM) which will be due on the second last week)
Exam 1	15 % (Wednesday, 2/24/2021)	Includes topics listed on the Department Outline Ch1-Ch7

New York City College of Technology /Mathematics Department

Instructor: Lucie Mingla Course Schedule: Mat 1375/OL79 Semester: Spring 2021(January 29,2021-May25, 2021)

Unit/Week & dates	Topics	Textbook reading pages, video links Textbook link: http://websupport1.citytech.cuny.edu/faculty/ttrader/precalculus.html https://openlab.citytech.cuny.edu/-groups-mat-1375-student-video-resources-/syllabus-with-links-to-videos/ https://openlab.citytech.cuny.edu/mat1375-fall-2020-ol85/resources/mat-1375-course-hub/	Learning Objectives & Skills	Rederly.com Class link: https://app.rederly.com/common/courses/enroll/Mat%25201375%2520OL%252085_SPRING_2021_Z3UR Assignments and other activities. (Due dates and times set up on rederly)	Dates & Due dates For blogs, Discussions, & Reflections
Module 1 (week 1) (Sections(s) 1+2) (02/01-02/07)	Ch1. The Absolute Ch2. Lines and Functions	1-P:2-11 Video: interval notation https://www.youtube.com/watch?v=G3VEf09nQ4c 2- P:13-28 Video: Evaluating functions from equation https://www.khanacademy.org/math/algebra-2018/algebra-functions/evaluating-functions/v/understanding-function-notation-example-1	1-Solving absolute value equations algebraically 2- Solving absolute value inequalities. 3- Graph the solutions set of inequalities and give your answer in interval notation	1-(WW)Absolute Value Inequalities Interval Notation 2-Lines as functions +Pretest Blog 1 (Not graded)	02/06 S A N D A Y
Module 2 (week 2) (S 3+4) (02/08-0/14)	Ch3. Functions by Formulas and Graphs	3- P:32-44 https://www.khanacademy.org/math/algebra-2018/algebra-functions/evaluating-functions/v/understanding-function-notation-example-2 4-P 49-61	1- Different types of functions 2-Determine the domain, and	3- (WW) Functions -Function Notation Functions - Deference Quotient Functions - Piecewise	02/13 S A N D A

	Ch4. Introduction to the TI-84	https://openlab.citytech.cuny.edu/mat1375coursehub/lessons/lesson-4-introduction-to-the-ti-84/	range of a given function.	5things reflection paper	Y
Module 3 (Week 3) (S 5+6) (02/15-02/21)	Ch5. Basic Functions and Transformations Ch6. Operations on Functions	5- P 63-71 https://www.khanacademy.org/math/algebra2-2018/manipulating-functions/stretching-functions/v/shifting-and-reflecting-functions https://teacher.desmos.com/activitybuilder/custom/5b1e69831beef11c1a02941 6- P 76-83 https://openlab.citytech.cuny.edu/mat1375coursehub/lessons/lesson-6-operations-on-functions/	1- Shifting a graph up or down 2- Shifting a graph left or right 3- Stretching or compressing a graph vertically 4- Stretching or compressing a graph 6-Composition of functions	5-Functions - Translations Functions - Symmetries 6- Functions - Operations Discussion 2(Graded)	02/20 S A N D A Y
Module 4 (Week 4) (S 7+8) (02/21-02/28)	Ch7. The Inverse of a Function First Examination	7. P 86-95 https://openlab.citytech.cuny.edu/mat1375coursehub/lessons/lesson-7-the-inverse-of-a-function/ https://teacher.desmos.com/activitybuilder/custom/5bf03aacad87e155c8918bcl 8- Review Functions & Graphs P:98	1- Horizontal line test, one to one function 2-Definition and existence of one to one function	7- Functions - Inverse Functions 5things reflection paper on desmos activity	02/27 S A N D A Y
Module 5 (Week 5) (S 9+10) (03/1-03/7)	Ch8. Dividing Polynomials (8.3 Synthetic	8.P 101-111 Long division: https://openlab.citytech.cuny.edu/mat1375coursehub/lessons/lesson-8-dividing-polynomials/	1- Dividing polynomials using long division method	8- Polynomials - Division	3/6 S A N D



Key Takeaways



Syllabus are always subject of change to make it better and more functional for the course and the audience



Because we always evolve in creating new better course resources and explore new ways of effective teaching, we as a faculty should always reserve the right to make valuable changes. Those changes should be explained to student and department.

Syllabus should be well structured and helpful for students and faculty



Syllabus is a document that the Faculty and students use throughout the course as main guidance to refer to. That is the reason why it is important that we reciprocate feedback and ideas about what works best.

Writing effective syllabus is a key to success



Writing syllabus that are inclusive and well – designed is crucial for a course. Making every student feel belonging in the course and respected impacts their learning. Considering various factors that impact the new generation's learning is a key factor to creating great syllabus

References and the project Site on City Tech Open Lab

- <https://openlab.citytech.cuny.edu/mingla-writing-syllabus/>
- <https://openlab.citytech.cuny.edu/mingla-writing-syllabus/files/2021/02/Teaching-Online-A-Practical-Guide--Ch-5--Selection.pdf>
- <https://openlab.citytech.cuny.edu/mingla-writing-syllabus/files/2021/02/StandardsfromtheQMHigherEducationRubric.pdf>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1885909/>
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