# Resource Guide for the Friedman School Course Syllabus Template

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>FRIEDMAN SCHOOL ANTI-RACISM ACTION PLAN</td>
<td>2</td>
</tr>
<tr>
<td>SIGNIFICANCE, PRINCIPLES, AND DEFINITIONS</td>
<td>3</td>
</tr>
<tr>
<td>ANTI-RACISM</td>
<td>4</td>
</tr>
<tr>
<td>EQUITY</td>
<td>4</td>
</tr>
<tr>
<td>INCLUSION</td>
<td>5</td>
</tr>
<tr>
<td>ACCESSIBILITY</td>
<td>5</td>
</tr>
<tr>
<td>WELCOME, DIVERSITY, AND WELLNESS STATEMENTS</td>
<td>6</td>
</tr>
<tr>
<td>Example Language for Welcome Statements:</td>
<td>6</td>
</tr>
<tr>
<td>Example Language for Diversity Statements:</td>
<td>7</td>
</tr>
<tr>
<td>Example Language for Wellness Statements:</td>
<td>8</td>
</tr>
<tr>
<td>OFFICE HOURS</td>
<td>8</td>
</tr>
<tr>
<td>Example Language for Office Hours:</td>
<td>9</td>
</tr>
<tr>
<td>Tools for Creating Office Hours:</td>
<td>10</td>
</tr>
<tr>
<td>COURSE GOALS</td>
<td>10</td>
</tr>
<tr>
<td>HOW TO BE SUCCESSFUL IN THIS COURSE</td>
<td>11</td>
</tr>
<tr>
<td>Assignments and Grading:</td>
<td>11</td>
</tr>
<tr>
<td>Example layout:</td>
<td>11</td>
</tr>
<tr>
<td>Rubrics</td>
<td>12</td>
</tr>
<tr>
<td>Instructions for Submission of Assignments and Exams:</td>
<td>13</td>
</tr>
<tr>
<td>Late Policies</td>
<td>13</td>
</tr>
<tr>
<td>Example Language:</td>
<td>13</td>
</tr>
<tr>
<td>COURSE OVERVIEW</td>
<td>14</td>
</tr>
<tr>
<td>Topics, Assignments, and Learning Objectives for Each Class Session:</td>
<td>14</td>
</tr>
<tr>
<td>Learning Objectives:</td>
<td>14</td>
</tr>
<tr>
<td>APPENDIX 1: EXAMPLE RUBRICS</td>
<td>16</td>
</tr>
</tbody>
</table>
Introduction

The purpose of this Resource Guide is to support course instructors at the Friedman School of Nutrition Science and Policy to advance antiracism, equity, and inclusion (AEI) in the Friedman School’s Nutrition Science and Policy learning environment, beginning with adjustments to course syllabi in alignment with the goals and outcomes set forth by Tufts University and the Friedman School’s Anti-Racism Action Plan. Compiled by the Friedman School’s Curriculum and Degrees Committee Subcommittee on AEI, the Resource Guide is meant to accompany the newly revised Friedman School Course Syllabus Template to offer suggestions, examples, and guidance for understanding how to integrate improved AEI practices in course design, starting with the course syllabus as a communication tool.

First, the Resource Guide presents an overview of the Anti-Racism Action Plan, highlighting elements of the Plan that intersect with the School’s teaching mission. Second, the Resource Guide offers an overview of why one should design a course syllabus rooted in principles of anti-racism, equity, inclusion, and accessibility and working definitions of those terms in the context of the syllabus. Following this brief overview, the Guide discusses key elements of the newly revised Course Syllabus Template, accompanied by examples and other resources to spark ideas for how instructors may approach these elements in the context of their own courses with the aim of supporting students from underrepresented racial and other minority groups as well as students with a diversity of learning styles.

This Guide aspires to provoke heightened awareness and dialogue around sensitive issues prevalent in the Friedman School community. On their own, syllabus modifications are not sufficient to address long-standing inequities; it must be consistent and supported by everyday classroom practices. Nonetheless, the Course Syllabus Template and Resource Guide are intended to equip instructors with two powerful tools to advance, where feasible, our shared mission of antiracism, equity, and inclusion in the Friedman School classroom.

Friedman School Anti-Racism Action Plan

Following is an excerpt from the Anti-Racism Action Plan that relates to the Friedman School curriculum and classroom environment:

“Everyone plays a role in structural racism, wittingly or unwittingly. And all of us, particularly we as leaders, have a responsibility to dismantle this vicious structure.” Our leadership team commits to understanding and rooting out structural bias and systemic racism at the Friedman School, and to creating a school and workplace that cultivates diversity, equity, and inclusiveness. We commit to the following actions to improve curricula in order to foster a more inclusive and transparent environment, while also addressing structural racism in teaching practices:

- Integrate issues of structural racism and equity into all courses in our curriculum. School leadership will work with the Curriculum and Degrees Committee to develop foundational principles for such integration into all courses requiring C&D approval, ensure that such issues are incorporated into updated courses as part of our ongoing School-wide curricular
review, and measure our success with regular questionnaires and reviews of all courses annually.

- Cultivate an inclusive classroom environment. We will work with Tufts Center for the Enhancement of Learning and Teaching (CELT) to implement foundational strategies, including setting ground rules for each classroom created with involvement of the students; creating syllabi that are clear about assignments, expectations, grades, and classroom climate; obtaining regular feedback from students during the course; and providing greater agency to the learners for their educational choices.”

**Significance, Principles, and Definitions**

The University of British Columbia Centre for Teaching, Learning, and Technology Equity and Inclusion Office explains that a syllabus is a powerful tool for creating an inclusive learning environment and demonstrating a commitment to anti-racism, equity, and inclusion. It conveys your priorities as an instructor and sets the tone and your expectations for the course. An equitable and accessible syllabus usually takes a learner-centered approach, which focuses on the needs of students by acknowledging their various learning preferences, accessibility needs, perspectives, and lived experiences.

The [University of Southern California’s online syllabi review guide](#) is a beneficial resource to support instructors in applying a race-conscious lens to their syllabi that can benefit minority students. The guide recommends incorporating the following six principles into syllabus design.

- **Learning Focused:**
  - Syllabi should be focused on maximizing the learning potential of each student in the classroom.

- **Essential Items:**
  - Syllabi should identify essential items and resources that will help students succeed in the course.

- **Universal Design for Learning Principles:**
  - Syllabi should reflect how faculty intends to create a flexible environment as well as address multiple pathways of learning.

- **Inclusive Motivating Language:**
  - Syllabi should use language that emphasizes a collaborative spirit and an orientation towards learning, flexibility, and possibility rather than performance and punishment.

- **Supportive Course Policies:**
  - Syllabi should reflect your course policies in ways that will help students understand the rationale behind expectations, norms, and values.

- **Accessible Design:**
  - Syllabi should provide pathways for students with learning disabilities and/or non-native English speakers.

Additional details on how to incorporate these principles can be found in the resource links below and throughout this Resource Guide.
The following section includes foundational definitions for the Course Syllabus Template and Resource Guide, which serve to guide this work.

Anti-Racism

Anti-racism is the practice of actively identifying and opposing racism. Anti-racist teaching challenges traditional and problematic policies within academic institutions and beyond. One example of an anti-racist teaching practice is intentionally incorporating the work of Black, Indigenous, and People of Color (BIPOC) authors and creators into the classroom. This practice recognizes that BIPOC authors are often underrepresented in the “cannon” of a field due to multiple and interacting structural barriers.

Resources:
- [https://ggie.berkeley.edu/school-challenges/anti-racist-resources-for-educators/#tab__2](https://ggie.berkeley.edu/school-challenges/anti-racist-resources-for-educators/#tab__2)
- [https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/](https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/)

Equity

Equity refers to recognizing that students are at different starting points and that students from marginalized backgrounds face specific barriers in the classroom. Utilizing an equity-minded focus on your syllabus can help foster a healthy learning environment for students from underrepresented backgrounds and provide them with the necessary support and resources to become equal to students who are not disadvantaged.

Resources:
- [http://cue-equitytools.usc.edu](http://cue-equitytools.usc.edu)
- [https://ctl.iupui.edu/Resources/Preparing-to-Teach/Learning-Centered-and-Equity-Minded-Syllabus](https://ctl.iupui.edu/Resources/Preparing-to-Teach/Learning-Centered-and-Equity-Minded-Syllabus)

Inclusion

Syllabi, course content, and learning objectives should be created with the idea that the classroom contains a plethora of perspectives and diverse backgrounds, where all students are welcome and equal opportunities will be provided to all in order to have a successful learning experience.
Resources:
- https://poorvucenter.yale.edu/InclusiveTeachingStrategies
- https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/inclusive-teaching-strategies

Accessibility

Traditional syllabi are often text-heavy, cumbersome documents that can be very difficult to read and understand, even more so with students affected by learning disabilities or non-native speakers of English. This could potentially create a burden for these students, resulting in poor performance in the classroom. Accessibility can be addressed through a syllabus using accessibility statements, design, and tone of the instructor (see accommodation of disabilities and accessibility section below). For example, the Course Syllabus Template uses Microsoft’s headings functions for sections, which can be scanned and read aloud by assistive technology.

We invite you to consider the accessibility-related implications of your syllabus design. As an example, meaningful linked text can allow students to choose whether to engage with the material and if so at a time when it is convenient for them to really engage with the material.

Resources:
- https://students.tufts.edu/staar-center/accessibility-services/faculty-and-staff-access-guidance
- https://www.washington.edu/doit/how-can-you-integrate-accessibility-your-syllabus
- https://www.accessiblesyllabus.com

The following sections correspond to sections of the Friedman School’s syllabus template.

Welcome, Diversity, and Wellness Statements

Introduction:

The purpose of welcome, diversity and wellness statements is to provide a friendly, open, and supportive learning environment where instructors can clearly convey classroom expectations while ensuring students feel accepted. While these statements can be combined in some instances, it is best practice to think about them as separate entities as they convey specific messages to students.

A welcome statement provides a high-level overview of the course and highlights course expectations, and any existing knowledge/skillsets students should have before enrolling in the course. This statement can be used to set an enthusiastic tone to promote an open learning environment and encourage students to discuss any concerns with the instructor before the start of the course. Welcome statements can take various forms, but it is best to make it personal and effectively convey to students that you are supportive in helping them maximize
their learning experiences. This informs students that you, as an instructor, seek to take an active role in their learning process.

A **diversity statement** welcomes all students, regardless of their background, cultural upbringing, race, or religious affiliation. Moreover, a well-thought-out diversity statement signals to students that you, as the instructor, recognize the benefit of having diverse backgrounds in the classroom and are open to the unique perspectives they will bring to the learning environment. Finally, instructors should consider this statement as a method to engage with students and offer an open forum for discussion.

A **wellness statement** highlights that mental health is an essential aspect of the learning process. It conveys that you, as an instructor, acknowledge mental health concerns brought on by stressful events outside of the classroom that may impact students' academic performance or prohibit students from actively participating. Instructors should not feel they need to offer their help, but they should make students aware of University resources.

**Example Language for Welcome Statements:**

Listed below are examples of welcome statements. However, faculty should attempt to make these statements independently, reflecting their personality and classroom expectations.

1. Welcome to **[COURSE #: TITLE OF COURSE]**! We’re going to have a great time this semester exploring **[SHORT COURSE DESCRIPTION]** together. My name is **[NAME]** and I’ll be your professor. You can call me (**What would you like to be called?**). I’ve been teaching this course for (**X number of semesters/years. **If this is your first time, you can **reveal your excitement too**). I always enjoy teaching **[TITLE OF COURSE]** because (**What excites you here? Something about the students perhaps? Something about your own continued learning? Something about connections to the discipline or community?**).  

2. Here’s a little about me and how I got into **[YOUR FIELD]** (**You can be as personal or as professional here as you like. The important thing is to infuse your humanity into the syllabus and the course as a whole. In this way, students will realize that you’re a real person with interests and life. This goes a long way in creating a sense of community, trust, and mutual responsibility in the course community**). I’m looking forward to working with all of you this semester. Please note that this syllabus reflects a plan for the semester. Changes may become necessary as the semester progresses.  

**Resources:**

- [https://www.unco.edu/center-enhancement-teaching-learning/pdf/CETL-Syllabus-Overview.pdf](https://www.unco.edu/center-enhancement-teaching-learning/pdf/CETL-Syllabus-Overview.pdf)
- [https://kb.wisc.edu/engr/interpro/page.php?id=55560](https://kb.wisc.edu/engr/interpro/page.php?id=55560)
Example Language for Diversity Statements:

The following diversity statements provide excellent examples of inclusive language that conveys to the students the instructor's understanding of the diverse makeup of the classroom and the unique perspectives it will bring.

1. In order to maximize student experiences in the classroom, I as an instructor will use material that is respectful of diversity and inclusion. Moreover, I enter this space understanding that an essential and important part of this course is the diversity of student experiences and perspectives, which will maximize our learning as we progress through the semester.

2. In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course, including the course reader and BCP were authored by white men. Furthermore, the course often focuses on historically important neuroscience experiments which were mostly conducted by white men. Recent edits to the course reader were undertaken by both me and some students who do not identify as white men. However, I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

3. 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.

4. I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions if they do not compromise the intent of the assessment or learning activity. I welcome feedback that will assist me in improving the usability and experience for all students.

Example of a Questionable Statement:

1. I am a first-generation college individual from a working-class Italian-American family. There were enough meatballs and macaroni to feed any guests who might arrive but no college fund. Enduring energy, persistent ambition, and academic aptitude enabled me to complete college and graduate school while working. My core values of social justice,
service, and integrity have provided the compass that has guided me in my thirty-year academic journey.

(This diversity statement makes an attempt to use jocularity to put students at ease, whereas it could potentially offend students from a similar demographic background. Additionally, this statement puts an overwhelming amount of emphasis on hard work being the key to success, thus, failing to acknowledge existing structural barriers that may prevent other students from succeeding despite their hard work.)

Resources:

- https://poorvucenter.yale.edu/DiversityStatements
- https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements
- https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements

Example Language for Wellness Statements:

1. As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. There are confidential resources available at Tufts that can assist you in managing these challenges.

2. If you feel like your performance in class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary, to address your concerns).

Resources:

- https://students.tufts.edu/health-and-wellness/counseling-and-mental-health

Office Hours

The following excerpts from Yale University outline some considerations for instructors as they design the structure of their office hours and communicate with students:
“Office hours are an important part of students’ learning experience.” Instructors can use this section to signal openness to meet students outside of the classroom and communicate details about the logistics of office hours. As the University transitions back to in-person teaching, there are still compelling accessibility and equity reasons to continue to offer the option of virtual office hours in addition to face-to-face meetings. Offering a virtual format lowers the barrier of access for all students and makes attending office hours less intimidating for some students. On the other side, instructors may find that students are anxious to resume in person meetings and should be willing to accommodate as needed.

Students find it helpful when instructors set aside time during one of the initial class meetings to explain the purpose of office hours, encourage them to attend throughout the semester, and include language on their syllabus about office hours. In the syllabus or during class, instructors can also invite students with scheduling conflicts to email them to schedule an appointment outside of office hours.

Furthermore, some students, particularly first-year students, may not be familiar with the concept of office hours or may be too nervous to attend. Instructors can help students by communicating their desire to support students and see them succeed in the course. Instructors can be clear about the expectations for office hours, such as if office hours are drop-in and no appointment is needed. Instructors may further clarify that students are welcome to attend office hours regardless of their progress on a current reading or assignment, potentially alleviating pressure for students who feel overwhelmed or not sure where to start. Lastly, instructors can convey to students that office hours can also be used for other issues outside of those of direct relevance to the class, such as career-related questions or other interests of the student."

Example Language for Office Hours:

1. If you have any questions about course material, assignments, or your progress in the course, please attend office hours to discuss. I hold open office hours without an appointment on this day and time. If your question needs to be addressed in private, please feel free to send me an email and we can find a time to discuss.

2. I enjoy teaching and talking with you in the classroom, and I am more than happy to extend this conversation during my office hours. If these hours conflict with your schedule, feel free to suggest alternative times in order to find a time that we can connect.

3. Weekly office hours are a dedicated time that I am available to answer your questions, discuss course content, and generally be of support. Please drop in or sign up for a slot on Canvas to attend office hours on Zoom or in person (provide URL link and building/office #). If you would like help in the course but have a scheduling conflict that prevents you from attending my regular office hours, please email me to schedule an appointment. Talking with students is a highlight of my job — I look forward to speaking with you!"
Tools For Creating Office Hours:

Instructors may use various tools to assist students and themselves in scheduling office hours. However, it is essential to adequately explain that while these tools are available, if the student cannot access the device, office hours can be arranged via email, in person, or any other mutually agreed upon and acceptable communication. Tools instructors might use:

- Canvas
- Zoom links
- Calendly

Resources:

- https://poorvucenter.yale.edu/strategic-resources-digital-publications/writing-syllabus/office-hours
- https://todayslearner.cengage.com/virtual-office-hours-tips-to-encourage-students-to-attend/

Course Goals

This section should list learning goals that describe broadly what students will learn and achieve by the end of the course. Course goals do not need to be measurable. The learning objectives you include for each class session, which serve to meet your larger course goals, should be measurable (see the “Course Overview” section below for more information). The Course Goals section should outline what you think are the essential takeaways for students when the semester concludes.

Examples:

- Students will learn how to use concepts and principles of ecology, together with plausible evidence, to describe the interactions of organisms with their environments and with each other.
- To learn the political economy analysis of low- and middle-income countries.
- By the end of the semester, students will be able to understand the role of qualitative and quantitative evidence in influencing policy agendas.
- To understand the relationship between gender, inequality, and structural racism on achieving sustainable development goals.
- Explain constraints and issues associated with successful development and delivery and utilization of program responses

Resources:

- https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Goals_vs_Objectives_ed.pdf
- https://poorvucenter.yale.edu/IntendedLearningOutcomes
How to Be Successful in this Course

Assignments and Grading:

Below you will find an example layout of this section for inclusion in the Course Syllabus as well as more information on the use of rubrics for assessment.

Example layout:

Your grade in this course will be determined by in-class exams, a final paper, reading responses, and an elevator speech. Points will be awarded for each assignment, and an overall course score will be calculated from the weights given below:

Two exams (20% each): 40%
Final paper: 25%
Five reading responses (5% each): 25%
Elevator speech: 10%

Exams: Include a description of your exams here, including when they happen and how they are assessed (e.g., partial credit awarded, etc.).

Final paper: Include a description of your final paper assignment, including how it will be assessed. In particular, indicate whether a rubric will be used and made available to students for them to see ahead of time.

Reading responses: Include a description of your reading responses, including how they will be assessed. In particular, indicate whether a rubric will be used and made available to students for them to see ahead of time.

Elevator speech: Include a description of your elevator speech assignment, including how it will be assessed. In particular, indicate whether a rubric will be used and made available to students for them to see ahead of time.
**Explanation of Turnitin:**

This course will utilize TurnItIn in the Canvas learning management system to help determine the originality of your work. TurnItIn is an automated system which instructors can use to compare each student’s assignment quickly and easily with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. For more information, see Turnitin.com or review Tufts University’s Academic Integrity Policy (https://students.tufts.edu/student-affairs/student-code-conduct/academic-integrity-resources).

**Rubrics**

The C&D Committee encourages the use of rubrics for inclusive assessment of student work in many cases. Rubrics can either be integrated into the syllabus itself if they are simple or can be made available on Canvas alongside the assignments. From Tufts CELT “A rubric, in its essence, is a tool containing a limited number of carefully chosen criteria which are used to assess student learning on a given assignment. Rubrics are efficient for communicating performance expectations and giving students feedback on the elements that comprise their grades. 13”

There are several types of rubrics. Some examples include analytic rubrics, developmental rubrics, holistic rubrics, and checklists. This excellent resource from DePaul University provides detailed information and examples of each type of rubric. See Appendix 1 for additional example rubrics.

Like any tool, design and application matters. Not all assignments are best assessed with a rubric. Additionally, there are ongoing conversations in the field of pedagogy about the inclusivity of rubrics. While rubrics can be beneficial and helpful in many situations, there is a question about the extent to which students should have some control of their learning goals. Other options like self-assessment may work well for your objectives. See the resources below for more inspiration.

**Resources (from Tufts CELT):**

- The Use of Rubrics in Grading (Grand Canyon University)
- Creating a Rubric (University of Colorado, Denver)
- Getting Started with Rubrics (UC Berkeley)
- Rubistar – website for developing a rubric using a template specific to your discipline
- Inclusive Participation Assessment Rubric (Tufts) – this is a student self-assessment rubric
Instructions for Submission of Assignments and Exams:

Here instructors should specify how students should submit their assignments and exams. This could include the method, format, date, and/or desired time. It is important to state your late policy as well as any recourse in case a student faces difficulties during the submission of an assignment.

Late policies:

A consideration for late submissions is that depending on a student’s particular background, previous schooling, and cultural upbringing, some students will assume they can request an extension, whereas other students will not know to ask or have never been exposed to such a policy. This can exacerbate inequities in the classroom if all students are not fully aware that there is a possibility to ask for an extension. Therefore, instructors should make sure that all students are aware of their particular late policy and in what situations late work will be accepted. The use of explicit course policies and a supportive tone fosters a more equitable learning environment.

Example language:

1. Assignments should be submitted on time, but I understand that extenuating circumstances can arise that make this difficult. If you cannot meet a deadline, please ask for an extension in advance. Planning and proactively communicating are important professional skills; this is a great opportunity to practice them. Assignments received after their deadlines without an extension will have scores reduced by 5 percentage points (half a letter grade) for each day they are late.

2. Assignments should be submitted on time, but I understand that extenuating circumstances can arise that make this difficult. If you cannot meet a deadline, please ask for an extension in advance. If you need an extension for any reason, please notify me by email, text message, or phone call prior to the deadline, with a brief explanation for why the extension is needed. If you experience an emergency and are unable to notify me prior to the deadline, please reach out as soon as you are able to discuss a plan. Assignments submitted without an extension or alternative arrangement will not be accepted.

Resources:

- [http://sites.tufts.edu/teaching/assessment/](http://sites.tufts.edu/teaching/assessment/)
- [https://sc.edu/about/offices_and_divisions/cte/teaching_resources/grading_assessment_toolbox/other_considerations/index.php](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/grading_assessment_toolbox/other_considerations/index.php)
Course Overview

Topics, Assignments, and Learning Objectives for Each Class Session:

Learning Objectives

“Each learning objective should support the overarching goals of the course and reflect the skills and knowledge that students should master by the end of the semester... These should be important, clearly stated, measurable (you have to be able to determine whether a student has met them), realistic, and match the level of the learner.

The following can help inform the development of learning objectives:

- Compare and contrast learning objectives with the learning goals. Develop learning objectives that demonstrate Bloom’s higher levels of thinking (knowledge, comprehension, application, analysis, synthesis, and evaluation.) [See: Bloom’s Taxonomy of Educational Objectives]

- Use action-oriented verbs such as “identify,” “construct,” “compare and contrast,” “interpret,” “diagram,” “translate,” “predict,” and “analyze.” Try to pinpoint a specific and observable behavior (use a measurable verb, e.g., “the student will be able to diagnose X”). Also, consider the circumstances within which the performance is to occur (e.g. in a clinical setting) and the tools that will be utilized (a stethoscope).

- Avoid too much abstraction (e.g., “the students will understand what good literature is”). Also, avoid overly narrow learning objectives (e.g., “the students will know what a biome is”).

- Lastly, avoid vague verbs that cannot be measured such as to know, understand, enjoy, and believe; instead use verbs that lend themselves to fewer interpretations such as to write, compare, identify, and solve.13

Resources:

- https://sites.tufts.edu/teaching/course-design/designing-learning-objectives/writing-learning-objectives/
- https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements/#
References:

2. Inclusive teaching @ UBC. (n.d.). Retrieved September 5, 2022, from https://inclusiveteaching.ctlt.ubc.ca/
Appendix 1: Example Rubrics

Example Holistic Rubric from NUTR 0211: Theories of Behavior Change

<table>
<thead>
<tr>
<th>Grading criteria:</th>
<th>Expected Level of Competence (&quot;check-plus&quot;)</th>
<th>Moving Towards Expected Level of Competence (&quot;check&quot;)</th>
<th>Below Expected Level of Competence (&quot;check-minus&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely submission</td>
<td>Complete memo on time each week.</td>
<td>Memo is submitted late.</td>
<td>Memo is not submitted.</td>
</tr>
<tr>
<td>of assignment</td>
<td>Style guidelines</td>
<td>Writing lacks clarity in some places. Flow of ideas could use some improvement.</td>
<td>Writing lacks clarity throughout. Flow of ideas is rough. Memo is not well organized.</td>
</tr>
<tr>
<td>Style guidelines</td>
<td>Demonstrates serious contemplation of the readings. Shows original thought that goes beyond the obvious.</td>
<td>Demonstrates reading was completed, but relies primarily on summary rather than integration of information.</td>
<td>Reading assignment scanned, but not read carefully or gives little indication that readings were completed.</td>
</tr>
<tr>
<td>Demonstrates careful reading &amp; inquiry into subject</td>
<td>Application of theory to professional situation</td>
<td>Articulates strengths and limitations of theory’s application to professional context. Elaborates statements with accurate explanations, reasons, or evidence.</td>
<td>Provides general discussion of theory’s application but with little evidence or explanation. Examples to support points are not well integrated or not effective.</td>
</tr>
</tbody>
</table>

Example Holistic Rubric from NUTR 0278: Corporate Social Responsibility in the Food Industry

**Reading Reflection Rubric**

**Reflection requirements:**
- Response addresses each part of the prompt.
- Response is within stated word limits.
- Any information referenced from outside sources *beyond required readings for this day’s class* is sufficiently cited, using AMA or APA format. For required readings, using in-text, informal references to that material, such as “in the Pew reading…” is sufficient.

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Demonstrates exceptional understanding of the material. All requirements are met.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates sufficient understanding of the material. All requirements are met.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates partial understanding of the material. All requirements are met.</td>
</tr>
<tr>
<td>Style</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>Response is well-written (clear, concise, free of grammatical errors).</td>
</tr>
<tr>
<td>3</td>
<td>Response is mostly well-written; may include a minor error or two.</td>
</tr>
<tr>
<td>2</td>
<td>Response is mostly well-written; may include multiple minor errors.</td>
</tr>
<tr>
<td>1</td>
<td>Response writing needs major improvement.</td>
</tr>
<tr>
<td>0</td>
<td>No response; Task not attempted.</td>
</tr>
</tbody>
</table>

Total points possible = 10

Example Rubric for Lab Reports
- Note: this is a very long example that could benefit from shortening.

Example Analytical Rubric for Social Science Research Papers
- [https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/rubrics-in-the-political-science-classroom-packing-a-serious-analytical-punch/34397A5EBAB2ADE3BB3E9B0ECE70EA2D](https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/rubrics-in-the-political-science-classroom-packing-a-serious-analytical-punch/34397A5EBAB2ADE3BB3E9B0ECE70EA2D)