**Digital Syllabus Resources to Engage All Learners**

**Formatting Tips:**

* [Use landscape orientation](#uh4yr0203vls) (Let’s use what we have).
* Get rid of page margins (Use that Space).
* Add some color, it’s free and eco friendly!
* [Add a Table of Contents and use Header Text.](#m03idjnesq90)
* [Add a link back to the Table of Contents link in the footer.](#uzk0e6vk2nkk)
* [Add links between grading criteria & assignment explanations.](#620pzfa9i41t)
* [Use check boxes when listing student assignments.](#f1k75khzdfi1)
* Have fun (display your contact info as a business card).

**Everything Font:**

* Size: Use 12-14 point font (e.g. 1-1.2em / 16-19 px).
  + [The bigger the font the better the reading/comprehension](https://edscoop.com/study-links-large-print-with-improved-reading-comprehension/). Some dyslexic readers may request a larger font.
* Color: It is recommended to limit changing font color too often
  + Things to consider:
  + Use white instead of pastel or light colors.
  + Everybody can see blue (that’s why links are blue).
  + Avoid these color combinations (color blind types):
    - Red = Green
    - Red = Black
    - Blue = Purple
* Style: Consider clarity but also spacing for [dyslexia accessibility](https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide#:~:text=Use%20sans%20serif%20fonts%2C%20such,may%20request%20a%20larger%20font).
  + Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded.
  + Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.

**Video Ideas:**

* [Link a Welcome Video directly into your syllabus](#awz99r7lfn8f)
* Add a more thorough syllabus review video in Canvas (include yourself in the video too) and a syllabus quiz or checklist.

**Color:**

* [Should I add background color?](#9fa90344drs) Yes, white is hard on the eyes.
* Do not use color only for navigation or other signifiers. [Ensure there is high contrast between text and background](https://webaim.org/resources/contrastchecker/).

**Little Tips to make a Big Difference:**

* When can students expect a reply or graded feedback?
* Add your teaching philosophy and a diversity statement.
* Add study tips throughout the syllabus.
* [Why should students come to office hours?](#jnn1srnu2bu4)
* Who is tutoring for?
* Netiquette:
  + Discussion boards are not social media.
  + How to write an email.

**Does this work for Everyone?**

* Accessibility doesn’t mean boring or plain!
* [Add alt text to images and tables.](#8b86zqldtbav)
* [Check accessibility in Word and again in Canvas.](#k943y8oothwn)
* [Add additional local resources.](#4gaijm1d6qco)

**Graphics:**

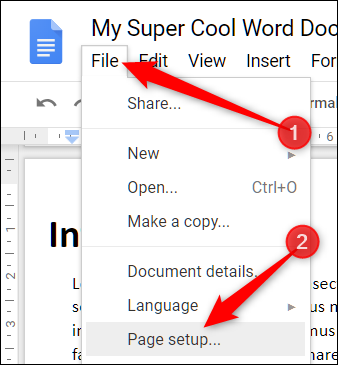
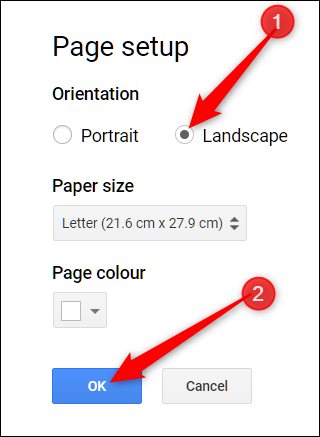
* Add pictures or graphics!
* Add an [avatar](https://www.keyanalyzer.com/best-free-avatar-creator-sites-online/). - My personal favorite - [animaker](https://www.animaker.com/).
* Where do I find copyright-free images I can use?
  + [Creative Commons](https://search.creativecommons.org/), [Pixabay](https://pixabay.com/), [NASA](https://images.nasa.gov/), [CDC’s Public Health Image Library](https://phil.cdc.gov/), [Pexels (biology)](https://www.pexels.com/search/biology/), [Pexels (chemistry)](https://www.pexels.com/search/chemistry/), [Pexels (physics)](https://www.pexels.com/search/physics/), [USGS](https://library.usgs.gov/photo/#/), [Wikimedia Commons](https://commons.wikimedia.org/wiki/Main_Page), [Pics4Learning](https://www.pics4learning.com/), [eLearningIndustry](https://elearningindustry.com/free-stock-photos-sites-for-elearning), [Morguefile](https://morguefile.com/), [Unsplash](https://unsplash.com/), & [freephotos.cc](https://freephotos.cc/en).
* How do I set this up?
  + There are so many places you could start, from Word or Adobe to websites like [Piktochart](http://www.piktochart.org) or [Canva](http://www.canva.com).

**Inspiring Examples:**

* [Pinterest biology example](https://www.pinterest.com/pin/48413764722044041/) & [Tona Hangen](http://www.tonahangen.com/teaching/syllabus-design/) & [Chronicle](https://www.chronicle.com/article/your-syllabus-doesnt-have-to-look-like-a-contract?cid2=gen_login_refresh&cid=gen_sign_in&cid2=gen_login_refresh)

**Use landscape orientation**

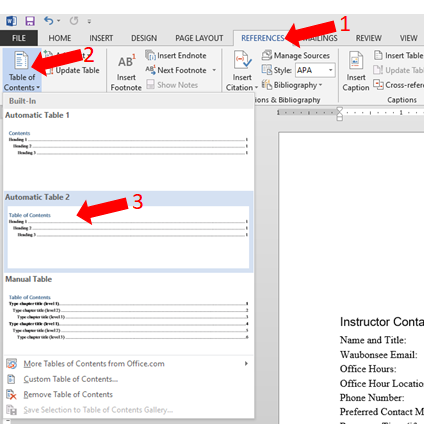
**Google Doc:**

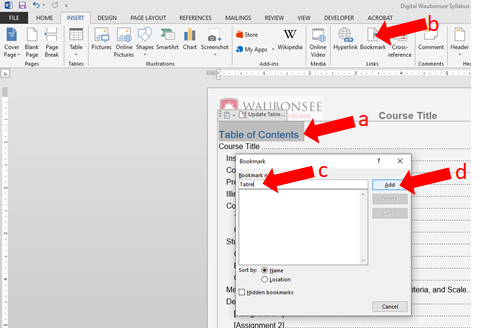
**Step 1-2: Step 3-4:**

**Word Document:**

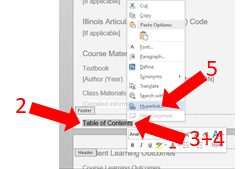
1. **Click the Page Layout tab**
2. **Click Orientation from menu**
3. **Select Landscape option**

**Add a Table of Contents and use Header Text**

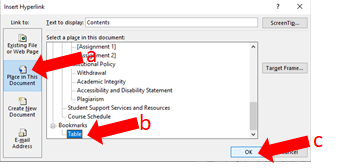
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**Add a link back to the Table of Contents link in the footer.**

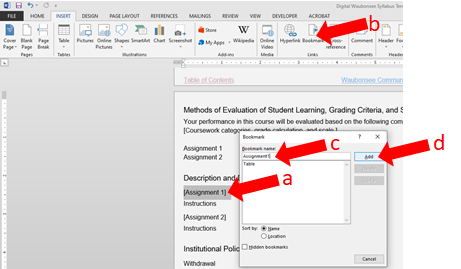
1. Bookmark Header on the main page or Table of Contents
   1. Highlight text
   2. Click Bookmark on the Insert tab
   3. Label Bookmark
   4. Click add



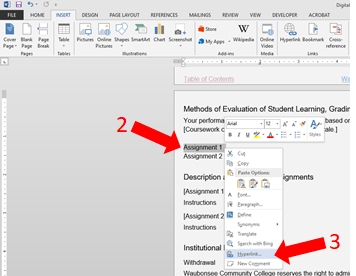
1. Open Footer
2. Type Main Page or Table of Contents
3. Highlight and right click text in footer
4. Select Hyperlink



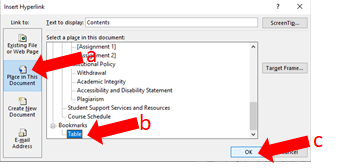
1. Select relevent bookmark
   1. Select “Place in This Document” tab
   2. Select Bookmark
   3. Click OK

**Add links between grading criteria & assignment explanations.**

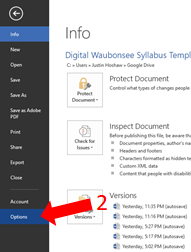
1. Bookmark assignment name in Description Area
   1. Highlight text
   2. Click Bookmark on the Insert tab
   3. Label Bookmark
   4. Click add



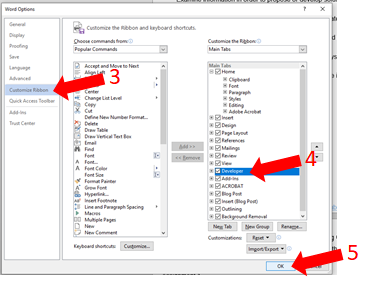
1. Highlight assignment in grade calculation area and right click
2. Select Hyperlink



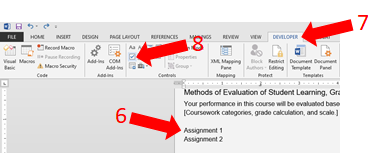
1. Select relevent bookmark
   1. Select “Place in This Document” tab
   2. Select Bookmark
   3. Click OK

**Use check boxes when listing student assignments.**

1. Click File
2. Select Options

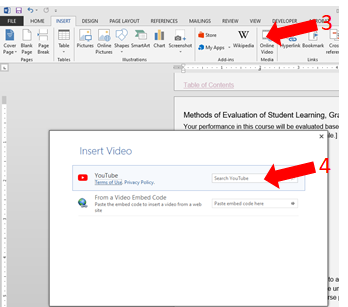


1. Select Customize Ribbon
2. Check the Developer box
3. Click OK



1. Place cursor where you want a check box
2. Select the Developer tab
3. Click on the Check Box icon

**Link a Welcome Video directly into your syllabus**

1. Upload video to YouTube
2. Copy the web address or embed code
3. On Insert tab of Word Document, select Online Video
4. Paste in the web address or embed code and click enter

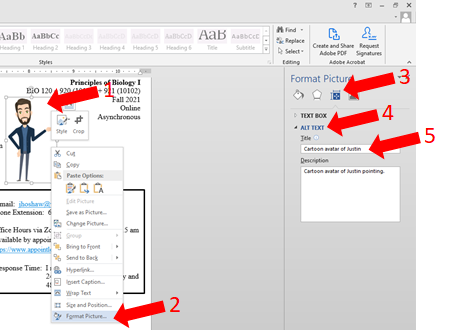
**Why should students come to office hours?**

What are office hours anyway? Office hours are for:

* your professor to be an adviser and mentor,
* gaining access to a professor’s support for adventures and experiences that you may not know about,
* getting your questions answered,
* straightening out areas of confusion,
* gaining access to institutional resources,
* getting additional help whether you are struggling or succeeding,
* sharing resources that you’ve heard of,
* reviewing exam questions, and
* discussing specific areas like how you study, manage your time, take notes, read a chapter, answer study guide questions, and/or answer exam questions.

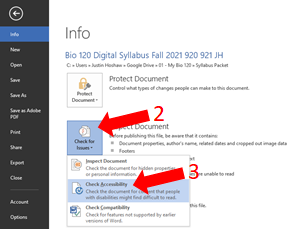
**What office hours are not?** Office hours are not:

* personal tutoring sessions meant to review whole chapters (but we do have tutors available on campus), or
* a place to hang out.

**Add alt text to images and tables.**

1. Right click on image.
2. Select “Format Picture”
3. In the “Format Picture” box, Select “Layout & Properties”
4. Open the ALT TEXT option
5. Add an image Title and Description

**Check accessibility in Word and again in Canvas.**

1. Click File
2. Click “Check for Issues”
3. Select “Check Accessibility”



1. Review items in “Accessibilty Checker”
2. Click on items to go to that location and address issue

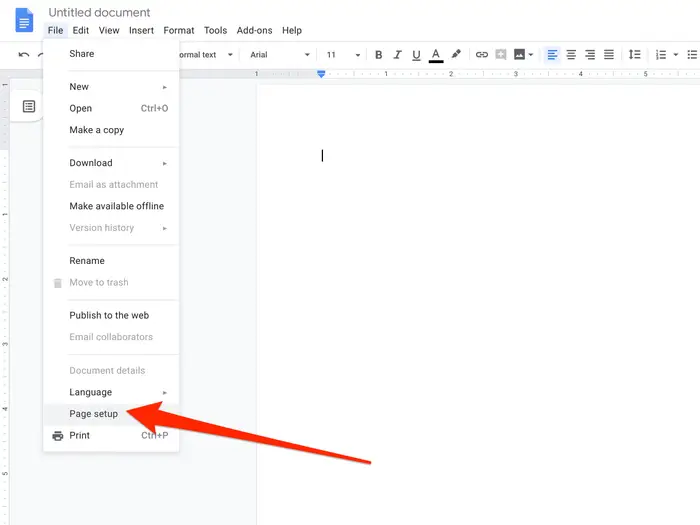
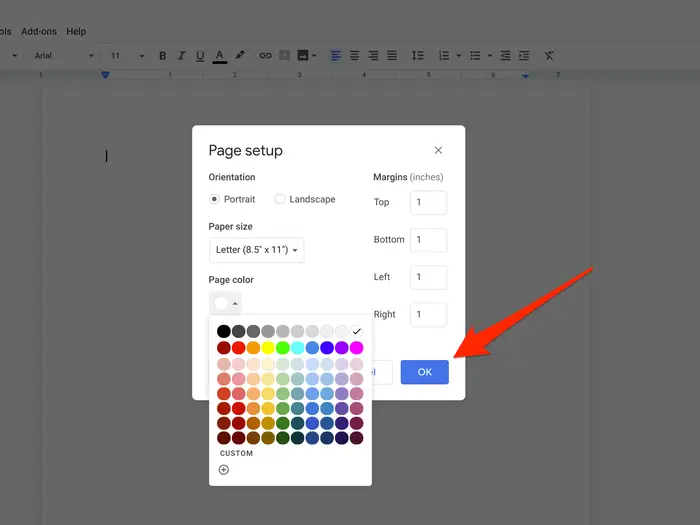
(Explanations on why to fix the issue and how to fixe the

issue can be found at the bottom.)

**Add additional local resources.**

|  | **Additional Information and Resources** |
| --- | --- |
| **Students with disabilities** | [**Americans with Disabilities Act [ADA] policy**](https://www.dol.gov/general/topic/disability/ada) |
| [**Access Center for Disability Resources**](https://www.waubonsee.edu/learning/academic-support/access/index.php)**: Student Center 201 / (630) 466-2564** |
| **I highly encourage all students who have questions about accommodations to come talk with me. I want you to have the advantages that you deserve so that you can participate and be as successful as possible in this course.** |
| **Students who have mental health issues** | [**Location of on-campus mental health services**](https://www.waubonsee.edu/experience/services/counseling/)**: Student Building Second Floor Room 262** |
| [**Online mental health resources**](https://www.waubonsee.edu/student-experience/health-and-wellness-resources/personal-counseling) |
| [**Helpline information**](https://www.waubonsee.edu/experience/services/counseling/)**: (630) 264-0394** |
| **Students who celebrate non-Christian holidays** | **I acknowledge major Muslim and Jewish holidays and I work to avoid scheduling exams or presentations these days but if one was accidently missed please inform me so that we can work together to make alternative arrangements.** |
| **Students with financial challenges** | **Designated work spaces on campus include the Tutoring Center, Library, Henning, and the Student Cafeteria.** |
| [**Sugar Grove Food Pantry**](https://www.sugargrovefoodpantry.org/) **- 52 Wheeler Rd. - (630) 327-6600** |
| [**Aurora Food Pantry**](https://www.aurorafoodpantry.org/) **- 1110 Jericho Road - (630) 897-2127** |
| **Waubonsee Free Lunch Program can be picked up in APC, Collins, or the Field House.** |
| [**Free Tax Help**](https://www.waubonsee.edu/news-events/news/waubonsee-vita-program-offers-free-tax-help-3) |
| **Textbooks have been chosen to ensure the highest quality and least expensive options for students. This course relies on an e-text for lecture but does require a current edition of the physical lab manual. Although the e-text option is cost saving, many studies have documented the improved learning from using a physical textbook and so I do encourage students to purchase the physical copy of the lecture text.** |
| **First-generation college students** | [**TRIO/Student Support Services**](https://www.waubonsee.edu/sss)**: Manager - Student Center 262, Tutoring - Collins Hall 136** |
| [**Financial Aid**](http://www.waubonsee.edu/admission/financial-aid/)**: Student Center 234, Aurora Downtown 241, Plano 126, Aurora Fox Valley 231** |
| **Transgender students** | **If you have a preferred name you would like to use this semester, email me at beginning of the semester or before and indicate your preferred name and pronouns. In addition, you can indicate this information in the Introduction Link Assignment.** |

**Should I add background color?**

**Step 1: Step 2:**

**Additional References:**

* Burgstahler, S. ADA Compliance for Online Course Design. EDUCAUSE. <https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design>
* CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>
* Rosales, R. The Syllabus and a 21st Century Education. <https://er.educause.edu/articles/2011/12/the-syllabus-and-a-21st-century-education>