1.**Inaccessible Sample Syllabus 1**

ENGL 1234: The Attraction of the Harry Potter Series

Fall 2015, 8 week self-paced course

2. Dr. Bartholomew Simpson

My office is located in Building X, room 456

My time is valuable, so office hours are by appointment only.

Prof\_Bart@colorado.edu

3.Textbooks and Materials

All seven (7) books in the Harry Potter series

All eight (8) films in the Harry Potter series

4.Assignments (details can be found on our D2L site)

* 5. Assignments in red are mandatory and must be done
* Assignments in green are strongly recommended
* Assignments in black are optional but are very helpful in understanding the concepts of the material in the text

|  |  |
| --- | --- |
| 6.Week | Assignments |
| 1 | READ: 1st Harry Potter bookVIEW: 1st Harry Potter movieCREATE: a cross reference for terms and eventsSUBMIT: profile of (3) characters and include pictures |
| 2 | READ: 2nd Harry Potter bookVIEW: 2nd Harry Potter movieCREATE: add to your cross reference for terms and eventsSUBMIT: profile of (3) rooms and include pictures |
| 3 | READ: 3rd Harry Potter bookVIEW: 3rd Harry Potter movieCREATE: add to your cross reference for terms and eventsSUBMIT: profile of (3) magic spells and include pictures |
| 4 | READ: 4th Harry Potter bookVIEW: 4th Harry Potter movieCREATE: add to your cross reference for terms and eventsSUBMIT: profile of (3) new characters and include pictures |
| 5 | READ: 5th Harry Potter bookVIEW: 5th Harry Potter movieCREATE: add to your cross reference for terms and eventsSUBMIT: profile of (3) “animals” and include pictures |
| 6 | READ: 6th Harry Potter bookVIEW: 6th Harry Potter movieCREATE: add to your cross reference for terms and eventsSUBMIT: profile of (3) games or books referenced and include pictures |
| 7 | READ: 7th Harry Potter bookVIEW: 7th Harry Potter movieCREATE: add to your cross reference for terms and eventsSUBMIT: profile of how (3) characters main characters have changed from books 1 to 7 and include pictures |
| 8 | VIEW: 8th Harry Potter movieCREATE: add to your cross reference for terms and eventsTAKE FINALComplete evaluation |

7.Grading

|  |  |  |
| --- | --- | --- |
| Assignment(s) | Points | Percentage of Grade |
| Book (7) | 700 (100 per book) | 70% |
| Midterm | 150 | 15% |
| Final | 150 | 15% |

8.Your final grade will be based on the following scale. Please note that you must also pass **BOTH** of the exams in order to pass the course, regardless of your scores on the other assignments.

|  |  |  |
| --- | --- | --- |
| Grade | Points | Percent |
| A | 900-1000 | 90-100 |
| B | 800-899 | 80-89 |
| C | 700-799 | 70-79 |
| D | 600-699 | 60-69 |
| F | 0-599 | 0-59 |

9.All assignments are due at the end of the week. Assignments turned in after the due date will not be accepted or graded.

10.Profile assignments are submitted using the Dropbox in our D2L course site. 11.They should be at least 3 pages long, typed, Arial font, with 1-inch margins. Remember to spell and grammar checked. 12.Points will be deducted for any infractions.

13.If you have questions, feel free to ask your classmates first before bothering me.

14.

I hope you enjoy the class!

Key:

1. The document is not formatted using a style sheet with a clear hierarchy of headings, which makes the sections of the document inaccessible to a screen reader. Pages are not numbered.
2. The instructor only provides one method for students to contact her, whereas ideally students should have several options (email, phone, in person). The instructor does not provide office hours and uses dismissive language that casts a negative tone for the class.
3. Textbooks and materials are not explicitly named, and there are no directions for how these items should be procured.
4. A concise description of all types of course assignments and evaluations should be in the syllabus.
5. Assignments in the course schedule rely on color-coding alone for differentiation, which is an accessibility barrier to low-vision or color blind students, and can be confusing in general given the lack of description for course assignments.
6. The course schedule does not include specific dates or deadlines, and does not indicate which week the midterm assessment will be. The point values of how much each assignment is worth are not repeated next to the assignments. The schedule is also formatted as a table, which is difficult for screen reader technology to navigate.
7. Grading shows the weight of each assignment but does not provide any indication of how assignments will be evaluated or how assignments relate to learning goals in the course. The grades are formatted as a table, which is difficult for screen reader technology to navigate.
8. The statement that students must pass both the midterm and final in order to pass the course does not align with the weight of these items in the grading chart above. Again, the grades are formatted as a table, which is difficult for screen reader technology to navigate.
9. The deadlines for assignments are unclear and do not provide a specific time at which point assignments will be considered late. The instructor also does not indicate any flexibility in the lateness policy that could account for emergencies or extenuating circumstances.
10. There is a lack of detail around how to access the course site in D2L and whether or not all assignments will use the same or different Dropbox folders.
11. This information about assignment formatting is misplaced—it should be in a discussion of the assignments. It also does not specify the platform (though Microsoft Word is implied) and does not include stipulations around line spacing or citations.
12. The standards for assessment are unclear and there is no mention of a grading rubric; likewise, there is no clear definition of what an infraction on an assignment would be or specifically how many points would be deducted.
13. The instructor does not provide multiple sources of support for students and further reinforces a hostile tone.
14. Several important syllabus elements are left out, including a short description of the course and its purpose, learning goals for students, and statements of campus policy regarding accessibility, discrimination and harassment, academic integrity, classroom behavior and religious holidays.