

# Accessibility as Inclusivity

Workshop

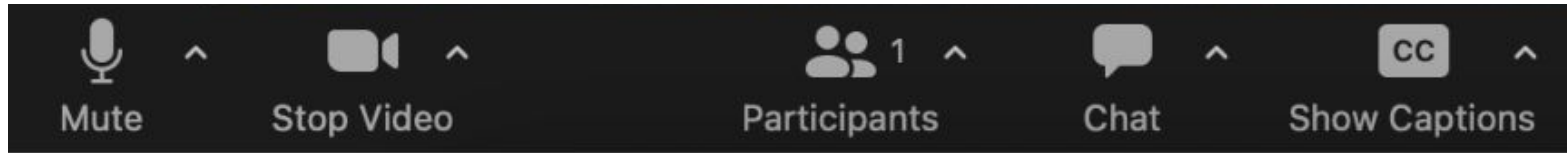
**Amy Petersilie Heile**

WSU Access Center


[she/her]

# Accessibility options for today's presentation:

- Closed Captioning is available
- Copy of slides in chat
- Feel free to type questions instead of speaking
- Cameras are optional



# Today's topics

- ❑ Strategies: Syllabus
  - ❑ Strategies: Course Content
  - ❑ Strategies: Classroom
  - ❑ +1 Approach to increasing accessibility
  - ❑ Reflect and review materials (workshop)
- 

**Strategies:**

# **Syllabus**



# Develop course plans that acknowledge and encourage a growth mindset

- Allow flexibility for error
- Scaffolding supports development



Exam 1 = 75 points

Exam 2 = 100 points

Exam 3 = 100 points

Exam 4 = 125 points



Students  
strengthen  
skills over time

# **Avoid creating policies that exclude or prevent students from being able to engage with the course**

- Be mindful of different needs
- Fewer accommodations are required with more flexible policies



# Use a positive and inviting tone

- Emphasize what students can do and what they will gain vs. what they shouldn't do and how they will lose





“Late submissions are eligible to earn up to 80%”

**VS.**

“You will lose 20% if you submit it late.”

# Be straightforward and concise

- The goal is to demonstrate inclusion not exclusion
- Use plain language, spell out acronyms, and explain any jargon or specialized terms used



# **Increase the font size, line spacing, and the use of white space and columns**

- Make the content easier to read



English 1010 Course Description:

The purpose of English 1010 is to teach students to write clearly and to organize complex arguments that engage in a scholarly way with expert knowledge. Toward that end, students will learn to conduct independent bibliographic research and to incorporate that material appropriately into the sort of clear, complex, coherent arguments that characterize academic discourse. More specifically, in English 1010, students will learn that to write clearly means that they must take a piece of writing through multiple drafts in order to eliminate any grammatical errors or stylistic flaws that might undermine the author-audience relationship. They will also learn that, to write with meaningful complexity, they must learn to practice a variety of invention strategies, from the five classical appeals to freewriting to commonplaces to analytic reading strategies to library research – and to revise continuously the material generated by these methods. Students will also learn that, in order to make coherent arguments out of the material generated through these invention strategies without sacrificing complexity, their practice of revision must be guided by certain principles of style and arrangement – for example, principles of emphasis, cohesion, parallelism, figuration, and syntactic variation, to name a few. Also, students must grow adept in the genre of argument itself through work with models and templates of the sort outlined in the standard rhetorics of argument. Students must learn, moreover, that in order to create effective arguments they must cultivate strategies for analyzing the texts of other – that is, they must grow adept at situating the texts of others in a context, looking at them through the lens of some other body of thought, to see how such a move heightens the significance of certain elements of the text under analysis. And they must learn strategies for active, critical reading, strategies for deciphering why a text might be arranged a certain way and what that arrangement might mean, as well as strategies for summarizing and paraphrasing and quoting. Also, they must learn to conduct research in the library, evaluating sources, incorporating the work of others into their texts and doing so while following the proper conventions of citation endorsed by the Modern Language Association. Finally, in order to maximize the students' potential for developing these abilities, the method of instruction in English 101, week by week, will be organized as a hybrid that combines four different instructional modes: 1) discussions as appropriate to a seminar; 2) hands-on, productive work as appropriate to a studio or lab; 3) brief lectures; 4) regular one-on-one conferencing with the teacher. Through all of these means, students in English 1010 will learn to produce clear, complex, coherent writing with meaningful academic content.

**English 1010** is designed to help you

write clearly and organize complex arguments that engage in a scholarly way with expert knowledge. Toward that end, you will learn to conduct independent bibliographic research and to incorporate that material appropriately into the sort of clear, complex, coherent arguments that characterize academic discourse. Specifically, you'll learn that:

- To **write clearly** means that you must take a piece of writing through multiple drafts in order to eliminate any grammatical errors or stylistic flaws that might undermine the author/audience relationship;
- To **write with meaningful complexity**, you must learn to practice a variety of invention strategies (e.g., classical appeals, freewriting, reading and analysis, and library research) and to revise continuously the materials generated by these methods.
- To **make coherent arguments** without sacrificing complexity, your practice of revision must be guided by principles of style and arrangement, and you must grow adept in the genre of argument itself through work with models and templates established by standard persuasive rhetorics;
- To **create effective arguments**, you must cultivate strategies for positioning texts against each other to familiarize

yourself with the arguments of others before developing your own claims, and grow adept at using warrants, evidence, counter-claims, and other rhetorical tropes to craft your own arguments. You will learn strategies for active, critical reading, strategies for deciphering why a text might be arranged a certain way and what that arrangement might mean;

- To **conduct effective research** means utilizing the library, evaluating sources, and incorporating the work of others into your texts using the proper conventions of citation endorsed by the Modern Language Association (MLA). You will also learn strategies and conventions for summarizing, paraphrasing, and quoting others' work to support and develop original claims.

To develop the skills mentioned above, English 1010 balances seminar-style discussions with heavy student participation; brief lectures; hands-on productive work in writing workshops and guided "lab" exercises; and regular one-on-one conferencing with your professor.

By the end of the semester, you will have completed a **minimum of 30 pages of graded prose** as well as a minimum of 5 short low-stakes writing assignments. This page count is standardized across 1010 courses, but not to worry, I will guide you through each stage to make sure you're ready.

## Syllabus

**Include navigation guides: table of contents, page numbers, section headings**



## ENGL 101: College Composition



### Section 39

MW/F 3:10-4:00pm  
Avery Hall 102

**Instructor: Amy Heile**

Email: [amy.heile@wsu.edu](mailto:amy.heile@wsu.edu)

Campus Office: Avery Hall 323

Spring 2022

### In this syllabus

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**The Academic Writer**  
(8<sup>th</sup> Edition)  
by Lisa Ede  
ISBN: 9781319245641

Available at The Bookie and other booksellers. Used or digital copies are acceptable and encouraged!

Even if you don't think you need this class because you're already a skilled writer or you believe writing will not be a priority in your intended field of study or future career, there is still a lot you can gain from ENGL 101.

ENGL 101 satisfies a WRTG requirement for WSU's University Common Requirements (UCORE), which are designed to develop skills, at academic and professional levels.

In other words, **the skills and concepts we practice and discuss this semester are not merely skills you'll use in "English" classes.** Being able to

- think critically
- act professionally
- reflect on yourself and your goals
- utilize tools and resources to support understanding
- work collaboratively
- communicate effectively to promote change

will benefit you in a variety of ways and in a variety of contexts outside of the ENGL 101 classroom.

For more information about the value of UCORE courses, please visit the website: <https://ucore.wsu.edu/objective/>

For more information about how ENGL 101 encourages career-readiness, please visit the National Association of College and Employers (NACE) website: <https://www.nacweb.org/career-readiness/competencies/career-readiness-defining/>

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# Replace or pair some text with images or graphics

- Can make information easier to quickly digest
- Include alt-text for any images that communicate essential information



## Required Textbook:



***The Academic Writer***  
(5<sup>th</sup> Edition)

by Lisa Ede

ISBN: 9781319245641

Available at The Bookie and other booksellers. Used or digital copies are acceptable and encouraged!

## Required Materials & Tools



### **Materials for taking notes and completing in-class writing assignments.**

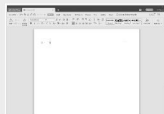
You may take notes on a laptop, but you will also need paper and a pen/pencil for writing purposes.



**Canvas** ([wsu.instructure.com](https://wsu.instructure.com)) – WSU’s course management system. This is where you will find course materials including announcements, copies of assignment prompts, the slides from class lessons, dropboxes, and discussion forums. It is also where you will find links to tools such as Panopto (video recordings) and Zoom (virtual meeting room).



**WSU email account** ([email.wsu.edu](mailto:email.wsu.edu)) – Per university policy, I am not permitted to open or respond to emails from students that are sent from any address other than their official WSU email account. I also cannot open any attachments that I did not request. Please be aware of these policies, and send all communication to me through approved channels.



**Word processing program** - All WSU students have free access to Microsoft Office 365 (including MS Word) through their university email account. If you use other word processing programs such as Google Docs or Pages, you'll need to be able to adjust the formatting and file type of your document to meet requirements.



# Grade Distribution

Your grade is calculated from a total of 1,000 possible points:

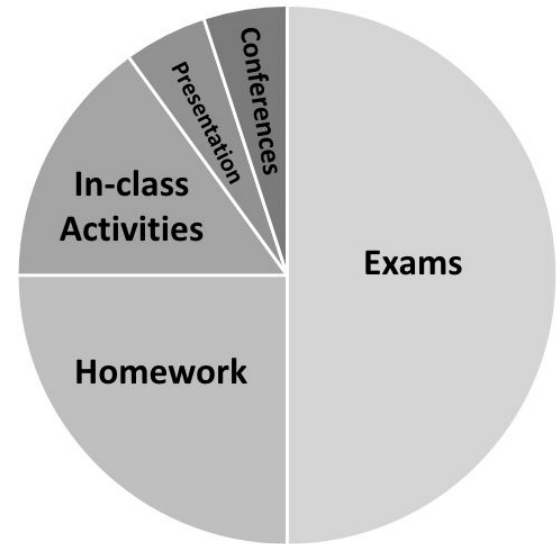
500 points (50%) = Exams

250 points (25%) = Homework

150 points (15%) = In-class Activities

50 points (5%) = Presentations

50 points (5%) = Conferences



# Syllabus Tips Checklist

- Develop course plans that acknowledge and encourage a growth mindset
- Avoid creating policies that exclude or prevent students from being able to engage with the course
- Use a positive and inviting tone
- Be straightforward and concise
- Increase the font size, line spacing, and the use of white space and columns
- Replace or pair some text with images or graphics

**Strategies:**

# **Course Content**



# **Break larger projects and assignments down into smaller parts or drafts**

- Provides multiple opportunities for students to earn credit and receive feedback
- Helps students manage the workload and better understand the process



**100 points possible for the project**

10 points for Proposal (due 02/06)

10 points for List of Sources (due 02/10)

20 points for Rough Draft (due 02/17)

10 points for Peer Review (due 02/20)

40 points for Final Draft (due 03/03)

10 points for Reflection (due 03/06)

**VS.**

**100 points = Final Draft (due 03/06)**

# Progression of Project 2

## Project Proposal

After conducting some preliminary research on a topic of your choosing, you'll compose a proposal that summarizes what you've learned so far about the topic and what question you will use to guide your research. (10 points)

## List of Sources

After your proposal has been approved, you'll be researching your topic and collecting a list of sources. (10 points)

## Working Draft & Peer Review

At this stage in the process, you should have put together a draft of your project, and you'll have an opportunity to receive feedback on the draft during a peer review workshop. (30 points)

## Final Draft

Using the feedback you received during the peer review workshop, you'll revise and finalize a draft of your project. (40 points)

## Reflection

After completing and submitting the final draft of your project, you'll write or record a short reflection that discusses what you learned through the process of completing the project. (10 points)

# **Include objectives statements with all activities and assignments**

- Helps students understand the purpose of the activity or assignment and how it contributes to their learning
- Highlighting relevance encourages effort



**Objective:** Practice your reverse-outlining skills. As part of your research project, you'll be asked to submit a reverse outline of one of the scholarly sources you found in the library's collection. This activity will help prepare you to do that.



# **Provide opportunities to work independently and collaboratively**

- Address different learning preferences and strengths



## **Before class:**

Students read the case study, answer a set of questions, submit answers before the start of class

## **During class:**

Students work in small groups to answer the same questions and submit the group's answers

## **After class:**

Teacher averages the scores for those two submissions as the final score for the assignment

# Use rubrics that clearly identify the connection to the outcomes

- Helps with course planning (backwards assessment)
- Allows for more flexibility and options for deliverables



## **Requirement:**

Using evidence from sources, explain why the development of legislation regarding the production of electric vehicles is beneficial or detrimental to American society. You'll need to incorporate evidence from the textbook and at least 2 scholarly journal articles to support your claims.

## **Assessment Criteria:**

Develops and supports a clear argument that that incorporates evidence from the textbook and at least 2 scholarly journal articles

## **Options:**

Essay, poster, podcast, infographic, website

**Include different types of questions on exams**

**Provide models of exam questions and/or share instructions ahead of time**

- Reduces anxiety of the unknown



# Test in the same manner that you teach

- Assess the student's knowledge rather than how well they can adapt to new formats
- Provide multiple opportunities to practice before assessing
- Use consistent terminology



# **Maintain plain backgrounds, uncluttered pages, and plenty of white space**

- Text on the slide should be easy to identify and read quickly



# How Rivers Are Formed

- Rivers start as very small streams and gradually get bigger as more and more water is added. Heavy rains and spring meltwater add so much water to some rivers that they overflow their banks and flood the surrounding landscape.
- The water in rivers comes from many different sources. Rivers can begin in lakes or as springs that bubble up from underground. Other rivers start as rain or melting snow and ice high up in the mountains.
- Most rivers flow quickly in the steeply sloping sections near their source. Fast moving water washes away gravel, sand and mud leaving a rocky bottom.
- Rivers flowing over gently sloping ground begin to curve back and forth across the landscape. These are called meandering rivers.
- Some rivers have lots of small channels that continually split and join. These are called braided rivers. Braided rivers are usually wide but shallow. They form on fairly steep slopes and where the river bank is easily eroded.
- Many rivers have an estuary where they enter the ocean. An estuary is a section of river where fresh water and sea-water mix together. Tides cause water levels in estuaries to rise and fall.

Inaccessible  
design





# Use accessible font styles and sizes

- Text on the slide should be easy to identify and read quickly

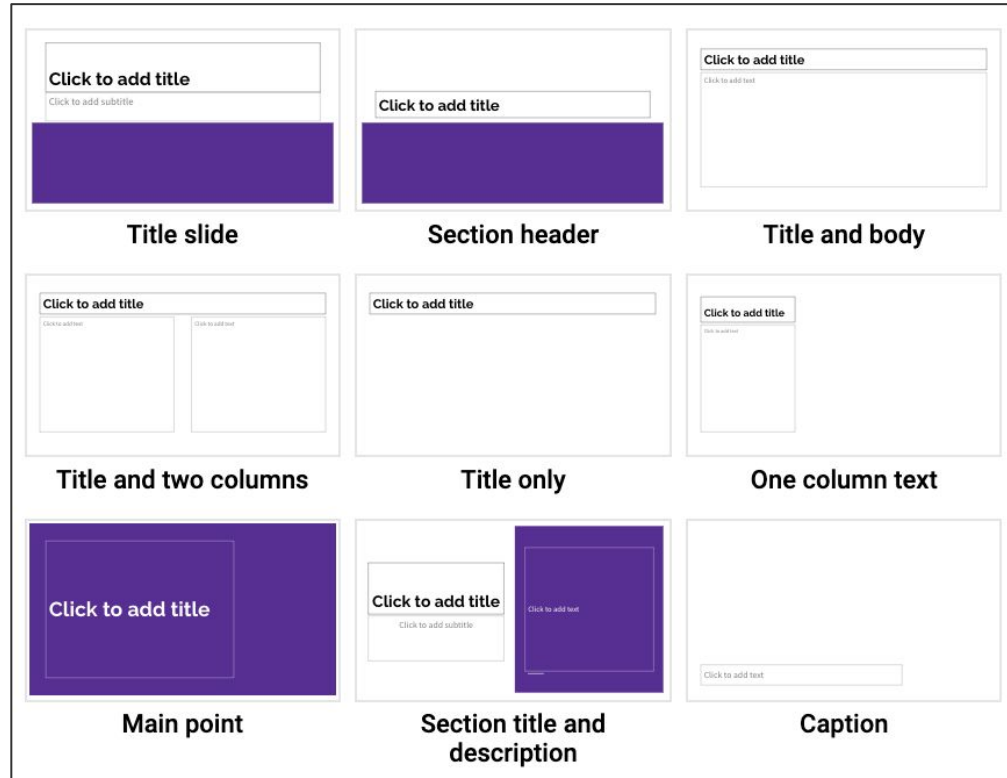


- Sans serif = fonts without “feet”  
**vs.** Serif = fonts with “feet”
- Recommended font size: 24+
- *Avoid decorative font styles*

# Maintain clear and consistent layouts

- Allows students to predict where they will find the content they need





Follow the design templates provided in the composing program

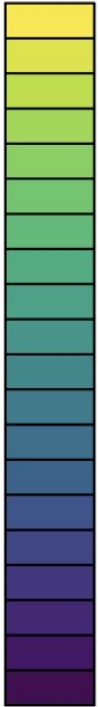
# Use high contrasting color schemes

- Avoid communicating essential information through color alone



# Viridis

(accessible color scheme)



<https://cran.r-project.org/web/packages/viridis/vignettes/intro-to-viridis.html>

# Limit the amount of text on each slide

- Text on the slide should be easy to identify and read quickly



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# Inaccessible design





**Open with an outline and include title slides as checkpoints**

**Include a progress bar**

- Make it easier for students to follow along and stay engaged



# Course Content Tips Checklist

- Break larger projects down into smaller parts or drafts
- Include objectives statements with all activities and assignments
- Provide opportunities to work independently and collaboratively
- Use rubrics that clearly identify connection to the outcomes
- Include different types of questions on exams and provide models of exam questions and/or share instructions ahead of time
- Test in the same manner that you teach

# Slideshow Tips Checklist

- Maintain plain backgrounds, uncluttered pages, and plenty of white space
- Use accessible font styles and size
- Maintain clear, consistent layouts
- Use high contrasting color schemes
- Limit the amount of text on each slide
- Open with an outline or agenda and include title slides as checkpoint throughout.
- Add a progress bar to show progression

Strategies:

# Classroom Delivery



# **Provide an agenda at the start of class and vocalize checkpoints and transitions**

- Encourages engagement and makes it easier for students to follow along
- Helps students get back on track



# **Present information and instructions in both verbal and visual formats**

- Allows for additional processing time
- Promotes staying on task



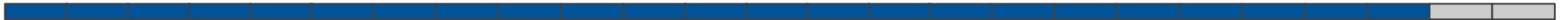
# Provide guidelines and structure for group work

- Can reduce anxiety
- Consider having the class develop a community contract that outlines the expectations



# Avoid randomly calling on students during class

- Concerns about being called on unexpectedly can be very distracting
- Allow time for student to process and prepare





# **Include processing time and protect it**

- Pause after presenting concepts or asking questions
- Avoid the temptation to talk and discourage others from talking



# **Post your slides and lecture materials for students to access outside of class**

- Reduces the number of individual accommodations you need to address
- Skeletal outline as an alternative



**+1 Approach**



# Reach Everyone, Teach Everyone

Universal Design  
for Learning in  
Higher Education



Thomas J. Tobin and Kirsten T. Behling

“The ‘plus-one’ approach helps to take what otherwise might look like an insurmountable amount of effort and break it down into manageable, approachable chunks.”

– Dr. Tom Tobin



# REFLECTION

1. What's one way your syllabus/course content/classroom practices communicate your commitment to accessibility and inclusivity?
2. What's one revision you can make to better communicate your commitment either through your policies, documents, or delivery?

# References & Resources

Rita Kumar and Brenda Refaei (eds.) - *Equity and Inclusion in Higher Education*  
University of Cincinnati Press, 2021

Kelly A. Hogan and Viji Sathy - *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*  
West Virginia University Press, 2022

Jay Dolmage - *Academic Ableism: Disability and Higher Education*  
University of Michigan Press, 2018

David R. Jones - "Untangling Literacies: Accessible Digital Slides and Syllabi in the Graduate Classroom"  
*Handbook of Research on Applying Universal Design for Learning Across Disciplines: Concepts, Case Studies, and Practical Implementation*  
IGI Global, 2021 (ed. Fovet)

Anne-Marie Womack - "Teaching Is Accommodation: Universally Designing Composition Classrooms and Syllabi"  
*College Composition and Communication (CCC)* - 2017

Accessible Syllabus (guidance website created by AM Womack)

<https://www.accessiblesyllabus.com/>

Inclusion by Design (Survey your syllabus and course design)

<https://drive.google.com/file/d/0B0ulz5eHbyjYdmY0eF9ablRRcHM/view?resourcekey=0-30TtSr52Ig9e7RXqpLLE2A>

“Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion” (article by Fuentes, Zelaya, and Madsen)  
*Teaching of Psychology*, 2021; 48(1): 69-79

“Reimagining Student-Centered Learning: Accessible and Inclusive Syllabus Design During & After the COVID-19 Pandemic” (article by Che, Hughes, Ranade)  
*Computers and Composition*, 2023

Designing Syllabi for Student Success and Accessibility (WSU resource)

<https://syllabus.wsu.edu/syllabus-design-success-accessibility/>



# The DO-IT Center at the University of Washington

<https://www.washington.edu/doiit/programs/center-universal-design-education/overview>