Social Justice Pedagogy Syllabus Evaluation Tool

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Question	Theme	Yes/No	Comments
1. Does it tell students how/why the course content is relevant to their lives and to their future careers?	Relevance		
2. Does it tell students how course content or skills are used to improve the lives of individuals and/or communities? What are some of the social justice implications of the class?	Social justice connection		
3. Is grading described in a way that is success-oriented rather than failure-oriented? Growth versus fixed mindset	Mindset		
4. Are there low stakes assignments that allow students to practice new skills without much pressure?	Mindset Expectations of success		
5. Is there any language that suggests that the content/skills of the class are learned qualities rather than fixed skills? (growth versus fixed mindset triggers)	Mindset		
6. How are the assignments described? Is the rationale for each assignment clear, so that students understand why they are doing them? From a student's perspective, do any of the assignments seem like "busy work?"	Student-Centered		
7. Do some of the readings come from authors who are women and people with diverse ethnic backgrounds? Can you foreground this by including full names and/or short bios or descriptions of some of the readings and authors?	Social Justice Belongingness		

8. Have you included language from the ethical codes of your profession or statements about the social justice commitments of your field?	Relevance Social Justice		
9. Do you use communal language ("we," "us) as opposed to individual language ("you" and "I")? Does the "we" language truly convey some egalitarism or merely mask the power structure of the class?	Social Justice Stereotype threat Warmth		
10. Is there language that validates the students' experiences and feelings of anxiety about the course and offers assurances of resources to support student learning?	Student-Centered Resources		
11. Does the wording convey that you are available to students as a resource?	Student-Centered Resources		
12. Do you provide links to other resources that may support learning, such as videos, tutoring labs, study groups, etc?	Student-Centered Resources		
13. Overall, does the syllabus have a warm and inviting tone?	Belongingness Warmth		
14. Are there technical terms or jargon that the students may not yet have encountered in their classes? Have you defined them?	Belongingness Warmth Stereotype threat Mindset		
15. Does the syllabus read like a legal document or legal contract? If so, are all the "rules" necessary? How can you make it more welcoming?	Belongingness Warmth		
16. Is there any language that might prompt comparisons about groups' ability levels, math skills, or other differences that might trigger stereotype threat?	Stereotype Threat		

17. Do any of the assignments, readings, or topics on the schedule indicate how power and privilege are addressed in the class via readings, activities, topics? Is this part of the class description?	Power		
18. Do you have any guest speakers, films, or activities that offer students with role-models who are like them?	Belongingness		
19. Does the syllabus describe a democratic classroom? e.g. do descriptions of activities and assignments offer any choice in topics or formats? Any discussion of negotiated rules?	Social Justice		

Other Notes: