Changemaking Syllabus Template

Based on what you have learned about changemaking skills and competencies, alongside your thinking so far, consider what you might incorporate into your syllabus to create opportunities for nurturing changemaking competencies. Use the prompts below (highlighted in yellow following each section) to guide your thinking and planning. Fill in only what feels supportive and/or relevant to your learning context. \*Note: This template was adapted from Georgian College’s *Everybody a Changemaker* template with express permission from the creator Tracy Mitchell-Ashley.

# Part 1: Course Syllabus Basics

Course Information

|  |  |
| --- | --- |
| **Course Title:** ​​ | **Course Code:** ​ |
| **Course Delivery Mode:** **​​** | **Details (If Needed):**  |

Instructor Information

|  |  |  |  |
| --- | --- | --- | --- |
| **Professor or Instructor’s Name \*optional pronouns\*:**  | **​​ ​**  | **Email:**  | **​​ ​**  |
| **Office Hours:**  | **​​ ​**  | **Office:**  | **​​ ​**  |
| **Phone:**  | **​​ ​**  | **Class Times:**  | **​​ ​**  |

*What changemaking items can be added to the Instructor Information section?*

General Information

|  |  |
| --- | --- |
| **Course Description:**  | **​​**  |
| **Course Resources:**  | **​​** |
| **Learning Outcomes:**  | ​​ ​  |

*What kinds of information will help convey the changemaking nature of this course (e.g., UN Sustainable Development Goals)?*

*Are there any additional changemaking course resources to include?*

*How might you connect your course outcomes to changemaking? What kind of statement might you include?*

Course Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Type | Learning Outcome | Marks |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
|  |  | Reading Week - No Classes |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
|  | Total | 100% |

*How might changemaking be included into your evaluation map?*

Schedule of Activities

|  |  |  |  |
| --- | --- | --- | --- |
| Week  | Date  | Content/Topic  | Assessment/Activities  |
| 1  |   | **​​ ​**  | **​​ ​**  |
| 2  |   | **​​ ​**  | **​​ ​**  |
| 3  |   | **​​ ​**  | **​​ ​**  |
| 4  |   | **​​ ​**  | **​​ ​**  |
| 5  |   | **​​ ​**  | **​​ ​**  |
| 6  |   | **​​ ​**  | **​​ ​**  |
| 7  |   | **​​ ​**  | **​​ ​**  |
|   |   | **​​Reading Week – No classes​**  | **​​ ​**  |
| 8  |   | **​​ ​**  | **​​ ​**  |
| 9  |   | **​​ ​**  | **​​ ​**  |
| 10  |   | **​​ ​**  | **​​ ​**  |
| 11  |   | **​​ ​**  | **​​ ​**  |
| 12  |   |   |   |
| 13  |   |   |   |
| 14  |   |   |   |

*How might changemaking be incorporated into your schedule of activities?*

Additional Information

*What additional information might be included to convey changemaking?*

*What additional information may be considered important and helpful for learners and would help your syllabus be more changemaking in tone?*

# Part 2: Changemaking Rationale

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| --- |
| **Write your changemaking rationale statement for your syllabus.**  |
|  |

# Part 3: Changemaking Intention

|  |
| --- |
| **Set your changemaking intention going forward.** How will changemaking show up in your future syllabi? |
|  |