

**SAMPLE SYLLABUS STATEMENTS REGARDING MAINTAINING A RESPECTFUL LEARNING ENVIRONMENT FOR ALL**

**Sample 1:**

Students and faculty each have responsibility for maintaining a respectful learning environment in which to express their opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences such as race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, age, and veteran status.

Meaningful and constructive dialogue is encouraged in this class and requires mutual respect, a willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One’s choice of words and use of language is a critical component of respectful discourse as we work together to achieve the full benefits of creating a classroom in which all people can feel comfortable expressing themselves.

 *(partially adapted from “The Course Syllabus: Learning-Centered Approach,” O’Brien, Mills and Cohen (2008))*

**Sample 2:**

CSUN is a community that thrives on open discourse that challenges students, both intellectually and personally, to be socially responsible leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. In this class, we will collectively uphold these community expectations for respectful and conscientious dialogue and refrain from marginalization, misrepresentation or the perpetuation of stereotypes.

*(partially adapted from DePaul University)*

**Sample 3:**

Respectful discussion and inquiry are at the heart of the academic enterprise. Meaningful and constructive dialogue requires mutual respect, willingness to listen, and tolerance for opposing points of view. Classroom and online discussions, like any academic discourse, should follow university norms of civility and effective communication. Debates should challenge ideas – not individuals who hold opposing views.

*(partially adapted from “The Course Syllabus: Learning-Centered Approach,” O’Brien, Mills and Cohen (2008))*