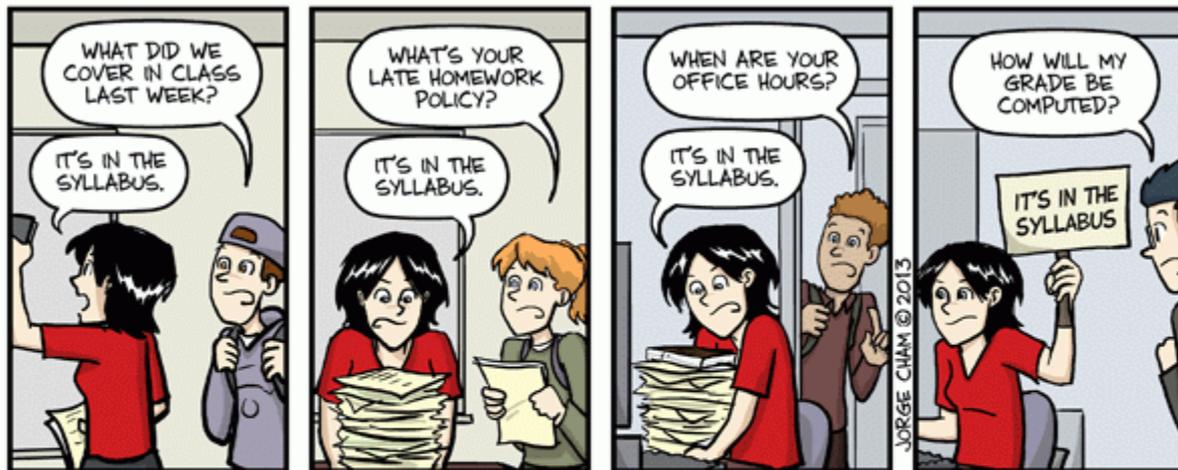


Course Design and Syllabus Construction

In pairs, compare your fall class syllabi

- What features do they have in common?
- What features are different?
- What is the *purpose* of each feature?



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

Syllabus Requirements (from the University of Minnesota Faculty Senate Classroom Expectations Guidelines).

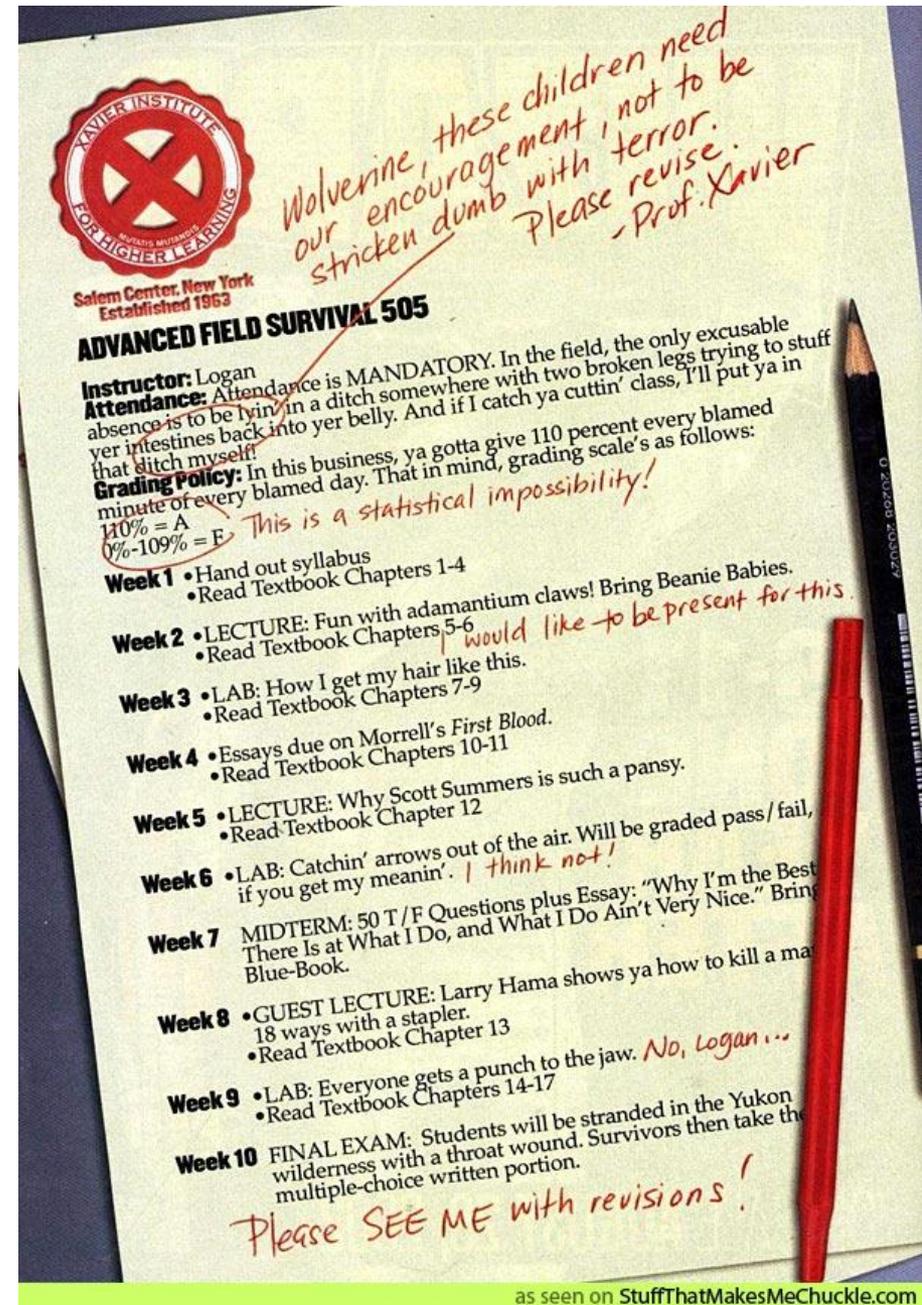
- Course title
- Course designator
- Course number
- Number of credits
- Day, time, and place of class meetings
- Instructor's name
- Office location
- Office hours
- At least one method of contacting you (phone, email, fax)
- A brief description of the course
- Required and recommended materials and the location of the materials
- Course goals, objectives, and expectations
- Course prerequisites
- Schedule of assignments, papers, projects, etc.
- Criteria for grading and grading standards (including the U of MN definition of grades)
- Make-up exam policy
- Senate student academic workload policy
- Statement on accommodations for students with disabilities
- Statement on classroom conduct
- Statement on academic misconduct
- Statement regarding sexual harassment
- Statement on penalties for late work

Syllabus Enhancements

- Statement which encourages students to see you outside of class.
- Description of what the class will be like, including a description of and rationale for your teaching methods.
- Clear guidelines detailing how students are to prepare for and behave during a class session. (e.g., read the assignments BEFORE class, come on time, participate in discussion, etc.)
- Statement describing what students can expect from you
- Description of special procedures or rules for this class (e.g., laboratory rules and procedures)
- Advice on how to read/approach the materials for this class
- Advice on how to study for quizzes and exams
- Specific criteria for each graded assignment
- Statement on incomplete coursework
- Statement telling students how to dispute a grade for an assignment or exam
- Statement regarding extra credit
- Statement regarding exam re-takes and/or coursework resubmission
- Information on special services or resources which might be helpful to the students
- Other information which would help students succeed in this class

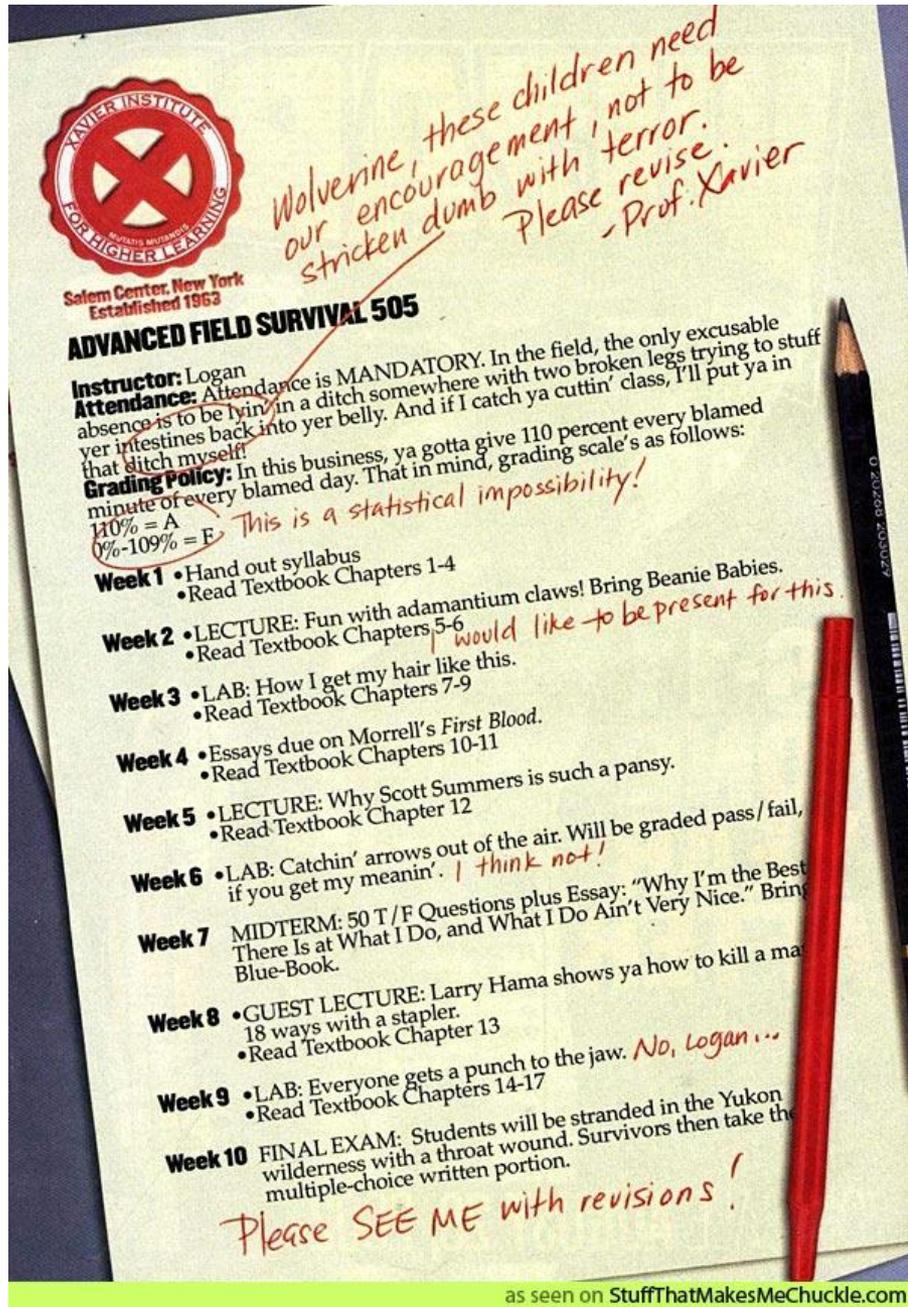
Syllabi serve several important purposes

- To communicate the instructor's course design (e.g., goals, organization, policies, expectations, requirements) to students.
- To convey our enthusiasm for the topic and our expectations for the course
- To show how this course fits into a broader context ("the big picture")
- To establish a contract with students by publicly stating policies, evaluation requirements, and procedures for the course
- To set the tone for the course, and convey how we perceive our role as the teacher and their role as students
- To help students assess their readiness for the course by identifying prerequisite areas of knowledge
- To help students manage their learning by identifying outside resources and/or providing advice
- To communicate our course goals and content to colleagues



Syllabi serve several important purposes

- To communicate the instructor's course design (e.g., goals, organization, policies, expectations, requirements) to students.

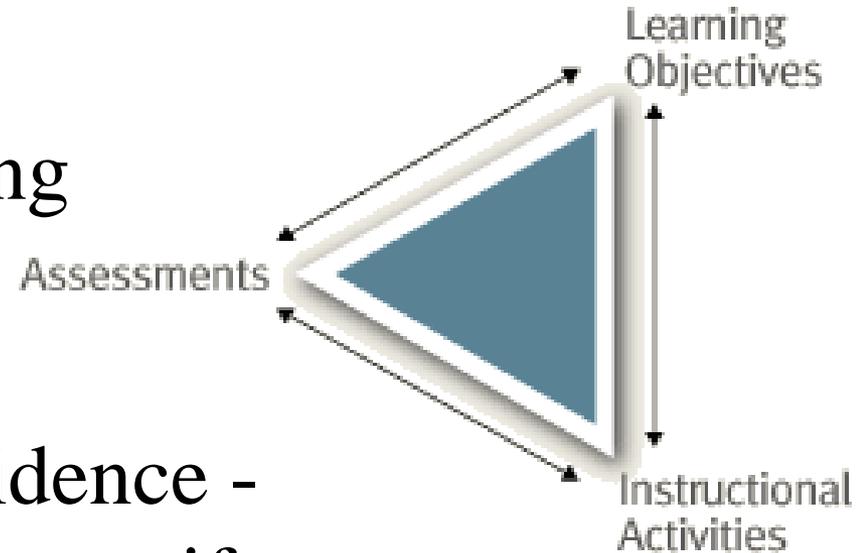


Course Design

Backward Design principles

(Wiggins & McTighe, 2005)

1. Identify desired results –
GOALS (intended learning outcomes)
2. Determine acceptable evidence -
PROGRESS (means to assess if learners have learned)
3. Plan learning experiences and instruction – PRACTICE



Objectives

- What skills, knowledge and attitudes will students have after completing your course?
 - “At the end of this course, students should be able to _____.”
- Are the Intended Learning Outcomes (ILOs) for your course :
 - Content-based? (but beware of desire to “cover the material”)
 - Skill-based?
- How are these learning outcomes decided? By student needs? Department/College needs?

Assessment

- What do you want to assess?
 - Knowledge?
 - Application?
- How do you want to assess them?
 - Exams?
 - Written work?
 - Project?
 - Performance?

make-ups, except in cases of medical emergency or death (your own).

Plagiarism:

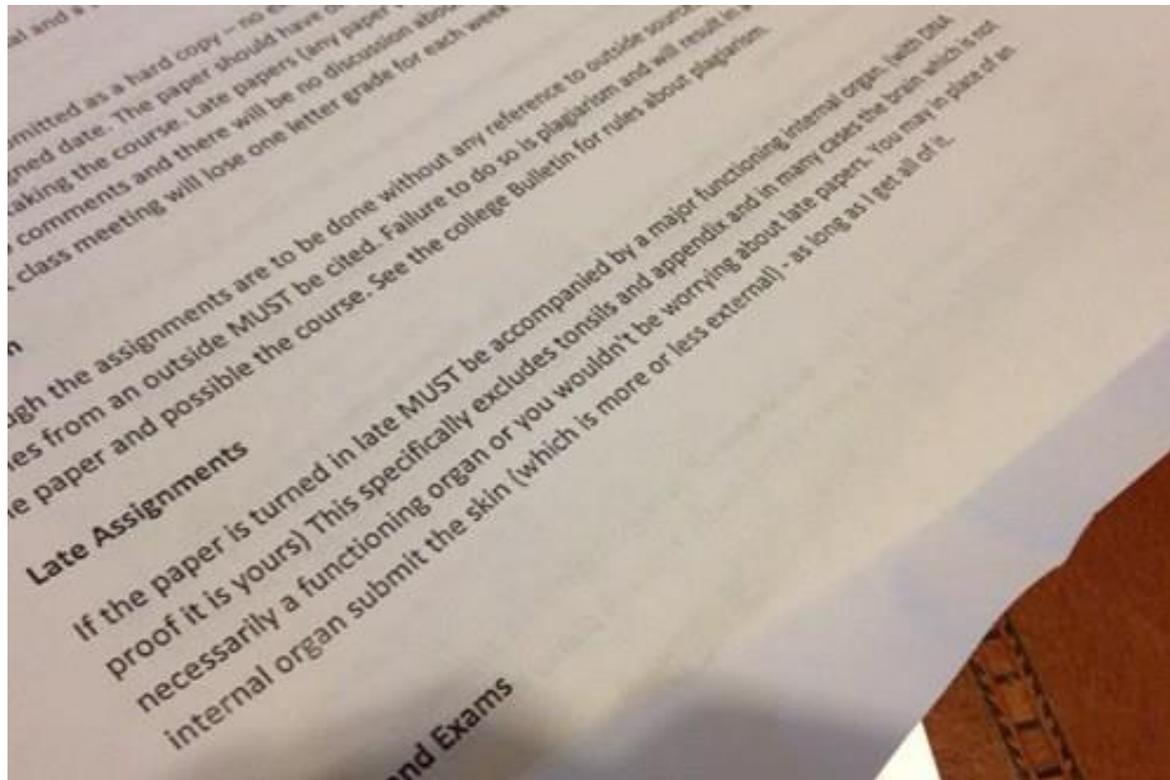
The Instructor does not feel that he really has to emphasize that using the actual words of another person and passing them off as your own is not only wrong but despicable. This even applies to paraphrasing the words of another without giving a proper reference to the source you are plundering. Anyone who plagiarizes the writing of another person—whether a published writer or one of your own classmates—will automatically fail the class. In a better world, he/she would also be blinded and have their offending hands cut off and hung up on the fence at the entrance of the university to serve as a reminder to others that stealing the words and thoughts of another person is not a good thing. Alas, we don't do that. Yet.

Classroom Etiquette:

Since the bulk of the classroom experience involves lectures by the Instructor and discussions with students, eating, carrying on private conversations, listening to music, with or without earphones, having sex with your partner (or yourself), and

Setting overarching goals assignment

Complete up to Section 1.2b



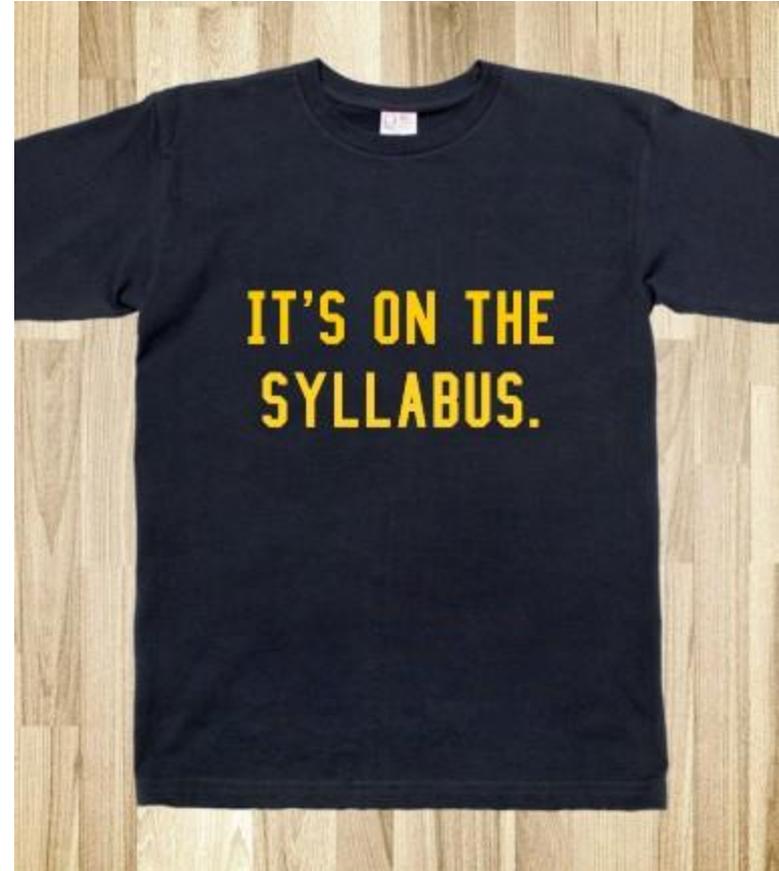
Anticipate student questions and concerns and try to address them in your syllabus.

Research indicates that the pressing concerns for students beginning a course are:

- Will I be able to do the work?
- Will I like the professor?
- Will the subject matter interest me? Is it relevant to what I want to do?
- Do I have the prerequisite skills and knowledge to succeed?
- Can I handle the workload?
- Is it possible for me to get a good grade?
- What sorts of policies does this instructor have regarding attendance, late work, participation, etc.?

(loosely adapted from Davis, 1993)

Addressing student concerns will help them to align their expectations with yours, give them a sense of your teaching styles and priorities, and allow them to make more informed decisions about whether or not to take the course.



References

Carnegie Mellon-Eberly Center <http://www.cmu.edu/teaching/designteach/design/syllabus/index.html>

Davis, B. G. (1993). Tools for Teaching. San Francisco: Jossey-Bass.

Fink, L. Dee (2005). [“Integrated Course Design,”](#) IDEA Paper #42

University of Minnesota Center for Teaching and Learning
<http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/basic/index.html>

Wiggins, Grant P., and Jay McTighe (2005). [Understanding by design](#). Expanded 2nd ed. Alexandria, VA: Association for Supervision and Curriculum