Syllabus Work Week

Mascha Gemein, Emily Jo Schwaller, Katie Southard, Audrey Tocco, & Treya Allen

Jan 4 & 5, 2024 | 10-11am
Honoring and Acknowledging
Intentional Syllabus Design

- Provides a clear road map for learning with aligned goals, milepost, and learning conditions.
- Centers the learner and learning experience.
- Clearly communicates expectations of individuals and groups (if given).
- Is descriptive and transparent about course process, engagement, and assessment within the class.
- Optimizes and illustrates accessibility and inclusivity.
Agenda

Thu, Jan 4: Foundations for a Learning-Focused Syllabus

1. Ensuring a Cohesive Course Curriculum
2. Focusing on Learning and Learners

Fri, Jan 5: Composing a Student-Friendly Syllabus

1. Uncovering the Hidden Curriculum
2. Emphasizing the Positive in Policies

Featuring: The Instructor’s Guide to Syllabus Composition
https://ge.arizona.edu/syllabus-guidelines
Institutional Syllabus Policies and Websites

Undergraduate Syllabus Policy

- [https://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template](https://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template)
- Recommended Gen Ed syllabus template (Gen Ed Refresh): [https://ge.arizona.edu/syllabus-guidelines](https://ge.arizona.edu/syllabus-guidelines)

Graduate Syllabus Policy

- [https://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-graduate](https://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-graduate)
- Graduate Syllabus Policy (Graduate College): [https://grad.arizona.edu/policies/academic-policies/graduate-college-syllabus-policy](https://grad.arizona.edu/policies/academic-policies/graduate-college-syllabus-policy)
Ensuring a Cohesive Course Curriculum
Goals
Identify desired results (what students will think, do, & feel)

Assessment
Determine acceptable evidence (practice, milestones, final)

Plan
Plan learning experiences and instruction (format, content, materials, modalities)
## Learning-Focused Syllabus Rubric
*(Palmer, Bach & Streifer, 2014)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>What to look for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals and objectives</td>
<td>• Clearly identifiable, whether explicit or implicit</td>
</tr>
<tr>
<td></td>
<td>• Measurable with specific action verbs</td>
</tr>
<tr>
<td></td>
<td>• Addressing all dimensions <em>(Fink, 2003)</em></td>
</tr>
<tr>
<td>Assessment activities</td>
<td>• Aligned with objectives</td>
</tr>
<tr>
<td></td>
<td>• Evidence for formative assessment with feedback</td>
</tr>
<tr>
<td></td>
<td>• Summative assessments are clearly defined and scaffolded</td>
</tr>
<tr>
<td></td>
<td>• Evaluation criteria available</td>
</tr>
<tr>
<td>Schedule</td>
<td>• Logical sequence</td>
</tr>
<tr>
<td></td>
<td>• Themes/topics/units are clear</td>
</tr>
<tr>
<td>Overall learning environments</td>
<td>• Positive, respectful tone; personal pronouns</td>
</tr>
<tr>
<td></td>
<td>• Content as vehicle for learning <em>(not policies/punishment)</em></td>
</tr>
<tr>
<td></td>
<td>• Promise: relevance of course; learning opportunities</td>
</tr>
</tbody>
</table>
Focusing on Learning and Learners
Who is Centered in Your Syllabus Design?

<table>
<thead>
<tr>
<th>Written from point of view of</th>
<th>Content-Centered Syllabi</th>
<th>Learner-Centered Syllabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher (&quot;I will...&quot;, &quot;You will...&quot;)</td>
<td>Students/Community (&quot;We will...&quot;, &quot;You will...&quot;)</td>
<td></td>
</tr>
<tr>
<td>Main focus</td>
<td>Content to be covered</td>
<td>How to learn effectively in the course</td>
</tr>
<tr>
<td>Key questions answered</td>
<td><strong>What</strong> will happen in this course and <strong>when</strong>?</td>
<td><strong>Why</strong> is this course relevant and <strong>how</strong> can students be successful?</td>
</tr>
<tr>
<td>Tone</td>
<td>Can range from dry/boring to punitive/controlling</td>
<td>Positive, encouraging, inviting, engaging</td>
</tr>
<tr>
<td>Learning is viewed as</td>
<td>Teacher-directed</td>
<td>Partnership between teachers and students</td>
</tr>
<tr>
<td>Motivators employed</td>
<td>Grades, punishment</td>
<td>Meaningfulness, curiosity, student autonomy, community</td>
</tr>
</tbody>
</table>

*Created by Sara M. Fulmer
Information adapted from Cullen & Harris (2009) and Palmer, Wheeler, & Aneece (2016)*
Sample Assignment Descriptions

**Content-Centered**

*Journal Article Evaluation:*
You will be required to read three separate articles that demonstrate different research designs discussed in class. You will then be asked to answer several questions that pertain to one of the three articles.

**Learner-Centered**

*Journal Article Evaluation (tied to SLOs 1 and 2):* This assignment is designed to assess your skills as a critical reader and to apply the concepts taught in class to published research. Becoming a critical reader will help you in your future career by enabling you to be accurate in your assumptions and predictions.

You will be required to read three separate articles that demonstrate different research designs discussed in class. You will then be asked to answer several questions that pertain to one of the three articles.

Q&A

SYLLABUS WORK WEEK
Resources:
https://ge.arizona.edu/support/syllabus-work-week

Syllabus Review Consultations:

General: Mascha N. Gemein, mngemein@arizona.edu

Gen Ed specific: Katie Southard, ksouthard@arizona.edu