



SYLLABUS  
WORK  
WEEK



University Center for  
Assessment, Teaching  
& Technology



General Education

## Syllabus Work Week

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

Jan 4 & 5, 2024 | 10-11am



Honoring and  
Acknowledging

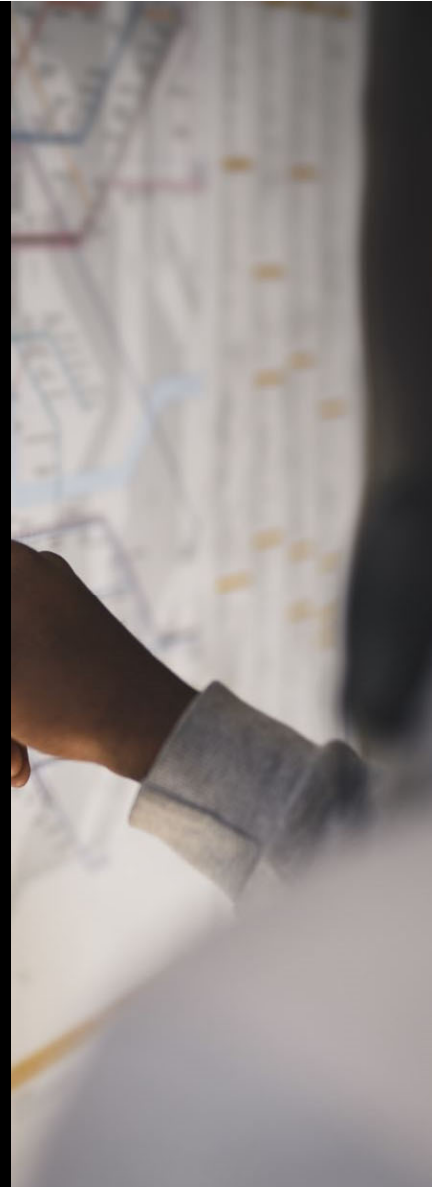
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## Intentional Syllabus Design

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- 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

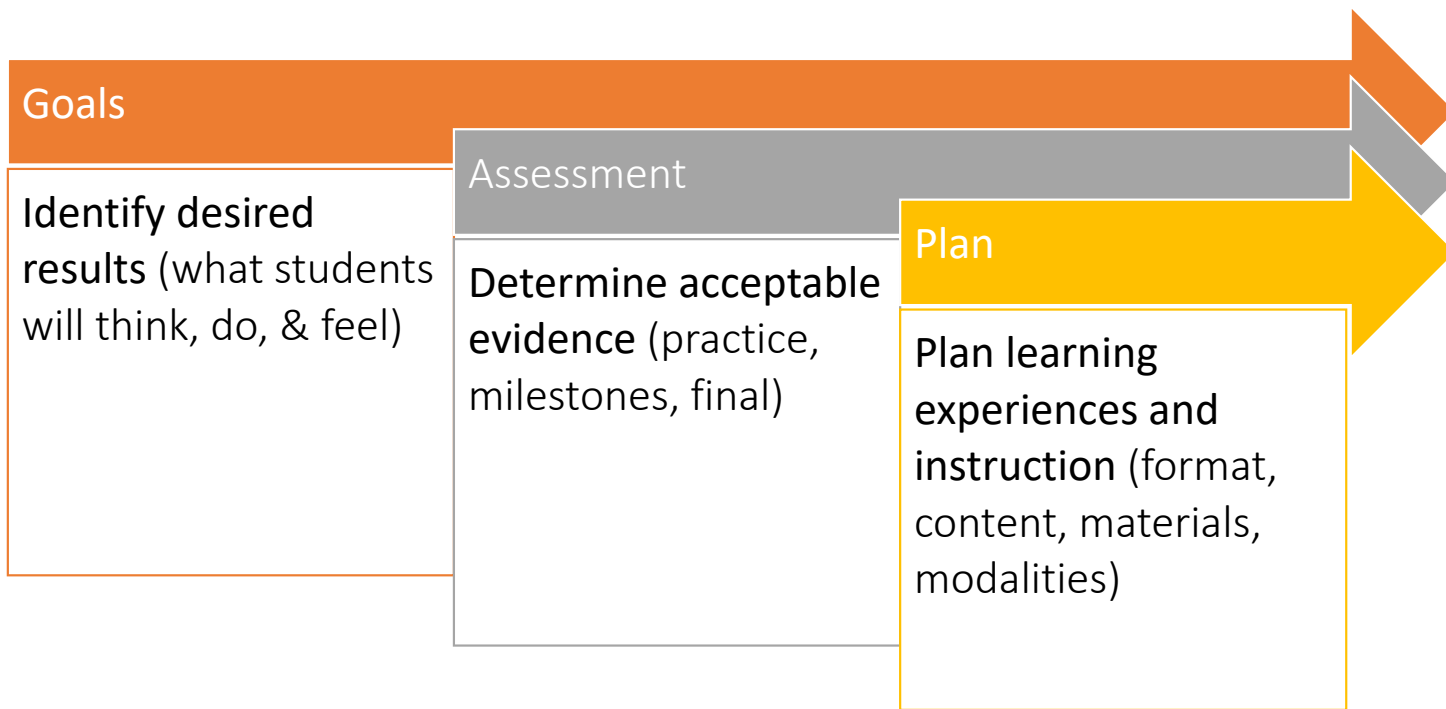
## Undergraduate Syllabus Policy

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

## Graduate Syllabus Policy

- <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>

# Ensuring a Cohesive Course Curriculum



## Backward Design

(Wiggins & McTighe, 1998; 2005)

# Learning- Focused Syllabus Rubric

(Palmer, Bach & Streifer, 2014)

Criteria	What to look for
Learning goals and objectives	<ul style="list-style-type: none"><li>• Clearly identifiable, whether explicit or implicit</li><li>• Measurable with specific action verbs</li><li>• Addressing all dimensions (Fink, 2003)</li></ul>
Assessment activities	<ul style="list-style-type: none"><li>• Aligned with objectives</li><li>• Evidence for formative assessment with feedback</li><li>• Summative assessments are clearly defined and scaffolded</li><li>• Evaluation criteria available</li></ul>
Schedule	<ul style="list-style-type: none"><li>• Logical sequence</li><li>• Themes/topics/units are clear</li></ul>
Overall learning environments	<ul style="list-style-type: none"><li>• Positive, respectful tone; personal pronouns</li><li>• Content as vehicle for learning (not policies/punishment)</li><li>• Promise: relevance of course; learning opportunities</li></ul>



# Focusing on Learning and Learners

# Who is Centered in Your Syllabus Design?



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

*Created by Sara M. Fulmer*

*Information adapted from Cullen & Harris (2009) and Palmer, Wheeler, & Aneece (2016)*

# For example...

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## Sample Assignment Descriptions

### Content-Centered

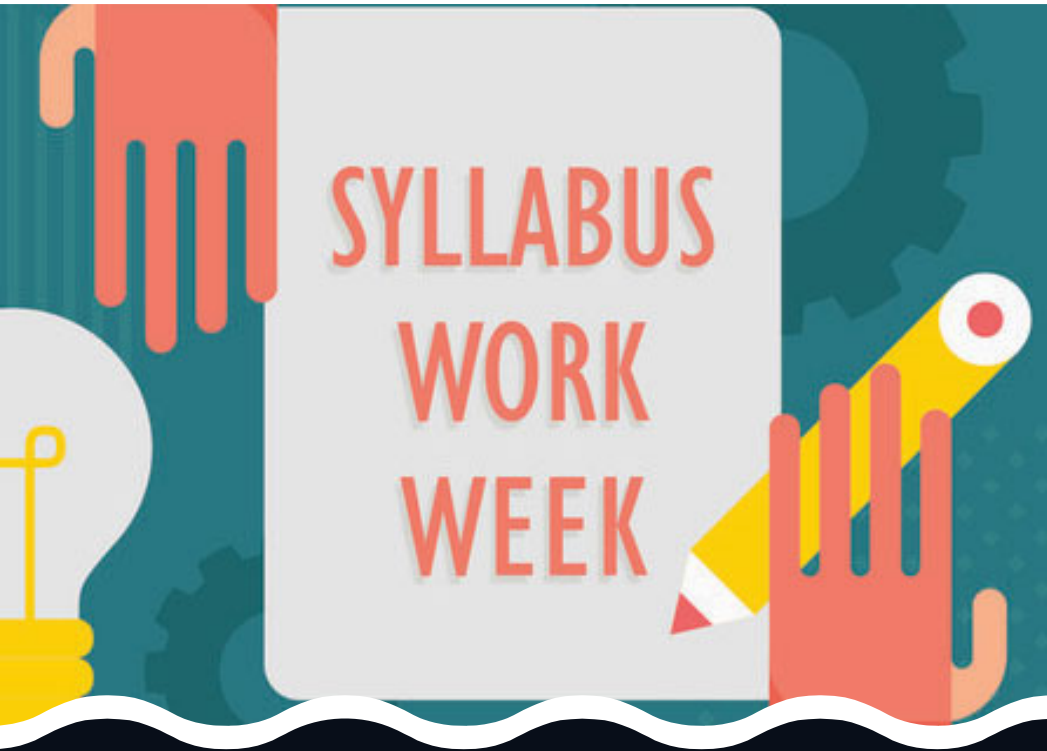
*Journal Article Evaluation:*  
You will be required to read three separate articles that demonstrate different research designs discussed in class. You will then be asked to answer several questions that pertain to one of the three articles.

### 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.

Richmond, A. S. (2016). *Constructing a Learner-Centered Syllabus: One Professor's Journey*. IDEA Paper #60. Retrieved from [https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA\\_60.pdf](https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_60.pdf)



Q&A



# SYLLABUS WORK WEEK

## Resources:

<https://ge.arizona.edu/support/syllabus-work-week>

## Syllabus Review Consultations:

*General:* Mascha N. Gemein,  
[mngemein@arizona.edu](mailto:mngemein@arizona.edu)

*Gen Ed specific:* Katie Southard,  
[ksouthard@arizona.edu](mailto:ksouthard@arizona.edu)