

Pre-Workshop Activity

- Questions about syllabi before we start?



Developing a Syllabus

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Purposes and Content of a Syllabus

- The syllabus as a contract
- The syllabus as a permanent record
- The syllabus as a learning tool

The Syllabus as a Contract

- Topics and readings to be covered in sequence with dates
- Important dates (e.g., assignment due dates, exam dates, and holidays)
- Standards and criteria for graded assignments
- Description of how the final grade will be computed with a breakdown of the ranges for each letter grade and whether or not pluses/minuses will be used
- Policy on late assignments, incomplete assignments, and revisions

Schedule Example: Social Sciences

SOCIAL SCIENCES

OB 670/SOC 670: Designing Social Research (Winter 2011)

Professor Jesper B. Sørensen

4 Course Schedule and Readings

[1] January 6: Introduction to Research Design

1. de Vaus, David. 2001. Research Design in Social Research. Chapters 1 & 2.
2. Stinchcombe, Arthur L. 1968. Constructing Social Theories. New York: Harcourt, Brace and Jovanovich. Chapter 2: The Logic of Scientific Inference.
3. Leifer, Eric M. 1992. "Denying the Data: Learning from the Accomplished Sciences." Sociological Forum 7: 283-299. (Skim the discussion of Feynman.)
4. Van Maanen, John, Jesper B. Sørensen and Terence R. Mitchell. 2007. "The Interplay Between Theory and Methods." Academy of Management Review 32: 1145-1154.

Preparation:

- Before doing the readings, take a minute to write down what you think the research process is like. What's the relationship between theory, method and data? Bring this to class.
- Do the readings change your thinking in any way? How?
- What are the goals of social research? How are these related to research methods?
- Leifer seems to suggest that if you don't like your results, you should "deny the data."
- Do you agree?



<https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus/syllabus-schedule/examples>

Schedule Example: Engineering

ENGINEERING			
CEE253: Earthwork Construction (Spring 2010)			
Professor Bob Tatum			
Class	Class Session	Class Topics	Assignments, readings
Mon 29 March Class 1	Introduction to the course;	Objectives, approach, requirements	Course outline, schedule Notes 1, Sections 1, 2, 4
	Project objectives for earthwork;	Overview of earthwork constr. methods	Caterpillar Hbk. pp. 22-1 to -15
	Construction aspects of soil materials	Technical aspects of cost, schedule, quality, and safety objectives; need and activities for construction engineering Soil types, trafficability, loadability; density in bank, loose, compacted states; compaction requirements	Reference: Unified Soil Classification System Class preparation sheet due 5p, 27 March
Wed 31 March Class 2	Overview of earthmoving operations;	Earthmoving operations: excavate, load, haul, place, compact, finish	Notes 1, Sections 3, 5, 6 Caterpillar Hbk. pp. 22-4 to -10
	Technical fundamentals of earthwork;	Useable force as a function of promoting force, retarding force, traction (p.4 of this outline)	Class preparation sheet due noon 30 March
	Sustainability objectives for earthwork	Technical aspects of sustainability objectives for earthwork Differences in sustainable construction operations for earthwork, WNP3-5 e.g.	Class example, calculate grade resistance, rolling resistance, horsepower, speed Class example, requirements and activities to prepare and implement a storm water pollution prevention plan; information needed



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Schedule Example: Humanities

HUMANITIES

Feminist Gender and Sexuality Studies 101: Introduction to Feminist Studies (Fall 2013)

Professor Estelle Freedman

DATES, TOPICS, ASSIGNMENTS

9/23: INTRODUCTION

Overview of course content, requirements, and format; introductions of staff and students; initial discussion of what we mean by terms such as feminism, feminist studies, gender, sex, sexuality.

EFR, document #49. Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" (U.S., 1979)
(hereafter EFR assignments are noted only by document #)

R.W. Connell, "The Question of Gender" from *Gender* (2002), 1-11 CourseWork (hereafter CW)

A. Finn Enke, "Note on Terms and Concepts" (2012) CW

9/25: THEORIES OF GENDER AND GENDER ASYMMETRY

What difference does gender make and how does it intersect with other social hierarchies, such as race? What do "origins stories" reveal about the meaning of gender and inequality? How is gender reproduced/resisted?

#2. François Poullain de la Barre, *On the Equality of the Two Sexes* (France, 1673)

#38. Simone de Beauvoir, *The Second Sex* (France, 1949)

Debra L. Spar, "Girls: A Handbook," from *Wonder Women: Sex, Power, and the Quest for Perfection* (2013), 31-43 CW

Recommended: Candace West and Don H. Zimmerman, "Doing Gender," (1987) CW; Anne Fausto-Sterling, "How to Build a Man" (1995) CW

No sections first week of classes; please read the above assignments before lecture on Wednesday.



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Schedule Examples

- Do you think any of these examples are better than others?

The Syllabus as a Contract

- Academic integrity policy (see the [Student Code, Article 1, Part 4](#))
- Attendance policy (see the [Student Code, §1-501](#))
- Accommodation policy for students with special needs (see the [Instructor Information page on the DRES website](#))
- Expectations for classroom interaction.
 - For example, you may point out that you will be incorporating active learning strategies throughout the semester in the form of group work, in-class writing assignments, etc. Or if you address controversial topics, you may want to lay out some guidelines for discussion.

Discussion Activity

- Should you grade on attendance?
- What should your late work policy be?
- How will you handle cheating?

The Syllabus as a Permanent Record

- Basic course information (course by number, section, title, semester, meeting times, days, place, format)
- Instructor information (name, title, rank, office location, office phone number, e-mail)
- Description of the course content
- Course goals and objectives (linked to professional standards if appropriate)

The Syllabus as a Permanent Record

- Required purchases for the course. You may also want to note where else texts will be available (e.g., the library, online, electronic reserves)
- Pre- and co-requisites for the course (not just courses; what skills are expected also)
- Names and contact information for teaching assistants

The Syllabus as a Learning Tool

- Ways of contacting the instructor (office hours, availability for appointments, time within which students can expect a response via email, phone number)
- Conceptual structure used to organize the course, why it is organized the way it is
- Instructor's philosophy about the course content, teaching, and learning

The Syllabus as a Learning Tool

- Relevance and importance of the course to students (e.g., how the course fits into the college or department curriculum, why the students would want to learn the material)
- Campus resources available to help students' learning (tutoring, writing, counseling, etc.)
- Estimate of student workload
- Hints for how to study, take notes, etc.

Example Syllabus

- Give me your impression of this syllabus

Group Activity

- Break up into groups and think of a few examples where a syllabus created conflict between the student and the teacher
- How could that problem be solved through a better written syllabus?

Overview

- The syllabus as a contract
- The syllabus as a permanent record
- The syllabus as a learning tool

References

- Richmond, A. S. (2016). [Constructing a learner-centered syllabus: One professors' journey](#) (IDEA Paper 60). Manhattan, KS: IDEA Center.
- Anderson, L., & Krathwohl, D. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison, Wesley Longman.
- Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.
- Eberly, M. B., Newton, S. E., & Wiggins, R. (2001). [The syllabus as a tool for student-centered learning](#). *Journal of General Education*, 50(1), 56-74.
- Grunert O.Brien, J., Millis, B.J., & Diamond, R.M. (2008). *The course syllabus: A learning-centered approach*. San Francisco: Jossey-Bass.
- Parkes, J., & Harris, M. B. (2002). The purposes of a syllabus. *College Teaching*, 50(2), 55-61.
- Woolcock, M. J. V. (2006). *Constructing a syllabus*. Providence, RI: Brown University, Harriet W. Sheridan Center for Teaching and Learning.
- Useful websites:
 - https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/index.php
 - <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/creating-a-syllabus>
 - <https://citl.illinois.edu/docs/default-source/default-document-library/organization-of-syllabus---may-2020.pdf?sfvrsn=2>

Summer Series Overview

- Workshop overview:
 - Overview of Backward Design
 - Creating Learning Objectives
 - What Can We Access Online?
 - How Do You Assess Your Students Online?
 - What Activities Can Go Online?
 - Keeping Your Students Engaged
 - Active Learning at Social Distance
 - Developing Syllabus
- All material can be assessed here: blogs.illinois.edu/view/1499
- We are still offering teaching certificates!

