Building a Syllabus

Decision 1

Principle: Your final system will undoubtedly be a mix of philosophies, but choosing a framework early can help you determine the types of outcomes you write. What things were important to you in choosing your framework?

System	Course-Level	Module-Level
Standards Based	?	×
Specifications Based	×	х
Ungrading	x	?

Standards- Based	Specifications	Contract (Ungrading)
 Students graded on completion of a set of standards Standards graded pass/fail Successful completion of a standard requires getting the correct answers and showing the appropriate work 	 Students graded on completion of a collection of assessments Each assessment is pass/fail Specifications for successful completion of an assessment is communicated in advance. 	 Grading contracts communicate what is required for every potential grade Students work toward the grade they want to achieve

Decision 2

Principle: Your system is related to the types of assessments you provide. Some systems work more naturally when the "assessment" is a question; others work more naturally when the "assessment" is an assignment. What pros/cons did you evaluate here?

System	Individual Questions	Assignments	Bundles
Standards Based	x	?	?
Specifications Based		х	?
Ungrading		х	?

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Decision 3

Principle: Multiple opportunities for learning is fundamental, but there are multiple ways to get there. Remember to balance their opportunities with your availability. What scheme are you considering?

Revise Attempts Multiple Assignments Tokens

Decision 4

Principle: The assignments completed must map to course grades. It can be helpful to start with D-level work and say "what is required to receive credit?" What things did you consider in your mapping?

More Outcomes	Higher-Order Outcomes	Combination
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