**Proposed Syllabus  
Course Design for Higher Education  
CETL 8717 (3 credits)  
(Previously offered as 8803 CD)**

**Meeting Times:   
*Scheduled Lecture:*** 2 hours/week   
***Unstructured Lab:*** 3 hours/week

**Description:**

In this course, graduate students will design a college-level course while both giving and receiving peer feedback from the community of learners in the course. Interwoven into the course design experience, the students will critically evaluate educational research literature and research-based teaching methods in order to make appropriate and defendable pedagogical choices which will be applied to the design of an integrated and learner-centered course. Students will produce a syllabus and schedule as well as at least 2 major assessments and corresponding rubrics.

**Goals**

***By the end of the course, learners will be able to…***

1. Evaluate and apply appropriate educational research literature on how student learn and research-based teaching methods.
2. Design a learner-centered and "integrated" college course including:
   1. a syllabus.
   2. a week by week schedule.
   3. a major assessment and grading rubric.
   4. an integration table that has course goals, teaching/learning methods, and assessments that are aligned.
3. Identify practical ideas for meeting teaching challenges found in readings and from their own and their peers’ experience.
4. Justify their pedagogical choices.
5. Reflect on, critically analyze, and evaluate their own and others' course designs and teaching.

**Assessments/Assignments**

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| --- | --- |
| **Required Assignments/Assessments** | **Course Goals** |
| Attendance: 12 of 15 course meetings (80%) required to pass course | All |
| Final Exam: Integration Table with Goals, Teaching and Learning Activities, Assessments | 1, 2d |
| Final Exam: Syllabus with Schedule (Draft and Final) | 1, 2a-b, 4 |
| Guest Lesson on a teaching methodology (Example: Just-In-Time Teaching, Problem-Based Learning, Inquiry-Based Learning) | 1, 3 |
| Final Exam: Assessment and Associated Rubric (At least 1 regardless of instructor) | 2c |
| **Required Assignment/Assessment Elements** |  |
| Peer Feedback (written and/or oral) | 1, 3, 5 |
| Self-Assessment (written and/or oral) | 1, 4, 5 |
| **Examples of Optional Assignments/Assessments  (By Instructor Choice)** |  |
| Participation | All |
| Regular Reflection Questions (on readings, podcasts, videos, etc.) (Recommended) | Various |
| Scaffolded Assignments on Course Design Process Elements: situational factors, course description, learning goals, teaching methods, formative/summative assessments, intermediate phase, etc. | Various |
| Disciplinary Society/Journal Assignment | 1 |
| Teaching Philosophy Statement | 1, 4, 5 |

**Sample Grading Scheme:**

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| --- | --- |
| Assignments |  |
| 40% | 5% Course Description and Situational Factors Assignment |
| 5% Goals Assignments (Draft & Final) |
| 10%   Guest Lesson on a Teaching Methodology |
| 10% Peer Feedback (10) |
| 10% Self-Assessment (6) |
| Exams |  |
| 55% | Syllabus (15%) with Schedule (10%), Integration Table (15%), Assessment with Rubric (15%) |
| Homework |  |
| 10% | Reading Question Responses (9) |

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**100% Total**

**Proposed Schedule**

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| --- | --- | --- |
| **Week** | **Topic** | **Assignments/Assessments** |
| **1** | Situational Factors  & Course Descriptions | * Reading Questions 1 * Course Description and Situational Factors Assignment * Goals (Draft) |
| **2** | Goals & Significant Learning I | * Peer Feedback 1 (on Goals Draft) * Goals (Final) * Self-Assessment 1 (of Goals Final) |
| **3** | Peer Review  (Goals Final) | * Reading Questions 2 * Peer Feedback 2 (on Goals Final) |
| **4** | Teaching and Learning I  (Topic: TBD, Guest Lesson) | * Reading Questions 3 * Guest Lesson * Self-Assessment 2 (of guest lesson) * Peer Feedback 3  (on guest lesson) |
| **5** | Teaching and Learning II (Topic: TBD, Guest Lesson) | * Reading Questions 4 * Guest Lesson * Self-Assessment 2 (of guest lesson) * Peer Feedback 4 (on guest lesson) |
| **6** | Teaching and Learning III (Topic: TBD, Guest Lesson) | * Reading Questions 5 * Guest Lesson * Self-Assessment 2 (of guest lesson) * Peer Feedback 5  (on guest lesson) |
| **7** | Teaching and Learning IV (Topic: TBD, Guest Lesson) | * Reading Questions 6 * Guest Lesson * Self-Assessment 2 (of guest lesson) * Peer Feedback 6  (on guest lesson) |
| **8** | Assessment I  (Types and Grading Schemes) | * Integration Table (Draft) * Self-Assessment 3 (of integration table) |
| **9** | Peer Review  (Integration Table Draft) | * Reading Questions 7 * Peer feedback 7 (on Integration Table Draft) |
| **10** | Intermediate Phase | * Schedule (Draft) * Self-Assessment 4 (of schedule) |
| **11** | Peer Review  (Schedules) | * Peer Feedback 8 (on schedule) * Syllabus (draft) * Self-Assessment 5 (of syllabus) |
| **12** | Peer Review  (Syllabus) | * Reading Questions 8 * Peer Feedback 9 (on syllabus) |
| **13** | Assessment II (Design) | * Reading Questions 9 |
| **14** | Assessment III (Rubrics) | * Assessment and Rubric Assignment (Draft) * Self-Assessment 6 (of rubrics) |
| **15** | Dead Week  Peer Review  (Assessment & Rubric) | * Peer Review 10 (on Assessment and Rubric Assignment draft) |
| **Finals** | Finals Week | * Syllabus, Schedule, Integration Table, 1 Assessment with Rubric (Final) |

**Sample Readings  
  
NOTE: These are tentative and subject to change based on the flow of the course, the interest of the students in the course, and current events/publications.**

Angelo, T. & P. Cross. 1993. *Classroom Assessment Techniques: A Handbook for College Teachers*. (2nd

ed.) San Francisco: Jossey-Bass.

Bain K. *What the Best College Teachers Do*. 2004. Harvard University Press: Cambridge, MA.

Barr, R.B. & J. Tagg. 1995. From Teaching to Learning: A New Paradigm for Undergraduate Education.

*Change, Nov/Dec*: 13-25.

Fink, D. *A Self-Directed Guide to Designing Courses for Significant Learning.* Accessed online at:

http://www.deefinkandassociates.com/resources.html

Fink, D. 2003. *Creating Significant Learning Experiences: An Integrated Approach to Designing College*

*Courses.* San Francisco, CA: Jossey-Bass.

Grunert, J. 1997. *The Course Syllabus: A Learning-Centered Approach*. Anker Publishing Company, Inc.:

Bolton, MA.

Richlin, L. 2006. *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and*

*Document Learning.* Stylus Publishing: Sterling, VA.

Walvoord, B. & V.J. Anderson. 1998. *Effective Grading: A Tool for Learning and Assessment.* San

Francisco, CA: Jossey-Bass.

Weimer, M. 2002. *Learner-Centered Teaching: Five Key Changes to Practice.* San Francisco, CA:

Jossey-Bass.

Wiggins, G. & J. McTighe. 2005. *Understanding by Design.* Expanded 2nd edition. Association for

Supervision and Curriculum Development: Alexandria, VA.