

# Fundamentals of Course Design III: Writing a Syllabus

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# Fundamentals of Course Design Series

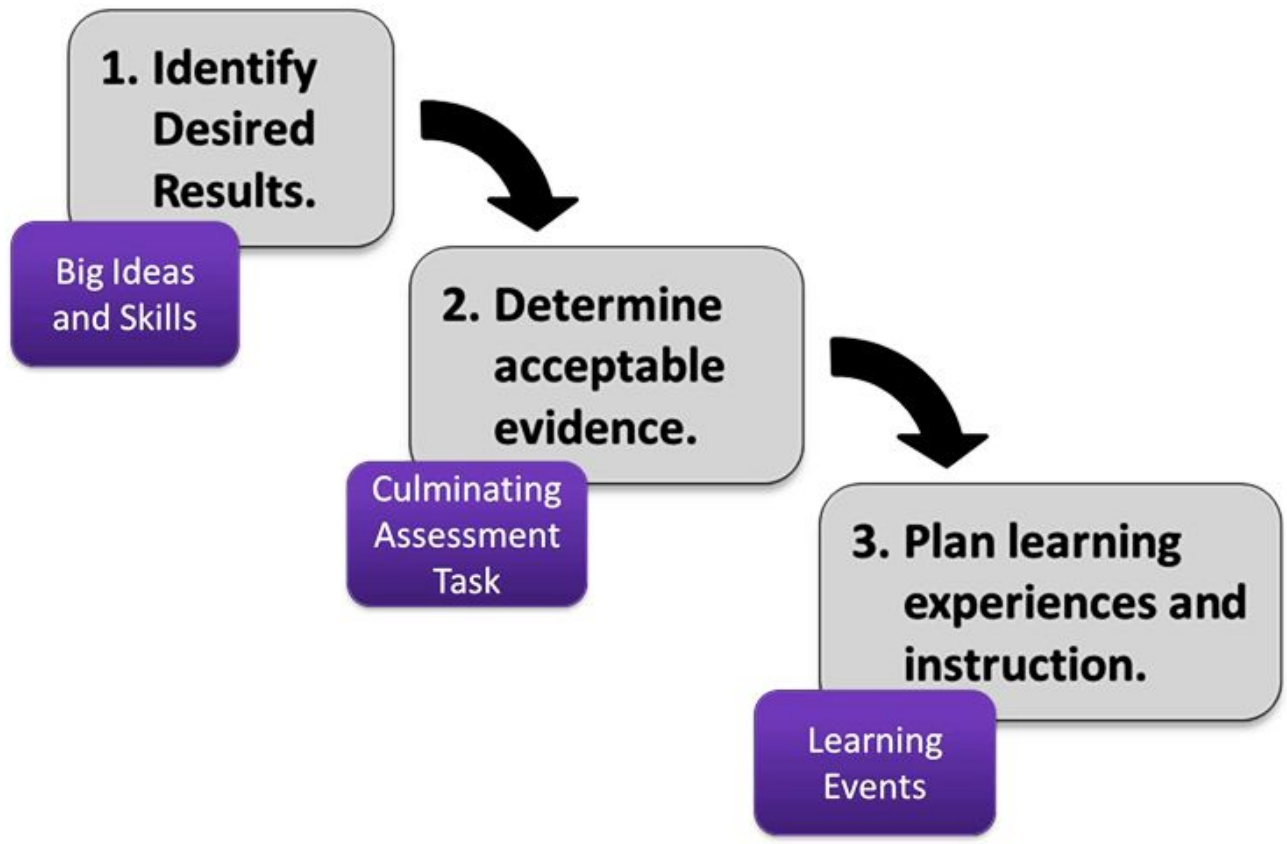


- Developing learning goals
- How to assess learning goals
- Writing a syllabus
- Developing lesson plans

# Learning Goals



- Identify important components of an effective syllabus
- Create an assessment-centered course
- Draft a syllabus for your (proposed) course



# Developing Learning Goals

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- Most important outcomes
  - Knowledge, skills, attitudes
- Measureable
- Specific

# Assessments



- Driven by learning goals
- Formative and summative assessment
- Alternative types of assessment

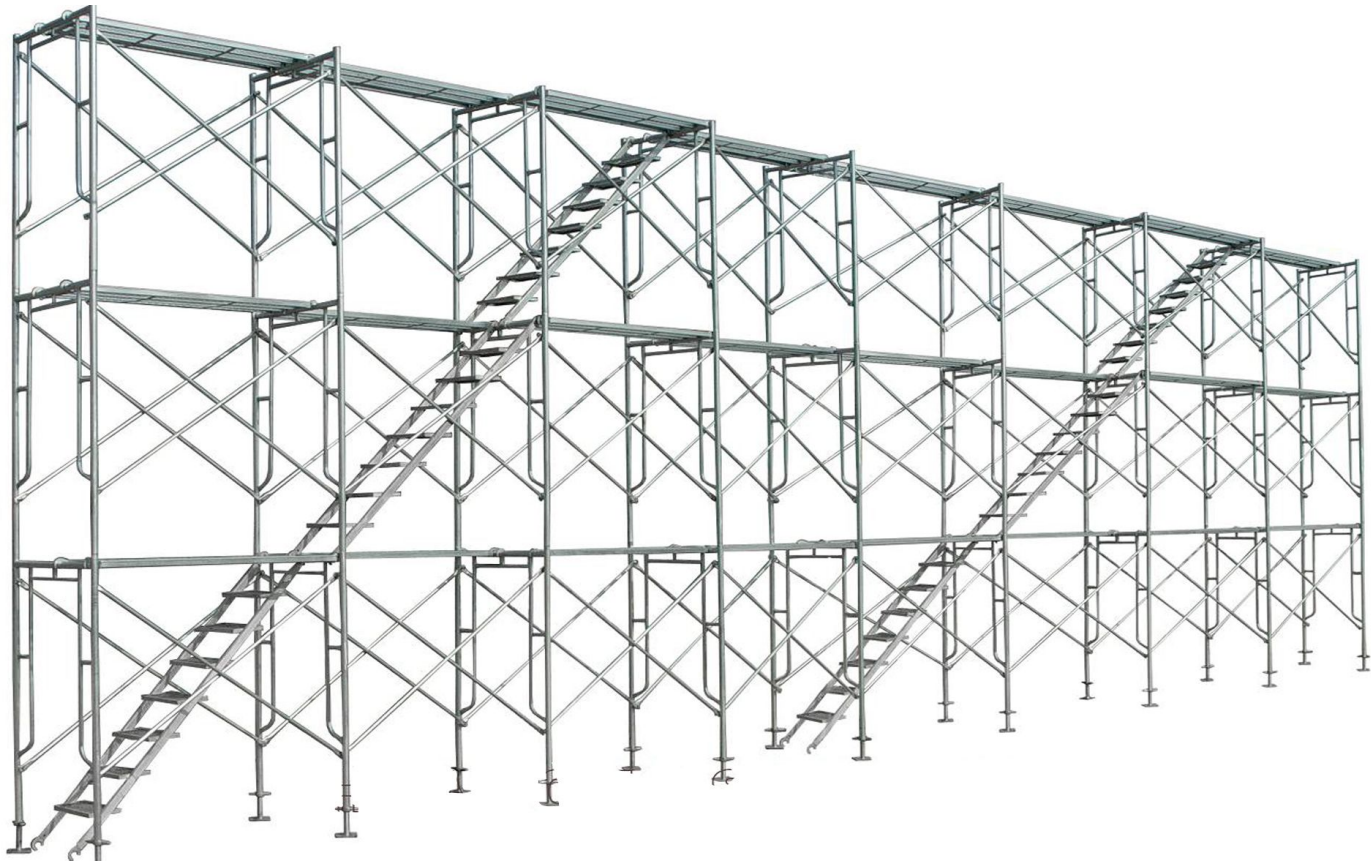
# Activity #1



Fill in “Worksheet for Designing a Course”







# Activity #2



Add assessments to 16 week calendar



# Activity #3



Evaluate the sample syllabi (in packet)

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owing scale:

100-93  
92-90  
89-87  
86-83  
82-80  
79-77

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62-4  
59-0

**Academic Dishonesty** is highly valued at PUC and by the professor of this course. Academic dishonesty is a serious offense and is cause for disciplinary action. Students involved in cheating, plagiarizing, fabrication, misrepresentation, multiple submission of academic materials, deception, electronic dishonesty, and other dishonesty, including the production of materials for other students, will be dismissed from the course with a falling grade and referral to the appropriate Institution we must be honest to ourselves, to the



# Activity #4



Add course units to 16 week calendar

