

Introduction to Course Design III: Writing a Syllabus

Rachel Banke & Andre Audette



Kaneb Center Mission



To support the pursuit of teaching excellence by stimulating scholarly reflection and conversation about teaching and encouraging the adoption of practices that enhance learning.

Course Design Series

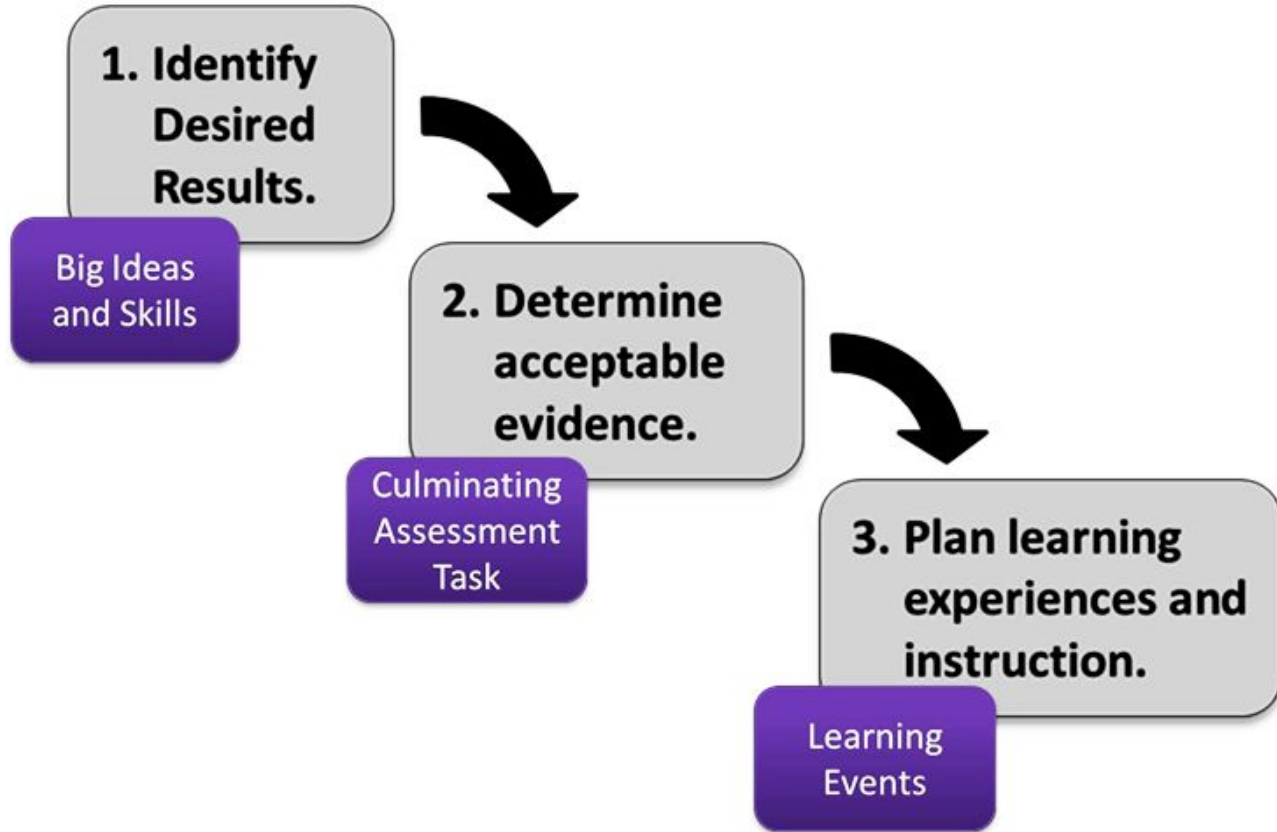


- Developing learning goals
- How to assess learning goals
- Writing a syllabus
- Developing lesson plans

Learning Goals



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



Developing Learning Goals

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

Assessments



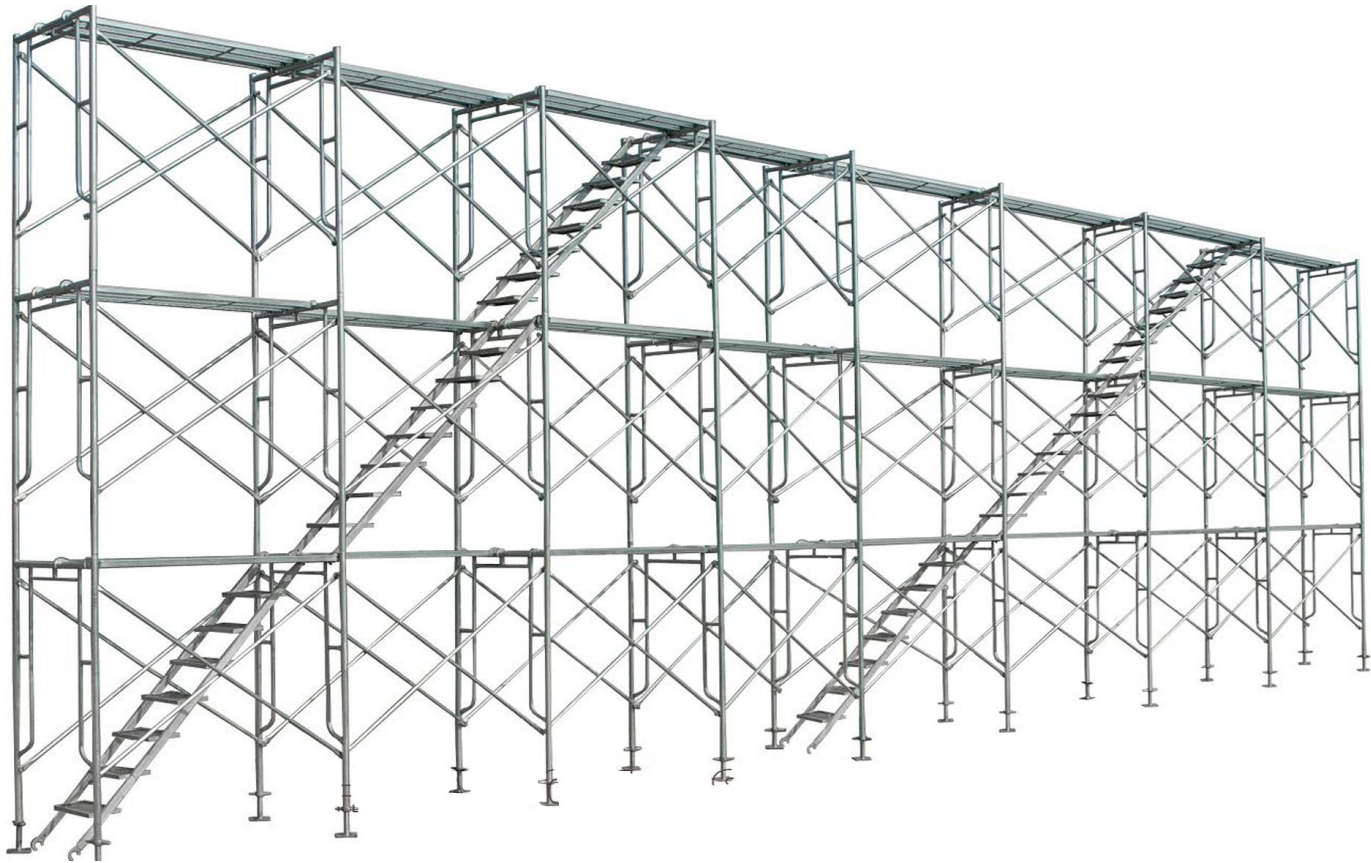
- Driven by learning goals
- Formative and summative assessment
- Alternative types of assessment

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)

oints possible in this c
owing scale:

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

U U D+ D D F

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

