

Fundamentals of Course Design III:

Writing a Syllabus

Thursday, February 25, 2016

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List of Action Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	choose	act	analyze	adapt	appraise
describe	cite	administer	appraise	arrange	assess
examine	convert	apply	assess	articulate	collaborate
identify	defend	change	break down	assemble	compare
indicate	describe	collect	calculate	collaborate	conclude
know	detect	compute	categorize	combine	contrast
label	discuss	construct	classify	communicate	criticize
list	distinguish	control	compare	compose	critique
match	estimate	convert	contrast	consolidate	describe
name	explain	demonstrate	debate	construct	discriminate
outline	extend	derive	deduce	create	estimate
recall	generalize	develop	describe	design	evaluate
recognize	give examples	diagram	detect	develop	explain
record	identify	discover	diagram	devise	interpret
relate	infer	employ	differentiate	establish	judge
reproduce	locate	estimate	discriminate	explain	justify
restate	paraphrase	facilitate	distinguish	formulate	measure
select	predict	generalize	elicit	generate	rate
show	recognize	help	examine	incorporate	reconsider
state	rephrase	illustrate	extrapolate	initiate	reflect
	report	implement	identify	integrate	relate
	restate	interpret	illustrate	intervene	summarize
	select	manipulate	infer	justify	support
	summarize	modify	inspect	manage	validate
		operate	question	modify	verify
		perform	recognize	organize	
		practice	reflect	plan	
		predict	relate	predict	
		prepare	select	prepare	
		present	solve	propose	
		produce	sort	reflect	
		provide	systematize	relate	
		regulate	tabulate	revise	
		schedule	test	summarize	
		share		synthesize	
		show		tell	
		solve		write	
		use			

Source: University of California-Berkeley Center for Teaching and Learning

Worksheet for Designing a Course

Learning Goal	Potential Assessments	Teaching and Learning Activities	Resources (materials, people, etc.)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat./Sun.
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
Week 14						
Week 15						
Week 16						

Notre Dame Academic Calendar 2016-2017

Fall 2016

- Aug. 23 (Tuesday) – Classes Begin **(WEEK 1)**
- Oct. 15-23 (Saturday-Sunday) – Midsemester Break **(WEEK 9)**
- Nov. 23-27 (Wednesday-Sunday) – Thanksgiving Holiday **(WEEK 14)**
- Dec. 8 (Thursday) – Last Class Day **(WEEK 16)**
- Dec. 12-16 (Monday-Friday) – Final Examinations

Spring 2017

- Jan. 17 (Tuesday) – Classes Begin **(WEEK 1)**
- Mar. 11-19 (Saturday-Sunday) – Midsemester Break **(WEEK 9)**
- Apr. 14-17 (Friday-Monday) – Easter Holiday **(WEEK 13-14)**
- May 3 (Wednesday) – Last Class Day **(WEEK 16)**
- May 8-12 (Monday-Friday) – Final Examinations

Total number of classes:

- MWF – 41 classes
- MW – 28 classes
- TuTh – 29 classes

2016														2017													
July							August							January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2		1	2	3	4	5	6		1	2	3	4	5	6	7			1	2	3	4	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30	31				29	30	31					26	27	28				
31																											
September							October							March							April						
				1	2	3						1			1	2	3	4						1			
4	5	6	7	8	9	10	2	3	4	5	6	7	8	5	6	7	8	9	10	11	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15	12	13	14	15	16	17	18	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22	19	20	21	22	23	24	25	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29	26	27	28	29	30	31	23	24	25	26	27	28	29	
							30	31													30						
November							December							May							June						
			1	2	3	4	5				1	2	3			1	2	3	4	5	6				1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10	7	8	9	10	11	12	13	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17	14	15	16	17	18	19	20	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24	21	22	23	24	25	26	27	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31	28	29	30	31				25	26	27	28	29	30	

Possible Elements of a Syllabus

Contact Info for Instructor (and TA)

- Office hours and location(s)
- Communication – email, listserv, phone, etc.

Course Description/Goals

- Rationale/goals/aims/philosophy
- Teaching and learning strategies
- Assumptions and prerequisites

Student Learning Goals

- “Upon successful completion of this course...”

Materials

- Textbook(s) and/or readings
- Website or other technology
- Supplementary materials and references
- Support – tech help desk, tutoring, writing center, research assistance

Schedule/Calendar

- Assignment due dates
- Exam dates
- Course topics – content outline

Requirements or Responsibilities

- Participation
- Group work
- Major assignments
- Work load – hours per week

Policies

- Attendance and tardiness
- Cheating and plagiarism – honor code
- Missed, late, or incomplete assignments or exams
- Students with disabilities
- Ground rules – conduct, respect, etc.

Grading Info

- How grades are determined, including group work
- Where and how grades are posted
- Grading scale

More

- Contract – returned with a signature
- “Subject to change” statement

Syllabus Construction Worksheet

Contact Info for Instructor (and TA)

Course Description/Goals

Student Learning Goals

Materials

Requirements or Responsibilities

Policies

Grading Info

Other Items

A list of additional resources can be found on the Kaneb Center website for this workshop

Suggested Statements for University Policies

Students with Disabilities: It is the policy and practice of The University of Notre Dame to provide reasonable accommodations for students with properly documented disabilities. Students who have questions about the Office of Disability Services or who have, or think they may have, a disability are invited to contact the Office of Disability Services for a confidential discussion in the Sara Bea Learning Center for Students with Disabilities or by phone at 574-631-7157. Because the University's Academic Accommodations Processes generally require students to request accommodations well in advance of the dates when they are needed, students who believe they may need an accommodation for this course are encouraged to contact the Office of Disability Services at their earliest opportunity. Additional information about Disability Services and the process for requesting accommodations can be found at disabilityservices.nd.edu.

Inclusiveness: The University of Notre Dame is committed to social justice. I share that commitment and strive to maintain a positive learning environment based on open communication, mutual respect, and non-discrimination. In this class we will not discriminate on the basis of race, sex, age, economic class, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment will be appreciated and given serious consideration.

Technology Excuses: This course relies heavily on access to computers, specific software, and the Internet. At some point during the semester you WILL have a problem with technology: your laptop will crash, a file will become corrupted, a server will go down, or something else will occur. These are facts of life, not emergencies. Technology problems will not normally be accepted as excuses for unfinished work. Count on "stuff" happening and protect yourself by doing the following:

- Plan ahead – start early, particularly if scarce resources are required
- Save work often – at least every ten minutes
- Make regular backups of files in a different location from the originals
- Save drafts of work at multiple stages
- When editing an image, set aside the original and work with a copy
- Practice safe computing when surfing the web and checking email
- On your personal computer, install and use software to control viruses and malware

Honor Code Statements

Option A

Notre Dame students are expected to abide by Academic Code of Honor Pledge. "As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty."

Option B

"This class follows the binding Code of Honor at Notre Dame. The graded work you do in this class must be your own. In the case where you collaborate with other students make sure to fairly attribute their contribution to your project."

Option C

"All students must familiarize themselves with the Honor Code on the University's website and pledge to observe its provisions in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays."

Option D

Entering Notre Dame you were required to study the on-line edition of the *Academic Code of Honor*, to pass a quiz on it, and to sign a pledge to abide by it. The full *Code* and a *Student Guide to the Academic code of Honor* are available at: <http://honorcode.nd.edu>. Perhaps the most fundamental sentence is the beginning of section IV-B:

The pledge to uphold the *Academic Code of Honor* includes an understanding that a student's submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. - must be his or her own.

Option E

The Code of Honor will be strictly applied as described in *The Academic Code of Honor Handbook*. Students will not give or receive aid on exams. This includes, but is not limited to, viewing the exams of others, sharing answers with others, and making unauthorized use of books or notes while taking the exam. For the group project, teams must work completely independently. Relying on solutions from other groups, whether or not they are currently in the course, constitutes plagiarism.



LEADERSHIP LEARNING COMMUNITY

If you wish to be heard, first learn to listen. If you seek to lead others, first learn to lead yourself. Rev. Peter Donohue O.S.A., President, Villanova University
Augustine and Culture Seminar

Traditions in Conversation, Fall 2008,
Rubrics for Evaluating Papers

	Strong work ¹	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

¹ Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

8/15/08

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EE 347 - SEMICONDUCTORS I: FUNDAMENTALS FALL 2006

Instructor: Prof. Douglas C. Hall
Office: 260 Fitzpatrick
Office Hours: W Th 4-5 pm (or by appointment)
Office Phone: 631-8631
Home Phone: 233-4955
e-mail: dhall@nd.edu

Class time: MWF 9:35-10:25 210 DeBartolo Hall

Recitations: M 3:00-3:50 (Sec. 01) 208 DeBartolo Hall
Tu 2:00-2:50 (Sec. 02) 356 Fitzpatrick Hall

Recitations will be used for additional problem solving, material review, and occasional special activities (e.g., lab tours).

Teaching Assistants: Mr. Zoltan Racz (zracz@nd.edu) A63 Fitzpatrick (631-3746)
Mr. Kevin Goodman (kgoodman@nd.edu) 250 Cushing (631-5498)

Description: An introduction to the fundamentals of semiconductors.

Objectives: By the end of the course, the student should be able to:

- *describe the basic physical properties of semiconductors, and what material parameters affect these properties;*
- *demonstrate increased physical intuition in describing the natural laws governing electrical conduction in semiconductors;*
- *describe basic underlying relationships between semiconductor materials and the electrical behavior of simple electronic devices made from them;*
- *qualitatively and quantitatively analyze the operational characteristics of basic semiconductor devices; and*
- *demonstrate appreciation of the breadth and scope of the semiconductor industry and its various professional opportunities.*

Textbook: Betty Lise Anderson and Richard L. Anderson, Fundamentals of Semiconductor Devices, McGraw Hill, ©2005.
Essentially Chs. 1-5 with selected topics from higher chapters.

Other complimentary semiconductor texts are available in the Engineering Library as a resource for further exploration.

Web pages: Course resources, assignments and grades will be posted on WebCT VISTA.

Daily Prep Assignments: Brief (one page) *daily* preparation (DP) sheets providing reading assignment and a few simple questions covering material. These must be turned in at the beginning of each class, with no credit given for late daily prep assignments. Each paper will be given a checkmark if the work shows a "good faith effort." Direct paraphrasing of the textbook is unacceptable.

Problem Sets: Near weekly assignments to develop problem solving skills.

Late policy for problem sets:

up to 24 hours late - 30% off

24-48 hours late - 60% off

more than 48 hours late - no credit

Submit any requests for re-grading in writing to Professor Hall.

Problem set solutions will be available for review at the service desk in the Engineering Library.

Grading: Overall course grades will be based on a "definitional" grading system, where you must meet all criteria which define student performance at a given level in order to receive a given grade. Specifically, you must meet the requirements listed in *both* columns below to receive the grade shown and you can only receive the highest grade for which you meet *both* requirements. Thus, by definition, an A student is someone who achieves an A on graded work *and* puts a good faith effort into daily preparation at least 91% of the time.

<u>Course Grade</u>	<u>requires</u>	<u>Graded Work</u>	<u>AND</u>	<u>Daily Preparation Work</u>
A		A		≥ 91% good faith effort
B		B		≥ 82% good faith effort
C		C		≥ 73% good faith effort

(+/- grades will be given, determined at levels intermediate to these examples)

Graded work includes weekly homework, three (3) one hour exams, and a comprehensive final examination, and will be weighted as follows:

Problem Sets	15%
Hour Exams (3)	45%
Final Exam	30%

Professional & Intellectual Engagement: The remaining 10% of the grade will be based upon this component which aims to encourage students to develop habits and skills for self-motivated and lifelong learning invaluable for future professional success. Students must "go beyond" conventional textbook/lecture/homework learning to enhance their education in ways consistent with the course objectives. Expectations and a variety of opportunities and resources for fulfilling them will be presented elsewhere.

Honor Code: Students are expected to understand and abide by the principles and procedures set forth in the University of Notre Dame Academic Code of Honor (<http://www.nd.edu/~hnr/code/>) and uphold the pledge that "As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty." Students may collaboratively discuss course assignments but are expected to write and complete their own assignment papers independently.

EALJ 112 First-Year Japanese II

Instructor: Setsuko Shiga
Office in 263 Decio Hall Phone 631-6509 E-mail sshiga@nd.edu
Office Hours MW 3-4 p.m. or by appointment

Textbooks: (1) Nakama 1 by Hatasa and Makino
(2) Nakama 1 Workbook / Laboratory Manual by Hatasa
(3) Nakama 1 Audio cassette tapes or CDs
are required.
Recommended materials are a Japanese-English /English-Japanese
dictionary and a Kanji dictionary.

Course Description:

EALJ 112 is a five-credit course for students who have completed EALJ 111 or an equivalent level of course. This course will cover Chapter 7 to 12 in Nakama 1. The specific functions for these chapters are to (1) Describe likes and dislikes, (2) Make a request, (3) Invite people, (4) Talk about your family members, (5) Talk about past experiences, and (6) Describe physical conditions. There will be equal emphasis on the four skills; speaking, listening, reading, and writing.

Course Objectives:

By completing this course, you should be able to convey basic communicative exchanges by asking questions or making statement involving learned materials. You will be able to read and write basic words and expressions (about 1200), simple lists, and short phrases using all Hiragana, Katakana and 90 Kanji. At the end of this course, your proficiency level should reach a level of the Novice High of the guidelines of the American Council on the Teaching of Foreign Languages.

Class Attendance / Performance:

Class performance will be graded daily on a scale from 0 -1.5 points.

0 – absent or miss more than 15 minutes of the class

1 – present but not prepared or poor performance

1.5 – present, prepared, and good performance

Our policy is that Japanese is the basic language to communicate in the class; therefore overuse of English will lower your class performance grade (1 point).

Chapter Tests / Quizzes:

There will be five 50-minutes Chapter test at the end of every chapter (except Chapter 12). One test will count 80 points and it includes a listening part and a written part. Two vocabulary quizzes and one Kanji quiz will be given every chapter, and each quiz counts 10 points. Quiz will be conducted at the beginning of the class (5-10 minutes).

No make-up tests / quizzes will be given except for extenuating circumstances. If you need to make-up your test / quiz, you must contact the instructor in advance.

Homework:

Daily homework will be assigned from Workbook or Laboratory Manual. You must submit your homework by 5 p.m. on the due date. No late homework is accepted.

Oral Exam:

There will be two 10-minute oral exams in this course. One is in the mid-term, and the other is at the end of the semester. You will be asked to answer questions using learned grammar and vocabulary. Each exam will count 50 points.

Final Exam:

The final examination will focus on the last chapter (Chapter 12), but will also have many accumulative questions. There will be a listening-part, a written-part, and a reading comprehension-part. The points of the final will be 150.

Group Project:

I will ask you to make a short film in Japanese. The purpose of this project is to integrate your knowledge gained through this course and expresses them in your ways. You will form groups of 4 to 5 at the beginning semester. Group members will meet outside class, discuss a scenario, and videotape. At the end of the semester, you will present the film in the class. 50 points will be given each for the project.

Department Policies:

If you miss more than five classes, you will no longer be permitted to stay in the course. Students should earn a course grade of B- or above to be able to advance along our language class sequence. A grade in the C or D range is still a passing grade for receiving Notre Dame credits, but not good enough for advancing to our language class at the next level.

NOTES

