

Designing Your Own Course (16:186:865:01)

Wednesdays, 4:30-6:30 pm

Scott Hall, Room 105, College Ave. Campus

Fall 2016

Course Instructor:

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Literatures in English

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Office hours are scheduled by appointment. Send questions via email.

Prerequisites and permission request: In order to take this course you must have at least 2 semesters of college level teaching experience OR have previously taken *Introduction to College Teaching* (16:168:855). Permission to take this course is required. To request a permission number, please e-mail Jason Rimmer (<mailto:jrimmer@rutgers.edu>).

Course Description: The course guides students through the process of preparing a syllabus and supporting documents for a course they are (re)designing. Students will be able to use the documents they develop in their own courses or with potential employers. This in-person course meets once a week, for 12 weeks, and will consist of seminars, discussions, hands-on workshops and invited presentations facilitated by faculty and student fellows of the *Rutgers Academy for the Scholarship of Teaching and Learning*. Supplemental materials for the course will be available online in the course Sakai site.

Course Objectives: Develop and prepare an original syllabus and supporting documents for the (re)design of an original college level course. This course is designed and structured around three levels: individual class sections, thematic units, and the entire course. The following course planning materials will be developed:

- a set of course learning goals and objectives
- a brief course description
- short list of assessments and their weights
- sample assessment or classroom activity protocol
- outline of course thematic units and topics (3-5 class sessions)
- a final draft of course syllabus

Course Expectations:

- **Attend all weekly class meetings (and be on time!).** Two or more unexcused absences will result in the deletion of this course from your transcript. Two unexcused late arrivals to class equal to one unexcused absence. If you must be absent due to an emergency or other unforeseen circumstance please notify the instructor by email within 24 hours of the missed class period. Please let the instructor know in advance if you must be absent to a class period.

- **Be a prepared and active class participant**
 - ***Do not be distracted with electronic devices during class – it is also distracting to others.*** Using technology is allowed and encouraged (though not mandatory) for the purposes of working on assignments during the syllabus writing workshops or seeking resources related to topics covered in class. Avoid using electronic devices during presentations given by guest speakers. Give them your undivided attention.
 - ***Pay attention and be aware of course developments.*** You are responsible of checking Sakai regularly and reading course announcements. Be attentive and respectful to guest speakers, your peers, and the course instructor.
 - ***Be an active class participant.*** Engage in discussions, participate actively during workshops, and provide thoughtful contributions.
 - ***Be prepared.*** Skim through the readings for each week prior to arriving to class. Bring hard copies of your assignments when indicated to do so. You will be asked to discuss your work with your peers.

- **Complete assignments:** You will be given sufficient time during class periods to work on the assignments indicated on the syllabus. Bringing a laptop or tablet for writing is encouraged for the syllabus writing workshops, though not required. These assignments will help you develop your syllabus over the course of the semester. You will also be given extra time to continue working on your assignments after class periods before they are due to be submitted on Sakai. **Assignments need to be uploaded to Sakai by their due date in order for the assignment to be considered completed.** You will receive feedback from the instructor on assignments submitted through Sakai. If you have an excused absence, you are still required to complete and submit the assignment as arranged with the instructor. You may complete and submit assignments in advance.

Academic Integrity: Please refer to the Rutgers University Academic Integrity Policy (<http://academicintegrity.rutgers.edu/academic-integrity-policy>). This policy will be strictly enforced during this course. Your assignments will be submitted via Sakai and checked by Turnitin. For further information about Academic Integrity at Rutgers University visit <http://academicintegrity.rutgers.edu>. No copying or plagiarism of any kind is allowed in any of the assignments or activities in this course. This course may be deleted from your transcript if any violations to the academic integrity policy are observed.

If, for any reason, a class period needs to be postponed or cancelled due to an emergency or adverse weather conditions, you will receive an announcement through Sakai. You can also verify the campus operating status at the following website: <http://newbrunswick.rutgers.edu/about/operating-status>

Please notify the instructor of any special accommodations you may require.

It is highly encouraged to read the suggested readings prior to arriving to each class period. The course schedule might be subject to change. Any changes to the syllabus will be announced.

| Session # | Date | Topic | Presenter(s) | Assignments (Sakai due date) | Suggested Reading |
|---|-------|--|---|---|---|
| Unit 1: Establishing course goals and objectives and developing a course description | | | | | |
| 1 | 9/7 | Introduction and syllabus overview | II | | Parkes & Harris 2002, Davis 2009 |
| 2 | 9/14 | Situating Courses in Institutional Contexts | Dean Susan Lawrence, School of Arts and Sciences | In class: Upload short list of learning goals and objectives (9/14) Readings for next class on Sakai (9/21) | |
| 3 | 9/21 | Course/learning goals and objectives; writing course descriptions | II | Course description (9/28) | Filene 2005 |
| 4 | 9/28 | Course Policies and Syllabus Writing Workshop #1 | II | Begin writing your syllabus in class. | |
| Unit 2: Designing course assessments and class activities | | | | | |
| 5 | 10/5 | Assessments of student learning | II | Short list of assessments and their weight (10/12) | |
| 6 | 10/12 | Evaluation, feedback and grading | t/b/a | | |
| 7 | 10/19 | Classroom activities, discussions and assignments; active learning | Dr. Rebecca Jordan, Human Ecology & Ecology, Evolution, and Natural Resources | 2 class activities & objectives/outcomes (10/26) | Filene 2005 (Ch. 7), Middendorf & Kalish 1995 |
| 8 | 10/26 | Syllabus Writing Workshop #2 | II | | |
| Unit 3: Defining thematic units within your course and planning class sessions | | | | | |
| 9 | 11/2 | Sequencing topics into thematic units | t/b/a | Create a one-page outline of thematic units and topics (11/9) | |
| 10 | 11/9 | Generating reading lists, problem sets & creating lesson plans | Maria Qadri, Biomedical Engineering | | |
| 11 | 11/16 | Syllabus Writing Workshop #3 | II | Create course schedule in class. | |
| Finalizing your course syllabus | | | | | |
| 12 | 11/23 | Syllabus presentations, course reflections and conclusion | II | Final draft of the course syllabus (11/23) | |