

**[Course Title]**

*[Interesting quote, motivating information].*

[Semester/Year]

[Class location]

[Class Meeting time(s)]

Instructor: [Name] [Office, e-mail, phone]  
Office Hours: [scheduled + by appointment? Virtual Office Hours?]

Grading: [options: SU/Letter, choice of credit hours?]

**I. Rationale:**

Why does this course exist? How does it fit in with the rest of the field/area's curriculum?

**II. Course Aims and Objectives:**

*Aims*

Thinking from the prospective students' point of view, what general outcomes is the course designed to achieve? How will it contribute to them professionally?

*Specific Learning Objectives:*

By the end of this course, students will:

List as specifically as possible the learning outcomes the course is intended to produce. It is helpful here to think about the kinds of evidence you will need to assess the students' learning as your objectives should drive your assessment and grading schema. Kinds of evidence can be manifest in what students say, do, think and/or feel. What they say (as on an exam, paper, project, homework, etc., or in class discussion) is a reflection of their thinking. Feelings are often neglected in specifying course or class objectives, yet the research on the role of affect (emotions and feelings) in learning has been well documented and has been shown to have a significant influence and integration with cognitive learning. For example, if you were teaching a course on ecology it would be difficult to do without addressing human values, which have an affective aspect to them. If certain psycho-motor skills are intended to be developed, the evidence will be in doing (as in a lab course where actions like titration, completing successful assays, collecting meaningful data and analyzing it are regular expectations) they should be articulated as clearly as possible. A well stated objective has two components: substance (content/subject matter like osmosis or absorption) and form: what action must the student perform with regards to the substance (compare and contrast, evaluate, analyze, apply, etc.)

**III. Format and Procedures:**

How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly

**IV. My Assumptions**

This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors.

Does the instructor have a unique operational definition for some of the core course concepts?

What principles and/or beliefs about either the content or how to effectively learn the content held by the instructor would it be helpful for the students to know up front?

## **V. Course Requirements:**

1. Class attendance and participation policy:

2. Course readings:

(a) Required text:

(b) Background readings, course packet available in the university bookstore ? Use of Course info? Download and bring handouts to class?

3. Assignments based on the number of credits for which the learner is enrolled:

(a) One credit – What are the minimum requirements if the student can choose to take the course for one credit?:

(1)

(2)

(b) Two credits – In addition to those activities for one credit, students electing two credits will . . .

(c) Three credits – Those selecting three credits must complete the work for the first two credits, but in addition they must . . .

**V. Grading Procedures: Grades** for the different credit options will be based on:

1. One credit option:

(a) (%)

(b) (%)

(c) (%)

2. Two credit option:

(a) (%)

(b) (%)

(c) (%)

3. Three credit option:

(a) (%)

(b) (%)

(c) (%)

(d) (%)

Keep in mind, as you decide the weighting for the different assignments and tasks you give students it will have a major impact on their effort distribution. For example, if you have many homeworks and/or quizzes, but not any one of them will count significantly toward the final grade, students may invest less time and commitment to doing them. If a certain percentage of the students' grades is based on class participation, what criteria will be used to make that assessment: quantity or quality? If quality, what determines quality?

## **VI. Academic Integrity**

The work you submit in [course name/number] is expected to be the result of your individual effort only. The use of a computer in no way modifies the standards of academic integrity expected under the University Code.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students.

However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

**VII. Accommodations for students with disabilities**

In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

**VIII. Tentative Course Schedule [based on a graduate level course that meets once a week for two hours]: (May change to accommodate guest presenters & student needs)**

Topics	Readings to be discussed	One Journal Entry	Assignment
<b>January 22</b> Topics/Major Concepts covered	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	
<b>January 29</b> What is learning? What are learning objectives?	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	Journal entry electronically submitted
<b>February 5</b> Motivating Students	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	Journal entry electronically submitted
<b>February 12</b> Effective Teaching Strategies	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	Journal entry electronically submitted
<b>February 19</b> Experiential and collaborative learning -Guest: Lecturer?	[Text] Chapter #, additional readings from course packet, handouts	Weekly electronic journals are a way to get student reactions and questions on course readings	Journal entry electronically submitted
<b>February 26</b> Uses of technology Guest: – ?	[Text] Chapter #, additional readings from course packet, handouts		Journal entry electronically submitted

<b>March 5</b> Engaging Students Interactively	[Text] Chapter #, additional readings from course packet, handouts		Journal entry electronically submitted
<b>March 12</b> How do you know they are learning? Tests, assignments, quizzes, etc.	[Text] Chapter #, additional readings from course packet, handouts		Journal entry electronically submitted
<b>March 26</b> Working with today's diverse students	[Text] Chapter #, additional readings from course packet, handouts		Journal entry electronically submitted
<b>April 2</b> Evaluating Teaching & the Tenure System –Guest: ?	[Text] Chapter #, additional readings from course packet, handouts		Journal entry electronically submitted
<b>April 9</b> Course Design & Planning			Due: Personal Theory Drafts
<b>April 16</b> Case Study presentations			Due: Portfolio Drafts
<b>April 23</b> Case Study presentations			Due: Case Study Drafts
<b>April 30</b> Presentations and Wrap-up			Final drafts due on assignments: May 10

## IX. Additional Resource Readings on College Teaching

Bateman, W.L. (1990). *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey Bass, Publishers. [LB 1738 .M3]

Bowser, B.P. (1993). *Confronting Diversity Issues on Campus*. Newbury Park, CA: Sage Publications. [LC1099.3 B69]

Boyer, E.L. (1992). *Scholarship Reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching. [LA 227.3 B79 S36: Olin]

Brookfield, S. (1990). *The Skillful Teacher*. San Francisco: Jossey-Bass Publishers, Inc. [LB2331.B68: Mann Library]

Bruffee, K.A. (1993). *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. Baltimore: Johns Hopkins University Press. [LB1032 .B76]

Christensen, C. R., Garvin, D.A., & Sweet, A. (1991). *Education for Judgement: The Artistry of Discussion Leadership*. Boston: Harvard Business School. [LB2331 .E376: Hotel School]

Cohen, E. G. (1994). *Designing Groupwork*. New York: Teachers College Press. [LB 1032.C67x94]

Cornesky, R. (1993). *The Quality Professor: Implementing TQM in the Classroom*. Madison, WI: Magna Publications. [LB2331 .C65]

Cranton, Patricia (1994). *Understanding and Promoting Transformative Learning*. San Francisco: Jossey-Bass, Publishers. [LC5225 L42 C72: Mann Library]

Cruikshank, D.R., Bainer, D., & Metcalf, K. (1995). *The Act of Teaching*. New York: McGraw Hill.

Darling-Hammond, L., & Millman, J. (1990), *The New Handbook of Teacher Evaluation*. Sage Publications. [LB2838 N4215: Mann]

Davis, J.R. (1993). *Better Teaching, More Learning: Strategies for Success in Postsecondary Settings*. Phoenix: Oryx Press. [LB2331 .44 D38X]

Dewey, J. (1938). *Experience and Education*. Collier Books. [LB875 .D39: Mann] [LB875 .D51 E9: Uris]

Eble, K.E. (1985). *The Aims of College Teaching*. San Francisco: Jossey-Bass, Publishers. [LB3051 .E15]

Fenstermacher, G.D., & Soltis, J.F. (1986). *Approaches to Teaching*. New York: Teachers College Press. [LB1025.2 F34]

Gowin, D. B.. & Novak, J.D. (1984). *Learning How to Learn*. Cambridge University Press. [LB1049 N93: ILR and Mann Reserve]

Gullette, M.M. (ed.) (1984). *The Art and Craft of Teaching*. Harvard University: Harvard University Press. [LB2331 .A78]

Hutchings, P. (1993). *Using Cases to Improve College Teaching: A Guide to More Reflective Practice*. Washington, D.C.: AAHE Teaching Initiative, American Association of Higher Education. [LB2331 H88: Hotel]

Katz, J. (1993). *Turning Professors into Teachers*. Phoenix: Oryx Press. [LB2331 .K32 K325]

Lowman, J. (1995). *Mastering the Techniques of Teaching* (second edition). San Francisco: Jossey-Bass, Publishers. [LB2331 .L68: Olin]

Mager, R.F. (1984). *Preparing Instructional Objectives* (rev. 2nd ed.). Belmon, CA: Fearon-Pittman Publishers. [LB 1028 .5 .M19]

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass, Publishers. [LC5225 .L42 M61: Mann Reserve]

Milton, and Associates (1982). *On College Teaching: A Guide to Contemporary Practices*. San Francisco: Jossey-Bass, Publishers. [LB2331 .058]

Mosston, M., & Ashworth, S. (1990). *The Spectrum of Teaching Styles: From Command to Discovery*. White Plains, NY: Longman.

Office of Instructional Support (1993). *Teaching Evaluation Handbook*. Ithaca: Cornell University Office of Instructional Support. [LB2333 .T25] Available for downloading at <http://www.clt.cornell.edu/resources/teh/teh.html>

Orlich, D.C., Harder, R.J., Callahan, R.C., Kauchak, D.P., Pendergrass, R.A., & Keogh, A. J. (1990). *Teaching Strategies: A Guide to Better Instruction*. Lexington, MA: D. C. Heath and Company. [LB1025.2 .T257: Mann]

Pintrich, P.R., Brown, D.R., & Weinstein, C.E. (eds.) (1994). *Student Motivation, Cognition, and Learning: Essays in Honor of Wilbert J. McKeachie*. Hillsdale, N.J.: Lawrence Erlbaum. [LB1060 S876X]

Posner, G.J. (1993). *Field Experience*. Longman.

Posner, G.J., & Rudnitsky, A.N. (1994). *Course Design: A Guide to Curriculum Development for Teachers* (fourth edition). New York: Longman.

Schunk, D.H. (1991). *Learning Theories: An Educational Perspective*. Macmillan Publishing Co. [LB1060 .S37: Mann]

Stones, Edgar (1992). *Quality Teaching*. London and New York:

Williams, J.A. (1994). *Classroom in Conflict: Teaching Controversial Subjects in a Diverse Society*. Albany, NY: State University of New York Press. [LB2331 .W47: Olin]

Wilshire, B.W. (1990). *The Moral Collapse of the University: Professionalisms, Purity, and Alienation*. Albany, NY: State University of New York Press. [LA227.3 .W74]