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Syllabi Creation

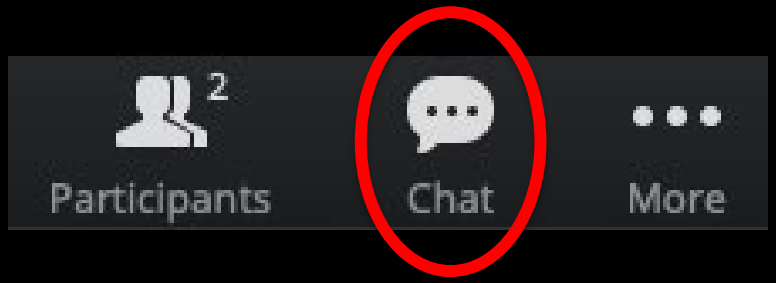
Summer 2020 Workshop: Content Series #11

presented by: Dr. Summer DeProw

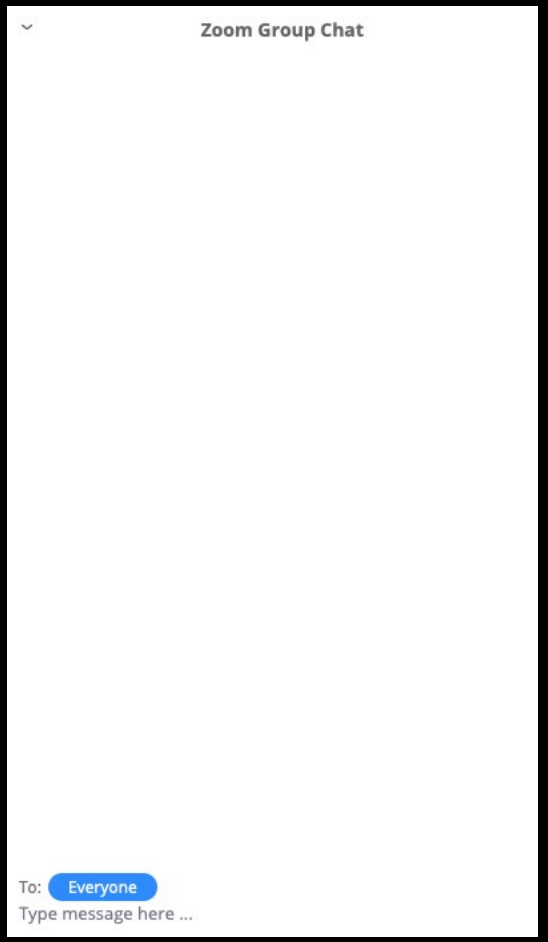
July 29, 2020

Workshop Procedures

- Welcome and thank you for participating in our Summer Workshop Series!
- You will be muted upon entry to the workshop, so please introduce yourself via the Chat feature by clicking “Chat.”



- The window to the right will appear where you can add your introduction:



- If you have questions during the session, please add them to the Chat box and at the conclusion of our time we will include them in the Q and A.

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Workshop Agenda

Attendees will be able to:

- Create Syllabi with all applicable University, Program and Course information present, including answering the following questions:
  - Does the course description on the syllabus match the course description in the current bulletin?
  - Are there Program Learning Outcomes (PLOs) listed on the syllabus?
  - Is this course a part of an academic program and if so, does the course appear on the program's curriculum map in Taskstream?
  - Do the PLOs listed on the syllabus match the markings on the map in Taskstream?
- Include COVID19 and other required and suggested University-wide statements in all syllabi

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Setting the Tone with a Syllabus

The University of Iowa says this about the importance of using a syllabus to set the tone for a course:
"The tone of the syllabus helps sets the tone of the course. A positive tone helps students engage in their own learning endeavor. An authoritarian or scolding tone does not welcome or encourage their collaboration in the teaching-and-learning process. Describe the syllabus as an educational "promise" not a "contract.""

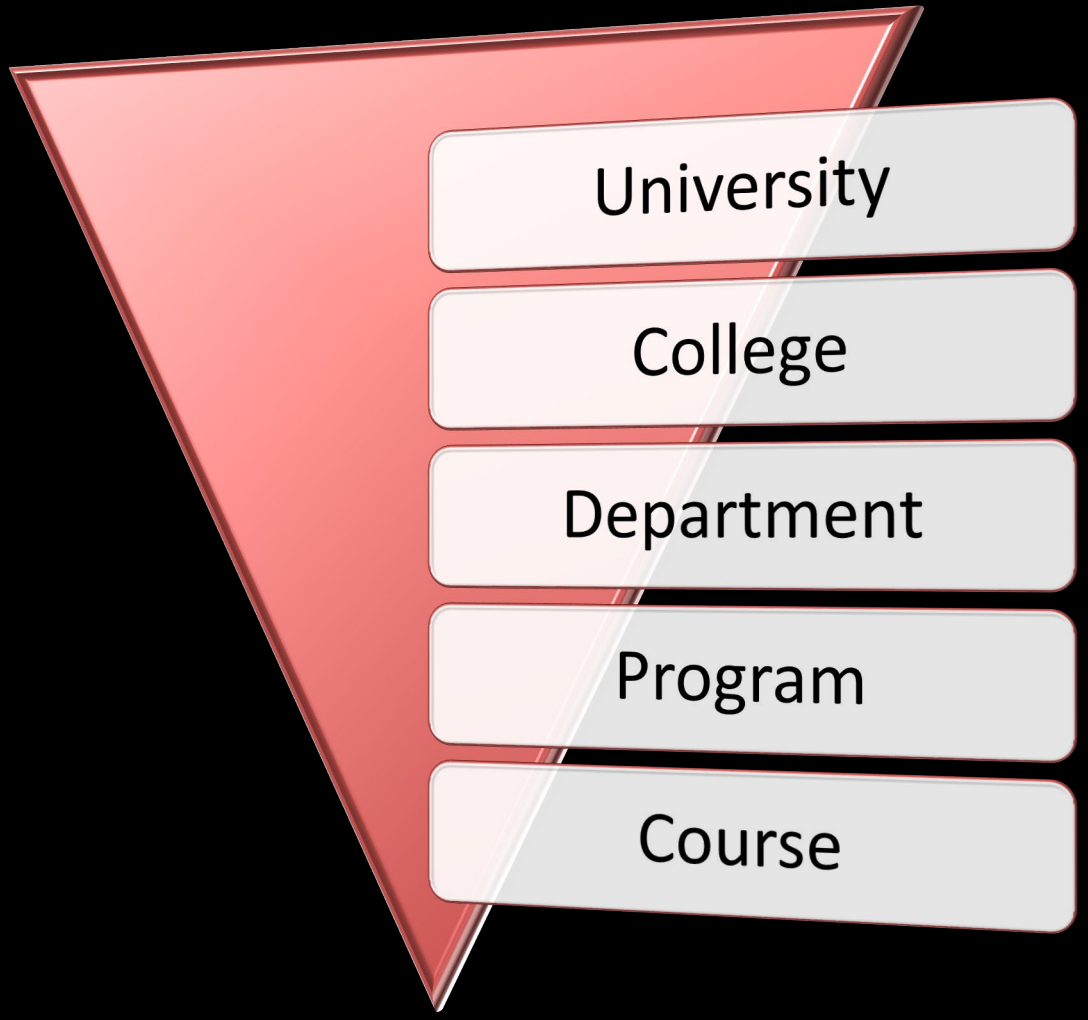
Indiana University adds this:
"The tone and style of your syllabus can help you establish appropriate expectations for your students regarding how you perceive your role as an instructor and their roles as students."

Lastly Vanderbilt University says:
Researchers have explored the effect of "warm" and "cold" language in a syllabus on student perceptions of the instructor. An example of "warm" language in a syllabus is "I hope you actively participate in this course. I say this because I found it is the best way to engage you in learning the material (and it makes lectures more fun.)" "Cold" language, on the other hand, expresses the same idea using different words: "Come prepared to actively participate in this course. This is the best way to engage you in learning the material (and it makes the lectures more interesting.)" Students who read the syllabus with the "warm" language rated the hypothetical instructor both more approachable and more motivated to teach the class (Harnish and Bridges 2011).

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Functions of a Syllabus

The syllabus must consider information policies, procedures, structure, function and audiences from all of the following:



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Functions of a Syllabus

The most fundamental function of a syllabus is to establish communication between faculty and students. More specifically, a course syllabus serves to:

- Inform students of University policies and procedures including disability services, weather, COVID19, etc.
- Provide links for campus-wide information
- List program learning outcomes and goals
- Show connections between course and program
- State the Instructor's name, contact information and office hours
- List course learning outcomes and goals
- State the course's content, readings and other materials
- Provide course policies, including grading, attendance and other expectations
- Sets timeline for lectures, examinations and other course dates
- Anything else important to the structure, function and execution of the course

Who is reading your syllabus?!

- Audiences for syllabi go beyond your current students. Other readers include:
  - Accrediting Bodies
  - Registrars
  - Employers or Certification Officers
  - Enrolled and Potential Students
  - Grievance Committees
  - Alf?!



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Who is reading your syllabus?!

- One professor slipped a question to his students amongst other information in his syllabi to see who was reading it in this Chronicle of Higher Education Article:

"Is Anybody Reading the Syllabus? To Find Out, Some Professors Bury Hidden Gem"

- Other methods that faculty use to ensure students are reading syllabi include:
  - Syllabi Quizzes
  - Reflection on their expectations for the course
  - Hidden "Gems"
  - Others???

Components of a Syllabus

- Course Information including: Full Name, Course Number, CRN, Location, Days and Time, and Description from Current Bulletin
- Instructor Information including: Name, Title, Specialty, Contact Information, Office Hours and Location
- Program Learning Outcomes
- Course Learning Outcomes
- University, College, Department, Program, Course Procedures, Policies and Information
- Course Content
- Required Materials
- Course Expectations
- Course Timeline
- Required Components including: Statements on Disability Accommodations, Weather, Title IX, COVID19, Grading, etc.

For a complete list of A-State's syllabus recommendations, please see Appendix C of the Assessment Manual here: *http://www.astate.edu/a/assessment/index.dot*

Syllabi Model: General Education Course

CRN [ ] [Course Prefix/Number]
[Title of Course]

Course Information

Instructor:
Meeting day/time/place:
Office:
Office Hours:
Office phone:
Email:

Textbook(s) and Materials

Required texts: [title, edition, author]
Recommended texts: [title, edition, author]
Additional: [access to internet or Word, etc.]

Purpose and Goals/Learning Outcomes

Course Description:
[Course description word for word as it appears in the most current Undergraduate Bulletin.
http://www.astate.edu/a/registrar/students/bulletins/
You may also include a more detailed description of the course as you will teach it]

General Education Goal:
[General Education goal description word for word as it appears in the most current Undergraduate Bulletin.
http://www.astate.edu/a/registrar/students/bulletins/
Example: Developing a strong foundation in the social sciences]

Student Learning Outcomes:
[Student Learning Outcomes descriptions word for word available here:
http://www.astate.edu/a/assessment/student-learning-outcomes/general-education
Example:

- Explain the processes and effects of individual and group behavior
- Analyze events in terms of the concepts and relational propositions generated by the social science tradition.]

[You may add additional course-level learning outcomes here]

Assessment of Learning Outcomes:
[Include here a description of how the learning outcomes will be assessed—such as through pre and post-tests; exam questions, primary-document essays, research papers, article/book reviews, etc.]

Document-based signature assignment:
[Description of the signature assignment for your course]

Sample template adapted from CHSS, Dr. Deborah Chappel-Traylor

http://www.astate.edu/a/assessment/index.dot

Syllabi Model: Undergraduate Course

[The links in this document may need to be copy/pasted into the URL in your preferred web browser.]

CRN [ ] [Course Prefix/Number]
[Title of Course]

Course Information

Instructor:
Meeting day/time/place:
Office:
Office Hours:
Office phone:
Email:

Textbook(s) and Materials

Required texts: [title, edition, author]
Recommended texts: [title, edition, author]
Additional: [access to internet or Word, etc.]

Purpose and Goals/Learning Outcomes

Course Description:
[Course description word for word as it appears in the most current Undergraduate Bulletin. http://www.astate.edu/a/registrar/students/bulletins/
You may also include a more detailed description of the course as you will teach it]

Program Outcome(s):
[Program outcomes are determined collaboratively by program faculty. You can find the outcomes for your program here: http://www.astate.edu/a/assessment/student-learning-outcomes/]

Course Level Student Learning Outcomes:
[SLOs are determined by individual faculty. Best practices suggest that faculty collaborate to determine the outcomes for each course].

Course Requirements

[Detailed description of all assignments and grading components of the course—papers, exams, class participation, Blackboard, presentations, etc.]

Sample template adapted from CHSS, Dr. Deborah Chappel-Traylor

http://www.astate.edu/a/assessment/index.dot

Syllabi Model: Graduate Course

[The links in this document may need to be copy/pasted into the URL in your preferred web browser.]

CRN [ ] [Course Prefix/Number]
[Title of Course]

Course Information

Instructor:
Meeting day/time/place:
Office:
Office Hours:
Office phone:
Email:

Textbook(s) and Materials

Required texts: [title, edition, author]
Recommended texts: [title, edition, author]
Additional: [access to internet or Word, etc.]

Purpose and Goals/Learning Outcomes

Course Description:
[Course description word for word as it appears in the most current Graduate Bulletin. http://www.astate.edu/a/registrar/students/bulletins/
You may also include a more detailed description of the course as you will teach it]

Program Outcome(s):
[Program outcomes are determined collaboratively by program faculty. You can find the outcomes for your program here: http://www.astate.edu/a/assessment/student-learning-outcomes/]

Course Level Student Learning Outcomes:
[SLOs are determined by individual faculty. Best practices suggest that faculty collaborate to determine the outcomes for each course].

Course Requirements

[Detailed description of all assignments and grading components of the course—papers, exams, class participation, Blackboard, presentations, etc.]

Sample template adapted from CHSS, Dr. Deborah Chappel-Traylor

http://www.astate.edu/a/assessment/index.dot

Syllabi Review Guiding Questions

- Does the course description on the syllabus match the course description in the current bulletin?
- Are there Program Learning Outcomes (PLOs) listed on the syllabus?
- Is this course a part of an academic program and if so, does the course appear on the program's curriculum map in Taskstream?
- Do the PLOs listed on the syllabus match the markings on the map in Taskstream?
- Additionally, if the course is a General Education course:
  - Is/Are the Gen Ed Goal and Outcome/s listed?

Syllabi Review Data

Department 1:

Analysis Item	Count	Percent
The correct syllabi were submitted.	56	84%
The syllabi were incorrect or missing.	11	16%
Total Reviewed	67	
The course description was correct.	27	48%
The course description was incorrect.	29	52%
Number of Service Courses*	7	
PLO's were listed.	35	71%
PLO's were not listed.	14	29%
The program has a completed curriculum map in taskstream.	34	69%
The program did not have a completed curriculum map in taskstream.	15	31%
The PLO's matched the completed curriculum map in taskstream.	11	22%
The PLO's did not matched the completed curriculum map in taskstream.	38	78%

Department 2:

Analysis Item	Count	Percent
The correct syllabi were submitted.	76	100%
The syllabi were incorrect or missing.	0	0%
Total Reviewed	76	
The course description was correct.	73	96%
The course description was incorrect.	3	4%
Number of Service Courses*	0	
PLO's were listed.	73	96%
PLO's were not listed.	3	4%
The program has a completed curriculum map in taskstream.	72	95%
The program did not have a completed curriculum map in taskstream.	4	5%
The PLO's matched the completed curriculum map in taskstream.	58	76%
The PLO's did not matched the completed curriculum map in taskstream.	18	24%

Examples of Curriculum Map Communication in Syllabi

- There are numerous ways to communicate mapping of program and course curriculum in a syllabus.
- One example is to create a PDF version of a map built in Taskstream, add the map as an appendices in the syllabi and state that a course's alignment can be found in the map.
- The following are two examples of curriculum mapping communication.

Program Outcome(s):
The following learning goals guide program and course outcomes for all B.S. degrees in the A-State College of Business.

- Students will communicate effectively and professionally in writing
- Students will demonstrate effective and professional oral communication
- Students will be sensitive to ethical issues when making business decisions
- Students will use critical thinking skills to make decisions
- Students will use technology appropriately to communicate, calculate, and present concepts and data
- Students will demonstrate business knowledge

Additionally, the following learning goals guide program and course outcomes for the B.S. Finance with Financial Management Emphasis and B.S. Finance with Banking Emphasis:

- Apply basic financial tools to value financial products
- Evaluate financial markets, how securities are traded, and investor behavior
- Use financial statements to appropriately evaluate firm performance and determine value of the firm
- Project cash flows associated with corporate project evaluation
- Analyze the impact of financial markets on interest rate determination
- Analyze the performance of a bank (Banking Emphasis only)

This course contributes to the following program outcomes for the B.S. Finance with Financial Management Emphasis and B.S. Finance with Banking Emphasis:

- Apply basic financial tools to value financial products
- Evaluate financial markets, how securities are traded, and investor behavior
- Project cash flows associated with corporate project evaluation
- Analyze the impact of financial markets on interest rate determination

Learning goals for other programs/majors are available at http://www.astate.edu/a/assessment/student-learning-outcomes/.

BS Finance, Emphasis Banking Curriculum Map

Courses and Activities Mapped to BS Finance, Emphasis Banking Outcomes

	Program Level Outcomes					
	Outcome #1 Apply basic financial tools to value financial products.	Outcome #2 Evaluate financial markets, how securities are traded, and investor behavior.	Outcome #3 Use financial statements to appropriately evaluate firm performance and determine value of the firm.	Outcome #4 Project cash flows associated with corporate project evaluation.	Outcome #5 Analyze the impact of financial markets on interest rate determination.	Outcome #6 Analyze the performance of a bank.
Specific Business Core Courses						
FIN 3713 Business Finance	I	I	I	I	I	I

Syllabi example courtesy of Dr. Jim Washam, Professor

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Session Q & A



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References and Resources

University of Indiana-Bloomington, Center for Innovative Teaching and Learning
https://citl.indiana.edu/teaching-resources/course-design/syllabus-construction/index.html

University of Iowa, Office of Teaching, Learning and Technology
https://teach.its.uiowa.edu/handbook-teaching-excellence-6th-edition/planning-ahead-and-first-day-class/syllabus-construction

Vanderbilt University, Center for Teaching
https://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/

Zamudio-Suaréz, F. (2020, July 22). Is Anybody Reading the Syllabus? To Find Out, Some Professors Bury Hidden Gems. Retrieved July 28, 2020, from https://www.chronicle.com/article/is-anybody-reading-the-syllabus-to-find-out-some-professors-bury-hidden-gems/