Syllabus Design Workshop for Sociology Department

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Center for Teaching and Learning

2/4/2020

Learning Goals:

1) To understand principles of Backward Course Design.

2) To create a learning community on the topic of syllabus design.

3) To brainstorm strategies in syllabus design and apply them

Ground rules

We will strive to create and maintain a space where we all:

> Respect and support each other

> Actively listen

> Contribute

> Brainstorm

> Ask questions

> Take risks

> Monitor your air time

Who is in the room?

- Introduce your name and role in the department

- What bring you to the workshop today?

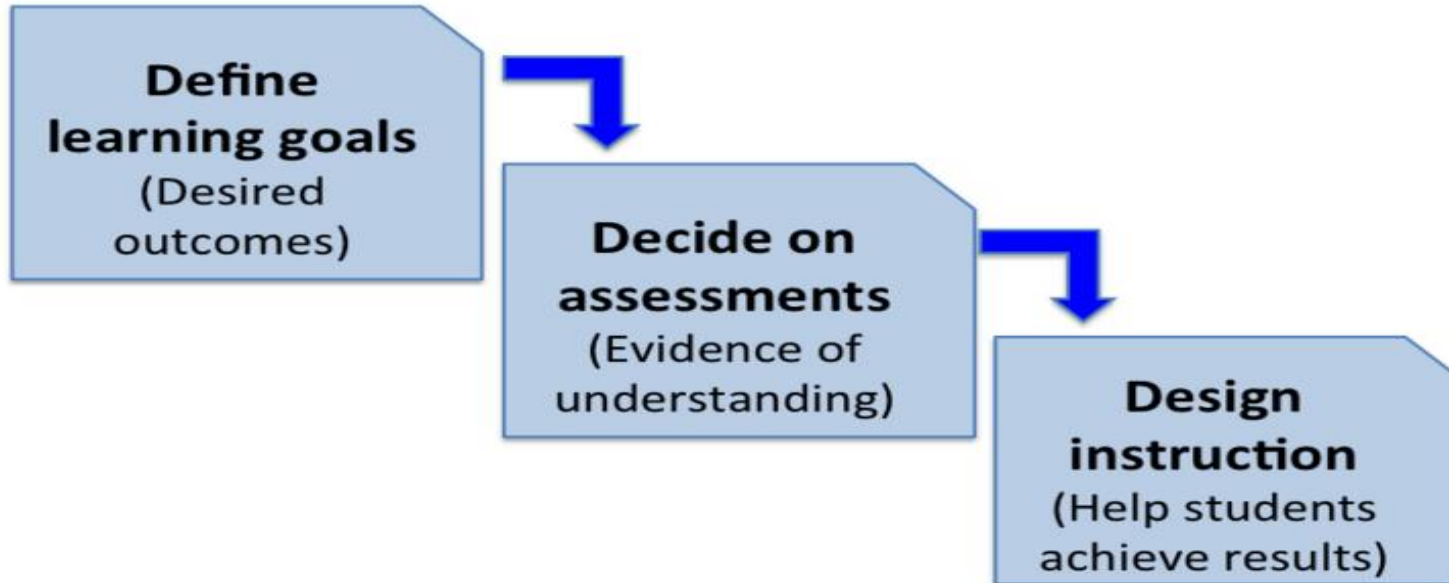- What you have done for your syllabus (or have seen done)?

What components are important in a syllabus?

Please work in small groups to come up with your answer, feel free to refer to example syllabus you have brought today.

Each group please prepare to speak up after your discussion.

Backward Course Design & Alignment

"Backwards design": Start at the End

Define learning goals (Desired outcomes)

Decide on assessments (Evidence of understanding)

Design instruction (Help students achieve results)

Backward Course Design is Goal Driven

1. Learning Goals: a) What do you want students to know? b) What do you want students to be able to do?	4. Base skills: What skills are needed to prepare students to engage in these tasks?)	3. Learning Activities: What learning experiences and instruction will enable students to achieve the desired results?	2. Assessment: a) How will students demonstrate that they know this? b) How will students demonstrate that they are able to do this?	c) What measurements of proficiency or success count in your class/field?

Language in the syllabus

A [list of resources from the Registrar's office](#) that might be useful to you

- What stand out to you?
- Anything specific/special about your department's practice?

Diversity statement in syllabus

> Please refer to your handout "Four steps toward creating an inclusive class environment"

One example for CTL GRDSCH courses: Including all students

Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, I expect you to follow the UW Student Conduct Code in your interactions with your colleagues and us in this course by respecting the many social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. On our first day of class we will create ground rules together to follow in promoting a productive learning environment for all members of the class. I am committed to making this class an equitable learning environment. Please talk with me right away if you experience disrespect in this class from other students and/or from me, and I will work to address it in an educational manner.

Suggestions for syllabus diversity statements

> Consider **where** the statement is in your syllabus.

> **Refer** to the statement in class.

> **Reduce students' anonymity** in large classes

-Try to learn even a few students' names: e.g., make a note of who you talk with in office hours or after class

-Use well-structured active learning techniques – polling, think-pair-share, small groups

-Develop ground rules for students' small group in advance. Create roles for students when they work in small groups together, so that all students have a way

Question and Discussion

- Based on your own interests – a class you TA or want to teach in the future, please share your question/concern/experience about syllabus design.

- Everyone in this room are more than welcome to share your experiences and ideas.

Assessing Student Learning:

How will you know what students are able to do?
What evidence can you gather?

Key terms –
- Formative
- Summative
- Rubrics
- High-stakes/low-stakes
- CATs (Classroom Assessment Techniques)

Rubric

What is a rubric?

Why use rubric?

Any example?

Rating Scale

Criteria that describe the product

	Above	Meets	Below
Criterion A			
Criterion B			
Criterion C			

Indicators are added here

Table Above Cited from: "Creating a Rubric: An Online Tutorial for Faculty", University of Colorado Denver

Thank you!

> Feedback:

> Find more resources: uw.edu/teaching

> Contact us: thectl@uw.edu

CTL course in spring 2020: GRDSCH 515 Teaching & Learning in Higher Education: Frameworks & Practices (2 credits)

Designed for graduate students seeking to build knowledge and skills in effective teaching practices as a teaching assistant or independent instructor. Students will be introduced to fundamental pedagogical frameworks and practices applicable across the disciplines in: Course design, assessment, active learning strategies, teaching inclusively, and using technology effectively in teaching. Credit/no-credit only.

Instructor: Dr. Wei Zuo

Index Cards:

1) Your main takeaways from today

2) Any other questions you have