

**LET'S GO BY SYLLABUS?
STUDENTS' LEARNING
OUTCOMES IN HIGHER
EDUCATION**

By Dr. Khasilova,
University of Wyoming

PRESENTATION OVERVIEW

- ✓ Overview of Syllabus
- ✓ Why Syllabi Matter?
- ✓ The Major Components of Syllabus
- ✓ Example of Syllabi
- ✓ Students' Learning Outcomes
- ✓ Resources and Templates

SYLLABUS?

A **syllabus** (Greek word ‘subject’) is a document about

- ❖ The course content, goals, course procedures

- ❖ Syllabus is not **curriculum** (Latin word ‘course’) –

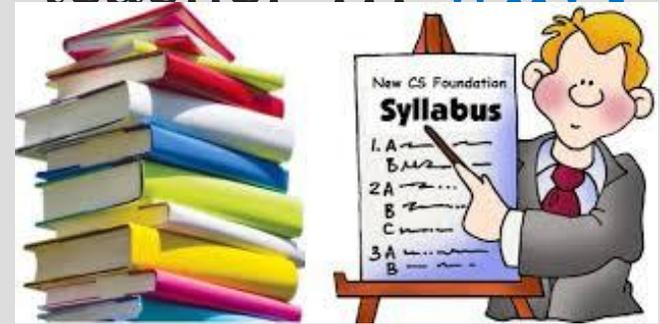
It refers to the overall content taught at the educational system

A syllabus is a guide or reference to students concerning teaching and learning they can expect in the course and course procedures, course content, etc.

WHY A SYLLABUS MATTERS?

A syllabus is crucial to the success of any teacher ... **why?**

- ✓ It maps out a plan in detail
- ✓ It serves as a semester - long reminder
- ✓ It is your contract
- ✓ It conveys information about expectations
- ✓ It outlines the course goals



It explains the course structure, assignments, exams, review sessions, and other activities which required for students to learn the material.

By staying enrolled in a class:

- ❖ students are indicating that they have read the syllabus,
- ❖ understand what students need to do to be successful in that class,
- ❖ and accept the terms of this [agreement](#).

Read more [here](#):

<https://www.chronicle.com/article/The-Syllabus-as-a-Contract/237251>

By Amber R. Comer | JULY 27, 2016

Every semester, professors are forced to act as prosecutor, judge, and jury as they vigorously defend their course policies, deadlines, and expectations on a seemingly innocent document called the syllabus. What began as a [simple list of class topics](#) has morphed into a sort of contract between professor and student.

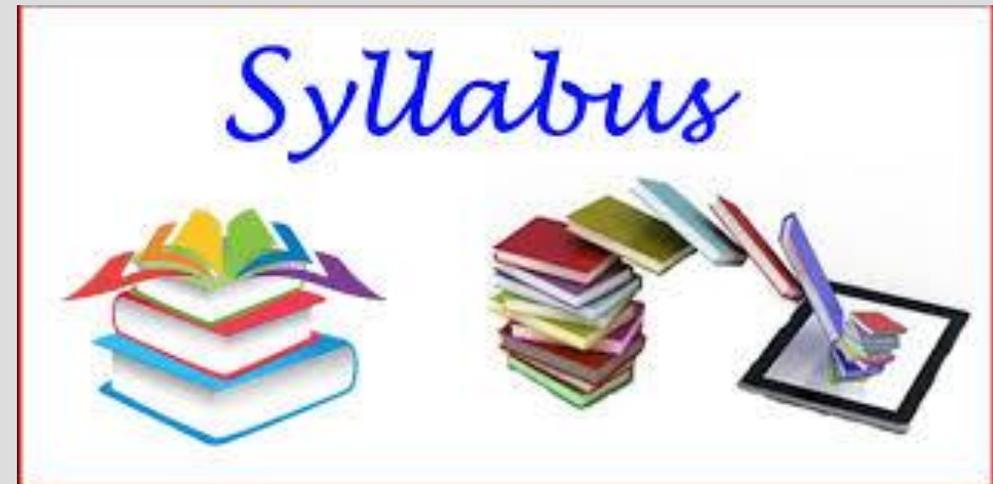
The concept of the syllabus as contract seems especially apt now, as more and more colleges require faculty members to adopt standard language on various campus policies.

Even once-straightford elements of a syllabus, like due dates, have gotten complicated thanks to technology. In the past, when a due date for an assignment was listed on the syllabus, it was inferred that the assignment was due on *that date* in class. Now, however, the ability to submit assignments electronically, via course websites such as Blackboard and Canvas, has forced professors to be far more specific.

- In person (face-to-face) or via zoom classes;
- Online classes;
- Blended classes;

MAJOR COMPONENTS OF SYLLABUS

- ✓ Your information, office hours, communication
- ✓ Course description and course purpose,
- ✓ Learning goals and learning outcomes
- ✓ Readings, materials, and resources
- ✓ Course policies and expectations
- ✓ University policies
- ✓ Learning toolbox
- ✓ Learning resources
- ✓ Syllabus schedule



SAMPLE:

UW COLLEGE OF EDUCATION
Developing Competent and Democratic Professionals

COURSE SYLLABUS
EDST 3550-01, 02 Educational Assessment (2 credit hours)
Spring 2017

Instructor: Dilnoza Khasilova, M.A., Doctoral Candidate

Phone: 307- 766-3677

E-mail: dkhasilo@uwyo.edu

Office: LRCC

Office Hours: Wed 1:00-4:00pm or by appointment

Class Meeting Time/Location: Section 02, T & R 1:20 - 2:10 pm EA 225

Prerequisites: C or better in a QA course, C or better in EDST 2450, and EDST 2480
or 2000 (or 4000); minimum 2.75 GPA.

SAMPLE: ONLINE CLASS

Instructor: Dr. -----

Email: -----@---.edu

Office Phone number: 00000--

Office Location: Room ----Building

Office hours: By appointment

<https://www.oncehub.com/>

Class Meeting Times and Locations

Class will be online. This course will be using the Learning Management System, Canvas (also called WyoCourses). To access the course shell visit the following website (<http://www.uwyo.edu/outreach/ocp/online-uw/index.html>). Log-on to WyoCourses using the same username and password as you do for your University email and WyoWeb. If you do not know your username and password, you will need to contact the IT Help Desk: (307) 766-4357.

COURSE DESCRIPTION: SAMPLE

COURSE DESCRIPTION

This course provides in-depth knowledge of ethnography and narrative inquiry. Students will review the foundations of educational ethnography and narrative inquiry methods, investigate their history, philosophy, data collection procedures, analysis, and written structure. In addition, the course will involve an introduction to important issues within ethnography and narrative such as objectivity, ethics, and the role of the researcher. Students will engage in a small-scale research project that will result in a paper. The project and final paper will be shaped to fit individual students' research and program needs.

LEARNING GOALS

Learning goals (also called “learning objectives” or “learning outcomes”) is key to taking **an evidence-based approach** to education.

This means faculty members laying out learning goals for individual courses in operational terms of *what students should be able to do* if they learned what the departmental faculty would like them to.

- What is the course about?
- Why is it relevant or significant?
- What is the main argument of your course?
- Where does it fit in a curricular context?

COURSE OBJECTIVES: SAMPLE

Course Objectives: (1) identify and explain the range of problems addressed by ethnography and narrative research; (2) examine ethical dilemmas related to the two approaches; (3) reflect on your assumptions and subjectivities within the ethnography and narrative research process; (4) understand how to design, implement, and write an ethnographic and narrative study; (5) identify and understand the various methods and techniques used to gather data within the two designs; (6)

2

EDRE 5655: Ethnography & Narrative Inquiry – Online

understand how theoretical frameworks inform the literature review, the research process and data analysis/interpretation; and (7) understand the orienting theories, unit of analyses, and outcomes related ethnography and narrative inquiry.

LEARNING OUTCOMES: SAMPLE

As a result of this course, participants will be able to:

- Describe various conceptualizations of teaching and learning.
- Define a personal philosophy of teaching and learning.
- Integrate a variety of teaching theories, methodologies and instructional technologies that will enhance student learning.
- Incorporate assessment strategies to enhance student learning.
- Analyze concepts of the scholarship of teaching and learning.
- Demonstrate effective teaching in one's disciplinary/teaching area.
- **To explain what syllabus is and why it matters**
- **To integrate the key elements of syllabus as well as learning outcomes into the course**
- **To be able to design syllabus in their disciplines**

READINGS, MATERIALS, AND RESOURCES

- Textbooks, articles, books, textbooks, e-files, documents, or other media (what should your students read or consult?)
- Availability? (Where? In Canvas, the bookstore, or online?)
- Additional resources?
- Course textbooks (which ones are required? which ones are optional?)
- Information about how students should read the texts (e.g., close reading of all? skimming of some?) or use the resources?

REQUIRED MATERIALS

Course material may be purchased from the University Bookstore. For more information you can visit their website (<https://www.uwyostore.com/>)

Foundational Texts (from EDRE 5640 and EDRE 5650): Purchase of these texts is optional

1. Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
2. Merriam, S. B. (2016). *Qualitative research in practice* (4th ed.). San Francisco, CA: Jossey-Bass.
3. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Required Texts for this Course:

1. Clandinin, D. J. (2013). *Engaging in narrative inquiry*. Walnut Creek, CA: Left Coast Press, Inc. -- **relevant parts will be posted as PDFs, so purchase is optional**
2. McBride, J. (2006). *The color of water*. New York, NY: Riverhead Books.
3. Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass. -- **relevant parts will be posted as PDFs, so purchase is optional**
4. Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage. -- **relevant parts will be posted as PDFs, so purchase is optional**
5. Wolcott, H. F. (2004). *The art of fieldwork* (2nd ed.). Walnut Creek, CA: AltaMira Press.
6. Wolf, M. (1992). *A thrice told tale*. Stanford, CA: Stanford University Press.

Additional readings will be provided via WyoCourses (Canvas).

COURSE POLICIES AND EXPECTATIONS

✓ Attendance and submission policies

- Attendance policies? If so, what are they?
- Late submissions or missed assignments, tests, exams, and papers (how do you handle?)
- Do you have a cell phone or laptop policy?

✓ Assignments

- Assignments (papers, problem sets, projects) and learning experiences (discussions, labs, field trips, collaborative activities)

What assignments will give students the opportunity to master the information?

✓ **Evaluation and Grading Criteria for Student Work and Class Participation**

- Students' demonstration (how do they have met these key learning goals?)
- How do assignments count?
- How will students be evaluated?
- How do you expect students to participate?
- Criteria for good participation (will you grade participation?)
- Grading criteria or rubrics for written work, group work, class participation, presentations, or projects

Attendance/Participation Policy:

This is a non-credit elective course. Students must be in good standing in their full-time course work to participate.

Academic Honesty:

UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the University Catalog]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: <http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html>)

Disability Statement:

If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

GRADING: SAMPLE

Grading Standards:

Grade	Points	Definition
A	4	Exemplary work 92-100% on tests, quizzes, class participation, projects & presentations.
A-	3.67	Excellent work 88-91% on tests, quizzes, class participation, projects & presentations.
B+	3.33	Very good work 84-87% on tests, quizzes, class participation, projects & presentations.
B	3.00	Good work 80-83% on tests, quizzes, class participation, projects & presentations.
B-	2.67	Good work 76-79% on tests, quizzes, class participation, projects & presentations.
C+	2.33	72- 75% Meets minimum expectations needs instructor recommendation for promotion.
C	2.00	72% or below must repeat this level for promotion.
C-	1.67	72% or below must repeat this level for promotion.
D+	1.33	72% or below must repeat this level for promotion.
D	1.00	72% or below must repeat this level for promotion.
F	0.00	Failure (may be assigned as a grade for failure to attend or to indicate failure to formally withdraw or terminate)

[1] **Contents** of the CCSS project are *in detail, accurate, and comprehensively* presented 1-2 4-5-6-7 8-9 10

[2] **Interconnections** among policy, standards, Bloom's taxonomy are *deliberatively* addressed 1-2 4-5-6-7 8-9 10

[3] **Analysis** of sample items is *accurate and in-depth* 1-2 6-9-11 12-13 15

[4] **Powerpoint slides** are *rich, focused, and well organized*; 1-2 4-5-6-7 8-9 10

[5] **Verbal communication** is *professional and effective*; An **overall goal** of this project is *clearly* accomplished 1-2 2-3 4 5

Comments: _____/50 X 2 = ()

**** Turn in your powerpoints to WyoCourses by **Saturday, April 8 by 5 pm.**

UNIVERSITY POLICIES

Academic Honesty:

Any form of academic dishonesty is unacceptable to our community and will not be tolerated (from the UW General Bulletin). Submitting the same paper for two different courses without permission of both instructors is considered plagiarism and can result in an F in this course. You are expected to take tests without input from another student or anyone else. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at:

<http://www.uwyo.edu/econfin/graduate/resources/academic-dishonesty.html>

SAMPLES:

- <https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus/stanford-policies>
- <https://catalog.colostate.edu/general-catalog/policies/>

LEARNING TOOLBOX

- Student's preparation for your course;
- Student's responsibility in the learning process;
- Strategies, skills, and tools students can use to be successful in your course;
- Student's preparation for the exam;

LEARNING RESOURCES: SAMPLE

Writing Center

Tutoring Center

E-resources

Department Resources: Lab centers

SYLLABUS SCHEDULE

Week 4 2-18	Review Literacy Assessment Tools Early Literacy Components (Precursor literacy skills including oral narrative skills)	Review Early Assessments, Components, & Linguistics Terms <ol style="list-style-type: none"> 1. First Half of the Morris, Bloodgood, Lomax, & Perney (2003) 2. Ch. 5 Morrow 3. Heilmann, Miller, & Nockerts (2010)
Week 5 2-25	Assessments: Oral Reading and Miscues Informal Reading Inventory (IRI) Running Record (RR) Importance of information text View DVD about the Informal Reading Inventories (IRI) uploaded on Canvas	<ol style="list-style-type: none"> 1. Second half of Morris et al. (2003) 2. Ch. 8 Rubin & Opitz, 2007 (pp. 189-218) <p>(b) Interview (5 pts.) =Interview notes/questions + Interview Essay to introduce your focus student Due-Th., 2-25</p>
Week 6 3-03	Review Assessments: IRI and RR Decoding and Writing development of young children Writing & Spelling Stages	<ol style="list-style-type: none"> 1. Ch. 8 (Rubin & Opitz, 2007, pp. 189-218) 2. Ch. 4 O'Connor 3. Sulzby, Barnhart, & Hieshima (1988)

UW WYOCOURSES (ONLINE)

 All Courses

[Browse More Courses](#)

Course	Nickname	Term	Enrolled as	Published
☆  Diversity, Equity & Inclusion Certification		Group-Public	UW Group Member	Yes
☆  ECTL Teaching and Learning Certification		Group-Restricted	Student	Yes
☆  Literacy Doctoral Students		Group-Restricted	Student	Yes
☆  SoTL 2018		Group-Restricted	Student	Yes
☆ Spring 2020 - Dissertation Research (EDCI-5980-01)		Spring 2020	Student	No
☆  WyoCourses Orientation			UW Group Member	Yes

SUMMARY

A syllabus serves as a road map, can be tool for learning, “an intellectual argument,” or guide for learning.

A learning-centered syllabus gears toward

- ✓ *The needs of the students and their learning process*
- ✓ *Specific information that facilitates their academic success*

A syllabus can be presented via

- ✓ *Online*
- ✓ *Google form*
- ✓ *Printed version*

RESOURCES AND TEMPLATES

- <https://www.wikihow.com/Write-a-Syllabus>
- <https://teaching.cornell.edu/resource/syllabus-template>
- <https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/creating-a-syllabus>
- <https://ctl.byu.edu/node>
- <https://bokcenter.harvard.edu/syllabus-design>
- <https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus>

Note: Some schools have software that will actually produce the syllabus for you, with the required notices and dates and so on.

REFERENCES

- ✓ Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.
- ✓ Hara, B. (2010). Graphic display of student learning objectives. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/blogs/profhacker/graphic-display-of-student-learning-objectives/27863>.
- ✓ O'Brien, J. G., Millis, B. J., & Cohen, M. W. (2008). *The course syllabus: A learning-centered approach*. San Francisco, CA: Jossey-Bass.
- ✓ Eberly, M. B., Newton, S. E., & Wiggins, R. (2001). [The syllabus as a tool for student-centered learning](#). *Journal of General Education*, 50(1), 56-74.
- ✓ Saville, B. K., Zinn, T. E., Brown, A. R., & Marchuk, K. A. (2010). Syllabus Detail and Students' Perceptions of Teacher Effectiveness. *Teaching of Psychology*, 37(3), 186–189. <https://doi.org/10.1080/00986283.2010.488523>

QUESTIONS?