

Designing Your Own Course (16:186:856)

Fall 2017

Wednesdays, 4:30 – 6:30pm
Scott Hall Room 105
College Ave Campus

Course Coordinator: Janna Kline, Department of Psychology
Program Coordinator, Teaching Assistant Project (TAP)

Contact: janna.kline@rutgers.edu

Office hours: After class and by request.
Please email with questions and/or to schedule an in-person meeting.

Course Information:

This course guides students through the process of designing a course they might someday teach. This includes preparing a syllabus and supporting documents, identifying readings, planning activities and assignments, and formulating a set of learning goals and assessments. Through this course, we expect that students will be able to use the documents they develop to propose a course at Rutgers and/or provide their materials to potential employers.

Course Format:

Beginning the first week of the semester, we will meet once a week for 12 weeks. Meetings will include seminars, discussions, hands-on workshops, and invited presentations facilitated by faculty and student fellows who are members 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.

Prerequisites and Permission Request:

In order to take this course, you must have at least two semesters of college level teaching or teaching assistant (TA) experience **OR** have previously taken Introduction to College Teaching (16:168:855). To request a permission number for this course, please e-mail Jason Rimmer (jrimmer@grad.rutgers.edu).

Course Learning Goals:

Upon successful completion of this course, students will develop and prepare an original syllabus and supporting documents for the design or redesign of an original college-level course. This includes:

- A course description
- A set of course learning goals and objectives
- A short list of assessments and their weights
- Sample assessments and classroom activities
- An outline of course thematic units and topics
- A description of course policies

Grading:

This course will be graded on a satisfactory/unsatisfactory basis. In order to receive a satisfactory grade and have the course appear on your transcript, you are required to complete all assignments, attend weekly meetings, and comply with the Course Expectations listed below.

Course Expectations:

- Attend all weekly class meetings (and be on time!). Two unexcused absences will result in the deletion of this course from your transcript. If you must miss a class, please let the instructor know in advance. If you must be absent due to an emergency or other unforeseen circumstances, please notify the instructor by email as soon as possible.

- Be an active class participant. Engage in discussions, participate actively during workshops, and ask questions!
- Be prepared for class. Check the announcements and reminders on Sakai before class each week and complete all indicated assignments by the due date indicated. You may be asked to bring hard copies of your assignments or to complete readings in advance. Be mindful of the assignments that are due each day and come prepared to discuss your work with your peers.
- While using technology is allowed and encouraged (though not mandatory) for the purposes of working on course assignments or taking notes, please remain engaged with the class and your peers. Please be respectful of your classmates and the guest speakers: don't be distracted or distract others by using electronic devices inappropriately during the class.
- Complete and upload your final syllabus to Sakai before November 29th at 4:30pm and come to class prepared to share it with the class.

A note about assignments: Assignments are designed to help you develop your syllabus over the course of the semester. You are required to complete all assignments. Though you should be given sufficient time during class periods to work on the assignments, you will also be given time after class if needed to finish the assignments before they are due. In order for each assignment to be considered complete and to ensure you will receive feedback from the instructor, assignments need to be uploaded to Sakai by their due date. If you have an excused absence, you will be required to complete and submit the assignment as arranged with the instructor.

Resources:

- Teaching Assistant Project - <http://tap.rutgers.edu/>
- Tomorrow's Professor - <https://tomprof.stanford.edu/>
- Inside Higher Ed - <https://www.insidehighered.com/>
- Faculty Focus - <http://www.facultyfocus.com/>
- Rutgers Academic Integrity Policy - <http://academicintegrity.rutgers.edu/>

Office of Disability Services (ODS)

Any student with a documented disability may contact the Office of Disability Services to determine the appropriate accommodations. Students with disabilities who require accommodations should follow the procedures outlined at <https://ods.rutgers.edu>.

Counseling, ADAP & Psychiatric Services (CAPS)

<http://rhscaps.rutgers.edu/>

(848) 932-7884

17 Senior Street, New Brunswick, NJ 08901

Scarlet Listeners, Peer Counseling and Referral Hotline

(732) 247-5555

Scarlet Listeners is a free & confidential student run peer counseling and referral hotline based out of Rutgers. Basic problem solving, venting, thoughts of suicide, depression, anxiety, eating disorders, self-harm, relationship problems, loneliness, etc.



This course is offered by the School of Graduate Studies in association with the Rutgers Academy for the Scholarship of Teaching and Learning (RASTL) and the Teaching Assistant Project (TAP).

grad.rutgers.edu | tap.rutgers.edu | rastl.rutgers.edu

Course Outline (subject to revisions):

Below is a tentative course schedule. Please pay attention to announcements on Sakai in case of any scheduling changes. In the case of inclement weather, please refer to the Rutgers New Brunswick Operating Status Website at <http://newbrunswick.rutgers.edu/about/operating-status> for the latest updates.

Date	Topic	Presenter(s)	Assignments
Unit 1: Establishing Course Goals and Objectives			
Sept. 06	Introduction, Syllabus Overview, & Course Brainstorm	Janna Kline	
Sept. 13	Situating Courses in Institutional Contexts	Dean Susan Lawrence, School of Arts and Sciences	
Sept. 20	Course Learning Goals, Course Descriptions & Syllabus Writing Workshop #1	Janna Kline	Create course description and list of learning goals.
Unit 2: Course Outline, Assessment, and Grading			
Sept. 27	Assessment of Student Learning	TBD	Create an assignment list and grading weights. Create one assignment directly measuring a learning objective.
Oct. 04	Evaluation, Feedback and Grading Rubrics	Kevin Sigerman, English Dept. & TA Project Coordinator	Create a rubric and grading scale for at least one assignment.
Oct. 11	Separating Classes into Thematic Units & Syllabus Writing Workshop #2	Janna Kline	Create draft course outline.
Unit 3: Activities, Lesson Plans, and Instructor Resources			
Oct. 18	Tips for structuring group work and designing engaging activities	Dr. Dan Battey Graduate School of Education	Create one group assignment or in-class activity.
Oct. 25	Active Learning: Designing classroom activities, discussions, and assignments	Dr. Rebecca Jordan, Human Ecology, Evolution, & Natural Resources	Two class activities with clear objectives and outcomes.
Nov. 01	Online Tools, Communication, and Activities (LMS, Sakai, e-mail, discussion boards)	Kristina Howansky, Psychology	
Unit 4: Course Policies and Finalizing Your Course Syllabus			
Nov. 8	Course Policies	Janna Kline	Add list of course policies to syllabus.
Nov. 15	Syllabus Writing Workshop #3	Janna Kline	
Nov. 22	<i>No class - Thanksgiving break</i>		
Nov. 29	Syllabus Presentations	Janna Kline	Upload final draft of course syllabus before class 11/29.