Welcome to GRAD 970.

This course is offered in a totally online format. There are no class meetings at the University of New Hampshire (UNH). The course is conducted using Canvas©—an asynchronous web-based format. You will work on the course on your own schedule. There are not set times that you need to be available because we will not interact in real time (unless someone has a need to talk to me by phone). However, it is your responsibility to submit Assignments and complete Discussion posts by the due dates provided in the course syllabus. Please note: Although there will not be any assignments due on weekend dates, because of the short timeframe of the course, you will likely need to spend time on weekends completing course work.

Course Description
Preparation for teaching a course in a college/university field or discipline. Examination of issues and models involving course design—from developing course learning outcomes to creating instructional approaches to assessing those outcomes. Topics include: overall course structure; issues of accessibility and course design; writing course learning outcomes; creating course assignments and exam questions; grading course assignments and exams; developing a course grading scheme; reading about and discussing approaches that foster student engagement and learning. Products from the course include: a course syllabus on a subject related to the student’s field of study; a complete teaching module for a unit in a course.

Materials Required to Complete the Courses
All of the materials and Internet sources needed for the course are posted on the course Canvas© site or included in the course syllabus. No additional materials will need to be purchased.

Optional Resource (The following book is not required for the course, and students will be able to successfully complete all aspects of the course without referring to it. However, some students may want to have a copy for their ongoing use when designing or redesigning courses in the future.)


Course Goals and Outcomes
Students who successfully complete this course will:

• Develop or refine a philosophy of teaching statement and apply it to a course design. The statement will reflect the student’s current perspectives on teaching and learning.

• Design and develop a comprehensive syllabus for a course that includes a statement of learning outcomes, a testing and grading plan, a description of teaching/learning activities and assignments,
and reading assignments. The final draft of the syllabus will reflect the elements of a syllabus, as addressed in the course.

- **Read and write about** material pertaining to such topics as course design, student learning outcomes, test construction, grading practices, and ‘active learning’ teaching approaches. A student’s writing on these topics, as captured in Discussion posts, will reflect deep understanding of relevant facts, concepts, and applications.

- **Design and develop** a teaching module that describes the content to be covered in a specific section of a course. A student’s teaching module will include a statement of learning outcomes for the unit, information on the resources that will be required to teach the unit, general and detailed outlines of the content included in the unit, description of the instructional approach that will be used in the unit, and descriptions of assignments and assessment methods.

**Course Format**

This course will include group discussions on Canvas© of material presented in the course and individually prepared and submitted assignments. Students will submit their individual assignments to the instructor who will, in turn, provide individual feedback and recommendations.

**Grading Criteria**

Final grades in the course will be determined based on the quality of students’ work.

To receive a grade of A in the course, students will:

- Complete assignments on time.
- Respond in full to all instructor feedback.
- Meet the criteria for discussion postings.
- Submit well-written work. Quality of writing is important for discussion posts, written assignments, and responses to feedback.

Grades will be lowered for work that is late, incomplete, and of poor quality. Notify me of illness, personal emergencies, or other reasons that may justify lateness.

I will not assign grades to the individual pieces of work that you do in the course. (You will not find a grade posted when you view the instructor’s feedback on an assignment.) Instead, I will provide you with feedback (and requests for revision, if needed) on the assignments you are required to submit. I will also monitor and offer comments on the assigned Discussion posts. If you meet the criteria I have set, you will receive an A in the course. If, as we move through the course, I am concerned that you are not performing at an A level, I will let you know via email.

My assumption is that you are all capable of earning an A in this course. If you meet the criteria (and I will let you know if you are not), you will earn an A in the course.

If you have any questions about the grading policy, please contact Victor Benassi at vab@unh.edu.

**Discussion Posts**

Participation in online Discussions is one criterion for determining course grades. Please carefully follow the instruction for each discussion. Thoughtful postings will be helpful to you, your classmates, and your course instructor. Avoid stand-alone responses such as “well done,” “I disagree,” “bravo,” etc. I am looking for what comes next—e.g., “I disagree with your comment because . . .” Please take the time
to prepare thoughtful and well written postings. All of your colleagues in the course will be appreciative and the overall value of the course will be enhanced.

Response to Feedback (Revised Assignments)

You may be asked to prepare and submit a revision of your work on certain assignments. I will inform you whether a revision is required for an assignment. Indicate the changes you made (e.g., highlighting them in red and/or including a note at the beginning of the assignment indicating the nature of the revisions).

A Note on Module 5 (Please read before starting to work on the course.)

You will complete a teaching module for Module 5. Review Module 5 now. Once you know what course in your discipline that you will focus on in GRAD 970 (refer to Module 1), you should begin to collect and review the content material that you will include in your teaching module. So, for example, if the course you focus on will be Introductory Psychology and your teaching module is going to cover a unit on “Memory and Cognition,” you will need to pull together the materials that you will use to prepare the teaching module.

Note on Teaching Module: We use the word module (teaching module) in GRAD 970 in a specific way. A module is a unit or section of a course. For example, if you were teaching an introductory psychology course, you would address the topics of learning, social psychology, cognition, etc. When you are asked to prepare a teaching module, we mean a section within the course. You could prepare a teaching module on learning, for example. A module would cover all that you do related to a given topic in the course. So, if you are going to spend two weeks on the topic of learning, you will prepare a teaching module for that section of the course. Another example: If you were teaching a course on the major battles of the American Civil War, you would address topics such as Antietam, Chancellorsville, Gettysburg, Fredericksburg, etc. You would prepare a teaching module for each of the battles.

Course Assignments

Module1: Writing the first draft of a teaching philosophy statement (Due Dec 28)

1. Read the article listed below by J. Korn. Write the first draft of your philosophy before you complete the Teaching Goals Inventory.

Reading (Teaching Philosophy) (copy in Canvas):

You should also review, as needed, the other pieces included in the folder. This material should help you as you consider your teaching philosophy.

2. After you write your teaching philosophy, complete the Teaching Goals Inventory (TGI): http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view
Choose the course for which you will be undertaking your course design and preparing the teaching module (Module 5) and base your ratings on that course.

3. After you finish taking the TGI and review the results, write a brief piece (2-3 double-spaced pages) that addresses what you learned about your goals for this course. Were there any surprises? In your written piece, copy into your document the summary information that appears at the very beginning of the TGI Report. (This is the summary information on the Six TGI Clusters.) Be sure to list the name of the course about which you completed the TGI and
provide some information about the course (e.g., level, who will be the students in the course).
4. Finally, relate the TGI results to your teaching philosophy. How well do the TGI results related to your initial teaching philosophy statement?
5. Submit your draft teaching philosophy statement via Canvas.

Note: If interested, students may also complete Barkley and Major’s Learning Goals Inventory (2016). The LGI is similar to the TGI, with a sharper focus on “goals for student learning” in teachers’ courses. This is not a required assignment; complete and consider the results from the LGI for your own purpose, if you choose to do so.
https://www.learningassessmenttechniques.com/?page_id=36

Module 2: Overall Course Design Process (Several due dates between Jan 2 and 5)
Now that you have sketched out your first (or current) teaching philosophy statement and completed the TGI for the course, you will next work through the steps that will assist you in developing a course that I hope, and believe, will have a positive and high impact on your students’ learning. The approach that I have been using for several decades with new college-level teachers has the following three major components (reference: Benassi, Jordan, and Harrison, 1994):

1. What are the major learning outcomes that you want your students to have achieved by the end of the course? The results of your TGI report should inform your decisions.
2. How will you know if your students have achieved your major learning outcomes for the course? That is, what assessment measures will provide the information you need to answer this question?
3. Once you know what you want students to achieve and you know what evidence will inform how well they have achieved those outcomes, you will then focus on providing opportunities for students to achieve those outcomes. Here, I am referring to your overall instructional strategy and your specific instructional methods.

In this section of the course, we will follow L. Dee Fink’s approach to integrated course design.

Read this document on integrated course design by L. Dee Fink:
https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf

This Idea Paper by L.D. Fink may also be helpful:

Also, you can watch a workshop conducted by L. Dee Fink: refer to Canvas Module 2 for URL links.

Some Sources on Instructional Strategies (Active Learning)
http://www.pnas.org/content/111/23/8410.full
http://advan.physiology.org/content/41/3/390.full
http://advan.physiology.org/content/41/2/194.full
http://ctl.yale.edu/sites/default/files/basic-page-supplementary-materials-files/active_learning_in_polisci_and_history.pdf

Source on Instructional Tactics (Methods)
Complete the assigned tasks described in Module 2 in Canvas.

**Module 3: Testing and Grading (Due Jan 9)**
Read the material on Grading in Module 3 in Canvas. Complete the Discussion post assignment.

Read the assigned readings posted on your Canvas © site:
Jacobs and Chase. Elizabeth Barre: [http://cte.rice.edu/blogarchive/2016/2/9/grading](http://cte.rice.edu/blogarchive/2016/2/9/grading)
Marty Levine: [http://www.utimes.pitt.edu/?p=30598](http://www.utimes.pitt.edu/?p=30598)
Piece posted on the IDEA website.

Develop and then post the steps you will follow when assigning final grades at the end of the course. Provide sufficient detail so that others will be able to understand on what basis grades will be assigned. Include a brief statement of your rationale for using the grading procedure you developed.

Beyond the Discussion Assignment, there is no immediate writing assignment to go along with the reading assignment. However, when you prepare the first and final versions of your course syllabus, you are required to provide detailed information on your testing and grading systems that reflects one of the approaches described in the reading material on testing and grading. In addition, when you complete the required teaching module, your exam items should reflect what you learned from the written material on test construction.

**Module 4: The Course Syllabus (Due Jan 11)**
Read the assigned material on syllabus development. Prepare a complete first draft of a syllabus for the course for which you will be preparing a teaching module.

Write a brief narrative statement that relates your syllabus to the draft of your philosophy statement. This will serve as a rationale for your course design. This statement should reveal the practical value of your philosophy and perhaps any inconsistencies between your beliefs and what you plan to do as a teacher.

Readings:
(not required)

Some helpful material on preparation of course syllabi:
[http://ctl.byu.edu/sites/default/files/designing-a-course-syllabus_0.pdf](http://ctl.byu.edu/sites/default/files/designing-a-course-syllabus_0.pdf)
[https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus](https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus)
[http://www.crlt.umich.edu/gsis/p2_1](http://www.crlt.umich.edu/gsis/p2_1)
[https://teachingcenter.wustl.edu/resources/course-design/syllabus-template/](https://teachingcenter.wustl.edu/resources/course-design/syllabus-template/)
Module 5: Teaching Module (Due date: January 16)

Read the chapter by Benassi, Jordan, and Harrison and the Notes on Teaching Modules document by Benassi.

Prepare and submit a complete teaching module for one unit of study (module) in a course you will be teaching in the future. For example, if you are planning an introductory psychology course, you will likely have units that cover development, social psychology, biological bases of behavior, learning and memory, and so on. Your teaching module should cover one of the units of study in your course.

Follow the format described in the Benassi, Jordan, and Harrison article cited below. Review the sample teaching modules in Canvas (Module 5).

Reading and other Resources:

V. Benassi, Notes on Teaching Modules (Teaching Units), unpublished companion piece to Using teaching modules to train and supervise graduate TAs.

Links to several examples of teaching modules are provided in Module 5.

Module 6: Final Draft of Teaching Philosophy and Revised Course Syllabus (Jan 19)

Incorporate edits and suggested changes to the version of the philosophy statement you completed earlier in the course, as appropriate. Also, now that you have completed all of the other GRAD 970 assignments, there surely will be some additions, deletions, or other changes you will want to make to your teaching philosophy statement to bring it up to date. Please make these final revisions and updates. Include information at the beginning of your document on the changes that you made. In addition, review the brief narrative statement you wrote for Module 4 that related your course syllabus to your philosophy statement. Are there changes to be made to that statement? If so, include those with your submission (with a note on changes you made).

Also, review the course syllabus that you prepared for Module 4. Now that you have completed all of the other assignments, consider what changes that you think will improve your syllabus—for example, are there any changes to your testing and grading scheme, to your course goals, to the teaching approaches you plan to use in your course? Include those changes in your syllabus. Include information at the beginning of your document on the changes that you made.

To review, Assignment 6 should include:
- your revised teaching philosophy statement (with a note on the changes you made).
- your revised brief narrative statement (with a note on the changes you made).
- a revised course syllabus (with a note on the changes you made).