Instructor:

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Office Location: ISyE Groseclose - 326
Office Hours: By Email Appointment

Weekly Class Time and Location:
Monday, 10:05am – 11:55am
Room 129 Clough Commons

Course Websites
T-Square: https://t-square.gatech.edu/

Course Description:
This course is designed to provide STEM graduate students experience in giving and receiving peer feedback from a community of learners on developing college-level courses. Interwoven into the course experience is a critical analysis of the educational literature and its application to course design, particularly the learner-centered paradigm. Students will produce a course syllabus and a lesson plan for a course of their choosing.

The course design model we are using progresses through steps that build upon one another. The class meetings will be interactive and aim to engage us with the steps to course design, evaluate our own and others’ work, learn from each other’s feedback and guidance, and support each other as we go through the design process. Our goal is to provide you with the skills to repeat and refine this process for developing future courses. Coming prepared for class (having done the readings, reflective questions, and/or assignments) is the best way for us to collectively achieve the goal of high quality course design.

Course Goals:
At the conclusion of this course students will be able to

1. Evaluate and apply appropriate educational research literature on how student learn and research-based teaching methods.

2. Design a learner-centered and "integrated" college course including:
   a. a syllabus.
   b. a week by week schedule.
   c. a major assessment and grading rubric.
   d. an integration table that has course goals, teaching/learning methods, and assessments that are aligned.

3. Identify practical ideas for meeting teaching challenges found in readings and from their own and their peers’ experience.

4. Justify their pedagogical choices.

5. Reflect on, critically analyze, and evaluate their own and others' course designs and teaching.
Course Goals (Cont'd):

It is also our hope that by the end of the class, students will…

- Be excited to apply what they have learned to their next authentic teaching opportunity.
- Be more committed to improving student learning through their continuous development as a teacher.
- Feel better prepared for the academic job market and for their future role as faculty.

Course Organization and Environment:

Class meetings will be very interactive and assignments will be practical and integrated into class time activities. The course will progress such that readings, assignments, and class activities will build on and interact with concepts learned earlier in the course.

Workload and Timing

This is a three-unit course but it only meets two hours per week. The third hour is replaced by online assignments and readings.

Please bring an electronic or hard copy of readings and each week's reading questions assignment(s) to class meetings to refer to during discussions and/or activities.

Students with Disabilities and/or in need of Special Accommodations:

Georgia Tech complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the ADAPTS office (http://www.adapts.gatech.edu) to discuss the appropriate procedures.

Academic Integrity

All students are expected to be familiar with the Honor Code (www.honor.gatech.edu) and are bound by its requirements. You must observe the Honor Code with respect to examinations, assignments, and all other aspects of this course.

In Class Cell Phone and Laptop Policy

Simple: Please be respectful of your classmates and our learning community.
Assignments and Grading

The course will be graded out of 100 points to determine grades.

- A: x >= 90
- B: 89 <= x <= 80
- C: 79 <= x <= 70
- D: 69 <= x <= 60
- F: <= 59

Points Breakdown

**Attendance** - 10 points
Two absences are permitted.

**Facilitated Discussions** – 5 points
This will be determined by student preparation (completed readings) and group facilitation of two in class discussions.

**Discussion Questions/Reading Responses** – 8 points
4 discussion question assignments worth 2 points each.

**Assignments** – 78 points
Course Goals (Draft & Final) – 10 points
Outline of Syllabus Components – 5 points
Assessment w/ Rubric – 5 points
T & L Activities – 5 points
Lesson Plan (Draft & Final) – 5 points
SoTL Lesson – 10 points
Integration Table – 15 points
Syllabus with Modules – 20 points
Peer Feedback – 2 points

**Missed/Late Work:**
Work is expected to be turned in on time. Each assignment will have a specific due date and time. There is a 1 point deduction for each day an assignment is late.