

CETL 8717: Course Design

Fall 2016

Time & Location:

Wednesdays
10:05 – 11:55 AM
CULC 262

Instructor:

Dr. Ruth Poproski
CULC 457
ruth.poproski@cetl.gatech.edu

Course Website:

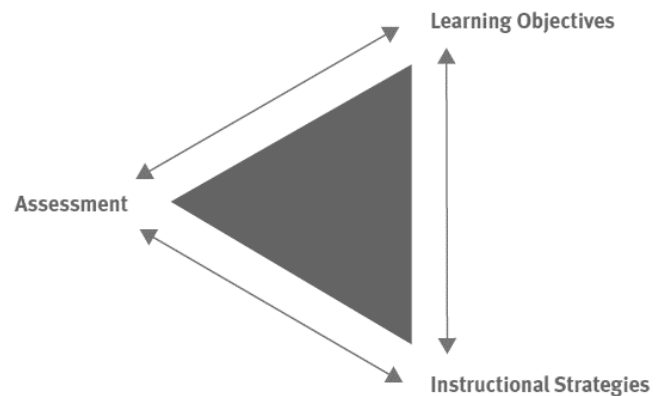
<https://t-square.gatech.edu/>

Office Hours:

Fridays, 2-3 PM
(or by appointment)

Course Description:

This course is designed to provide you with experience developing a college-level course that you intend to teach at some point in the future. We will walk through the process one week at a time, paying attention to principles of good course design to inform our work. During class we will explore relevant themes together, and you will have the opportunity to respond to your classmates' work as their courses develop. Outside of class you will be asked to develop course components, engage with literature on course design, and reflect on the process as we go. By the end of the semester you should have a well-developed course plan, including a robust syllabus, a plan for assessing students, and a clear understanding of the specific teaching strategies you expect to use.



Course Learning Objectives:

Upon successful completion of this course you should be able to:

- design college-level courses that adhere to principles of good course design, and that will effectively meet the learning needs of the different students in your course;
- create a robust and effective assessment plan for a course;
- develop assessment tools to effectively assess student learning;
- create syllabi that will contribute positively to your students' learning experiences in the courses you teach.

Integration with Tech 2 Teaching:

Successful completion of this course will contribute to Georgia Tech's *Tech to Teaching* program by satisfying Tech to Teaching learning outcomes F3, F4, and F5.

Text & Readings:

There is no text for this class, but readings will be made available via T-Square, alongside the relevant weekly assignment.

Grading Criteria:

Item	Portion of Grade	Due Date
Weekly Assignments	50%	Beginning of class
Final Portfolio	50%	Wed., Nov. 30 th , 11:55 PM

Attendance & Participation (*ungraded*):

Attendance and participation will not contribute directly to your course grade. However, you are generally expected to come to class prepared, and to engage in discussion with your peers. Missing more than three classes during the semester, or repeatedly arriving to class late, unprepared, or unwilling to engage in discussion will earn you a failing grade in this course. With that in mind, if you foresee missing more than three classes during the semester, please let me know by the end of the second week of classes so that we can discuss ways for you to make up for your absences.

Weekly Assignments (50%):

Each week you will have an assignment to turn in, involving a particular combination of preparation for the upcoming class (e.g., development of materials for the course you are designing, and/or completing a reading), and a written response/reflection related to the work you are doing. Most weeks there will also be additional material to prepare for class itself. All of this work is intended to contribute directly to your development as an effective designer of courses, and while I don't expect the work to be particularly onerous, you will need to preserve some time and mental/creative energy to complete the tasks each week. Details can be found under the "Assignments" section of our T-Square site.

In general you will earn grades on your weekly assignments based on a combination of the completion of the tasks provided for you, and the level of sophistication and thoughtfulness of your response.

Final Portfolio (50%):

In your final assignment for this course you will be asked to gather together your course materials in their final version and turn them in alongside some reflection and summary explanation of what you have produced. Details will be available under the "Assignments" section of our T-Square site.

Final Grade: Your final grade will appear as a letter grade according to the following scale:

90-100%	A
80-89 %	B
70-79%	C
60-69%	D
0-59%	F*

*Students may also earn a failing grade (F) as per the Attendance & Participation notes above.

Course Policies:

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. In other words, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

Your Presence in Class

Accommodations for Learning Needs: If you have learning needs that require some adaptations for you to succeed in this course, please contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible: the staff in that office are well-equipped to identify your particular needs for this class, and I am happy to arrange to accommodate your learning needs based on their recommendations. Please also feel free to discuss your needs with me after class, during my office hours, or via e-mail.

Attendance: Since in-class discussion is an important part of the learning experience in this course, you are expected to attend and actively participate in class on a regular basis. However, I understand that this will not always be possible, due to the demands of the rest of your life. Please let me know via e-mail when you expect to miss an upcoming class, and we will discuss the actions you may need to take to make up for missed content. If you foresee the need to miss more than three classes during the semester, please discuss your conflicts with me by the end of the second week of classes, so that we can develop an alternative plan for your completion of the course requirements.

Mobile Devices: You are welcome to use a mobile device for taking notes in class and for referring to digital versions of readings and assignments. However, please be cognizant of the distractions such a device can cause – both for you and for your classmates. During class, please refrain from engaging with e-mail exchanges, instant messaging, social media, and general internet shenanigans.

Your Academic Work

Academic Integrity: tl;dr Don't cheat, steal ideas, or copy stuff. And cite your sources.

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behaviour in this course, I will follow Georgia Tech guidelines and report the incident to the Office of Student Integrity – after which an appropriate penalty will be assessed. For more information about your rights and responsibilities under Georgia Tech's Honour Code, please visit <http://osi.gatech.edu/>.

In this class you are welcome to discuss your ideas with others, but you should make a concerted effort to ensure that your work is your own. In addition, you are welcome to peruse the internet for course-related materials that you might be able to integrate into your own teaching. However, you will need to exercise good judgment in order to adapt materials effectively for your own use, in a course that you have designed for your own purposes. In cases where you take more than basic inspiration from the materials you find, I expect you to detail for me the ways in which you have adapted and borrowed from the work of others.

My general recommendation – both for this course and for your future course design efforts – is that you create your own course materials from a blank document, giving yourself at least a one

half hour break between the time you look at other people's materials, and when you begin to create your own.

If you have questions about my integration of the university's policies on academic integrity into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

Assignment Re-Grading: If you have a concern about a grade on an assignment, or would like more feedback than you have received, please send me an e-mail within one week of receiving the grade and feedback on that assignment. Your e-mail should also include a written explanation of your question(s)/concern(s). I will take another look at your assignment, and will make every effort to respond within one week of receipt, to address your concerns.

Late Assignments: Your weekly assignments are due at the beginning of class each week and your final portfolio is due by midnight on November 30th. Late assignments will not generally be accepted, but if you foresee the need to turn something in late, please discuss it with me no later than the end of the third week of classes. Requests for extensions made less than two weeks before a due date will not generally be permitted, but if you think you are subject to an exceptional circumstance, please discuss it with me outside of class (and as soon as possible).

CETL 8717: Schedule of Classes

	Date	Topic	Notes
1	24-Aug	Welcome & Introductions	
2	31-Aug	Learning Objectives & Significant Learning	
3	7-Sep	Learning Objectives, Mastery, and the Expert Blind Spot	
4	14-Sep	Action Mapping & Component Skills	
5	21-Sep	Building an Assessment Plan	
6	28-Sep	Grading and Feedback	
7	5-Oct	Teaching Students across Multiple Backgrounds and Abilities – Part I	
8	12-Oct	Teaching Students Across Multiple Backgrounds and Abilities – Part II	
9	19-Oct	Active Learning	RUTH AWAY
10	26-Oct	Lesson Plan workshop	RUTH AWAY
11	2-Nov	Online, Hybrid, Flipped, and Blended Classes	
12	9-Nov	Syllabus Workshop	**See note below
13	16-Nov	Overflow/User's Choice	
--	23-Nov	Thanksgiving Break	No Class
14	30-Nov	Our Evolution as Teachers	Final portfolios due

**There is a possibility we will need to cancel class on November 9th, or adjust our plan in some way. If this is necessary, I will discuss our options with the whole class, and we will come to consensus on the best solution (paying close attention to Georgia Tech's wise policies on this sort of thing, so that no one is unfairly imposed upon, of course).