The Syllabus: Contract or Map?

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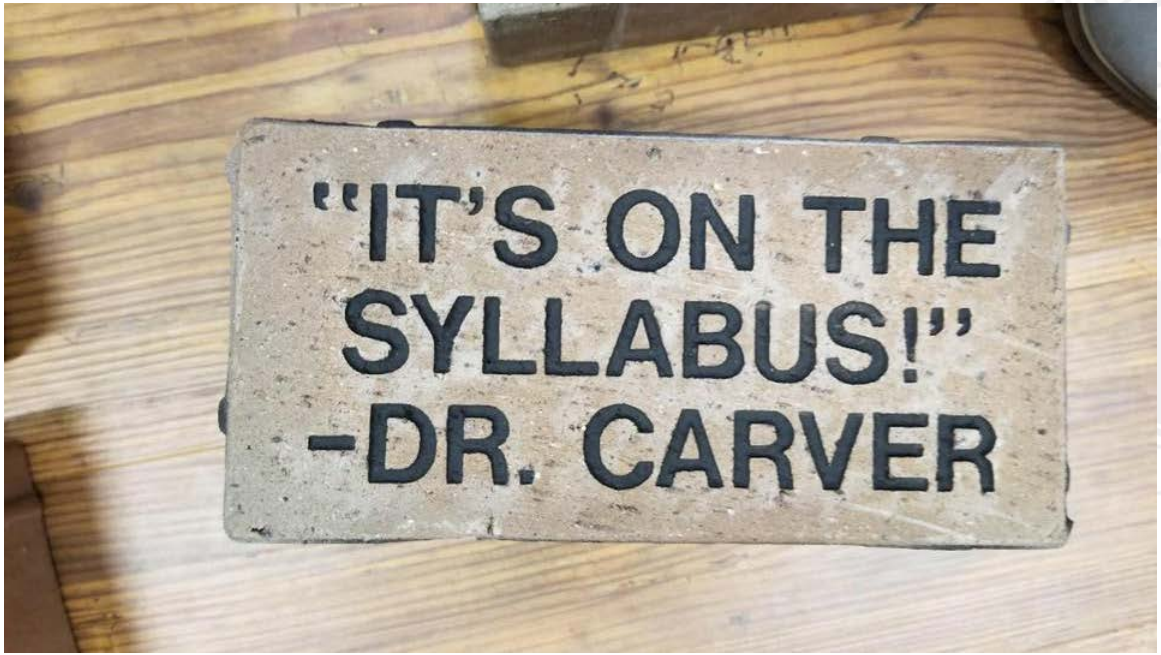
May 24, 2018

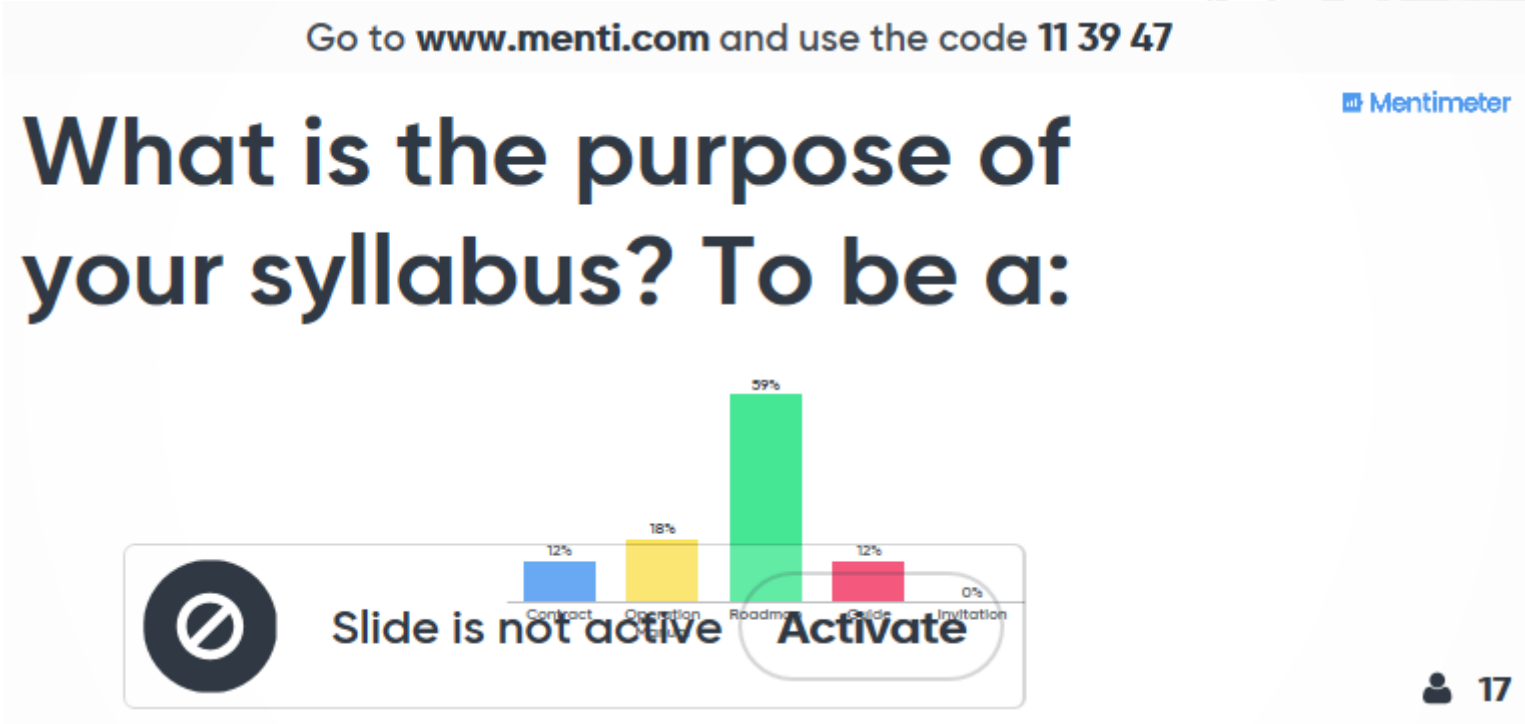
THE UNIVERSITY OF TENNESSEE COLLEGE OF VETERINARY MEDICINE
Master Teacher Program



Lees-McRae College

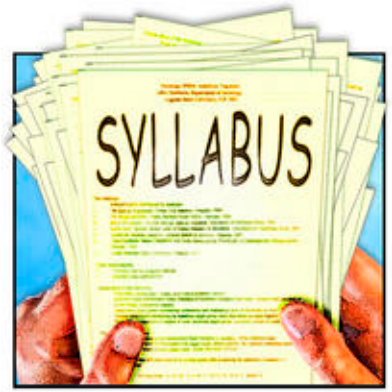
Presentation Outline

What is the Purpose of Your Syllabus?



Syllabus as Contract

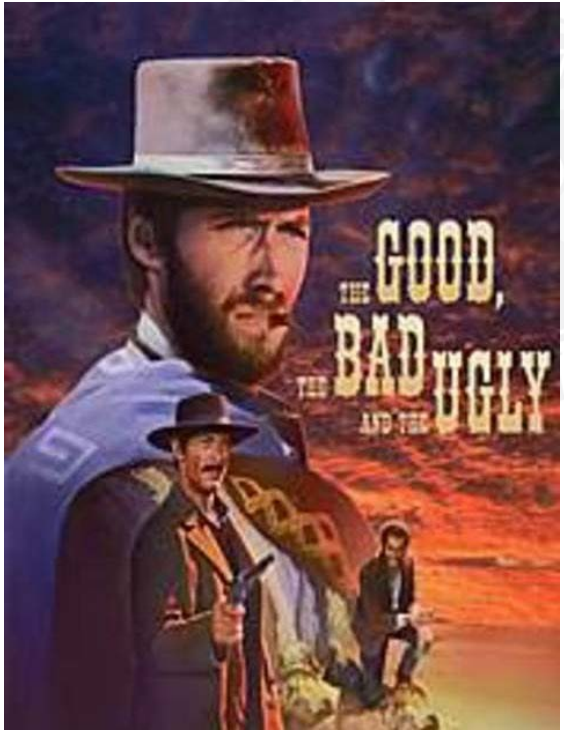
- Student & faculty perception
- Record for appeals, grievances
- Preventive medicine



Rumore MM, *Am J Pharm Ed*, 2016

Syllabus as Contract

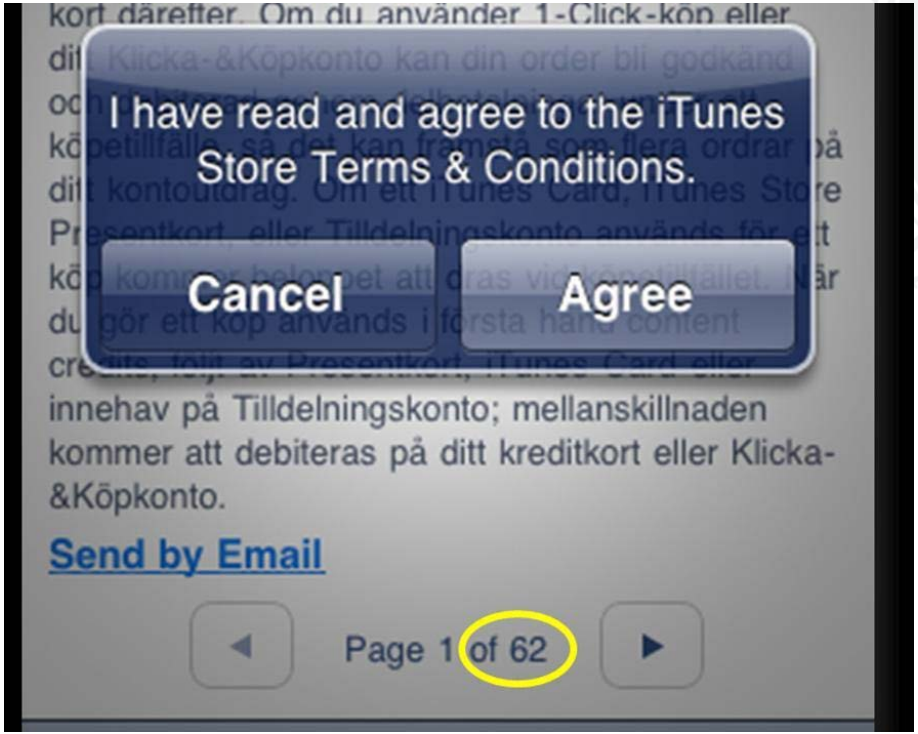
- “Repository of legalese”
- Protecting ourselves?



Wasley P, *Chron Higher Ed*, 2008

Paxton KC, Magruder ED. *Scholarly Teacher*, 2016

Syllabus as Contract



Syllabus as Roadmap/Guide

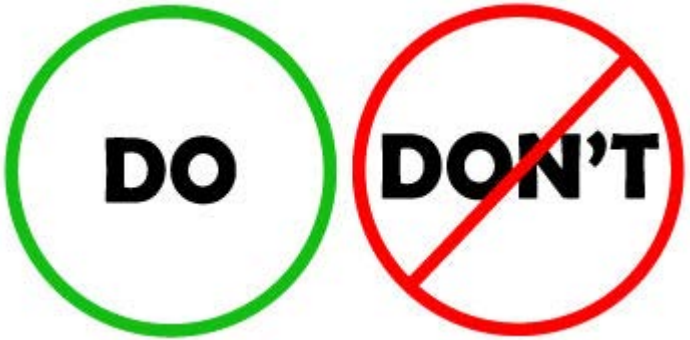
- Contract: What happens if terms not fulfilled
- Roadmap: What happens if students succeed

Paxton & Magruder, 2016

Syllabus as Invitation

- Learner-centered approach
- Balance the don’ts with do’s

Paxton & Magruder, 2016



Syllabus as Instruction Manual

- Teaching tool
- Coordinator & instructor values

Sullivan J, MiraCosta College, 2005

SYLLABUS LAW

Syllabus Law 101

- Types of cases
  - Breach of contract
  - Educational malpractice
- Situations
  - Academic integrity
  - Failure to pass licensure exams
  - States' consumer protection laws

Rumore, 2016

Syllabus Law 101

- Widespread use of “contract”
- Courts: Not a “contract”
- Liability:
  - Failure to deliver agreed upon # hours of instruction
  - Failure to provide specified services

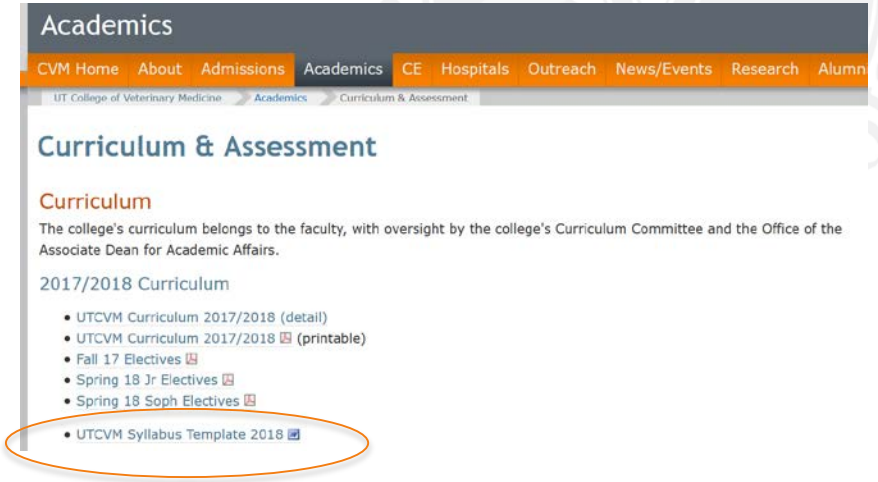
CONTENT

Good-faith agreement

- Treat as legal document
- Match course descriptions with catalog
- Describe how grade rounding will be approached
- Give students full understanding of what is expected of them
- Document syllabus changes initially made orally

UTCVM Template

- Purpose: Students know where to look to find info quickly
- Make it easier for faculty
- Share it with the teaching team (course coordinator responsibility)



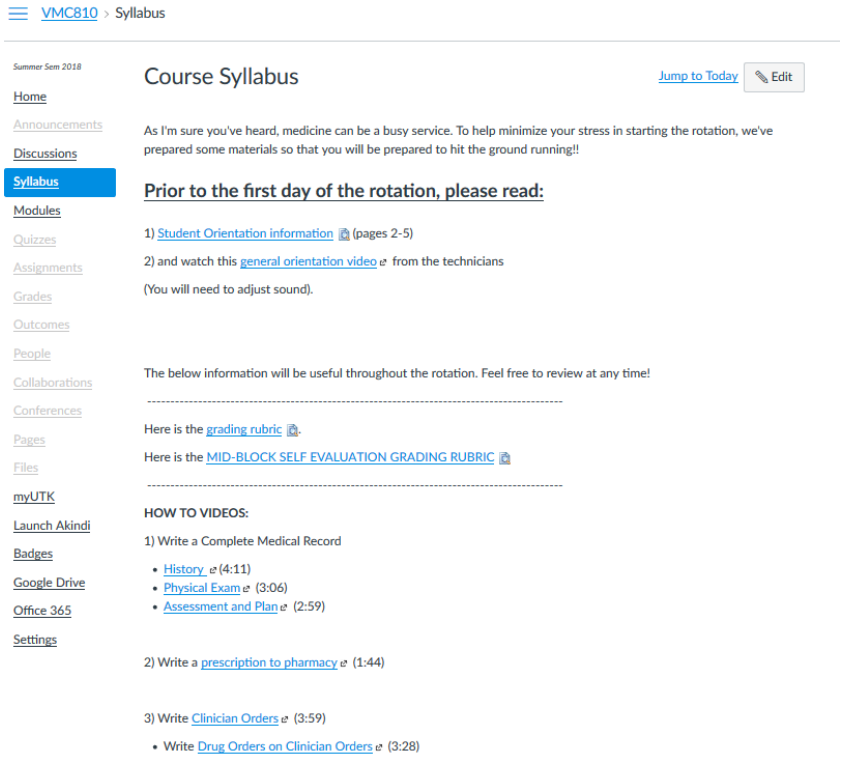
UTCVM Academic Standards

- “Faculty will designate their process for rounding and grading within the course syllabus.”
- “Grading policy should be outlined in the course syllabus.”

Canvas Syllabus Feature

- Home page option
- Schedule automatically generated

Canvas Syllabus Feature



If Your Syllabus Could Talk

What would it say about you?

D’Antonio, *Chron Higher Ed*, 2007

Minimalist approach

- List of dates and book chapters
- Message: Hands-off, unapproachable

Creativity

- Dynamic formatting
  - Intersperse with graphics or “talk boxes” that briefly explain why a section is worth reading.
- Ask students what they think.
  - At beginning of course or at end
- Adjust each semester

Paxton & Magruder, 2016; Gooblar D, *Chron Higher Ed*, 2017

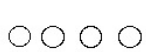
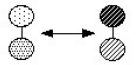
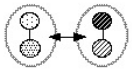
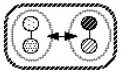
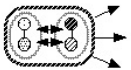
Inspirational Quotes?

- “A teacher is one who makes himself progressively unnecessary.”—Thomas Carruthers
- “Knowledge rests not upon truth alone, but upon error also.”—Carl Jung

Piktochart


VMD 876
One Health, Wellness, & Success
Coordinator: Dr. Jennifer Stokes
865-755-8224 (text is fine)
jstokes4@utk.edu
COURSE DESCRIPTION
Provides information & practice of essential skills needed for veterinary professional competence: communication, leadership, business management, ethical decision-making, health-related behavior skills. This semester, Part 6, will build upon & expand knowledge & skills learned previously.
September
October
November
11 Career: Military
1 Medical Mistakes
8 How to Make Human Care Referrals
18 Euthanasia: Technical aspects
6 Assessing the Health of a Practice
19 Equine Welfare Dilemma
25 Why I Love Being a DVM
15 Euthanasia: Speaking to Pet Owners
22 Pearls for Your Clinical Year
Wildcard Wellness
Complete a 30-minute wellness activity! Upload to Canvas a brief description & photo of your activity by deadline of October 1, 10 pm.
ATTENDANCE
Tracked via one45. Enter within 3 days. Max absences: 2
ACCOMMODATIONS FOR DISABILITIES
The Office of Student Disability Services (SDS) provides and assists all students with documented disabilities with appropriate accommodations. The SDS is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and, develops plans for the provision of such accommodations. In post-secondary settings, it is the student's responsibility to request in advance any individual assistance. Students at UTCVM must contact ODS for testing and documentation, which must be forwarded to UTCVM Academic Dean's office. ODS documentation must be renewed each semester.

Sample syllabus structure for K-12 based on selected sections of **Biology**.

Generic SCIENCE Stage descriptions	Visual interpretation	YEAR GROUPS	Scientific Literacy	Cells	Plants	Plant Leaves/Nutrition
Awareness - Stage 1 *Pre-primary and Lower Primary school students achieve this.*		EARLY CHILDHOOD	**Stage 1** Students are **aware** of the physical world. Students ask questions about objects, and about changes that occur around them.	**Stage 1 Awareness** Students are aware of the various types of living tissue, such as leaf, skin, wood, petals, blood, etc. *Pre-primary and Lower Primary school students achieve this.*	**Stage 1 Awareness** Students are aware plants as part of the living world. *Pre-primary and Lower Primary school students achieve this.*	**Stage 1 Awareness** Students are aware of the characteristics of plants (cf animals). They know the main parts of plants. *Pre-primary and Lower Primary school students achieve this.*
Describing - Stage 2 *This is typical of middle primary school students. But some may achieve this at an earlier age.*			**Stage 2** Students can **describe** objects and changes to others students, and can understand descriptions of objects and changes made by other students.	**Stage 2 Describe** Students can describe various types of living tissue; its colour, surface, hardness, warmth, etc. *This is typical of middle primary school students. But some may achieve this at an earlier age.*	**Stage 2 Describe** Students can describe various plants and their uses - for food, for timber, for fuel, *This is typical of middle primary school students. But some may achieve this at an earlier age.*	**Stage 2 Describe** Students can describe plants and their leaves in terms of shape, colour, vein structure; how leaves can change colour and list food leaves. *This is typical of middle primary school students. But some may achieve this at an earlier age.*
Patterns - Stage 3 *This stage is typically achieved by upper primary school students.*		PRIMARY	**Stage 3** Students can describe **patterns** to other students, and can ask questions about these **patterns** and discuss causes of these patterns with other students.	**Stage 3 Patterns** Students can investigate patterns in living tissues; e.g. leaves are green with veins, some parallel, some branched. Growth of tissue. *This stage is typically achieved by upper primary school students.*	**Stage 3 Patterns** Students can investigate the characteristics of different types of plants. Patterns in roots, leaves, stems, flowers. *This stage is typically achieved by upper primary school students.*	**Stage 3 Patterns** Students can investigate patterns in leaf structures; classify leaves according to structure; meaningfully sketch patterns of leaves; link changes in colour to seasons. *This stage is typically achieved by upper primary school students.*
Comparing - Stage 4 *This is typical of Year 8 students, but some will not reach this Stage until later years.*			**Stage 4** Students can gather relevant data and locate relevant information in order to make **comparisons**. They can describe to other students processes and interactions. They can compare predictions with other students.	**Stage 4 Comparing** Students can compare living tissue with past living and non-living material. Compare the different functions of various tissues; e.g. for movement, protection, sensing, etc. Plant vs animal cells. *This is typical of Year 8 students, but some will not reach this Stage until later years.*	**Stage 4 Comparing** Students can classify plants according to flowers or no flowers, types of seeds, types of roots, types of leaves, types of stem. *This is typical of Year 8 students, but some will not reach this Stage until later years.*	**Stage 4 Comparing** Students can compare leaves from monocots and dicots; describe the effect of lack of sunlight on leaves; describe relationship between animals (herbivores) and food leaves. *This is typical of Year 8 students, but some will not reach this Stage until later years.*
Models - Stage 5 *This is the first Stage of abstract thinking. Many students will reach this Stage in Year 9. Some Year 8s will already be there, but some year 8s will not cope with models until much later.*		JUNIOR SECONDARY	**Stage 5** Students can engage in discussions about scientific **models** and their applications. The can discuss and assess ideas and information with other students.	**Stage 5 Models** Students can describe the structure of plant and animal cells. The main parts of a cell and their functions. *This is the first Stage of abstract thinking. Many students will reach this Stage in Year 9. Some Year 8s will already be there, but some year 8s will not cope with models until much later.*	**Stage 5 Models** Students can use the plant kingdom as a model; the main plant Phyla. *This is the first Stage of abstract thinking. Many students will reach this Stage in Year 9. Some Year 8s will already be there, but some year 8s will not cope with models until much later.*	**Stage 5 Models** Students can describe photosynthesis and its role in plant growth; and design experiments to test for photosynthesis. *This is the first Stage of abstract thinking. Many students will reach this Stage in Year 9. Some Year 8s will already be there, but some year 8s will not cope with models until much later.*
Quantitative Models - Stage 6 *This is typical of top year 9 and most year 10 students.*			**Stage 6** Students can use **quantitative** information to investigate claims, to make informed decisions and to discuss scientific matters. They can locate relevant quantitative data at the appropriate time.	**Stage 6 Quantitative Models** Students can refer to chromosome numbers in meiosis and mitosis. Mutations and chromosome abnormalities. *This is typical of top year 9 and most year 10 students.*	**Stage 6 Quantitative Models** Students can describe the various methods of reproduction in plants. *This is typical of top year 9 and most year 10 students.*	**Stage 6 Quantitative Models** Students can use chemical equations and energy concepts to describe photosynthesis. Carbon cycle. Phototropism. *This is typical of top year 9 and most year 10 students.*
Theories and principles - Stage 7 *These are higher Stage theories that only the more advanced students can cope with – usually upper school Physics students.*		SENIOR SECONDARY	**Stage 7** Students are sceptical about new **theories**, and can engage in discussions which **evaluate** theories.	**Stage 7 Theories/principles** Students can describe cellular chemistry, proteins, amino acids, enzymes. Respiration. *These are higher Stage concepts that only the more advanced students can cope with – usually upper school Biology students.*	**Stage 7 Theories/principles** Genetics of plants and plant breeding. *These are higher Stage concepts that only the more advanced students can cope with – usually upper school Biology students.*	**Stage 7 Theories/principles** Students can describe the photosynthetic structures of a leaf; and plant mechanisms that control photosynthesis. *These are higher Stage concepts that only the more advanced students can cope with – usually upper school Biology students.*
Complex Systems - Stage 8 *This stage is typically achieved by those students who are university bound.*			**Stage 8** Students are able to discuss **complex scientific matters,** are sceptical and questioning of claims. They can make informed decisions and argue recommendations to others, including persons outside the school.	**Stage 8 Complex Systems** Students can explain complex systems and interactions, such as energy transfer in cells, ATP, nervous control of animal cells, *This stage is typically achieved by those students who are university bound.*	**Stage 8 Complex Systems** Students can explain complex systems and interactions involving genetics of plants and heredity in plants and genetic engineering in plants. *This stage is typically achieved by those students who are university bound.*	**Stage 8 Complex Systems** Students can explain complex systems and interactions, such as the transport systems in plants, cell division and growth, the role of plants (and photosynthesis) in an ecosystem. *This stage is typically achieved by those students who are university bound.*

http://lightandsound.net.au/AltNatSciCurric/BiologySampleSyllabus.html

AP LANG & COMP

COURSE SYLLABUS | 2014-15

Mrs. Tricia Ebarvia
ebarviat@tesd.net
mrsEbarvia.com

WELCOME!

AP Lang is a reading and writing intensive course designed to help you become a more critical reader and more authentic writer.

In this course, you will . . .

- zoom in on an author's craft by identifying and examining rhetorical devices
- analyze individual parts of a text and understand how they fit into the whole
- write with more intention by choosing from a variety of strategies to best suit your purpose
- AP — gain familiarity with the types of questions on the AP exam through repeated practice
- share your writing both in class and in our online classroom
- read thought-provoking materials and discuss your ideas in class regularly

A NEW WAY OF THINKING, READING, AND WRITING

The only way to become a better reader is to read.
The only way to become a better writer is to write.
And it's never too late to become better at both.

WHAT WE'LL READ

Textbook: Language of Composition, 2nd ed. (Scanlan, Shea, & Aufses)

Plus essays by writers such as...
David Sedaris, Martin Luther King, Jr., Plato, Annie Dillard George Orwell, Anna Quindlen, David Foster Wallace, John F. Kennedy, Henry David Thoreau, Lars Eighner, and so on...

NEW YORK TIMES
HARPERS
WALL STREET JOURNAL
TIME
THE ATLANTIC
THE NEW YORKER
DISCOVER
THE ECONOMIST
FORBES
WIRED
and many more!

ASSIGNMENTS

Lots of reading, lots of writing! It's the only way to get better at both. As such, you can expect to read and write on a daily basis. Writing assignments will vary, but at the end of the year, you will have a portfolio that includes (but not limited to):

personal, narrative essays
persuasive essays
descriptive writing
expository writing

a comprehensive research anthology
group and individual podcasts
regular, thoughtful blogging
research inquiry paper

timed, in-class writes (AP style)
weekly annotated readings & reflections
daily writer's notebook entries
visual notes, sketches, and doodles

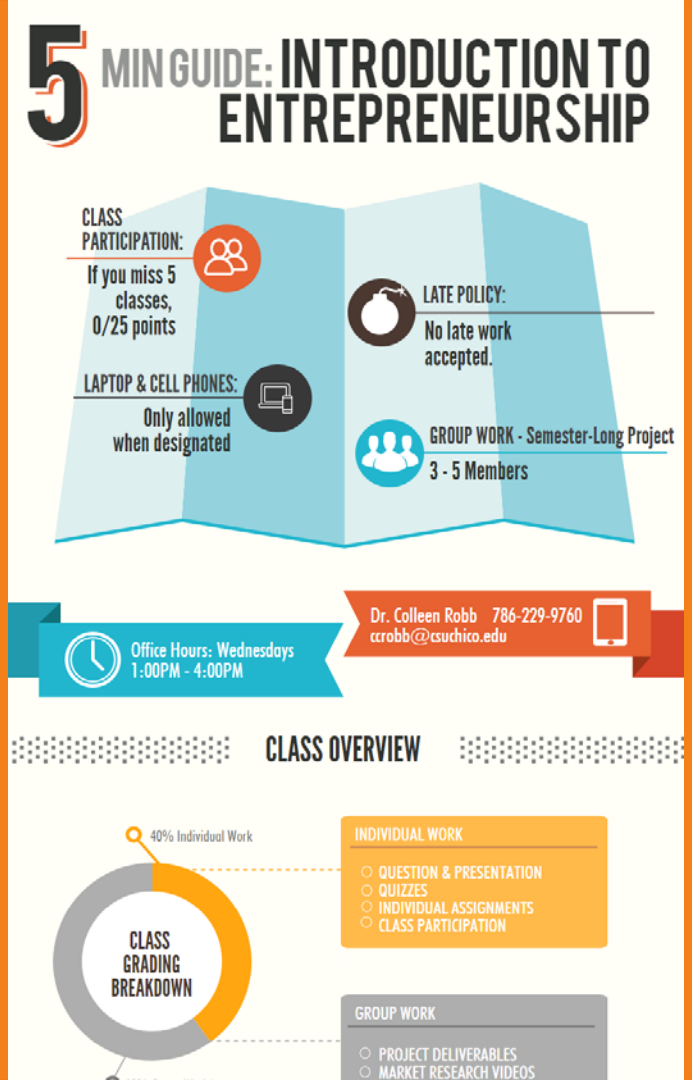
EXPECTATIONS

All assignments should be typed and titled, with author's note.
Assignments due in class must be turned in at the beginning of class.
Assignments turned in online are due by 11:59 p.m. on the due date.

Give your best effort daily. Come to class ready to discuss the material.
Take risks: experiment and play in your writing. Annotate your readings.
Work hard and reap the rewards.

BRING TO CLASS:
writer's notebook
something to write with
current assignment
thin markers or colored pencils

https://mrsebarvia.files.wordpress.com/2014/08/aplangsyllabus-12.jpg



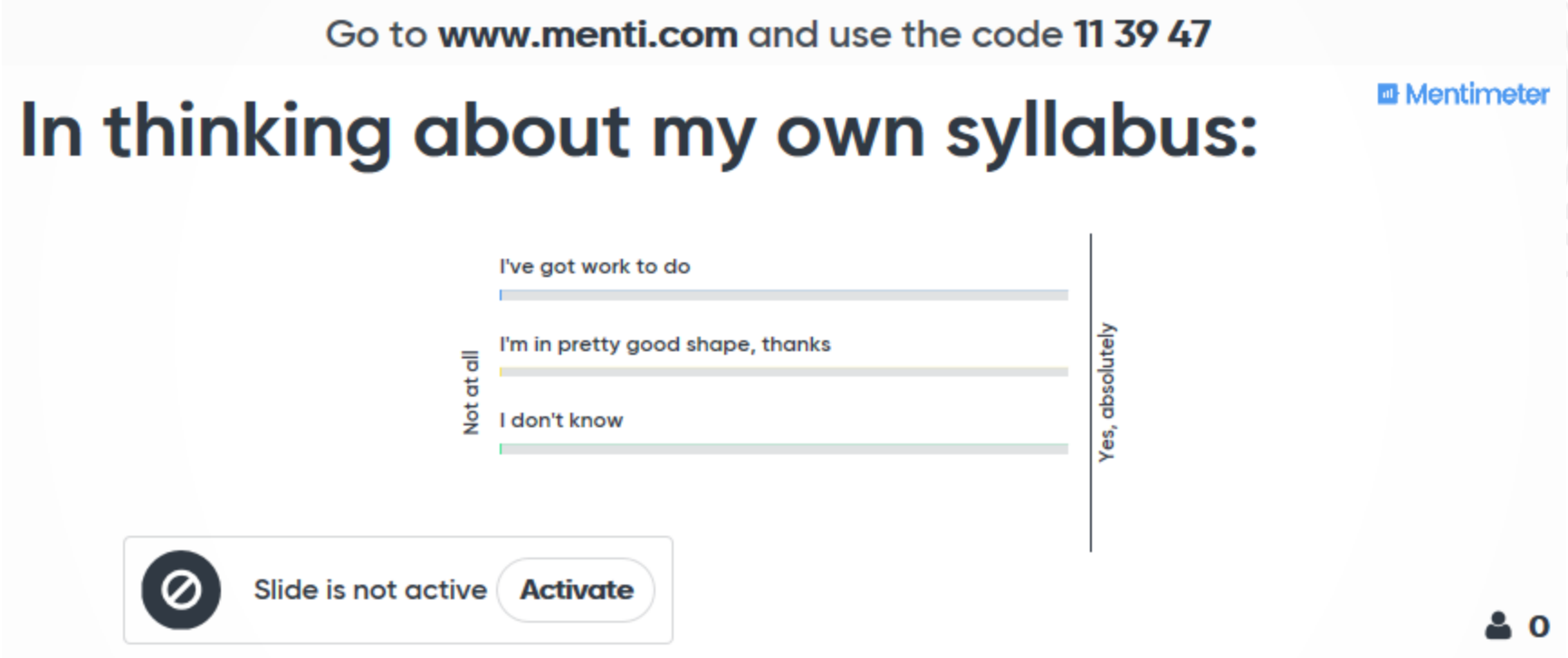
http://www.teachingentrepreneurship.org/create-dynamic-syllabus/

Wrap-Up

- Have you ever thought approaching syllabus creating so that the syllabus invites students to a course they want to attend?
- What would that look like?
- How different would it be from the syllabus you're polishing now for fall courses?

Weimer M, *Faculty Focus*, 2011

Syllabus Self-Assessment



Resources

- D'Antonio M. If your syllabus could talk. *Chron Higher Ed*. July 19, 2007.
- Gooblar D. Your syllabus doesn't have to look like a contract. *Chron Higher Ed*. 18 August 2017.
- Sullivan J. New Faculty Syllabus Workshop [PowerPoint presentation]. MiraCosta College. 2005. Available at: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjbs7aIiJfbAhXSzlMKHemRDssQFggpMAA&url=http%3A%2F%2Fhome.miracosta.edu%2Fjimsullivan%2Fprojects%2Fnfsyllabus.ppt&usg=AOvVaw0v-_FXhA20XQK2mU8If6x3. Accessed on 21 May 2018.
- Paxton KC, Magruder ED. Tempering the syllabus: From contract to invitation, map, and guide. Scholarly Teacher. 10 March 2016. Available at: https://www.scholarlyteacher.com/blog/tempering-the-syllabus. Accessed on 10 May 2018.
- Rumore MM. The course syllabus: Legal contract or operator's manual? *Am J Pharm Ed*. 2016; 80: 177.
- Weimer M. What does your syllabus say about you and your course? Faculty Focus: Higher Ed Teaching Strategies from Magna Publications. 24 August 2011. Available at: https://www.facultyfocus.com/articles/teaching-professor-blog/what-does-your-syllabus-say-about-you-and-your-course/. Accessed on 10 May 2018.