

THE COURSE SYLLABUS

A LEARNING-CENTERED APPROACH

SECOND EDITION

Judith Grunert O'Brien

Barbara J. Millis | Margaret W. Cohen

Course Syllabus A Learning Centered Approach 2nd Edition

Brian Paltridge

Course Syllabus A Learning Centered Approach 2nd Edition:

The Course Syllabus Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen, 2009-10-29 When it was first published in 1997 The Course Syllabus became the gold standard reference for both new and experienced college faculty Like the first edition this book is based on a learner centered approach Because faculty members are now deeply committed to engaging students in learning the syllabus has evolved into a useful if lengthy document Today's syllabus provides details about course objectives requirements and expectations and also includes information about teaching philosophies specific activities and the rationale for their use and tools essential to student success

The Course Syllabus Judith Grunert, Judith Grunert O'Brien, 1997-03-15 This best selling practical manual presents why and how to construct a syllabus that shifts from what you will cover the traditional syllabus to one that reflects what tools and information you can provide students to help them learn the learning centered syllabus The book's underlying assumption is that good teaching helps students understand how to actively acquire use and extend knowledge in an ongoing process of learning The book's goal is to assist anyone interested in designing a learning centered syllabus to plan and construct one

Using Quality

Benchmarks for Assessing and Developing Undergraduate Programs Dana S. Dunn, Maureen A. McCarthy, Suzanne C. Baker, Jane S. Halonen, 2010-12-21 Praise for Using Quality Benchmarks for Assessing and Developing Undergraduate Programs This welcome volume provides discipline friendly carefully crafted frameworks for focusing faculty and staff on the dimensions that matter to student learning and institutional effectiveness George D Kuh Chancellor's Professor and director Indiana University Center for Postsecondary Research A welcome contrast to narrow mechanical views of assessment this volume provides a comprehensive model for academic program improvement Readers will find a powerful framework flexible tools and a human touch that brings the whole process to life Pat Hutchings former vice president The Carnegie Foundation for the Advancement of Teaching Comprehensive in its scope detailed in its research and analysis practical in its examples and recommendations this book provides a refreshingly developmental approach to program assessment and improvement

Timothy Riordan associate provost Alverno College

Teaching at Its Best Linda B. Nilson, 2010-04-20 Teaching at Its Best This third edition of the best selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques formats classroom activities and exercises all of which can be implemented immediately This thoroughly revised edition includes the newest portrait of the Millennial student current research from cognitive psychology a focus on outcomes maps the latest legal options on copyright issues and how to best use new technology including wikis blogs podcasts vodcasts and clickers Entirely new chapters include subjects such as matching teaching methods with learning outcomes inquiry guided learning and using visuals to teach and new sections address Felder and Silverman's Index of Learning Styles SCALE UP classrooms multiple true false test items and much more Praise for the Third Edition of Teaching at Its Best Everyone veterans as well as novices will profit from reading Teaching at Its Best for it provides both theory and

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assessment The Essential Department Chair Second Edition contains a wealth of new realistic case studies to equip leaders in this pivotal position to excel in departmental and institutional life **Writing the Classroom** Stephen E. Neaderhiser, 2022-11-21

Writing the Classroom explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom. The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities, advocate for pedagogical values and negotiate the many external forces that influence the act of teaching. Writing the Classroom shines a light on genres that are often treated as two dimensional with purely functional purposes, arguing instead that genres like assignment prompts, course proposals, teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia. Writing the Classroom calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities. It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching.

Contributors: Michael Albright, Lora Arduser, Lesley Erin Bartlett, Logan Bearden, Lindsay Clark, Dana Comi, Zack K. De Piero, Matt Dowell, Amy Ferdinandt, Stolley, Mark A. Hannah, Megan Knight, Laura R. Micciche, Cindy Mooty, Dustin Morris, Kate Navickas, Kate Nesbit, Jim Nugent, Lori A. Ostergaard, Cynthia Pengilly, Jessica Rivera, Mueller, Christina Saidy, Megan Schoen, Virginia Schwarz, Christopher Toth. **Teaching Psychology** Douglas A. Bernstein, 2014-06-26

This volume provides thoroughly updated guidelines for preparing and teaching an entire course in psychology. Based on best principles and effective psychological and pedagogical research, it offers practical suggestions for planning a course, choosing teaching methods, integrating technology appropriately and effectively, developing student evaluation instruments and programs, and ideas for evaluation of your own teaching effectiveness. While research based, this book was developed to be a basic outline of what to do when you teach. It is intended as a self help guide for relatively inexperienced psychology teachers, whether graduate students or new faculty, but also as a core reading assignment for those who train psychology instructors.

Experienced faculty who wish to hone their teaching skills will find the book useful too. **The Course Syllabus** Judith Grunert O'Brien, Barbara J. Millis, Margaret W. Cohen, 2008-03-28

When it was first published in 1997, The Course Syllabus became the gold standard reference for both new and experienced college faculty. Like the first edition, this book is based on a learner centered approach. Because faculty members are now deeply committed to engaging students in learning, the syllabus has evolved into a useful if lengthy document. Today's syllabus provides details about course objectives, requirements,

and expectations and also includes information about teaching philosophies specific activities and the rationale for their use and tools essential to student success **Quick Hits for Adjunct Faculty and Lecturers** Robin K. Morgan, Kimberly T.

Olivares, Jon Becker, 2015-10-15 Valuable practical advice for managing classrooms workloads and careers Non tenure track lecturers and adjunct instructors face particular challenges at US colleges including heavy teaching loads lack of office space little control over the selection of course topics or textbooks and long commutes between jobs at two or more schools Quick Hits for Adjunct Faculty and Lecturers contains short practice oriented articles by experienced instructors that offer valuable teaching and career tips for balancing competing demands addressing student issues managing classrooms and enhancing professional development

To Improve the Academy Linda B. Nilson, Judith E. Miller, 2009-10-12 The development of students is a fundamental purpose of higher education and requires for its success effective advising teaching leadership and management Professional and Organizational Development Network in Higher Education POD fosters human development in higher education through faculty instructional and organizational development A smart mix of big picture themes national developments and examples of effective faculty development initiatives from a variety of schools To Improve the Academy offers examples and resources for the enrichment of all educational developers This annual volume incorporates all the latest need to know information for faculty developers and administrators *Resources in Education*, 1997

Designing and Assessing Courses and Curricula Robert M. Diamond, 1998 Written with the faculty member in mind this book provides specific guidelines for every phase of the planning process With more than fifty percent new material this revised edition provides many examples and how to guidance Plus it features entirely new sections dealing with diversity multi culturalism and technology Also contains checklists worksheets tables and figures to assist in the planning process Copyright Libri

GmbH All rights reserved **To Improve the Academy** Catherine M. Wehlburg, Sandra Chadwick-Blossey, 2003-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education volume 22 of To Improve the Academy is a collection of articles that focus on the role of faculty instructional and organizational development in ensuring excellence in education Recognizing the urgency caused by a recent rash of budget and staff cuts and falling course enrollment the authors provide new perspectives on how to address the growing need for providing quality effective higher education The book is divided into six sections Section I Past Present and Future of SoTL provides an overview of the scholarship of teaching and learning Section II Assessment and Faculty Development presents tested methods for assessing both student learning and the impact of faculty development Section III Curriculum Design and Evaluation describes different tools for redesigning curriculum and improving student learning Section IV Faculty Development Tools presents models for enhancing current methods of faculty development Section V Student Learning and Faculty Development focuses on helping faculty work with students to enhance and improve their learning Section VI Faculty Development with Part Time Instructors includes ideas for integrating adjunct faculty and graduate students into the life of an institution This book makes

sense of how the changing climate in higher education is affecting how when and in what circumstances American students are learning It offers an essential resource for improvement in higher education to faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants *Rehabilitation Education* ,1999

Identifying and Preparing Academic Leaders Bruce W. Speck,2003 This volume provides a source for doctoral students who want to know the nature of higher education administration for professors who seek insight into the roles and functions administrators fulfill and for administrators who want to learn more about how to be effective in their jobs Composed of chapters written by experienced academic administrators this volume offers insight into the complex and vital role that administrators play in the academy Not only do readers learn that effective academic administration is at the heart of the entire academic enterprise but also that effective administrators possess a blend of perseverance dedication imagination problem solving skills knowledge about myriad aspects of the academy human relations skills political savvy and determination This is the 124th issue of the quarterly journal *New Directions for Higher Education*

Engaging Large Classes Christine A. Stanley,M. Erin Porter,2002 Large classes have become a fact of life in colleges and universities across America even as academic funding has decreased class enrollments have continued to rise Although students teachers and administrators are often concerned by the potentially negative impact of uneven teacher to student ratios large classes also offer many potential advantages that are less recognized and not always maximized In *Engaging Large Classes* the authors demonstrate that large classes can be just as stimulating and rewarding as smaller classes Written by experienced teachers of large classes across a wide range of disciplines and institutions this book provides faculty members and administrators with instructional strategies and advice on how to enhance large class settings This book summarizes many of the core issues related to successfully teaching large classes including An honest review of the advantages and disadvantages of large classes Advice on how to design plan manage and fairly assess large classes The universality of large class issues across disciplines from classroom management to working with teaching assistants Strategies for using classroom technology active learning and collaborative learning Seventeen detailed examples of large classes from a range of higher education institutions The authors not only present an overview of research on teaching large classes they also equip readers with helpful insight into the mechanics of large class pedagogy This book has the potential to change the way academia views the reality of teaching large classes

Teaching College in an Age of Accountability Richard E. Lyons,Meggin McIntosh,Marcella L. Kysilka,2003 This book provides professors with the insights and tools necessary to achieve higher levels on accountability assessment outcomes while preparing students for enhancing their own career success in a more complex future In recent years many initiatives have been implemented by a number of state legislatures and boards of trustees to increase institutional effectiveness These measures have made colleges and universities aware that practices once accepted as sacrosanct within the culture will from this time forward be assessed regularly for their contribution to achieving

more accountable outcomes This book equips professors to address outcome goals in a proactive manner **The Department Chair's Role in Developing New Faculty Into Teachers and Scholars** Estela Mara Benisimov, Kelly Ward, Karla Sanders, 2000-05-15 With the ranks of new incoming faculty likely to swell in coming years hiring new tenure track instructors and seeing them through to tenure is a department chair's responsibility that carries significant departmental and institutional consequences The Department Chair's Role in Developing New Faculty into Teachers and Scholars is designed to help chairs with the three critical stages of new faculty socialization recruitment and hiring developing faculty in the first year evaluating new faculty performance The authors offer concrete advice and activities model real life situations and provide examples of letters checklists and orientations that can be adapted to individual contexts This book provides the tools chairs need to adapt habit and intuition into effective management practices The authors' advice will help new faculty succeed in their goals of teaching research and service and their new institutions while ensuring department chairs achieve the mission and objective of their own units and the campus and college as a whole

Teaching Academic Writing Brian Paltridge, 2009 Chapters address a full range of critical topics including the context and process of academic writing needs analysis teaching approaches the interrelationship between writing and vocabulary intercultural perspectives feedback and assessment Each chapter includes Classroom Implications tasks and techniques for teaching and some possible exercises to use with students Chapters begin with thought provoking questions and end with a section designed to help users consider their own beliefs and classroom practices Back cover

Whispering the Strategies of Language: An Emotional Journey through **Course Syllabus A Learning Centered Approach 2nd Edition**

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