

**Rutgers, The State University of New Jersey**

**15:233:567:T1: College Course Design for Adults  
Summer 2016**

Instructor: Christine Harrington	Email: Christine.harrington@rutgers.edu
Phone Number : 732.690.2090	Location: Virtual Office Hours by Appointment
Office Hours: By Appointment	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: _X_ No ___ Yes Directions about where to get permission numbers:

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**Course Description**

**Learning goals:**

As a result of taking this course, students will be able to design a college course using a backwards course design framework. This includes being able to identify effective, meaningful learning outcomes and assessments and activities that are directly aligned to these outcomes. Students will also be able to explain how course design can positively impact teaching and learning practices.

**Course catalog description:**

College Course Design for Adults (15:233:567) is an exploration of different perspectives on College Course Design through an examination of both "traditional" and innovative approaches to the design of college level courses, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to investigate a variety of perspectives on the topic and to reflect upon the implications of different approaches to course design in your own setting.

**Required texts:**

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Wiggins, G., & McTighe, J. (2005). Understanding by design. Expanded 2<sup>nd</sup> edition. Upper Saddle River, NJ: Pearson.

Readings on Reserve:

Betts, S. C. (2008). Teaching and assessing basic concepts to advanced application: using Bloom's taxonomy to inform graduate course design. *Academy of Educational Leadership Journal*, 12(3), 99-106.

Black, G. S., Daughtrey, C. L., & Lewis, J. S. (2014). The importance of course design on classroom performance of marketing students. *Marketing Education Review*, 24(3), 213-226.

Mertler, Craig A. (2001). [Designing scoring rubrics for your classroom](#). *Practical Assessment, Research & Evaluation*, 7(25). Retrieved May 18, 2016 from <http://PAREonline.net/getvn.asp?v=7&n=25> .

Facey, J. (2011). "A Is for assessment"... Strategies for A-level marking to motivate and enable students of all abilities to progress. *Teaching History*, (144), 36-43.

Harrington, C., & Gabert-Quillen, C. (2015). Syllabus length and use of images: An empirical investigation of student perceptions. *Scholarship of Teaching and Learning in Psychology*, 1(3), 235-243.

Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), 16-20. doi:10.1037/00220663.80.1.16

Schmidt-Wilk, J. (2011). Course design as a strategic process. *Journal of Management Education*, 35(3), 319-323. doi:10.1177/1052562911407608

Taras, M. (2006). Do unto others or not: Equity in feedback for undergraduates. *Assessment & Evaluation in Higher Education*, 31(3), 365-377.

Teacher & Educational Development (2005). [Effective use of performance objectives for learning and assessment](#). University of New Mexico School of Medicine

Zubizarreta, J. (2008). The learning portfolio: A powerful idea for significant learning. Manhattan, KS: IDEA Center.

**Grading policy:**

Online Discussions	30%
Course Design Frameworks Paper	10%
Coverage Based Syllabus	5%
Learning Outcome Matrix	5%
Backwards Design Syllabus and Reflection Project	40%
Peer Evaluation of Syllabi	10%

### **Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

## **Course Requirements**

### **Summary of Requirements**

Students will be expected to complete readings, watch online lectures, and actively participate in discussions about course design principles and practices. Students will use theory and research to guide the creation of a syllabus based on coverage-based and backward design frameworks and will compare how the two different approaches will impact the teaching and learning processes. Throughout the semester, students will engage in peer evaluation, providing effective feedback to one another.

## **Course Schedule by Week**

<b>Week</b>	<b>Topics to be Covered</b>	<b>Assignments &amp; Readings</b>
1:	<ul style="list-style-type: none"><li>• Introduction to Course Design</li></ul>	<p><u>Readings:</u> Wiggins &amp; McTighe (2005) Chapter 1 Fink (2003) Chapters 1-2</p> <p><u>Lecture:</u> Introduction to Course Design</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"><li>• Video Thread Discussion- Whole Class: Student Introductions</li></ul>
2:	<ul style="list-style-type: none"><li>• Coverage-Based Syllabi</li></ul>	<p><u>Assignments:</u> Online Threaded Discussion- Whole Class: Evaluating Syllabi Coverage-Based Syllabus Due 6/1</p>
3	<ul style="list-style-type: none"><li>• Understanding Significant Learning</li></ul>	<p><u>Readings:</u> Wiggins &amp; McTighe (2005) Chapters 2</p> <p><u>Assignments:</u> Small Group Online Discussion (Save the Last Word for Me): What is Significant Learning? Course Design Frameworks Paper Due 6/17/16</p>
4:	<ul style="list-style-type: none"><li>• Writing Effective Learning Outcomes</li></ul>	<p><u>Readings:</u> Wiggins &amp; McTighe (2005) Chapters 3-6 Fink (2003) Chapters 3 Teacher &amp; Educational Development, University of New</p>

		<p>Mexico School of Medicine (2005)</p> <p><u>Assignments:</u>  Online Threaded Discussion-  Whole Class: Learning  Outcomes/Peer Feedback  Work on Learning Outcome Matrix</p>
5:	<ul style="list-style-type: none"> <li>Identifying Effective Assessments</li> <li>Effective Feedback</li> </ul>	<p><u>Readings:</u>  Wiggins &amp; McTighe (2005)  Chapters 7-8  Taras (2006)  Facey (2011)  Mertler (2001)</p> <p><u>Assignments:</u>  Small Group Online Discussion:  Pros and Cons of Assessment Tools  Work on Learning Outcome Matrix  Online Threaded Discussion-  Whole Class: Feedback and  Learning  Small Group: Peer Feedback on  Rubric (not graded)</p>
6:	<ul style="list-style-type: none"> <li>Learning Activities- Preparing Students</li> </ul>	<p><u>Readings:</u>  Fink (2003) Chapter 4  Recht &amp; Leslie (1988)</p> <p><u>Assignments:</u>  Online Threaded Discussion-  Whole Class: Pre-requisite skills  and knowledge  Work on Learning Outcome Matrix</p>
7:	<ul style="list-style-type: none"> <li>Learning Activities-Teaching Methods</li> </ul>	<p><u>Readings:</u>  Wiggins &amp; McTighe (2005)  Chapters 9-11</p> <p><u>Lecture:</u>  Dynamic Lecturing</p> <p><u>Assignments:</u>  Online Threaded Discussion-  Whole Class: Evaluating Teaching  Methods</p>
8:	<ul style="list-style-type: none"> <li>Course Design in Action</li> <li>Syllabus as a Course Design Tool</li> </ul>	<p><u>Readings:</u>  Fink (2003) Chapter 5  Betts (2008)  Harnish (2011)  Harrington &amp; Gabert-Quillen,  (2015)</p> <p><u>Assignments:</u>  Learning Matrix Due 7/22/16  Small Group Online Discussion  (Save the Last Word for Me):  Syllabus as a Course Design Tool</p>

9:	<ul style="list-style-type: none"> <li>• Course Design and Student Motivation and Achievement</li> </ul>	<u>Readings:</u> Fink (2003) Chapter 7 Black, Daughtrey, & Lewis (2014) <u>Assignments:</u> Online Threaded Discussion- Whole Class: Motivation and Achievement
10:	<ul style="list-style-type: none"> <li>• Course Design in Action</li> <li>• Peer Evaluation</li> </ul>	<u>Assignment:</u> Backwards Design Syllabus Draft Due 8/1/16 Peer Evaluations Due 8/3/16
11:	<ul style="list-style-type: none"> <li>• Value of Course Design</li> <li>• Reflection</li> </ul>	<u>Readings:</u> Schmidt-Wilk (2011) Zubizarreta (2008) <u>Assignment:</u> Video Thread Discussion-Whole Class: Value of Course Design Backwards Design Syllabus and Reflection Project Due 8/15/16