

SYLLABUS: GER 397P (unique 37365) = CL382 (33158), Spring 2015
FROM SCHOLAR TO TEACHER
TTH 1230 to 200p BUR 232

Course Description:

How does one *teach* literature, film, linguistics, interdisciplinary work, or cultural studies? And why should a scholar care about teaching? The courses typically taught or graded by students in graduate school often seem far removed from the scholarly enterprise. This course will help graduate students in any area of the humanities combine their dissertation and/or specialty research interests with their future careers as scholar-teachers or teacher-scholars.

The course is structured around the assumption that successful scholarship within a discipline can and must ground effective teaching at all levels; it will introduce graduate students in any field to the issues surrounding course development in today's higher education and will work through best practices in course design.

By the end of the semester, each student will have a course designed for one level/setting of their choice, with a plan to adapt it for a second level/setting, and a sketch of a teaching philosophy appropriate to that discipline and setting -- the core of a teaching portfolio for an area studies course that can tie a preferred scholarly profile to the practical contexts of academic employment.

The first section of the course will outline what it means to design a course in reference to:

- disciplinary factors such as norms for research, writing and presentation; the relation of area studies theories to disciplinary epistemologies and to *disciplinary literacy* beyond an individual research project
- institutional factors such as curricular initiatives, mission statements, current arguments about the purpose of education
- teaching and learning models (student-centered classrooms, learning styles, flipped classes, cognitive style issues)
- assessment and accreditation
- expectations for use of assets and strategies associated with digital humanities.

The second section of the course will revisit these issues from a practical perspective, where each seminar participant will start with a course proposal and in successive presentation work through an entire syllabus, assignment, and assessment plan for that course.

Many assignments will combine reflective writing and research in disciplinary contexts and on professional organizations relevant to those contexts, along with formal presentations of elements of the class under development.

NO PRIOR WORK IN PEDAGOGY REQUIRED (beyond a basic 398T or equivalent). Students specializing in SLA, writing studies, or pedagogy should expect to design a content-course, not a language or writing course like the 506 or E 306 courses at UT.

Approximate grading schema:

20% reflective assignments, including a justification of why and for whom the course is planned

10% course description (Assignment 1)

10% need argument (Assignment 1)

10% teaching philosophy (Assignment 2)

20 % syllabus (sequence of tasks and readings/viewings)

10% assignment structure

10% ancillary materials (sample class unit)

10% assessment plan that can lead beyond the individual course

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WEEK 1: 20, 22 January

- TU INTRODUCTION TO THE COURSE: The Necessary Redefinition**
CLASS TOPIC: Defining Content-Based Instruction as Language-Based Content Instruction rather than Content-Based Language Instruction; what every grad student needs to know about their area of scholarship
READING (skim, not critical):
- http://en.wikipedia.org/wiki/Content-based_instruction
 - <http://www.carla.umn.edu/cobalitt/cbi.html>
 - Arens chapter from Swaffar/Urlaub volume (pdf up on Canvas site)
- HOMEWORK: After class, post your preliminary idea on a course (not yet a course description; see Reflective Task 1 Description)

PART 1: The Context of Course Design

- TH CATEGORIZING HIGHER EDUCATION**
CLASS TOPIC: Understanding the "leagues" of Higher Education in the US as a key to instructional environments and careers.
READINGS: Skim the following to know that they're all about
- The basic vocabulary: **Carnegie Classification** of US higher education institution types < <http://carnegieclassifications.iu.edu> >
 - **Professional Organizations for Institution Types**
 - Liberal Arts Colleges < <http://collegenews.org/annapolis-group-member-colleges> > (Note that the header works weird)
 - American Association of Community Colleges < <http://www.aacc.nche.edu> >
 - Council of Graduate Schools < <http://www.cgsnet.org/> >
- HOMEWORK DUE: Reflective task 1 (post off your project page)

WEEK 2: 27, 29 January

- TU PRACTICUM: College Missions and Classifications**
CLASS TOPIC: Figuring out how colleges fit into the classifications/what the classifications mean. Discussion based on Homework assignment
READINGS:
- Institutional Home Pages for Sample School Types**
- [Austin Community College](#)
 - [Angelo State University](#)
 - [Austin College](#)
 - [U of Houston](#)
 - [U of Dallas](#) (private --look at core curriculum)
 - [University of Texas at Dallas](#)
 - [Texas A&M University](#)
 - [Rice University](#)
 - [Baylor University](#)
 - <http://www.txstate.edu> Texas State University
 - [Southwestern University \(Georgetown, TX\)](#)
 - [U of the Incarnate Word](#)

HOMEWORK DUE: Reflective Task 2: annotation of school(s)

TH Source of National Initiatives: The Boyer Reports

Identifying the current climate for curriculum reform: the sources

SKIM:

- Boyer, *Reinventing Undergraduate Education*, PDF
- Boyer, *Scholarship Reconsidered*, PDF
- *Three-Year Followup*, PDF
- *Boyer Summary* PDF

Background

- http://en.wikipedia.org/wiki/Ernest_L._Boyer
- http://en.wikipedia.org/wiki/Carnegie_Foundation_for_the_Advancement_of_Teaching
- http://en.wikipedia.org/wiki/Boyer%27s_model_of_scholarship

Some Outcomes

- Inquiry-Based Teaching
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC162190/#B2>
- Boyer Revisited 2011, pdf

READING GOAL: These documents tried to redefine the purpose and conduct of post-secondary education; they remain the reference points for deans, provosts, presidents, and educational reformers, who are all arguing versions of "we have been teaching the same since WW II - that HAS to be wrong."

Unfortunately, faculty have been trained in that system, as have parents --the reports recommend a considerable upping of the ante on students and teachers alike. Figure out some points where problems arise.

WEEK 3: 3, 5 February

TU Driving national Initiatives: Articulation and Public Agencies

In which we discuss who sets public expectations about what we do.

CLASS DISCUSSION: How are norms for education established in fields where there are no licensing tests?

SKIM

Secondary School Issues that Impact us:

- http://en.wikipedia.org/wiki/Common_Core_State_Standards_Initiative
- <http://www.corestandards.org> -- look at the FAQ's for what a "standards movement" implies and <
<http://www.actfl.org/news/reports/alignment-the-national-standards-learning-languages-the-common-core-state-standards> > for ACTFL
- http://en.wikipedia.org/wiki/Articulation_%28education%29 and the alignment document pdf (Finalalignment.pdf)
- The Nation's Report Card = National Center for Education Statistics
<http://nces.ed.gov/nationsreportcard/>
- National Education Association
<http://www.nea.org/>
- Educational Testing Service: <https://www.ets.org>

Post-Ssecondary School Issues

- Carnegie Foundation: <http://www.carnegiefoundation.org>

- National Foreign Language Resource Centers: <<http://www.nflrc.org>>: look at their homepage for the group; we have one at UT (COERLL <<http://www.coerll.utexas.edu/coerll/>>)
- See Maryland's version: <http://www.nflc.umd.edu/> and their non-language projects
- http://en.wikipedia.org/wiki/National_Center_on_Education_and_the_Economy | <http://www.ncee.org>

Professional Organizations:

- Modern Language Association: <http://www.mla.org>
- American Departments of Foreign Languages: <http://www.adfl.org>
- American Departments of English: <http://www.ade.org>
- National Council of Teachers of English and the "Four Cs"
<http://www.ncte.org> | <http://www.ncte.org/cccc>
- American Council for the Teaching of Foreign Languages:
<http://www.actfl.org>

TH Standards Projects

The new framework for understanding what happens in education

CLASS DISCUSSION: "Standards" redefining what it means to "know" a field; breaking down "knowledge" into sets of skills *in contexts of use*. Be sure you read the difference between outcomes-based and standards-based

READ:

- http://en.wikipedia.org/wiki/Outcome-based_education
- http://en.wikipedia.org/wiki/Standards-based_education_reform_in_the_United_States
- http://en.wikipedia.org/wiki/National_Educational_Technology_Standards
 - <http://www.iste.org/standards>
- ACTFL and the Standards Project:
<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>
- ACTFL Proficiency Guidelines: <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
- Language Arts/ English: <http://www.ncte.org/standards> Language arts
- History Standards: <http://www.nchs.ucla.edu/history-standards>

REFLECTIVE TASK 3: How a *Standards* project redefines what it means to "know" a field

WEEK 4: 10, 12 February

TU The Result of Standards: The Challenges of Accreditation

CLASS DISCUSSION: How to translate an educational strategy into an institutional priority and a national marker for quality. What do accreditation agencies do? Why do I care about accreditation? (Hint: moving from outcomes to Standards makes objective measures difficult to obtain; how do we know that we're organized to teach our students and know what they're learning?).

READING"

- Accreditation Outline handout PDF
- http://en.wikipedia.org/wiki/Curriculum_framework
- http://en.wikipedia.org/wiki/Higher_education_accreditation
- http://en.wikipedia.org/wiki/Higher_education_accreditation_in_the_United_States

- http://en.wikipedia.org/wiki/Regional_accreditation
 - On this site, Look up SACS (our local accreditation agency) and see what its mission is.

HOMEWORK: be sure you can tell me what SACS does.

TH Assessment: Partner of Accreditation

CLASS DISCUSSION: Collecting data on how the curriculum framework for a major actually teaches something. We have a good example right here at UT; SACS is not completely happy with us right now, we're in the middle of an assessment cycle.

- <http://www.utexas.edu/provost/iae/gea/> UT - and look at links for strategies planning, assessment resources, and TracDat (the user's manual gives you an idea what it does and what an assessment cycle does; great handout on assessment cycles is there as a PDF
- Good model for how Assessment plays into course design: <http://assessment.uconn.edu/primer/mapping1.html>
- Some descriptions on how it works: <http://www.unm.edu/~devalenz/handouts/cba.html>

HOMEWORK: Be sure you can articulate what is at stake for an institution in an assessment project.

WEEK 5: 17, 19 February

TU Course Descriptions and Need Arguments

CLASS DISCUSSION: Fitting a course description into curricular initiatives and into an institution's mission statement. The same course is *not* the same course in every institution, nor at different times. An example: UT's "Flag" system, which is rewriting curricula by changing how courses are structured, not by changing major courses. Noted that *departments* are in charge of majors, while institutions can impose conditions on graduation requirements in the name of "general education."

READING:

- UT graduation flags: <<http://www.utexas.edu/ugs/flags> >

HOMEWORK: Be sure you look at all the different flags and organizations associated with them. Could your course fit in with them? Remember that this feeds into a "need argument" for a department to approve an alteration in its traditional offerings.

REFLECTIVE TASK 4 due: Fitting into a campus with your course material.

TH Proposing Courses

CLASS DISCUSSION: Making a course description that can also act as a grant proposal for campus funds. Discussion of relation of proposed courses to career goal.

HOMEWORK: Start Assignment 1 (will be due Tuesday); something needs to be in today for credit.

WEEK 6: 24, 26 February

TU Researching Course Design

CLASS DISCUSSION: Where to find models for course design, *especially in the content areas*, and what can be found so that you don't need to make up

everything from scratch. This will involve both research in the correct bibliographic databases and in the national professional organizations, some of which are dedicated to teaching, and others to the scholarly life (but with sections devoted to teaching).

HOMEWORK:

REFLECTIVE TASK 5: How not to remake wheels.

WRITTEN ASSIGNMENT 1 DUE: Abstract and need argument

TH Teaching Versus Learning: Developing a Teaching Philosophy

READING:

http://en.wikipedia.org/wiki/Teaching_method

http://en.wikipedia.org/wiki/Student-centred_learning

CLASS DISCUSSION: What it will mean to develop the course: introduction to the second part of the course.

HOMEWORK:

WRITTEN ASSIGNMENT 2: Teaching Philosophy

PART 2: Building Your Course

WEEK 7: 3, 5 March

TU Writing Learning Outcomes: Tying Your Proposal to National Initiatives (and the rhetoric thereof)

HOMEWORK:

READ: Information on Learning Outcomes initiatives (course-level outcomes are not the only ones around; institutions are adopting language into which your courses will have to fit)

1. Association of American Colleges and Universities
 - a. LEAP: <<http://www.aacu.org/leap/essential-learning-outcomes>>
 - b. College Learning for the New Global Century
<https://secure2.aacu.org/AACU/PDF/GlobalCentury_ExecSum_3.pdf>
 - c. GEMS <<http://www.aacu.org/gems>>
2. National Institute for Learning Outcomes Assessment
<http://www.learningoutcomeassessment.org/index.html>
 - a. Transparency framework:
<<http://www.learningoutcomeassessment.org/TransparencyFramework.htm>>
 - b. Sample outcomes for majors:
<<https://learningoutcomes.byu.edu/> >
 - c. <<https://learningoutcomes.byu.edu/Programs/unit-programs/1244>>

CLASS DISCUSSION: How are these initiatives changing how we think of "our" courses and majors?

TH Setting Learning Outcomes: Breaking Down Contents, Skills, and Requisite Background Knowledge for Target Audiences

HOMEWORK:

CLASS DISCUSSION: this chapter was intended to be provocative, but it expands *Standards* optics to the problem of what it means to learn a content.

The idea is that a course needs to be reverse engineered from the learning outcomes, after a general content framework and disciplinary matrix is identified.
READ: Arens chapter (labeled "proof" in pdf files on Blackboard)
REFLECTIVE TASK 6: Identify the skills and knowledge sets inherent in your proposed course and write the learning outcomes you want for your class.

WEEK 8: 10, 12 March

TU Bloom's Taxonomy: The Original

CLASS DISCUSSION: Bloom's Taxonomy is not a description of how students learn, it describes principally levels of difficulty of the processes involved. It is a key to sequencing learning *in ways appropriate to the materials involved*. What does Bloom's suggest about the construction of assignment sequences

HOMEWORK:

READ:

Overview of Bloom's <http://en.wikipedia.org/wiki/Bloom%27s_taxonomy>

Revised Bloom's (pdf handout).

Read around in the original books (Cognitive and Affective Domains, pdfs)

TH Bloom's Taxonomy: Revised

CLASS DISCUSSION: The Taxonomy has been revised and made the core of curricular planning. How to create exercise sequences, working between the chosen materials and the learning outcomes.

HOMEWORK:

READ: Anderson and Krathwohl, eds., *A Taxonomy for Learning, Teaching, and Assessing*, up through Chapter 6

REFLECTIVE TASK 7: Understanding task hierarchies (start today; due Tuesday after Spring Break).

SPRING BREAK: 14-22 March

WEEK 9: 24, 26 March

TU How to Sequence Materials

CLASS DISCUSSION: Follow up on Anderson and Krathwohl. Establishing an order of text and task difficulty. We will be putting the *Standards* together with Bloom's Taxonomy to figure out how they add up to a model of cognitive / affective complexity in teaching/learning.

HOMEWORK:

READ:

How *NOT* to do it (readability indices): skim Fulcher, "Text Difficulty and Accessibility: Reading Formulae and Expert Judgement"

<<http://languagetesting.info/articles/store/text%20difficulty.pdf> >

One case study out of Bloom et al., *Handbook* (pdf) (suggest language arts, L2, literature, or art)

TH NO CLASS DAY: INSTRUCTOR AT AUSTRIAN STUDIES ASSOCIATION

HOMEWORK: Use the day to rough out the sequence of your readings in terms of the cognitive difficulties they present, what they require as "staging" to be readable, and what tasks in what order fill your chosen class objectives.

WEEK 10: 31 March, 2 April

TU How Comprehension Precedes Production: Staging Assignments

CLASS DISCUSSION: Reading as a question of *background knowledge*, *procedural knowledge*, and *task* -- why ACTFL Proficiency Guidelines are the wrong model for a curriculum.

READ:

- ACTFL Proficiency Guidelines: Reading <
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english/reading> >
- The Hermeneutic Circle (see Johns Hopkins Guide to Literary Theory and Criticism, online at UT Library catalogue as an e-book. Search HERMENEUTICS and read 19th and 20th century articles)
- NOTE ON TERMINOLOGY THAT POPS UP -- classics, not reading
 - Frank Smith (1971): Reading is the "reduction of uncertainty"
 - Kenneth Goodman (1967): reading is a "psycholinguistic guessing game"

TH Defining Production: Speaking, Writing, Presentational Mode

CLASS DISCUSSION: staging production, not controlling input and output, and distinguishing between assessment of content and skills

Terms that you need to know:

- genre (see arens on genre)
- rhetorical intent / rhetorical organization
- backwards design
<http://carla.acad.umn.edu/assessment/vac/CreateUnit/p_1.html>
- register
- recycling
- spiraling

NOTE: NEVER make students do produce something they have NOT seen/heard/read a native-speaker version of, or they will be US natives masquerading as Germans, lacking cultural literacy.

READ: Arens on genre

Urlaub: "Questioning the Text"

Précis Handout

BACKGROUND:

If you need the gory version: Swaffar, Arens, Byrnes: *Reading for Meaning* < online at <

https://www.academia.edu/6388604/Reading_for_Meaning_An_Integrated_Approach_to_Language_Learning_with_Katherine_Arens_and_Heidi_Byrnes_-_Engl_ewood_Cliffs_NJ_Prentice_Hall_1991 > or at Researchgate.net

or *Remapping the Foreign Language Curriculum: A Multi-Literacies Approach*. J. Swaffar and K. Arens. New York: Modern Language Association, 2005.

These are TMI for our purposes. Sorry the second one is not online. MLA would bust us. (and if you don't have an academia.edu and researchgate.net account, consider getting one -- online CV).

WEEK 11: 7, 9 April

TU The Presentational Mode (continued)

CLASS DISCUSSION: Examples of how to stage writing and speaking assignments, from simpler to more complex (spiraling)

READING:

- see < <http://www.ncte.org/cccc/resources/positions/secondlangwriting>> for the wrong approach to L2 natives writing in English, and the ACTFL)
- General level descriptors: < <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language> >
- Byrnes, et al., "Taking Text to Task" (pdf)

TH Assessment

CLASS DISCUSSION: Overall definitions of assessment activities

READ: look at the "Assessment Center" at <

<http://carla.acad.umn.edu/assessment/vac/resources/index.html> >

WEEK 12: 14, 16 April

TU Class-level Assessment: Testing

CLASS DISCUSSION: the purpose of testing, esp. the difference between formative and summative assessment

READ:

- Formative Assessment: < http://en.wikipedia.org/wiki/Formative_assessment >
- Summative Assessment: < http://en.wikipedia.org/wiki/Summative_assessment >
- Bloom et al., *Handbook*, sections on art education and foreign language, plus one other content area of your choice

TH Holistic Assessment / Rubric-based assessment

CLASS DISCUSSION: Developing specialized rubrics that would also work for program assessment

READ:

- Rubricintro.doc
- [http://en.wikipedia.org/wiki/Rubric_\(academic\)](http://en.wikipedia.org/wiki/Rubric_(academic))
- Hammer & Swaffar, "Assessing Strategic Cultural Competency"

WEEK 13: 21, 23 April

TU Structure of the Class Hour: Current and Older Buzz

CLASS DISCUSSION: How assessment might correlate with classroom types. Alternatives to the talking head or community

READ:

- Blended learning: < http://en.wikipedia.org/wiki/Blended_learning >
- Flipped classroom: < http://en.wikipedia.org/wiki/Flipped_classroom
 - Peer Instruction: http://en.wikipedia.org/wiki/Peer_instruction >
 - Just-In-Time Teaching: < http://en.wikipedia.org/wiki/Just_in_Time_Teaching >
- Teacher-centered/student centered classes: <<http://www.nclrc.org/essentials/goalsmethods/learncentpop.html> >
- MOOC < http://en.wikipedia.org/wiki/Massive_open_online_course >
- Computer Mediated Communication: < http://en.wikipedia.org/wiki/Computer-mediated_communication >
- Project based learning: <http://en.wikipedia.org/wiki/Project-based_learning >

- Mastery Learning: <http://en.wikipedia.org/wiki/Mastery_learning> (based on operant conditioning)

TH Summary: Expectations for a complete course package

See also: <<http://www.nclrc.org/essentials/index.htm>> for a checklist of a different sort

READ:

Bourns & Melin, "Method Seminar" (pdf)

WEEK 14: 28, 30 April

TU Class Presentations (3-4)

TH Class Presentations (3-4)

WEEK 15: 5, 7 May

TU Class Presentations (3-4)

TH Last class; any left-over presentations

ALL ASSIGNMENTS DUE at official exam time:

Monday, May 18, 2:00-5:00 pm; everything in to my office (plastic box outside door) by 5 PM.

397P Assignments

REFLECTIVE TASKS = 30%

REFLECTIVE TASK 1: My Course

On a link off your personal page (start [HERE](#)), post your ideas about what course you'd like to design. Include whatever you know about it to this point: content, level, audience, materials, motivations, etc. Please follow the directions for making this task its own page.

REFLECTIVE TASK 2: Recognizing Institutional Types

Add emendations to each of the colleges in the list on a linked Wiki Page ([HERE](#) - each of you do one or two). What Carnegie Classification are they (if you can tell)? What do you know about the student body? The likely interests of the students? The instructional setting or environment? Where can you find the "mission statement" and what does it imply?

The second part of our discussion will be "fit": the class, the teacher, the students, and the careers.

Add links to appropriate pages so we can talk about these things. First come first serve; we should get something on each, please. Add your EID to your comment so we know who did what.

Post your comments on the Wiki page linked [HERE](#).

LINKS TO THE COLLEGES:

- Austin Community College
- Angelo State University
- Austin College
- U of Houston
- U of Dallas (private --look at core curriculum)
- University of Texas at Dallas
- Texas A&M University
- Rice University
- Baylor University
- Texas State University
- Southwestern University (Georgetown, TX)
- U of the Incarnate Word

REFLECTIVE TASK 3: The Impact of *Standards* Projects

Write up a brief example of how a *Standards* project redefines what it means to *know* some material you are interested in using for your class.

One example: the *FL Standards* mean that you have to distinguish five dimensions of any register, form, or genre of language you are teaching, and that the speaker/writer/reader needs to be explicitly factored in to the learning process, not just the language forms.

You may put this on the same wiki page as your first reflective assignment, at the top, clearly marked.

REFLECTIVE TASK 4: Fitting a Course into an Institution

After reading the information about flags, brainstorm on how your course proposal might accommodate one of these flags (or something similar at the institution type you choose). Explicitly make the case of how something in your course planning

can answer to flag criteria (one flag of your choice will work; two would be better if one is too easy a case).

You may put this on the same wiki page as your first reflective assignment, at the top, clearly marked.

REFLECTIVE TASK 5: How Not to Remake Wheels

1. Consult the principal bibliographies associated with the teaching professions, including:
 - ERIC
 - MLA International Bibliography (which supercedes bibliographies run by CCCC and ACTFL)
 - EdAbstractsBe sure you know who puts them out, if there are conferences associated, etc.
2. Find the journals associated with teaching in your home discipline and in either language teaching or composition/English studies.
3. Find which professional organizations (or parts of organizations) are associated with teaching in your home field and in the field(s) of your course proposal. Where does teaching stand in the professional organizations.

On a new page attached to your project page, characterize the status of teaching *in the content area(s)* of your proposed course. How hard or easy is it to find models, research, etc.? You might consider issues like:

- 1) main sources for orientation into teaching discussion in your field (where do teaching discussions take place?)
- 2) sources for materials and ease of access
- 3) models for class activities, syllabuses, assessment, etc.
- 4) possibility of readapting courses for various audiences (e.g. senior seminars that could be introductory graduate seminars)

REFLECTIVE TASK 6

Identify the skills and knowledge sets inherent in your proposed course and write the learning outcomes you want for your class. Remember that you have a teaching philosophy; presumably, these outcomes will reflect that philosophy as well as the specific content.

This assignment will be done in two parts:

1. write a list of the skills inherent in your content area (comprehension, production, content background knowledge)
2. take a subset of these skills and turn them into 3-5 learning objectives for the course, framed in the terms you see in the national initiatives.

Attach a new page to your project page for Reflective 6 and 7; the two build on each other.

REFLECTIVE TASK 7: Understanding Task Hierarchies

Start with a task that is central to your outcomes. Build up a sequence of tasks that move from comprehension to production -- and through the planning grids that Anderson/Krathwohl propose for curricular planning.

This means you'll also have to use one or more of your texts as a case study. Figure out how to start from the simple, and point toward a sequence of tasks/texts that move to your objective(s). Explain how each contributes to the sequence. Don't worry about finishing; two or three tasks and how they build on each other will suffice.

The goal of this exercise is to give you practice in articulating task sequences -- the key to making a syllabus work.
Add this to your Reflective 6 page.

OTHER ASSIGNMENTS:

ASSIGNMENT 1: Course Proposal and Need Argument = 10% (awarded on completion of final version)

This assignment requires you to write a course description suitable for posting (a description of the course you will be developing over the rest of the semester. Turn your musings into a package designed to convince a course committee to offer the course (and maybe to fit it into a major sequence). This means that you have to put together both the course description (with a rough of the materials, content focus, grading scheme, learning outcomes, etc.), and the need argument. Each half of the assignment will be worth 10% of your final grade.

The need argument needs to be constructed in terms of the issues we have seen to this point, including:

1. Institution type, program, major, and level it is designed for (pick a representative of the kind of school you'd like to teach at, including UT, and research where it could fit; add a link to that information online).
2. Part of a major/minor/elective? Which campus initiatives can it fit into? (Remember the flags!). Where does it go in the sequence?
3. Availability of funding, models, etc.
4. Suitability for the campus.

Post the two sections off a link on your projects page; both halves may be on the same page.

ASSIGNMENT 2: Teaching Philosophy = 10 % (awarded on completion of revised version)

A teaching philosophy is a one- to two-page document that is used in job applications, explaining what your own philosophy of education and teaching is. It usually has in it some examples of teaching successes, learning experience, engagement with the students, etc.

Write a first draft of your teaching philosophy (ca. 500 words), posted on its own page linked to your project page.

ASSIGNMENT 3: Final project = 50% of grade

1. 10% Annotated bibliography of teaching sources on the content area (10 items)
2. 20% syllabus and assessment structure (incl. directions; split 10% and 10%)
3. 10% materials list and sample assignment (proper bibliographic form)
4. 10% oral presentation/ppt.

Directions on each:

1. This assignment requires you to locate and annotate sources that will help you figure out how to teach your content areas. Probable sources: teaching areas of disciplinary websites; ERIC online bibliography; other disciplines' teaching journals. Some might be examples of teaching strategies; others may be introductions to sources. Find 5-8 sources and annotate, according to Harner, guide to annotated bibliographies (on Canvas site)

2. The main part of the project is a rough syllabus (order of readings and assessment strategies is enough). When you submit that, re-submit your course description and need argument; assessment strategies will be on the class level, indicating what production they will get graded for.
3. The syllabus will include a full bibliography in proper bibliographic form, plus at least one same assignment (full directions, including how it will be graded)
4. In the last two weeks of class, you'll each be giving a 10 minute ppt (keynote, prezi, etc.) presentation on your course development project. The topic will be meta: the difficulty presented in adapting your chosen materials to its audience and to your teaching goals.