

GRS f390J: First Summer Session, 2003

FROM DISSERTATION TO THE PROFESSION: TEACHING BY DESIGN

SYLLABUS

.....

WEEK 1: Wednesday 7 Thursday, June 4 & 5

WED Introduction to the Course
Review of posted dissertation abstracts
CLASS DISCUSSION: translate the impact of your dissertation for the other class members into comprehensible units of content, method, and audience.

THURS WRITTEN ASSIGNMENT DUE: Post your answers to Assignment 1
CLASS DISCUSSION: postings, and what kinds of courses you may want to do

WEEK 2: Monday - Thursday, June 9-12

MON READ: Assignment 2 Preliminary
CLASS DISCUSSION: distinguishing US higher education types --
differences in institutional missions, types
-class review of selected websites
WRITTEN ASSIGNMENT DUE: Comments on Assignment 1 postings --
Do they sound interesting to you as a potential student?

TUES WRITTEN ASSIGNMENT DUE: Assignment 2, TASK A and B
CLASS DISCUSSION: discussion of Assignment 2 postings
Practical discussion on what can be taught where

WED READING: Arens, "The Habsburg Myth"
•Link posted on class website
CLASS DISCUSSION: Constructing a Need Argument

THURS CLASS DISCUSSIONS: Policy and National Initiatives
(= what does an institution pay for, really)
•Websites on national initiatives posted on class website
WRITTEN ASSIGNMENT DUE: Assignment 3 Postings

WEEK 3: Monday - Thursday, June 16-19

MON CLASS DISCUSSION: Role of Professional Organizations in Solving Problems
•Sample Professional Organization/Initiatives: links on class websites
•The bibliography question: where to find information
WRITTEN ASSIGNMENT DUE: Response to others' Assignment 3 Postings

TUES WRITTEN ASSIGNMENT DUE: Assignment 4
CLASSROOM PRESENTATION: what/where my field discusses education (Assn. 4)
CLASSROOM DISCUSSION: How teaching/learning is defined in each field
•Specifying Outcomes: Teaching Goals Inventory at the University of Iowa (posted on class website) VERSUS Focus on Learner and Learning

WED CLASSROOM DISCUSSION: Bloom's Taxonomy
-- how learning theories turn into practice
•Read around in the websites linked to the class websites, esp. Schulman

THURS CLASSROOM DISCUSSION: From Comprehension to Production
•READ **TBA**,

WEEK 4: Monday - Thursday, June 23-26
MON CLASS DISCUSSION: writing the syllabus, how to sequence materials (articulation)
•READ around in links on class website
WRITTEN ASSIGNMENT DUE: Assignment 5: defining outcomes

TUES CLASS DISCUSSION: Classroom types and issues
•READ around in links on class website

WED CLASSROOM DISCUSSION: Assessment Issues
•READ around in links on class website

THURS FINDING MATERIALS
•READ around in links s on class website, including browsing websites

WEEK 5: Monday - Thursday, June 30, July 1-3
MON WRITING ASSIGNMENT DUE: ASSIGNMENT 6, Task A
CLASS DISCUSSION: Present one activity that you found to your classmates

TUES **Class Discussion: Articulation -- cognitive sequencing**
READ: TBA
WRITING ASSIGNMENT 6, Task B due:
Complete course description

WED CLASS DISCUSSION: Problems in Working out Syllabuses, recycling and scaffolding
RESPONSE TO ASSIGNMENT 6, Task B due:
Provide feedback on course description for your peers: what would make this description more attractive, what's confusing or off-putting?
Start WRITING TASK 7 due: Post as basis for class discussion

THURS WRITING TASK 7 due: syllabus rough
DISCUSS PROBLEMS -- use your sample.

FRIDAY: July 4 Holiday!

WEEK 6: Monday - Wednesday, July 7-9
MON CLASS DISCUSSION: what's in it for me? (Assignment 8)

TUES

Clean-up, consulting, practice

WED

CLASS PUBLIC PRESENTATION: POSTER SESSION, with 5-minute intros; maybe a teaching competition (everyone who comes sees fills out a ranking, and someone wins something)