

# GRS f390J: First Summer Session, 2003

## FROM DISSERTATION TO THE PROFESSION: TEACHING BY DESIGN

### SYLLABUS

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#### 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)**