BUILDING A LEARNER-CENTERED SYLLABUS

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Objectives

- Understand the importance of a learner-centered syllabus
- Identify the five steps to build an effective syllabus
- Evaluate the information in your current syllabus
- Take the information from this session and create an updated learner-centered syllabus
Syllabus Checklist

- Activity
Five Key Elements

- Purpose of the course
- Objectives
- Assignments
- Calendar
- Support pieces
Purpose

- Course description
- Materials
- Outcomes
  - What will they achieve?
  - The essential and enduring knowledge
  - Measurable
Create the story of Goldilocks and the three fish.

Do you think Goldilocks was good or bad?

Compare Goldilocks to Little Red Riding Hood.

If Goldilocks had come to your house, what might she have liked?

Why did Goldilocks like the little bear’s chair best?

What did Goldilocks eat in the Bear’s house?

Adapted from McWilliams, 2009
Reflection

- Why are the students taking your course/s?
- Where does it fit in their degree?
- What are they getting out of it?
Objectives

- Different from outcomes
- Example

  - **Objective:** To familiarize students with a number of substantive eighteenth century texts. Students will be trained in the close reading of language and its relation to literary form.
  
  - **Outcome:** Students should be able to analyze the relationship between the language of satire to literary form by the close examination of a selected number of eighteenth-century texts in a written essay.
Reflection

- What are some of the objectives of your course?
- Why are objectives important?
Assignments

- How much is it worth?
- What is expected?
- When is it due?
- How will they be assessed?
- Late penalty
- Tips for success

"I like the writing in that paper. I only wish more of it had been yours."
Reflection

- How do your assignments connect to the course outcomes?
- Do you have a rubric? How are they assessed?
Calendar

- Advantages
- Pace
- Lesson
- Readings
- Assignments
- Reminders
Reflection

- Do you have a calendar for your class? Where?
- Any feedback from students?
Support Pieces

- You
- Student’s responsibilities
- Technology
- Academic Support
- Class policies
- Non-academic support
Reflection

- What academic support pieces should be in your syllabus?
- What policies should be in your syllabus?
- What non-academic support pieces should be in your syllabus?
Revise Syllabus

- Activity

It’s on the syllabus.
Conclusion

- Did we meet your expectations from the beginning?
- What additional information would you like in order to build your syllabus?
- Questions?