Sample Reflective Syllabi

The pages that follow include sample pages from 3 past TEACH Fellows' reflective syllabi. These are not complete syllabi, but looking at a few pages should give you an idea of the different kinds of reflection you might include in your own reflective syllabus, and the different ways you might format it. The TEACH office also has other sample syllabi and portfolios for your review upon request. Looking at a variety of models can be a great way to help you decide what you want to do with your portfolio, and we highly recommend it!

Reflective Syllabus for PFP 2310: Technological Applications in PFP

After my first semester of teaching, I decided to revise my syllabus quite dramatically. The following includes all the revisions I made, but I have not yet used it to guide a class. I look forward to using it next semester to see how well my changes lead to improved outcomes.

PFP 2310
Technological Applications in PFP: Non-Majors
Spring 2010

Professor: Benjamin Cummings
Office: HS 272
Email: Use Blackboard for electronic communication
Office Hours: By appointment – let me know what I can do to help!
Office Phone: 742-5050 ext.239
Classroom: HS Computer Lab 306
Website: www.blackboard.ttu.edu

Required Text: *Microsoft Office 2007 - Volume 1*. (2009). 3rd edition, by Grauer, Hulett, Krebs, Lockley, Mulbery, & Scheeren. ISBN-13: 978-0-13-506250-0.

Brief Course Description: An introduction to computer software programs commonly used in personal finance. Primary focus is on the programs within the Microsoft Office 2007 Suite (including Word, Excel, PowerPoint, and Access) in addition to Quicken, a personal financial management program. Other programs may also be introduced.

Expected Learning Outcomes: The main objective for the course is two-fold: 1) to help the novice computer-user develop a greater proficiency, and 2) to help the more advanced computer user enhance his/her efficiency. Upon successful completion of this course, the student should be competent in the following areas:

- All Programs: efficient navigation of the programs and keyboard shortcuts; become more proficient at approaching new software programs

- Word: formatting and editing documents, creating tables, using citation and bibliography tools

- Excel: formatting and editing worksheets, organizing data, inputting formulas and functions (especially functions relating to time value of money concepts)

- PowerPoint: presentation organization, design, and enhancement

- Access: overview of databases, basic database creation, manipulation, formatting, and editing

- Quicken: creating an electronic personal financial management system and budget

Benjamin F. Cummings

My previous syllabus did not include expected learning outcomes. I soon realized how much I needed to establish learning outcomes in order to guide my vision of the course, not to mention the need to help students understand what they can expect to learn.

Blackboard: (www.blackboard.ttu.edu) Blackboard will serve as the electronic hub of the course. Students are responsible for making sure they can access Blackboard and for checking the site regularly for updated information. For assistance with Blackboard, consult the links under the "Login to Blackboard" button on the above website. For help resolving technical difficulties, contact TTU IT Help Central at (806) 742-HELP(4357), or online at www.ttu.edu/it4students.

I have not used Blackboard before, and I am excited to use it next semester. Because the course focuses on technological applications, it seems like a natural decision. I look forward to an easier venue to provide student's feedback on their electronically submitted assignments. It will also make it easier to keep all the course resources in one place where the students can access them when they need them.

Methods for Assessing Learning Outcomes: The methods for assessing the learning outcomes will involve chapter assignments, in-class reviews, exams, a ShortCourse project, and a final project.

Chapter Assignments (16 @ about 25 points each): Instructions and demonstrations for the chapter assignments will be given in class on Tuesdays, and Thursdays are open lab for students to work on their assignments. Chapter assignments will be submitted electronically through Blackboard. Chapter assignments will be penalized 10% per day they are late, for a maximum of two days. After two days, no assignments will be accepted, regardless of the reason. To compensate for unexpected emergencies, each student will receive one "gift" for the semester, where they can turn in a chapter assignment for up to two days late with no penalty. It is highly recommended that students save their gift for unexpected events. In order to apply your gift, add a comment stating your desire when you upload the chapter assignment.

Because of feedback I received this semester from my students, I want to structure the course next semester so that students can utilize the open lab time if it is beneficial to them, but that they are not required to come during open lab time. I also struggled with the late policy this semester. I had a teacher who used this gift approach, and I think it worked well.

In-class Reviews (8 @ 10 points each): At least ten in-class reviews will be given at the beginning of class on Tuesdays, although not every Tuesday will include an in-class review. Arriving late will greatly reduce the time allowed for completing in-class reviews, possibly resulting in a lower grade. The lowest two in-class reviews will be dropped in order to compensate for students being sick or needing to miss for other reasons.

I decided to implement in-class reviews instead of quizzes next semester. Students are less intimidated by reviews, even though they will largely serve the same purpose. I also want to use these reviews as an opportunity to increase student participation. I did some of that this semester, and it seemed to work well.

Benjamin F. Cummings

The flu season this semester was especially bad, so a lot of students missed class. I have tried to find a way to balance encouraging attendance while providing leniency when genuine illnesses and emergencies arise. I hope this approach accomplishes that.

Exams (2 @ 200 points each): Two mid-term exams will be given, consisting of a multiple-choice section and an in-class project section. Because an objective of the course is to learn how to use the programs efficiently, the exams will be timed. The first exam will provide students an opportunity to demonstrate their knowledge about Word and Excel. The second exam will focus on the skills developed while learning Access and PowerPoint. No make-up exams will be given; if a student misses an exam, the weight of that exam will be shifted to the other exam.

I lowered weighting of each exam from 25% to 20% of the overall grade. I feel like the chapter assignments needed to be weighted heavier since they require so much work, and that's where the bulk of the learning takes place. I also structured the exams so that they include more than multiple-choice questions. The in-class project provides students an opportunity to demonstrate that they know how to use the software programs beyond what is assessed in the multiple-choice questions.

ShortCourse Project (20 points): Students need to attend at least one ShortCourse offered through the ATLC at the library. The ShortCourse cannot cover one of the software programs we cover in class. Visit the website for more information (www.depts.ttu.edu/itts/training/shortcourses) about the available courses. To receive credit for attendance, students need to submit a Certificate of Attendance and write a 300-word response about what they learned. **Extra Credit Opportunity:** Attending additional ShortCourses will be worth up to 15 points extra credit per class. Students will need to submit the same information for each class attended to obtain extra credit (i.e. Certificate of Attendance and a 300-word response about what they learned). Students may attend up to three extra ShortCourses for extra credit. *The deadline for all ShortCourse credit is April 27, 2010.*

This semester the ShortCourses were only included as an extra credit option. The students who took advantage of it gave great reports of the courses. My intent in including this assignment is to encourage students to explore other software programs they may like to learn.

Final Project (100 points): Because the chapter assignments are guided, the final project will include a self-paced introduction to Quicken where the student can practice learning a new software program with less directed guidance. The final project also includes comprehensive components of the programs covered in the course, with an emphasis on relating the skills to personal finance.

The final project is designed to draw upon all the knowledge learned throughout the course and is included in the appendix. Because many jobs require students to learn new software programs, the students have an opportunity to explore Quicken on their own. If they need help, I am still available to assist them as they need it.

Included below is the course syllabus, followed by the course schedule, which I developed and used in my Spanish 4303 – Advanced Conversation class during the Fall 2010 semester. The text of the syllabus is in its original format. The comments within the blue boxes contain my thoughts while creating the syllabus; the remarks in orange, reflect some of the things that I observed and learned throughout the semester. They also include comments about changes I may make in the future.

Please see the first Appendix to this Teaching Portfolio for additional syllabi used in the courses I have taught.

Motives		Reflections

During the Fall 2010 semester, I was assigned to teach for the first time Spanish 4303. I was responsible for developing the course content, selecting the texts, and creating all lessons and assessments.

I am so grateful to have had the opportunity to teach Spanish 4303. The students were very bright, creative, and motivated. I was overjoyed to watch them learn, grow, and improve their communicative abilities in Spanish throughout the semester. Also, I again have no doubt that I learned as much from the course as my students did. The experience was wonderfully rewarding.

Spanish 4303
Advanced Conversation
Fall 2010

BASIC INFORMATION

Class Location and Times: MWF 12:00-12:50 p.m., Foreign Languages Building 116

Instructor Information:

Name:
Office Hours: Wednesdays from 4:50-5:55 p.m., Fridays from 10:55-11:55 a.m., or by appointment.
Office: Foreign Languages Building
Phone:
E-mail:

Course Description:

This course will be conducted primarily in Spanish.

Catalog Description:

Spanish 4303 – Advanced Conversation is a course designed to enhance the development of conversational skills for students who have completed required work in grammar or composition. No student who has graduated from a secondary school (junior high or high school level) in a Spanish-speaking country may receive credit for this course.

The main purpose of this course is to provide the context and opportunities to improve your Spanish language through speaking, listening, reading and writing. This course will provide you the opportunity to enhance your oral skills by communicating in different situations with your classmates.

Be aware that in-class discussion will be conducted in Spanish. The content and pace of this course are based on the assumption that you have formally studied Spanish at some point in the past and you are able to communicate with others using complete sentences in Spanish.

The topics that will be covered in class on a given day are indicated in the course schedule. It is important to come to class prepared. Remember that the responsibility for your learning rests with you. Learning another language requires skills, hard work as well as good organization. Common sense tells us that the more time you spend with the language outside class, the better your in-class performance will be. The most productive way to study Spanish is to spend time on it every day, do not cram for exams or major assignments. In general, you should keep going back to the material you have already learned to keep it fresh in your mind.

Plastic arts, music, as well as philosophical, historical, scientific, and literary texts, presented in multimedia settings, will provide the basis for learning activities and projects. Students will be given the opportunity to develop critical thinking and to strengthen their communicational skills through collaborative and interactive assignments—e.g., group presentations, class discussions, scenery recreations, essays—. Students will have to do research in the targeted language, articulate new concepts and theories in the form of oral and written presentations, and provide critical arguments to rhetorically defend their position.

Additional Description:

Language considerations that we need to keep in mind:

Language consists of both formal and informal aspects. Spoken language is generally more informal, is more frequently characterized by the use of colloquialisms and idiomatic expressions, and pays less attention to the formal rules of grammar. We all use different forms of discourse in different situations. In this course, we want to understand the differences between regional usage of Spanish and the standard grammatically correct forms.

No one form of a language is superior to any other. There are different forms of the same language, but one isn't better than the other.

On the first day of class, we brainstormed and compiled a list of all of the different words in English which can be used to describe a soft drink: a soda, a pop, a Coke, etc. We then did the same activity in Spanish and came up with words such as *refresco, agua, gaseosa,* and so on.

Together, we recognized that Spanish, like English, is filled with variety and that that is interesting.

This concept was revisited several times throughout the semester.

Expected Learning Outcomes:

The students will be able to develop their oral fluency, conversational and listening skills in Spanish.

Assessment: The students will use Spanish in all communicative exchanges in the classroom. They will be able to ask and answer questions and participate in predictable and concrete exchanges in Spanish. The oral ability of the students will be assessed through oral presentations, oral interviews and active participation.

The students will reach fluency reading and writing in Spanish

Assessment: The students will read and analyze texts (such as articles, essays, poems and short stories) and respond to them orally and in writing. They will acquire knowledge of the Spanish culture through the readings. The reading fluency will be assessed through regular homework that includes exercises from the textbook, lists of vocabulary and various in-class writing assignments. The students will write several short essays and compositions showing evidence of control of syntax.

The students will be able to express, negotiate and interpret meaning in Spanish

Assessment: The students will participate in several communicative exchanges such as interviews, oral presentations and a role play.

Prerequisites: Either Spanish 3303 or Spanish 3343.

Required texts and supplies:

1.) Tuten D., Caycedo Garner L., Esterrich C. Fuentes: Lectura y redacción. 4th edition. Boston: Heinle Cengage Learning, 2011. In this course, students will study Chapters 10, 11, and 12 only. Although the entire textbook is available at the university bookstore, among other locations, students may elect to purchase the three required chapters individually from the publisher's website, http://www.cengage.com/custom.
Each student must bring a printed copy of the materials to every class period.

2.) The Spanish 4303.001-Arneson Advanced Conversation Course Pack
Course packs are available at the Copy Outlet store, located at 2402 Broadway in Lubbock, Texas.
As an alternative, students may request a course reading list and purchase the required materials individually.

Although the primary focus of this course was on improving speaking and listening abilities, several reading and writing assignments were included. By reading texts in Spanish, students are exposed to new vocabulary and their understanding of grammatical structures is reinforced. Through writing, students are given additional time to express themselves and their thoughts more clearly. This results in a deeper understanding of the language, which in time, is carried over to the conversational realm of language learning.

The students read almost daily and were assigned several writing assignments throughout the semester, ranging from ½ page to 4 pages in length.

After writing about a topic and employing the new vocabulary in their essays, the students were more confident when discussing the topics and were able to engage in more sophisticated and enjoyable conversations.

Each student must bring a printed copy of the materials to every class period.

3.) A Spanish/English or English/Spanish Dictionary
Each student must bring a dictionary to every class period.

Internet resources:

This course will utilize the Blackboard system. Students who are unfamiliar with Blackboard are responsible for contacting the instructor to arrange for instruction in this system. Links to relevant internet resources, a list of recommended texts, the course schedule, and the syllabus can be found on the Spanish 4303.001 Blackboard page.

COURSE REQUIREMENTS AND POLICIES

Course Requirements:

This advanced course will expect students to actively engage in class discussions and activities. Students will be expected to speak only Spanish during class time, and will be responsible for the preparation of both in-class and outside assignments. A general course schedule with the topics and assignments will be available from the first day, and students will also be given specific assignments to prepare during class meetings. Students will be expected to attend class daily and to arrive on time; participation and attendance are imperative because of the accelerated pace of the course. Students will be also responsible for maintaining a polite and cordial attitude towards classmates and the professor in order to create a positive learning environment.

Course Schedule:

A course schedule containing the class themes, required reading assignments, and the dates of the examinations and presentations will be provided to all students on the first day of class. Note: *The instructor reserves the right to change the course schedule and/or assignments based on new materials, class discussions, or other pedagogical objectives. Students will be informed of all changes during class time and via the course Blackboard page.*

Grading:

The expected learning outcomes for the course will be assessed through a series of assessment tools: pop quizzes, classroom discussions, one oral midterm examination, one oral comprehensive final examination, several short compositions in Spanish, one group video presentation and one individual formal presentation on a specific cultural aspect of the Hispanic World. Your participation will be assessed based on your performance in the course

Blackboard is a software program used by the university which enables instructors to develop a private webpage for their course. This is an excellent way to share information with students. It also allows the students to not only communicate with the instructor, but also with each other.

Creating my Blackboard webpage was very simple and I used it throughout the semester by posting assignments, PowerPoint presentations, videos, and links to relevant websites.

The students seemed to appreciate this resource and used it often.

I definitely plan to use Blackboard, or a similar technology, again in future courses.

Reflective Syllabi

MCOM 3380 Research Methods Fall 2010

Class Times:	Tues & Thurs 8:00-9:30 am
Location:	MCOM 104
Office Hours:	W 12:00-1:30; T&R 9:30-11:30; Other times by appointment
Instructor:	Barbie Chambers
E-mail:	barbie.chambers@ttu.edu
Phone:	742-6500 ext 303
Office #:	25N
Required Text:	Mass Media Research: An Introduction (9th ed.); Roger D. Wimmer & Joseph R. Dominick; ISBN-13: 978-1439082744

Course Description

Prerequisites: Must have at least sophomore standing and MATH 2300 or 2345 with a grade of C or higher. Comprehensive overview of mass communications research focusing on planning, designing, conducting, analyzing, interpreting, and applying research to address communication issues and problems.

The course requirements and expected learning outcomes/assessments are taken from the departmental curriculum and assessments. In the past, I have typically used the wording from the department chair's syllabus to ensure I cover the required elements.

Course Requirements & Expected Learning Outcomes/Assessments

- Students are expected to read all class materials before they are discussed in lecture.
- Students should attend all class sessions and take notes from lectures, guest speakers, video presentations, audio presentations and any other classroom activity.
- Class participation is an important aspect of MCOM 3380. Students should come to class prepared to discuss issues related to mass communication research.

EXPECTED LEARNING OUTCOMES	METHODS OF ASSESSMENT
Students will be able to select appropriate quantitative research methodologies for use in advertising, broadcasting, journalism, and public relations. These methodologies include, but are not limited to, experimental, survey, and content analysis.	Class discussions and instructor interviews. Research Methods Project; Examinations
Students will be able to describe basic approaches to qualitative research used in advertising, broadcasting, and public relations. These methodologies include, but are not limited to historical, case critical, and legal analyses.	Class discussions and instructor interviews In-class quizzes; Examinations
Students will be able to identify and critique research questions and hypotheses.	Class discussions and instructor interviews. Research Methods Project; In-class quizzes Examinations
Students will be able to identify appropriate systems of data analysis.	Class discussions and instructor interviews. Examinations
Students will have experienced data collection techniques and problems. .	Research Methods Project

Attendance Policy

The purpose of this class is to prepare students for a possible career in the world of communications. Because of this, class attendance will be required as it is in a real business. Students will be given three absences without penalty to use over the course of the semester. Just as an employee is allowed a certain number of absences within a work year, students can use these absences as they see fit. They may be used for illness, university activities, funerals, weddings, or for any other activities Students must be wise enough to "spend" the three absences wisely. After three absences, a student's final grade will be lowered by ten points (one grade level) for each absence beyond three.

Students who miss a class must obtain course materials on their own. Assignment due dates must be kept whether or not the student is present and quizzes may not be made up. An absence is defined as not being present at the time roll is taken. Students who arrive less than 15 minutes late to class are responsible for making sure their attendance is recorded after the class is dismissed, but before the instructor leaves the classroom. Students more than 15 minutes late or students who leave class early—without prior permission from the instructor—will be considered an absence. Make every effort to contact the instructor prior to an absence.

All students will be required to choose a specific seat for the semester and roll will be taken using that seat assignment each day through three methods: 1) Student signature 2) Observation & 3) Attendance counts. Anyone who signs in another student not in attendance will receive an automatic absence and will be considered to be in violation of academic integrity and civility in the classroom.

> *My attendance policy was adapted from a previous department chair's syllabus when I first started teaching. Since I was new to the profession, I took this more restricted approach. I discovered while it does require attendance, it does not guarantee learning and its punitive nature may even detract from learning objectives. I intend to try out a system to award instead of punish attendance.*

Office Hours

Office hours are designated for coursework corrections, academic and career advising. Any student who cannot meet during posted office hours may schedule an appointment by contacting the instructor via e-mail or telephone.

> *The following sections are taken from the operating procedures as directed by Texas Tech University.*

Americans with Disabilities Act

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

Observance of a Religious Holy Day

Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required. Students must, however, provide notification of holy day observance to the instructor in the form of an e-mail or telephone call before returning to class following the holy day.

Academic Honesty

The following statement can be found on p. 49 of the Texas Tech University Catalog: "It is the aim of the faculty at Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension." Students engaging in any form of academic dishonesty will receive an "F" for the course.

Ombudsman for Students

The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-4791.

Civility Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spend in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

Distractive behavior includes but is not limited to: The use of cell phones, texting, using social media (such as Facebook, MySpace, Twitter etc.), emailing during class time, non-class related activities, non-class related discussions with other students, being late to class or leaving early without consent of instructor. Laptops are not allowed without prior consent of instructor.

The purpose of not allowing laptops was originally intended to keep students from surfing the Internet or using social media websites and distracting other students. I have found in this increasingly digital age the use of laptops for note-taking is becoming more common. I may change the policy to note the privilege of using laptops may be revoked if they are found to be a distraction to others.

Deadline Policy

You are expected to have the assigned readings and any assignments that are due completed before the beginning of class. In addition to the required text, additional readings may be assigned on a regular basis. The written work you hand in for this class is expected to be of professional quality. Grammar and mechanics count. Proofread your work carefully. All work should be submitted by the end of the class period on the due date. Any assignment turned in later than the deadline will receive a zero.

For reasons I can't explain, my policy for retaking tests was excluded in this syllabus! It is normally included in my course material and it will be included next semester!

Material Content Policy

Students should provide thoughtful and factual information on tests and written assignments. Factual errors will result in grade reduction. All materials produced MCOM 3380 must be created/developed during the current semester for this particular course.