



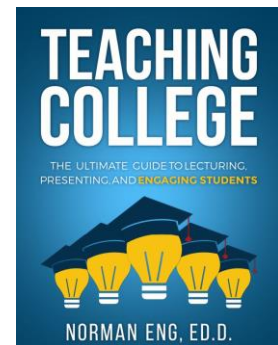
DEPARTMENT OF  
**TEACHING AND LEARNING  
SUPPORT SERVICES**  
Institute for Teaching and Learning Excellence

## Reimagining Your Syllabus

Think for a moment about why you chose to enter your selected field. Was there a singular moment when you realized this was the field for you? Or maybe you have been intrigued since childhood. Regardless, you likely have a passion for the content that goes beyond the typical feelings of others. Take us for instance—we LOVE studying teaching and learning. We are continually in awe of teaching that leads to significant learning and we absolutely adore students. We long to have conversations about classroom community and assessment tasks and scaffolding instruction in ways that ensure student success. That probably sounds odd, right?!

But you likely feel just as passionate about your field! You read and write articles and attend conferences with others who share your enthusiasm. You advance the field through the research you conduct. But do you share this passion with students? Do they see your excitement? Do you share your content in such a way that it conveys how truly magnificent your field is? This idea was highlighted for us when we read the book *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students*.

In this book, the author asks us to consider the syllabus for our course. Those of you who know us have likely heard us mention the student-centered syllabus at some point because the syllabus sets a tone for a course. However, our recent reading of this book caused us to consider the syllabus as a marketing tool—something more akin to a sales brochure or a motivational speech. The syllabus is a document that students reference throughout your course. How might it be structured so that it attracts students? Intrigues them? Is visually appealing?





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Consider the before and after of the first two pages of the following syllabus that we reworked for one of our offerings. The content is very much the same, but the newer version is much more engaging.

**BEFORE**

**AFTER**

Scholarship of Teaching and Learning (SoTL)  
 Spring 2017

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Contact Information

**Instructors:**  
 Gina Morris – 318 PIO Building [gina.morris@okstate.edu](mailto:gina.morris@okstate.edu)  
 Kristi Dickey – 302 PIO Building [kdickey@okstate.edu](mailto:kdickey@okstate.edu)

**Email Communication:** To ensure a prompt response to any and all email communication with an instructor, please put "SoTL" in your subject line as a prefix. For example, your subject line could be SoTL: Question about Teaching Philosophy or SoTL: Going Away to Conference Next Week.

**Expected Response:** An instructor will respond to email within two business days.  
 Phone: 405-744-1000

**On-Campus Lunch Meetings:**  
 Thursday, January 26, 1:00-3:00pm in 126 ITLE  
 Thursday, February 16, 1:00-3:00pm in 126 ITLE

A catered lunch will be provided for both meetings.

**Final Meeting**  
 Thursday, March 9, 2:00-3:00pm in 126 ITLE

**Office Hours:**  
 Wednesday, Feb. 10, 2-3pm at the Student Union near Caribou Coffee  
 Tuesday, Feb. 23, 10-11am at 304 PIO Building  
 Monday, Feb. 29, 2-3pm at the Student Union near Caribou Coffee  
 Thursday, March 10, 10-11am at 304 PIO Building  
 \*Note locations for the various office hours. Your attendance during office hours is optional.

Meetings in office (or by phone / Skype) may also be arranged by appointment.

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Course Information

**Course Description:**  
*Scholarship of Teaching and Learning* is designed to help you explore characteristics of effective instruction at the university level. During this six-week course, you will also have the opportunity to develop or enhance teaching practices which promote student learning. However, the development of a particular set of teaching skills is not the exclusive aim. Rather, key areas of focus will include: Student Motivation and Engagement, Educational Theory and Practice, Effective Instructional Design, Active Learning Strategies, and Assessment.

**Textbook:**  
 Nilson, L. (2010) *Teaching at its Best: A Research-Based Resource for College Instructors*. San Francisco, CA: Jossey-Bass. <http://amazon.to/1aHnFsb>. You will receive a copy of this book at the first on-campus meeting.

Faculty 1

SCHOLARSHIP OF TEACHING AND LEARNING



STUDENT ENGAGEMENT, STUDENT SUCCESS

**Online: January 31 - March 16**  
**Face-to-Face meetings: Jan 31 & Feb 21**

**Workshop Description**  
 The *Scholarship of Teaching and Learning* workshop is designed to help you explore characteristics of effective instruction at the university level. During this six-week offering, you have the opportunity to develop or enhance teaching practices that promote student learning. However, the development of a particular set of teaching skills is not the exclusive aim. Rather, areas of focus will inform your selection and implementation of teaching strategies. During this workshop, you will study the concepts of student motivation and engagement, educational theory and practice, effective instructional design, active learning, and assessment. (We promise these concepts are not as dry as they sound—we can make it fun!)

OSU PROFESSOR, *and*

This has been, without a doubt, the most impactful development experience of my career as a teacher and instructor.

Scholarship of Teaching and Learning

Spring 2019

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SYLLABUS

**Instructors**



Dr. Kristi Dickey  
 PIO 302  
 744-3466  
 kdickey@okstate.edu



Dr. Gina Morris  
 PIO 318  
 744-3441  
 gina.morris@okstate.edu

**Textbook**  
 Nilson, L. (2010). *Teaching at its best: A research-based resource for college instructors* (4th ed.). San Francisco: Jossey-Bass. You may follow this link to see the book on Amazon.

There are a limited number of digital and hard copies of the text available from the OSU Library.

**Communication**  
 Email is typically the best way to reach us. We attempt to respond quickly—usually within 24 hours. However, at times we are away from the office conducting faculty development workshops or course observations. If you do not receive a response from one of us within two days, we ask that you please send a gentle reminder.



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**BEFORE**

**Course Goals and Objectives:**

The goal of this course is to develop an awareness of characteristics of effective instruction at the university level while creating a group of reflective practitioners who consider their teaching in terms of student learning. Additionally, this course aims to help you develop or enhance teaching skills that promote learning across a variety of settings within a diverse student body. To this end participants will:

- Apply knowledge of motivation and student engagement theories in classroom settings.
- Utilize knowledge of learning theories and brain research to analyze and design course assignments.
- Design and implement course content in a manner that best facilitates student learning.
- Employ active learning strategies in classroom settings.
- Utilize formative and summative assessment data to increase student learning.
- Articulate a teaching personal teaching philosophy.
- Recognize the importance of valuing, supporting, and advancing diversity in the scholarship of teaching and learning.

**Course Modules:**

This course is organized into six weekly modules which can be accessed in the Content area of the D2L course. Each module follows a similar format including a weekly overview, videos, readings, activities, and discussion. Assignments and supplemental materials for each module will be posted on D2L. Discussions will be held using the "Discussions" tab at the top of D2L, and quizzes will be available under the "Quizzes" tab. Students can track their progress by marking items on the content tab as "completed" which can serve as a valuable tool to keep track of due dates, assignments, and other elements of the course.

**Course Activities:**

Assignment schedule, details, and due dates will be posted in the Content area of the Online Classroom. It is the responsibility of the participant to make sure that all assignments are submitted correctly and on time, according to the assignment instructions. All assignments for a given week are due on Saturday night by 11:59pm CST, and any assignments not submitted on time will be considered late.

**Student Expectations**

Participants in *Scholarship of Teaching and Learning* are expected to be active learners and engage with the course and fellow participants on a continual and consistent basis. Each week participants will have at least one major assignment to complete which will take anywhere from 1 to 3 hours of their time. In addition to these assignments, students will be expected to participate in our online discussion board throughout the week. Engaged and active participants can expect to spend 1 to 2 hours per week reading and responding to discussion board prompts, which will benefit not only the individual participants but the class as a whole. Finally, there will be two required on-campus meetings that all participants should plan to attend. Every assignment in this class has a rubric that explains how you will be graded and assessed.

**Course Prerequisites:**

This course focuses on the hallmarks of effective teaching in higher education. There are no prerequisites beyond a willingness to engage in meaningful dialogue and critical reflection of teaching practices.

**AFTER**

**SCHOLARSHIP OF TEACHING AND LEARNING | Faculty**

**Office Hours**

Attendance at office hours is optional. Additional meeting times—beyond the times listed—are available by appointment. We will also arrange for phone/Skype meetings, if needed.

Wednesday, Feb. 13, 2:00-3:00pm at the Student Union near Caribou Coffee

Tuesday, Feb. 16, 10:00-11:00am at 304 PIO Building

Monday, Mar. 4, 2:00-3:00pm at Fuzzy's Taco Shop on The Strip

Thursday, Mar. 14, 10:00-11:00am at 304 PIO Building

**Workshop Purposes**

By participating in this workshop, you will develop an awareness of the characteristics of effective teaching at the university level, and you will become part of a group reflective practitioners who consider instruction in terms of student learning. In addition, you will develop or enhance teaching skills that promote learning across a variety of settings within a diverse student body.

I learned that I'm not alone (thank goodness). I've learned that I really love thinking about teaching and learning and thinking about thinking, and there are others out there that do too, and we can learn from each other.

- New OSU Instructor, 2016



**THIS WORKSHOP WILL HELP YOU...**

- Apply knowledge of motivation and student engagement theories in classroom settings.
- Use knowledge of learning theories and brain research to design and analyze course assignments.
- Design and implement course content in a manner that best facilitates student learning.
- Employ active learning strategies in classroom settings.
- Utilize formative and summative assessment data to increase student learning.
- Articulate a personal teaching philosophy.
- Recognize the importance of valuing, supporting, and advancing diversity in the scholarship of teaching and learning.

**The Online Classroom**

The majority of this workshop takes place online. It is designed to be platform agnostic and any desktop or laptop computer equipped with a modern internet browser such as Chrome, Firefox, or Safari should be sufficient. You can also expect to apply a basic level of computing skills, e.g. Microsoft Office applications.

Due to the hybrid structure of this course, the learning management system of Brightspace by D2L will be used as our online classroom.

You may access video tutorials regarding the OSU online classroom (Brightspace by D2L) at <https://ocampus.okstate.edu/Brightspace>.



**Technical Issues**

If you experience technical difficulties with the online classroom, call 405-744-1000 and request Brightspace support or email [facultyd2l@okstate.edu](mailto:facultyd2l@okstate.edu).

For other questions regarding technology use, please contact us or post your question in the General Class Discussion area on the Brightspace discussion board.

If you are interested in transforming your syllabus, let us know. We would be more than happy to help you. It really doesn't take much to make a huge difference. Or, if you'd rather, you could read chapter 4 in Eng's book, *Teaching College*, which is available in the OSU library.