**Week 2 of STC Prep Class**

Goals: Establish learning goals and means of assessment. The Syllabus. Setting expectations via weekly readings, viewings, quizzes, etc., that permit you to lead informed in-class discussion.

Assignment: First Draft of Course Proposal with Course Background, 200 words, 3 learning goals, 3 means of assessment and outline of syllabus, due Jan 20. Readings.

Readings/Resources:

* Lang book: “Before the Beginning: The Syllabus”, and “Appendix A: A Sample Syllabus”
* Filine book: “Chapter 4, Constructing a Syllabus”

1. Ask the students: Think about the favorite class you’ve had at Rice – why was it your favorite? Easy or challenging? A charismatic teacher? Something else?
   1. A lot of work occurs behind the scenes to make a class great.
2. Your main task in this class will be developing the proposal for Dean Hutch, which primarily consists of your syllabus. As you think about what you class will do (and not do), the best place to begin is to look at syllabi from other courses.
   1. Classes you’ve had at Rice, and Bridget, Steve, and Alex have uploaded a syllabus from a recent class to our OwlSpace page.
   2. Also, syllabi from past STC courses are posted online (and individual colleges can also provide more examples if you ask).
3. What is a syllabus?
   1. A contract of sorts between you and your students – including information on the class topic, learning objectives, readings and assignments/exams, schedule of events, and often other information as well (e.g., honor code, disability accommodations).
   2. Chapter by Lang provides some discussion of the typical information included on a syllabus.
4. Drafting your syllabus is an exercise in figuring out what your class will be about.
   1. See chapter 5 in Bain book on things to think about when crafting a syllabus.
   2. Once done, anyone reading it should have a clear understanding of what your class will be about, and what/how they will learn in the weeks ahead.
   3. Nuts-and-bolts content vs. ‘big picture’ decisions.
      1. Topically, how much can I cover? Breadth vs. depth decisions, overall goal for students in terms of what they will learn about.
      2. Class format (lecture vs. discussion)
      3. What will your students do? Reading and assignments, exams, projects, etc.
         1. Class goals vs. course credit: Make sure the workload is appropriate for the credit, while still aligning with your goals for the class.
      4. Constructing a class schedule – topically, how will you move through the semester?