Teaching Well by Design

2018

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Kaneb Center for Teaching and Learning

UNIVERSITY OF NOTRE DAME
Teaching Well by Design: Workshop Goals

• After successfully completing this workshop you will be able to:
  • Design a course using backward design principles
  • Identify strategies to increase student engagement and accountability
  • Begin planning feedback and grading strategies
  • Create an effective course syllabus

"Learning results from what the student does and thinks and only from what the student does and thinks."

Herbert A. Simon, Nobel Laureate (1978), Political Scientist, Economist, Sociologist, Psychologist, Computer Scientist
Designing Courses and Assignments: Backward Design

Modified from Fink, 2003, 2013

Situational Factors
Articulate Learning Goals

Ask Yourself

• How do you want students to be different as a result of this course?
  • Knowledge
  • Skills
  • Attitudes
University Learning Outcomes for Undergraduates

In order to lay the foundations for life-long learning, by the time they graduate, Notre Dame undergraduates will be able to:

A. Acquire, synthesize, and communicate knowledge by incorporating relevant disciplinary approaches, cultural perspectives, and Catholic intellectual tradition.

B. Recognize moral and ethical questions in lived experiences, evaluate alternatives, and act with integrity.

C. Contribute to the common good by displaying a disciplined sensibility and committed engagement in response to complex challenges facing local, national, or global communities.

D. Demonstrate the vision and self-direction necessary to articulate, set, and advance toward their goals.

E. Think critically in formulating opinions or accepting conclusions.

F. Exhibit creativity or innovation in the pursuit of their intellectual interests.

G. Display a level of mastery in their major field(s) of study that enables them to successfully pursue professional careers or advanced study.
Why Articulate Student Learning Goals?

- Identify the most important outcomes
  - Knowledge, Skills, Attitudes
- Form the basis for designing assessments/assignments
- Add transparency for the students
  - Improve student performance
- Decrease time spent responding to student work
- Connect to program/department/university goals
  - http://goo.gl/23oepr

A Taxonomy for Learning, Teaching & Assessing: The Cognitive Process Dimension

From A Taxonomy for Learning, Teaching & Assessing: A Revision of Bloom’s Taxonomy of Education Objectives. Anderson & Krathwohl (Eds.)
## 3.3 The Six Categories of the Cognitive Process Dimension and Related Cognitive Processes*

<table>
<thead>
<tr>
<th>Process Categories</th>
<th>Cognitive Processes and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>REMEMBER</strong>—Retrieve relevant knowledge from long-term memory.</td>
<td></td>
</tr>
<tr>
<td>1.1 <strong>RECOGNIZING</strong></td>
<td>(e.g., Recognize the dates of important events in U.S. history)</td>
</tr>
<tr>
<td>1.2 <strong>RECALLING</strong></td>
<td>(e.g., Recall the dates of important events in U.S. history)</td>
</tr>
<tr>
<td>2. <strong>UNDERSTAND</strong>—Construct meaning from instructional messages, including oral, written, and graphic communication.</td>
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</tr>
<tr>
<td>2.1 <strong>INTERPRETING</strong></td>
<td>(e.g., Paraphrase important speeches and documents)</td>
</tr>
<tr>
<td>2.2 <strong>EXEMPLIFYING</strong></td>
<td>(e.g., Give examples of various artistic painting styles)</td>
</tr>
<tr>
<td>2.3 <strong>CLASSIFYING</strong></td>
<td>(e.g., Classify observed or described cases of mental disorders)</td>
</tr>
<tr>
<td>2.4 <strong>SUMMARIZING</strong></td>
<td>(e.g., Write a short summary of the events portrayed on videotapes)</td>
</tr>
<tr>
<td>2.5 <strong>INFERRING</strong></td>
<td>(e.g., In learning a foreign language, infer grammatical principles from examples)</td>
</tr>
<tr>
<td>2.6 <strong>COMPARING</strong></td>
<td>(e.g., Compare historical events to contemporary situations)</td>
</tr>
<tr>
<td>2.7 <strong>EXPLAINING</strong></td>
<td>(e.g., Explain the causes of important eighteenth-century events in France)</td>
</tr>
<tr>
<td>3. <strong>APPLY</strong>—Carry out or use a procedure in a given situation.</td>
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</tr>
<tr>
<td>3.1 <strong>EXECUTING</strong></td>
<td>(e.g., Divide one whole number by another whole number, both with multiple digits)</td>
</tr>
<tr>
<td>3.2 <strong>IMPLEMENTING</strong></td>
<td>(e.g., Determine in which situations Newton’s second law is appropriate)</td>
</tr>
<tr>
<td>4. <strong>ANALYZE</strong>—Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.</td>
<td></td>
</tr>
<tr>
<td>4.1 <strong>DIFFERENTIATING</strong></td>
<td>(e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)</td>
</tr>
<tr>
<td>4.2 <strong>ORGANIZING</strong></td>
<td>(e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)</td>
</tr>
<tr>
<td>4.3 <strong>ATTRIBUTING</strong></td>
<td>(e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)</td>
</tr>
<tr>
<td>5. <strong>EVALUATE</strong>—Make judgments based on criteria and standards.</td>
<td></td>
</tr>
<tr>
<td>5.1 <strong>CHECKING</strong></td>
<td>(e.g., Determine whether a scientist’s conclusions follow from observed data)</td>
</tr>
<tr>
<td>5.2 <strong>CRITIQUING</strong></td>
<td>(e.g., Judge which of two methods is the best way to solve a given problem)</td>
</tr>
<tr>
<td>6. <strong>CREATE</strong>—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.</td>
<td></td>
</tr>
<tr>
<td>6.1 <strong>GENERATING</strong></td>
<td>(e.g., Generate hypotheses to account for an observed phenomenon)</td>
</tr>
<tr>
<td>6.2 <strong>PLANNING</strong></td>
<td>(e.g., Plan a research paper on a given historical topic)</td>
</tr>
<tr>
<td>6.3 <strong>PRODUCING</strong></td>
<td>(e.g., Build habitats for certain species for certain purposes)</td>
</tr>
</tbody>
</table>
Significant Learning in Higher Education?

The 5-minute University: Father Guido Sarducci, Saturday Night Live

Taxonomy of Significant Learning

From Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. L. Dee Fink
When Writing Student Learning Goals

- Indicate student responsibility
  - “Upon successful completion of this course, you will be able to . . .”

- Use concrete, specific language
  - Describe, Analyze, Argue, Solve, Create, Compare, etc.

- Avoid vague or passive language
  - Vague: “Know” and “understand”
  - Passive: “Students will be exposed to ...”
Sample Learning Goals

• Course: Western Civilization (required, 1st year students)
• By the end of the course, I would like students to be able to:
  • Identify and describe common historical events
  • More important, be able to use that information to understand, critique, and construct historical arguments
    A. Take a position on an issue
    B. Back the position with appropriate evidence
    C. Raise and answer counter arguments

Sample Learning Goals (cont.)

• Course: General Chemistry
• By the end of the course, I want my students to:
  • View science as questions that are constantly being reframed and investigated
  • Possess the chemical tools to build further knowledge
  • View chemistry problems as unique, requiring problem-solving skills
  • Be interested and confident enough to read and explore independently
Sample Learning Goals (cont.)

• Course: Integration in American Culture and Society
• Upon successful completion of this course, you will be able to:
  • Identify key themes and events in the history of integration in the US over the 19th and 20th Centuries
  • Explain how “integration” functions in a broad range of social and cultural settings
  • Recognize and describe how similar but distinct social and cultural integration challenges relate and differ from one another
  • Assess evidence and the general balance of equity and inequities in cultural products, historical events, and social and professional interactions, in and beyond the US

Activity: Articulate Your Learning Goals

• Using the taxonomies that were introduced and the lists of verbs (p. 6 & 11–13), write at least one major learning goal for a course you will be teaching
• Record learning goals on page 74

• Reminder:
  • Upon successful completion of this course, you will be able to
  • Use specific language
    • Describe, Analyze, Argue, Solve, Create, Compare, etc.
<table>
<thead>
<tr>
<th>Level of Taxonomy</th>
<th>Definition</th>
<th>Process Verbs</th>
<th>Assessments</th>
<th>Question Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
<td>Generating new ideas, products, or ways of viewing things</td>
<td>Act, Arrange, Assemble,</td>
<td>Advertisement, Poem</td>
<td>-Can you design a…to…?</td>
</tr>
<tr>
<td></td>
<td>Designing, constructing, planning, producing, inventing</td>
<td>Compose, Construct,</td>
<td>Blueprint, Cartoon,</td>
<td>-Can you see a possible solution to…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create, Design,</td>
<td>Collage, Film, Formula</td>
<td>-How would you devise your own way to…?</td>
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<tr>
<td></td>
<td></td>
<td>Develop, Devise,</td>
<td>Invention, New game</td>
<td>-What would happen if…?</td>
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<tr>
<td></td>
<td></td>
<td>Formulate, Generate,</td>
<td></td>
<td>-How many ways can you…?</td>
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<tr>
<td></td>
<td></td>
<td>Improve, Infer,</td>
<td></td>
<td>-Can you create new and unusual uses for…?</td>
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<td></td>
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<td>Invent, Imagine,</td>
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<td>Plan, Predict, Prepare</td>
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<td></td>
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<td>Revise, Show, Write</td>
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<tr>
<td><strong>Evaluating</strong></td>
<td>Justifying a decision or course of action</td>
<td>Argue, Assess, Choose,</td>
<td>Conclusion, Debate</td>
<td>-Is there a better solution to…?</td>
</tr>
<tr>
<td></td>
<td>Checking, hypothesizing, critiquing, experimenting, judging</td>
<td>Compare, Conclude,</td>
<td>Editorial, Investigation</td>
<td>-What do you think about…?</td>
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<td></td>
<td></td>
<td>Criticize, Debate,</td>
<td>Judgment, Opinion</td>
<td>-Do you think…is a good or bad thing?</td>
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<td></td>
<td>Decide, Defend</td>
<td></td>
<td>-How would you feel if…?</td>
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<td></td>
<td></td>
<td>-How effective are…?</td>
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<td></td>
<td>-What are the pros and cons of…?</td>
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<tr>
<td><strong>Analyzing</strong></td>
<td>Breaking information into parts to explore understandings and relationships</td>
<td>Calculate, Categorize,</td>
<td>Chart, Checklist,</td>
<td>-Which events could not have happened?</td>
</tr>
<tr>
<td></td>
<td>Comparing, organizing, deconstructing, interrogating, finding</td>
<td>Classify, Compare,</td>
<td>Database, Diagram</td>
<td>-How is …similar to …?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contrast, Diagram,</td>
<td>Graph, Illustration</td>
<td>-What are some other outcomes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differentiate, Discover,</td>
<td>Investigation</td>
<td>- Why did …occur?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examine, Distinguish,</td>
<td></td>
<td>-What was the problem with…?</td>
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<tr>
<td></td>
<td></td>
<td>Experiment, Group</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Interpret, Investigate,</td>
<td></td>
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<td></td>
<td></td>
<td>Order, Organize,</td>
<td></td>
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<td></td>
<td></td>
<td>Question, Relate,</td>
<td></td>
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<td></td>
<td></td>
<td>Research, Sequence,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Solve, Survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Revised Bloom’s Taxonomy Process Verbs, Assessments, and Questioning Strategies

<table>
<thead>
<tr>
<th>Level of Taxonomy</th>
<th>Definition</th>
<th>Process Verbs</th>
<th>Assessments</th>
<th>Question Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applying</strong></td>
<td>Using information in another familiar situation</td>
<td>Adapt, Apply, Calculate, Change, Compute, Demonstrate, Dramatize, Draw, Experiment, Illustrate</td>
<td>List, Make, Manipulate, Practice, Produce, Sequence, Show, Solve, Teach, Use</td>
<td>Demonstration, Diagram, Experiment, Illustration, Journal, Lesson, Map, Model</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Explaining ideas or concepts</td>
<td>Ask, Calculate, Convert, Describe, Discuss, Explain, Give examples, Identify, Locate</td>
<td>Observe, Recognize, Report, Research, Retell, Review, Summarize, Tell</td>
<td>Debate, Definition, Dramatization, Example, Explanation, Label, List</td>
</tr>
<tr>
<td><strong>Remembering</strong></td>
<td>Recalling information</td>
<td>Choose, Cite, Define, Describe, Give example, Group, Know, Label, List, Listen, Locate</td>
<td>Match, Memorize, Name, Quote, Recall, Recite, Record, Repeat, Select, Underline</td>
<td>Definition, Fact, Label, List, Quiz</td>
</tr>
</tbody>
</table>

From AACSB Assurance of Learning (AoL) 10.16.16 Notebook
## Fink’s Taxonomy Verbs for Learning Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Knowledge</td>
<td>Associate, Compare, Contrast, Describe, Define, Explain, Give example, Identify, Illustrate, Indicate, List, Name, Paraphrase, Recite, Recognize, Remember, Repeat, Restate, Tell</td>
</tr>
<tr>
<td>Application</td>
<td>Analyze, Assess, Critique, Calculate, Create, Coordinate, Demonstrate, Draw, Employ, Estimate, Give example, Illustrate, Imagine, Interpret, Judge, Locate, Make decisions, Manage, Measure, Operate, Perform, Prescribe, Record, Solve, Use</td>
</tr>
<tr>
<td>Integration</td>
<td>Associate, Blend, Combine, Compare, Connect, Contrast, Correlate, Differentiate, Integrate, Intermix, Join, Link, Relate, Synthesize, Unite</td>
</tr>
<tr>
<td>Human Dimensions</td>
<td>Acquire, Advise, Advocate, Behave, Communicate, Collaborate, Cooperate, Empathize, Express, Feel, Help, Influence, Initiate, Inspire, Interact, Involve, Lead, Mediate, Motivate, Negotiate, Nurture, Promote, Protect, Reconcile, Resolve, Reflect, Respect, Respond, Share, Support, Unite</td>
</tr>
<tr>
<td>Caring</td>
<td>Commit to, Decide to, Demonstrate, Develop, Discover, Explore, Express, Identify, Interpret, Pledge, Recognize, Value, Reflect, Renew, Revitalize, Share, State, Value</td>
</tr>
<tr>
<td>Learning to Learn</td>
<td>Analyze, Construct knowledge, Critique, Create a plan, Describe how to, Develop a learning plan, Identify resources, Identify your learning style, Identify needs, Inquire, Formulate Frame questions, Generalize knowledge, Predict performance, Reflect, Research, Self-assess. Self-regulate, Self-monitor, Set goals, Take responsibility, Transfer knowledge</td>
</tr>
</tbody>
</table>

Activity: Identify Best Teaching Strategies for Your Course

- Read page 15 of your handout
  - Make notes about how you might use the strategies
  - Write down any questions that arise
Ten Teaching Strategies Suggested by Research

1. **Have students write about and discuss what they are learning.**

   “Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting our answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.” (Chickering and Gamson, 1987, p. 3)

2. **Encourage faculty-student contact, in and out of class.**

   “Frequent interaction with faculty members is more strongly related to satisfaction with college than any other type of involvement, or, indeed, any other student or institutional characteristic.” (Astin, 1985, pp. 133-151)

3. **Get students working with one another on substantive tasks, in and out of class.**

   Students’ academic performance and satisfaction at college are tied closely to involvement with faculty and other students around substantive work. (Light, 1992, p. 18)

4. **Give prompt and frequent feedback to students about their progress.**

5. **Communicate appropriately high expectations.**

6. **Make standards and grading criteria explicit.**

7. **Help students to achieve those expectations and criteria.**

8. **Respect diverse talents and ways of learning.**

9. **Use problems, questions, or issues, not merely content coverage, as points of entry into the subject and as sources of motivation for sustained inquiry.**


10. **Make courses assignment-centered rather than merely text- and lecture-centered. Then focus on helping students successfully complete the assignments.**

Classroom Technology

- Computer
- Laptop hookup
- Projector, screen
- Touch panel controls
- Document camera

Support: 631-8778
The Assignment-Centered Course

• First, plan **major** assignments and exams that facilitate and test student learning
  • Review student learning goals
  • Identify the most effective assignment types
  • Insert the major assignments into the course calendar

Ask These Questions About Assignments

• Validity
  • Alignment with the learning goals
  • What are they called?
  • Consider the context in which students produce work

• Workload
  • Manageable in terms of number, type, length, and spacing?
  • Sometimes, “Less is More”

• What type of assignment is it?
Most of us spend little time thinking about how we learn; we just know that we do—and haven’t we been doing it for years anyway? When we do think about learning, we assume that everyone learns in a like manner. A common fallacy held by some university faculty is to assume that students learn in the same way they do. In practice, this assumption often degenerates to an unspoken feeling that “all good students think and learn like I do.” Consequently, students with different learning styles are often dismissed as either lacking intelligence or being non-cooperative (Harb 1995). This means that most courses are usually taught in the teacher’s learning style.

Educational psychologist David Kolb suggests a theory of experiential learning to provide a framework for examining some of the many ways in which people learn:

**Perceptions**
Concrete Experience: sensing/feeling
Abstract Conceptualization: thinking

**Processing Modes**
Reflective Observation: watching
Active Experimentation: doing

In the model below, these dimensions are presented in four quadrants. Within each quadrant are course activities (e.g., assignments) that can help facilitate learning within each of the dimensions. The learning activities shown in the oval below display passive activities in the center and progressively more active learning strategies toward the outer edge. Research suggests that students acquire more knowledge and retain it longer when more active learning strategies are employed (such as those at the outer perimeter of the oval). Teachers seeking to enhance their students’ learning should consider including in their courses a mixture of active strategies that appeal to diverse ways of learning.

**Bibliography**
Activity: Selecting Types of Major Assignments

- Identify types of assignments you might use.
- Think about the Kolb’s Learning Dimensions while selecting/designing assignments that will facilitate the deepest engagement.

The Text- and Lecture-Centered Course

Course: **History 101 – Western Civilization**

This course covers Western Civilization from 1500 through the Cold War

<table>
<thead>
<tr>
<th></th>
<th>1500 - 1800</th>
<th>9</th>
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<tbody>
<tr>
<td>2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>11 WWI, WWII, CW</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>12</td>
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<tr>
<td>5</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Industrial Revolution</td>
<td>14</td>
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<tr>
<td>7</td>
<td></td>
<td>15 Term Paper</td>
</tr>
<tr>
<td>8</td>
<td>Midterm</td>
<td>16 Final</td>
</tr>
</tbody>
</table>
Possible Result of Too Much Lecture?

Classroom Lecture Scene: Ferris Bueller’s Day Off

The Assignment-Centered Course

Course: History 101 – Western Civilization

By the end of the course I want students to:

1. Identify and describe common historical events
2. Use that information to understand, critique, and construct historical arguments
3. Out of class, revised argumentative essay on 1500 - 1800
4. Same, on Industrial Revolution
5. In-class argumentative essay on wars
Example Skeleton with Major Assignment(s)

Course: Biological Research (capstone for majors)
I want my students to use the scientific method for original research and to communicate their results with the scientific community

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15

Original Scientific experiment in scientific format, plus oral report

Example Skeleton with Major Assignment(s)

Course: Introduction to Sociology (Non-majors and Entry level to major)
I want my students to apply sociological perspectives to daily life

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11
12
13
14

Midterm exam (essay and objective test of info and concepts from lecture, textbook)

Final exam (same as midterm)

Term paper on an aspect of sociology
### Example Skeleton with Major Assignment(s)

**Course:** Business Management (Seniors)

I want my students to make business decisions using appropriate strategies

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2 Written Case</td>
<td>10 Written Case</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4 Written Case</td>
<td>12 Written Case</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>6 Written Case</td>
<td>14 Written Case</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>8 Written Case</td>
<td>16 Written Case</td>
</tr>
</tbody>
</table>

### Collaborative Editing

- Multiple people edit a document at one time
- Use Google Doc, wiki, Prezi, others
- Great for small groups
Student-Created Media

- “Expanding the concept of literacy” (E. Daley)
- Remix.ND.edu – alternatives to text
- Equipment checkout, Media Corps
- We can help!

Activity:
Add Major Assignments to your Course Skeleton

- Keeping in mind questions regarding Validity, Workload, and Type of Assignment (page 17), add your major assignment(s) to the course skeleton on page 74.
Increasing Student Engagement & Accountability

- Aspects of the Learning Process
  - First exposure
  - Process
  - Response
Basic Mode: Traditional Lecture Method

- Class
- Student(s) Alone
- Teacher Alone

Communication

First Exposure
Process
Response

Basic Mode: Interactive Method

- Class
- Student(s) Alone
- Teacher Alone

First Exposure
Process
Response
Traditional (Lecture) vs Interactive Method

<table>
<thead>
<tr>
<th>Model</th>
<th>In Class</th>
<th>Students’ Own Time</th>
<th>Instructor’s Own Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>First exposure</td>
<td>Process</td>
<td>Responses to all assignments</td>
</tr>
<tr>
<td>Interactive Method</td>
<td>Process; response to daily short assignments and guidance for longer assignments</td>
<td>First exposure</td>
<td>Response to selected assignments</td>
</tr>
</tbody>
</table>

Choices about first exposure (Walvoord & Anderson, 2010)

Examples

- Foundations of Theology; Neil Arner
  - Daily 1-page reading responses

- Business Law & Ethics; Brian Levey
Types of Activities According to Degree of Student Engagement

<table>
<thead>
<tr>
<th>Category</th>
<th>INTERACTIVE</th>
<th>CONSTRUCTIVE</th>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristic</td>
<td>Dialoguing</td>
<td>Generating</td>
<td>Manipulating</td>
<td>Receiving</td>
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<tr>
<td>Definition</td>
<td>Generating additional inferences</td>
<td>Generating new inferences or</td>
<td>Manipulating learning materials to focus attention</td>
<td>Merely paying attention to receive the learning material</td>
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<tr>
<td></td>
<td>and information via dialoguing with a peer</td>
<td>information beyond what is presented</td>
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<tr>
<td>Knowledge-change processes</td>
<td>Co-Inferring (taking turns, mutual benefit)</td>
<td>Inferring, connecting, comparing, reflecting</td>
<td></td>
<td>Storing isolated, encapsulated into</td>
</tr>
<tr>
<td>Expected cognitive outcomes</td>
<td>Co-Creating, inventing new products</td>
<td>Transferring to new contexts, interpret</td>
<td>Applying in similar contexts</td>
<td>Recalling verbatim in the identical context</td>
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<tr>
<td>Learning outcome</td>
<td>Deepest understanding</td>
<td>Deep understanding</td>
<td>Shallow understanding</td>
<td>Minimal understanding</td>
</tr>
<tr>
<td>Examples of learning activities</td>
<td>- Defend a position in a group</td>
<td>- Reflect out loud</td>
<td>- Take verbatim notes</td>
<td>- Listen to a lecture</td>
</tr>
<tr>
<td></td>
<td>- Ask and answer in pairs</td>
<td>- Summarize in new words</td>
<td>- Highlight key information</td>
<td>- Read an article</td>
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<tr>
<td></td>
<td>- Debate justification with a peer</td>
<td>- Compare to another video</td>
<td>- Pause or replay</td>
<td>- Watch a video</td>
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The Interactive Method: Student Involvement is the Key

- Increases time on task
- Makes students accountable
- Invests teacher time in the most difficult aspects of learning
- Enhances and expands student engagement
- Uses peers or TAs appropriately

Activity: Consider Time and Space

- Using the concepts from the interactive method and ICAP Framework, Write ideas for assignments/activities that will increase student engagement in and out of class
  - Be sure to think about how they will contribute to student accountability for preparation (for out of class)
- Compare your ideas with a neighbor
Building your course calendar: Outline steps to completion of the major assignment(s)

- For each step, decide:
  - What will students do that helps them learn well and succeed?
  - How much time will be required? When?
  - In class or out of class?
  - With whom?
  - Synchronous, asynchronous or both?
  - Which methods or tools?
    - Identify inherent advantages and disadvantages
# Learning, Design, & Technology Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics &amp; Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | 8/22 | No Class (online launch)  
Syllabus  
CBL Logistics |             |
| 2    | 8/29 | Community Building  
Guest Speaker: Annie Cahill |             |
| 3    | 9/5  | Blended Learning |             |
| 4    | 9/12 | How People Learn | Start Weekly Service |
| 5    | 9/19 | Learning Theory Presentation | Assignment #1 Learning Theory Presentation |
| 6    | 9/26 | Design Thinking Workshop |             |
| 7    | 10/3 | Introduction to Instructional Design: Learner/Needs/Problem Analysis | Journal & Discussion Participation (Self Evaluation) |
| 8    | 10/10 | Universal Design and Assistive Technologies  
Guest Speaker: Scott Howland, Sara Bea Disability Services |             |
|      | 10/15 - 10/23 Fall Break |             |             |
| 9    | 10/24 | Current Landscape of Ed Tech (Open Source Software, Webware, OLPC, Chromebook, etc.) |             |
| 10   | 10/31 | Design Activities & Instructor Formative Feedback Sessions | Assignment #3 - Course Project Part 1 |
| 11   | 11/7  | Associations & Standards; Studio Time |             |
| 12   | 11/14 | Reports and Future Trends; Studio Time & Peer Review | Assignment #4 - Journal & Discussion Participation (Peer Evaluation) |
| 13   | 11/21 | Assessment & Evaluation | Assignment #5 - Course Project Part 2 |
| 14   | 11/28 | Design-Based Research, Professions, Journals, and Conferences |             |
| 15   | 12/5  | CBL Presentations & Portfolio Workshop | Community-Based Learning Presentation |
| 12/14 | Final Exam 4:15-6:15pm in 204 DeBartolo Hall | Flipped Final Portfolio Showcase & Presentation |
Week 8: Universal Design and Accessibility (10/10-10/16)

3:30-4:15 Universal Design Group Activity
4:15-4:45 Guest Speaker, Scott Howland, Sara Bea Center for Disability Services

WEEKLY SERVICE
(by Friday 10/21 11:59pm)
2 hr minimum commitment
After break, the instructors would like to visit you at your site. Please confirm your placement day/location/time in Part 3 of the CBL Placement & Orientation Coordination

ASYNCH ONLINE CHECK IN
(by Sunday 10/24 11:59 pm)

[] Weekly Readings & Viewings
- “Choosing the Best Opportunity” (p. 7-17), “Ensuring Privacy & Protecting Student Data” (p. 31-33), and “Important Trends in the Education Landscape” (p. 61-65) from the Dept of Education Ed Tech Developer’s Guide 2015
- Watch the two About video and look around the website to get a feel of the OLPC project. Read the One Laptop Per Child wikipedia entry. Then find at least one relevant web link or video about 1 to 1 computing.

[] Weekly Online Journal & Discussion
(by Saturday 10/22 11:59pm)

- Prompt 1: After reading the Keeping Pace Report and Ed Tech Developer’s guide share some major takeaways and applications to your service site.
- Prompt 2: After reading about Open Source movement think about some of these questions: How familiar were you to the Open Source world before reading this article? Have you ever used open source software? What did you learn, what surprised you about open source?
- Prompt 3: What were you reactions to the OLPC initiative? Share what you learned about 1 to 1 computing and your resource (link or video)?

[] Weekly Discussion & Commenting
(by Sunday 10/23 11:59pm)
Provide at least 2 comments on your peers’ journals
Activity:
Steps to Completion of a Major Assignment

• For one of your major assignments, outline the steps that will lead to successful completion
• Use the area on page 73 or the Excel Template available from bit.ly/Sequence_blank
The Course Syllabus

- Answer the question before they ask
  - Communicate your expectations
  - Emphasize student responsibility
  - Don’t make assumptions
- Setting the Tone: The first class

Communicating Your Availability

- Schedule office hours that work for most students
- Spend office hours where students gather
- Schedule the first outside of class interaction
- Come early and stay late
- Use technology when appropriate
  - Manage expectations
- Other?
Possible Elements of a Syllabus – there is no one “right” format

• Contact Info for Instructor and TA
  o Office Hours and Location(s)
  o Communication – email, listserv, phone, etc.

• Course Description/Goals
  o Rationale / goals / aims / philosophy
  o Teaching and learning strategies
  o Assumptions and prerequisites

• Student Learning Goals
  o “By the end of the semester you will be able to:”

• Materials
  o Textbook(s) and/or readings
  o Web site or other technology
  o Supplementary materials and references
  o Support – tech help desk, tutoring, writing center, research assistance

• Schedule or Calendar
  o Assignment due dates
  o Exam dates
  o Course topics – content outline

• Requirements or Responsibilities
  o Participation
  o Group work
  o Major assignments
  o Work load – hours per week

• Policies
  o Attendance and tardiness
  o Cheating and plagiarism – honor code
  o Missed, late, or incomplete assignments or exams
  o Students with disabilities
  o Inclusiveness
  o Ground rules – conduct, respect, etc.
  o Technology excuses

• Grading Info
  o How grades are determined, including group work
  o Where and how grades are posted
  o Grading scale

• More
  o Contract – returned with a signature
  o “Subject to Change …” statement
Activity: Syllabus Development/Revision

• Using possible elements (page 34) and sample syllabi (pages 36-48), develop or consider modification of your syllabus
University of Notre Dame  
College of Arts and Letters  
Department of American Studies

Korey Garibaldi  
AMST 30102  
Fall Semester 2016  
Meeting Time: Tu/Th 3:30 – 4:45  
Meeting Place: O'Shaughnessy Hall 106  
kgaribal@nd.edu  
Office Hours:  
Tuesday and Thursday, 2-3  
1036 Flanner Hall  
Office Phone: 574-631-1254

INTEGRATION IN AMERICAN CULTURE AND SOCIETY

COURSE DESCRIPTION:  
This course examines how “integration” broadly defined (e.g., racial, ethnic, gender, sexual, and political) shaped American lives and national narratives between 1830 and the Civil Rights Acts of the 1960s. By bringing social and cultural “integration” to the center of U.S. history as analytical tools, as a class we will explore a broad range of debates, possibilities and limitations of inclusion and equity in American life. Given that most citizens of the U.S. were hindered or marked by some form of exclusion during the nineteenth and twentieth centuries, our readings, lectures, and discussions will balance assessments of successful moves toward inclusion with close attention to related failures and shortcomings (e.g. the Indian Removal Act of 1830, and Jim Crow segregation).

REQUIRED TEXTS:  
Colm Tóibín, Brooklyn (2009)  
All other course readings will be posted to our Sakai page under “Resources.” You should plan to print out all readings and bring them with you to class.

Assignments, Grading, and Procedures—

1. Throughout the semester students are to complete 3 short papers of 2-3 typed pages. With the exception of the first short paper, which has an assigned due date (September 14), the other two papers can be handed in on any day but only one paper can be handed in during a given week. Papers will be credited only if they treat the readings assigned for that week. You can consider these 3 papers as informal spaces where you can explore, assess critically, or freely address issues in our readings or class discussions. Use them as an incubator for your longer final paper, or simply as a space to present reactions, musings, questions, disappointments, etc. about the readings or the ways in which we have—or have not—been talking about the texts in our class discussions. However you proceed, close critical examination of the text (a sentence, an image) is the only beginning to insightful thinking. Instead of summing up our reading or offering a general impression of the text, the short papers ask you to hone in on a particular passage or precise moment in the text that interests, troubles, engages, frustrates, provokes, or mystifies you. Think of these short papers as “thought experiments” for generating compelling ideas. Definitive conclusions
are not the goal of these short papers. Instead, you might treat these short papers as initial drafts or meditations for your longer, more important essay.

2. A final paper (c. 10pp) comparing our readings from Colm Tóibín’s *Brooklyn* to two or more readings from class. You may choose an alternative but in that case you will be required to provide a bibliography and precise description to me by November 8.

3. Grades: Your final grade for the course will consist of the following components:
   - Attendance and Participation in Lecture and Discussion (10%)
   - Three Short Essays (20% each)
   - **Final Paper** (30%)

4. Participation:
   This is a crucial element of this course. Class cannot function without your input.
   An above-average grade for attendance and participation means a student has come to class regularly, and consistently demonstrates proof of preparedness by offering thoughtful ideas and substantively contributing to class discussions. Take an active part in class meetings! Many different voices circulate through the texts we’ll be reading, and to best understand these writings, we need many different voices to circulate (in harmony and contention, clarity and puzzlement) in our classroom.

   It goes without saying that you can’t participate fully if you’re not here. Attendance is mandatory. Missing more than 3 classes will result in your grade being lowered by a grade point (e.g. B to C). In case of a legitimate or unforeseen conflict that requires your absence from class—including athletic commitments—please email me in advance and provide adequate documentation upon your return.

**STUDENT LEARNING GOALS:**
Upon Successful completion of this course, you will be able to:
- Identify key themes and events in the history of integration in the U.S. over the 19th and 20th centuries.
- Explain how “integration” functions in a broad range of social and cultural settings.
- Recognize and describe how similar but distinct social and cultural integration challenges relate and differ from one another.
- Assess evidence and the general balance of equity and inequities in cultural products, historical events, and social and professional interactions, in and beyond the U.S.

Honor Code:
Notre Dame students are expected to abide by Academic Code of Honor Pledge: “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.” Please familiarize yourself with that code: see [http://honorcode.nd.edu/](http://honorcode.nd.edu/). So the graded work you do in this class must be your own. Violations include, but are not limited to, sharing quiz answers with others, changing your quiz grade or that of another student, and using books or notes while taking the quiz. As you study for quizzes and prepare for
essays, collaboration among students, including members of your Learning Group, is encouraged; but you should be guided by the principle of reciprocity generosity, with each student both giving and receiving aid. Further, in the case where you collaborate with other students make sure to fairly attribute their contribution to your project by citing that clearly in some appropriate other way. If you have any questions about what constitutes dishonesty, please see the Honor Code web page or ask me.

Accommodations: Documented Disability
If you require special accommodations, please obtain a letter or form that documents your disability. Present the letter to me at the beginning of the semester so we can confidentially discuss the accommodations you need. No later than five business days before an exam, you should remind me of any testing accommodations you will need. A few related guidelines:

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., DVDs or videos need captioning, online course readings are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations might be required for anything else.

Religious Holidays
Please notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, an assignment, or a project in order to observe a religious holiday, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

***

SCHEDULE OF READINGS

SECTION I: Toward a More Perfect Union

WEEK 1

* * *

Tuesday, August 23:
Introduction: Introductions and an Overview
How can we use “integration” as an analytical tool in this course? What aims and topics in this course relate to contemporary social and cultural problems?

Thursday, August 25:
Defining Integration
Meeting Times: Tuesdays & Thursdays, 2-3:15pm, 356 Fitzpatrick

Office Hours: My office is always open for you to stop by and ask questions and I am readily available via email (ahixon@nd.edu) and text (864-506-6515). I have set aside Mondays from 1:00 – 3:00 pm for course preparations and am available to address in-person questions during those times. You may also email me to set up an appointment. I will also hold virtual office hours from 8:30 – 9:30 pm on Wednesdays.

Teaching Assistants (TAs): There are four TAs assigned to this class: Tsuyoshi Kohlgruber (tkohlgru@nd.edu), Rebecca Carter (rcarter6@nd.edu), Nicole Moore (nmoore2@nd.edu), and Meena Said (msaid@nd.edu). Tsuyoshi and Nikki will hold office hours from 1:00 – 1:45 pm and 3:15 – 4:00 pm on Tuesdays.

Learning Goals: After successful completion of the course, you will be able to:

- Predict the major and minor chemical species that exist in natural waters when given a set of field conditions, a speciation diagram, and/or a Pourbaix diagram.
- Quantitatively determine the equilibrium speciation of metals when given initial conditions and predict how speciation changes with the addition of organic ligands, a solid phase, and carbon dioxide.
- Identify major redox-active elements and explain the role of redox chemistry in the environment.
- Describe the current state of radioactive waste treatment and disposal in the U.S.
- Describe the major factors leading to thermal stratification and eutrophication in lakes.
- Communicate major chemical processes and their environmental impact to the public.
- Formulate a plan to address the water quality issues facing the country of Bangladesh that addresses the concerns of villagers, geologists, and water consultants.

Format: This course is divided into four (4) case studies. While most class periods will be dedicated to introducing the case studies and discussing relevant scientific concepts, there will be 1.5 class periods for each case study dedicated to student presentations on topics dealing with key processes for contaminants in natural systems. When you are not giving a presentation, come prepared to participate by asking good questions and contributing ideas. You are also responsible for evaluating the presentations of your classmates.

Grading: Writing assignments and presentations are due to the Sakai Drop Box by 8am on the due date listed in the syllabus. Late assignments will be marked 10% off for each day they are late.

<table>
<thead>
<tr>
<th>Writing assignments (3)</th>
<th>30%</th>
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<tbody>
<tr>
<td>Presentations (1)</td>
<td>10%</td>
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<tr>
<td>Quizzes (6)</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Participation / Attendance</td>
<td>5%</td>
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Course Materials: Course notes and supplementary materials are important components of the course. There is no required text. As you prepare for class discussions, writing assignments, and presentations, you will make use of the peer-reviewed literature available through the library website (library.nd.edu).

Sakai: Course information, including this syllabus, assignments, and links to additional information will be posted on Sakai. If you are having trouble with Sakai, let me know.

Writing Assignments: Over the course of the semester, you will prepare three (3), 3-5 page writing assignments (see assignment grid). For each case study you are given the choice of three types of writing: a pre-proposal, a progress report, or a public meeting. Details of what is expected for each type of assignment will be discussed in class and posted on Sakai. Your selections must result in doing all three types of writing.

Presentations: You will give one, 10 minute PowerPoint presentation on a topic of your choice related to the case study you are assigned (see assignment grid). In order for slide handouts to be available for each class member, you must submit your presentation to the Sakai Drop Box by 8am the day of your presentation. See Sakai for more details about lecture topics, organization, etc.

Quizzes: Quizzes will be administered on a biweekly basis (see due dates) at the beginning of class and will be closed book. To help you prepare for them, non-graded practice problems will be posted on Sakai.

Exams: Two exams will be given during the semester and their content will be similar to that of the quizzes and Sakai practice problems. They will occur during class and will be closed book. To help you prepare for each exam, a list of learning objectives for each case study will be posted on Sakai and Tsuyoshi will hold a dedicated review session.

Technology Statement: This course relies heavily on access to computers and the Internet. At some point during the semester you will have a problem with technology: your laptop will crash, a file will become corrupted, a server will go down, or something else will occur. These are facts of life, not emergencies. Technology problems will not be accepted as excuses for unfinished or late work. Protect yourself by planning ahead and starting early, saving work often, and ensuring that virus and malware software is installed and updated.

Honor Code: Upon entering Notre Dame, you were required to study the on-line edition of the Academic Code of Honor, to pass a quiz on it, and to sign a pledge to abide by it. The full Code and a Student Guide to the Academic code of Honor are available at http://honorcode.nd.edu. The honor code reminds our community of our shared purpose both within the institute of academia and as members of a broader humanity. Perhaps the most fundamental sentence is the beginning of section IV-B: “The pledge to uphold the Academic Code of Honor includes an understanding that a student’s submitted work, graded or ungraded—examinations, draft copies, papers, homework assignments, extra credit work, etc.—must be his or her own.” Any questions regarding academic integrity, particularly regarding assignments in this course, should be directed to myself or any of the TAs.

Disabilities: Any student who has a documented disability and is registered with Disability Services should speak with me as soon as possible regarding accommodations. More information can be found at http://disabilityservices.nd.edu.
Honors Humanities Seminar  
Great Works of Literature and Culture from Dante to Woody Allen  
Spring 2017

Mark W. Roche  
ALHN13951 - 10

Logistical Information

Class: Monday and Wednesday afternoons from 12:30 to 1:45 in 338 O’Shaughnessy Hall

Office: 349 Decio Hall.

Office Hours: Mondays from 2:00 to 3:30 and Wednesdays from 3:00 to 4:30 as well as by appointment. Impromptu meetings can also often be arranged before or after class.

Phone: (574) 631-8142 (office); (574) 302-1813 (cell).

E-mail: mroche@nd.edu; Web: http://mroche.nd.edu/

Course Description

What makes the enduring works of the Western and the Christian traditions great? What fascinating questions do their works address, and what makes their works aesthetically appealing? How have they captured the imagination of audiences for generations? What in those works is universal and what is historically contingent? Can we learn from both aspects? What do such works have to tell us today?

In the fall semester of this year-long seminar we read and discussed some of the most interesting and enduring literary figures, philosophers, and theologians from the classical and medieval world. In the spring we continue with a selection of great and fascinating works, primarily from the early modern period to the present.

Among the many great questions that will engage us, here is just a sampling. You will be adding many more of your own questions and reformulating the few examples below:

What distinguishes the modern era and what are its greatest strengths and weaknesses?  
What is our descriptive and normative understanding of humanity?  
What triggers identity crises and how does one best deal with them?  
How are identity crises related to historical developments?  
What makes a literary or philosophical work great?  
How do cinematic techniques—from camera angles and chiaroscuro to editing and sound—convey suspense and drama as well as engage and advance philosophical issues?
What is the relation of morals and politics?
What exactly is evil, and how does it shield and reveal itself?
Why is evil so fascinating to us and so difficult to combat?
What does science explain and what does it not explain?
What various kinds of rationality exist?
What are the defining characteristics of comedy?
Why do we laugh?
What is the hidden purpose and theory behind the use of humor in a serious work?
What is the role of the ugly in expanding our sense of aesthetic value?
What roles does Christianity still play in modern art?
What role does suffering play in our understanding of humanity?
What is the relationship of art and life?
What is at stake when one knows the truth but cannot speak of it or cannot persuade others?
What is the connection between ambiguity and aesthetic value?
How might we decide which, if any, of the world’s religions are true?
What are the greatest skeptical challenges to belief in, and a coherent concept of, God?
What is the role of doubt in a developing faith?

**Principles of Student Learning**

The course will be organized in accordance with several common-sense pedagogical principles, most of which were embodied already by Socrates and which have been given empirical verification in our age:

- **Active Learning**: Students are not passive minds into whose heads content is to be poured. Students learn by becoming involved, asking questions, engaging in discussions, solving problems, defending positions, writing and rewriting papers, in short, by energetically devoting themselves to the learning process. Educators speak of active or student-centered learning. Students learn most effectively when they are actively engaged, not simply listening or absorbing material. In fact simply taking an exam, even when you perform poorly, helps you to learn the material. Accordingly, this course will be student-centered, with considerable focus on student-student discussion, written contributions to a peer sounding board, paper topics chosen by students, and one-on-one oral examinations. When you have the opportunity to help teach a work, you will see that your learning is deepened.

- **Peer Learning**: Students learn greatly from their peers. You are influenced by the people with whom you spend your time, for good or for ill. Who among your friends awakens your most noble intellectual passions and helps you become a better interlocutor and person? The research shows that the student’s peer group is the single greatest source of influence on cognitive and affective development in college. We will enjoy many student-student discussions in which the teacher simply plays a guiding role. You are also encouraged to discuss our various texts and questions with one another and with others beyond the classroom.
Existential Engagement: Students learn more when they are existentially engaged in the subject, when they care about the questions under discussion and recognize their significance. If you volunteer in a soup kitchen, your course on the economics of poverty takes on a different meaning. If you spend a semester in Berlin, German history and politics become far more important to you. To that end and because of their intrinsic value, we will read these works not only to understand them in their own context, as interesting as that is, but also to ask, to what extent they speak to us today. Can we learn not only about these works, but also from them? That means relating these works to your past experiences, daily lives, and future aspirations, without falling into a purely subjective interpretation of the meaning.

Intrinsic Motivation: Motivation plays a large role in learning. The best learning comes not from external motivation, seeking external approbation and praise, but from intrinsic motivation, from identification with a vision of wanting to learn.

High Expectations and Feedback: Students learn the most when their teachers have high academic expectations of them and when students receive helpful feedback that supports them in their quest to meet those high expectations. To know what you don’t know is to help focus your learning. A combination of being challenged and being supported helps learning immensely. You can be sure that if the coach of an athletic team is nonchalant about physical fitness, discipline, timing, teamwork, and the like, the team will not win many games. So, too, an easy A will not help you in the long run, as you interview for highly competitive postgraduate fellowships or positions at the best graduate schools or with the leading firms. The best way to learn is to shoot very high and to recognize what might still be needed to meet those high aspirations. Detailed feedback and discriminating grades are ways of pointing out strengths and weaknesses to students, challenging them to stretch, so that they are not lulled into thinking that their current capacities cannot be improved, and they needn’t learn more.

Effortful Learning: Many think that easier paths to learning make for better learning. In truth, the evidence shows that easier learning is often superficial and quickly forgotten, whereas effortful learning leads to deeper and more durable learning as well as greater mastery and better applications. For example, trying to solve a problem before being taught a solution leads to better learning. Hard learning, making mistakes and correcting them, is not wasted effort but important work; it improves your intelligence. Striving to surpass your current abilities and experiencing setbacks are part of true learning, which, unlike superficial learning, develops and changes the brain, building new connections and increasing intellectual capacities. For better learning, difficulties are desirable: the harder the effort, the greater the benefit. For example, instead of simply reviewing notes on our readings, you might reflect on the reading: What are the key ideas? What ideas are new to me? How would I explain them to someone else? How does what I read relate to what I already know? What questions do I have? What arguments speak for and against a given position?
• **Breadth of Context**: If you put what you are learning into a larger context and connect it with what you already know and are learning in your other courses, your learning will be deeper and more stable. If you can connect a story, an idea, or a principle as you uncover it to other stories, ideas, and principles or to what you yourself think, then the stories, ideas, and principles will more likely resonate for you in the future. In our class, seeing connections across works as well as seeing connections between our discussions and works in other classes as well as your own life will help give you that larger context. The more you know, the more you can learn. Ask yourself, what larger lessons can be drawn from what I am exploring.

• **Faculty-Student Contact.** The greatest predictor of student satisfaction with college is frequent interaction with faculty members. Students are more motivated, more committed, and more involved and seem to learn more when they have a connection to faculty members. So take advantage of opportunities to connect with your teachers. Drop in during my office hours (come when you have a need or a question or simply when you would like to chat). Take advantage as well of other opportunities we will find for informal conversations. And don’t hesitate to ask for help.

• **Meaningful Investment of Time**: Students who major in disciplines that are less demanding of students’ time tend to make fewer cognitive gains in college. Everyone who wants to learn a complex and demanding subject must make a substantial effort. Learning occurs not only during class time. It derives also from the investment you make in learning, the quality of the time you spend reading, thinking, writing, and speaking with others outside of class. For this three-credit honors seminar you will want to spend more than six hours per week preparing. An advantage you have in this course is that the works are challenging and fun, so your study can be work and pleasure simultaneously.

• **Diversity**: Another learning principle is diversity. When you discover that your roommate is Muslim, you suddenly become more curious about Islam. That is not especially likely at Notre Dame, so we need to cultivate intellectual diversity, engaging works from other cultures and in languages other than English, even if our access to them in this particular class is via translation. We want to hear different perspectives from one another, even the most unusual, since thinking outside the box can help us see more clearly. Do not be shy about asking off-the-wall questions or making unusual comments. And don’t let contrary views bother you emotionally. All such contributions can be useful, as the process of discovering truth involves listening to various perspectives. In addition, many of the works we will study introduce us to radically different world-views from our own, but precisely in their difference, they may provide interesting antidotes to some of the cliches of the present.

• **Self-Reflection**: Students learn more when they are aware of how they best learn (so that they can focus their energies), what they most lack, and how they can learn more. How can I become a better student? How can I learn to guide myself? We may occasionally
have meta-discussions in which we reflect on our discussion at a higher level. Around
what central interpretive question did the debate we were just having revolve? Why did
we relinquish one interpretation and adopt another? How would we describe the evidence
that spoke for and against the various positions? Why was today’s discussion particularly
successful or less successful? What is helping us learn? The latter question underscores
why I have just placed these principles before you.

Learning Goals

1) Engagement with Great Works and Great Questions: Students will gain insight into a selection
of classical works. Students will grow in their appreciation of the value of reading great works
and asking great questions as part of a life-long process of continual learning. In so doing, they
will cultivate their enjoyment of the life of the mind, building resources for the continued
development of their inner world, and they will learn to value complexity and ambiguity. In
relating to these works and questions in a personal way, they will also recognize a strong
relationship between their academic work and personal lives.

2) Cultural Literacy: Students will become familiar with a selection of the most influential
literary and cultural works of the Western tradition. This will enhance their intellectual resources
and help them to become more adept in their encounters with others, who might take knowledge
of various authors and works for granted. That is, students will increase their exposure to the
kinds of works one says that every educated person should have encountered and which have
been part of most well-educated persons’ repertoire across the ages. This knowledge will also
allow them to make greater sense of the intellectual-historical patterns and resources that have
contributed to our current debates and questions. Besides engaging works, students will gain an
enhanced set of categories and related vocabulary to understand, analyze, and interpret literary as
well as other cultural works.

3) Hermeneutic Capacities: Students will improve their skills in interpreting, analyzing, and
evaluating philosophical, literary, and cultural works. They will continue to develop their
capacity to ask pertinent and interesting questions and, applying the value of prolepsis, to argue
for and against various interpretations. They will recognize the extent to which the parts and
 wholes of great works relate to one another.

4) Formal Skills: Students will advance in their articulate and precise mastery of the English
language, both spoken and written, and they will improve their basic communication skills
insofar as they accompany the organization and communication of their thoughts. Students will
improve their capacities to formulate clear questions, to listen carefully and attentively, to
explore ideas through dialogue, to argue for and against differing positions, and to express their
thoughts eloquently and persuasively.

5) Intellectual Virtues: In developing their capacities for processing difficult materials, engaging
in empathetic and thoughtful listening, and developing their own ideas in engagement with
others, students will develop various intellectual virtues essential to a flourishing community of
learning--virtues such as temperance, modesty, justice, intellectual hospitality, diplomacy, courage, honesty, perseverance, patience, curiosity, and wonder.

**Student Contributions to Learning and Assessment Guidelines**

1) **Class Contribution:** 20%

Students will be expected to contribute regularly to discussion and to adopt various informal facilitative roles during the semester. Class contribution is not equivalent with the quantity of class participation; instead both quantity and quality will be considered. Because student learning is aided by active student participation in the classroom, students will want to prepare well and contribute regularly and meaningfully to discussions.

2) **Regular Assignments:** 20%

In advance of every class, you will submit an entry, observation, analytical point, or question, to our online discussion group (via the forums listed under Sakai). These need not be especially long; indeed they should not exceed 275 words at the upper limit. A few sentences or a short paragraph will be fine; more words are not always better. You might respond to a study question, comment on a particular passage, address a formal or literary element, discuss an observation from another student, relate a relevant personal experience, or ask a question or set of questions that would be productive for the Sakai discussion or our classroom discussion. (Asking good questions is a very important skill.) All responses must be submitted no later than six hours before class time, so Monday mornings by 6:30 and Wednesday mornings by 6:30. If you do not post by the deadline but do post before class, you must, if you wish to receive any credit, send your post not only to Sakai but also to my e-mail. It is unlikely that I will check Sakai after the deadline.

There will be no form posts for Freud, as that class will be conducted as a debate, and you want to guard your best arguments, at least temporarily. You are excused from any one forum post of your choosing. Some of you may already have chosen Dante I for this option.

Along with your entries to the group discussion, you may be asked to submit a small number of written assignments directly to me.

3) **Papers:** 45%.

In addition to your informal writing, you will submit one paper of approximately 5 pages (papers may not exceed 7 pages without prior permission). After that, students have two choices: they may write two more papers of 5-7 pages, or they may write one longer paper of 10-14 pages. The due dates for students writing three papers are February 23, April 4, and May 4. The due dates for those writing only two papers are February 23 and May 4; these are listed again on the calendar below. All papers are due via email by 8:00 in the morning.
This course provides an overview of biological anthropology, using the evolution of *Homo sapiens sapiens* as a model for discussing the myriad of topics within the subdiscipline. We will survey how the field synthesizes the biological & cultural processes at work in shaping human adaptation, past & present.

As part of the University’s Green Initiative, all readings for the class are available on Concourse, as are all PowerPoint lectures and handouts. Your grades will likewise appear on Concourse as materials are completed.

The topics below usually cover several class periods. Dates are not specifically assigned per topic, to permit you to guide the depth of discussion. However, exam dates are set and will encompass the material covered up to that point. These dates will not change.

### COURSE OBJECTIVES

- using primate evolution to *Homo sapiens sapiens* as a model to explore the subfields of biological anthropology;
- exploration of our evolution by means of natural selection using a form/function/adaptation approach;
- learning how to build models to understand our evolution, and our place in the natural world;
- review of major hominin fossil finds;
- development of a critical approach to the analysis of anthropology in the professional and popular press.

All required readings appear together in Concourse, in a folder using the headings listed below. The articles provide a mix of material from the popular press (*Scientific American, Discover, etc.*) and professional literature (*Science, American Journal of Physical Anthropology, etc.*). The “extras” folders are readings with further information for those interested in the topic (historic pieces, recent publications, articles you identify during the semester). You will not be responsible for these ‘extras’ on your exams.
There will be two quizzes, at the start and end of the semester.

• **Quiz 1** (Aug 31st) -- This will cover the main points of the syllabus to ensure you’ve read this document and understand the parameters of the course. We will spend the first day of class going over this material, the lecture pdf is available on Concourse (as is this handout). Pay particular attention to the information in bold font. You will also be provided a form to list your final exam schedule and any conflicts with this class’s posted final.

• **Quiz 2** (Dec 7th) -- The second quiz will be on the last day of class and will address the course objectives. You will be asked to provide two examples from class that illustrate each objective (yes, I just gave you the quiz questions ;-)

**CLASS PARTICIPATION**

The exams (2 hourly & 1 comprehensive final will count for 20%, 20% and 25% (respectively) of your grade.

**GRADES**

Your grade will be composed of the following:

• In-class activities ................................................................. 25%
  - Bi-weekly article reviews (10 pts each + 1 pt extra)
  - Article presentations (5 pts each)
  - Movie Questions (10 pts each)
  - Quizes (10 pts each)

• Exams ................................................................................ 65%
  - Exams 1 & 2 (20% each)
  - Final (25%)

• Class Participation .................................................................. 10%

I use a standard distribution for all assignments and final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92% or more</td>
</tr>
<tr>
<td>A-</td>
<td>90%-91.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88%-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>832%-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-81.9%</td>
</tr>
<tr>
<td>C</td>
<td>72%-77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-71.9%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% or less</td>
</tr>
</tbody>
</table>

**Remember: grades are not given by me, they are earned by you **

To help you learn the material, all lectures are posted on Concourse prior to class or immediately following the lecture. In addition, I hold regular office hours twice a week and by appointment – so if something is unclear or if you would like to talk about a topic in more detail than we can cover in class, feel free to stop by my office. I have office hours in my lab (Reyneirs – which is admittedly a bit of a hike), as well as my office (Flanner).

While I will not play “Let’s Make a Deal” regarding grades, I am happy to clarify grading issues and/or explain an answer to a test question.

Grading and Responding to Student Work

• Grading
  • Should I grade on achievement? Improvement? Effort?
  • Should I curve grades or not? Scale them?
  • What do letter grades mean?

• Responding
  • The response occurs IN class when possible
  • Be efficient and effective when outside of class response is necessary
Effective Feedback?

• Walvoord - Research

Efficient and Effective Feedback and Grading

• Use what the students know
• Don’t waste time on careless student work
• Address fundamental concerns first
• Use comments only for teachable moments
• Use only as many grading levels as you really need
• Limit the basis for grading
• Delegate the work – peer feedback
• Use technology to save time and enhance results

From Ch. 7 of Effective Grading, Walvoord & Anderson (2010)
Undergraduate Grade Definitions

The Undergraduate Studies Committee of Academic Council developed descriptions of undergraduate letter grades at the University of Notre Dame. Its goal was to develop criteria that would be sufficiently broad to enable application across the University’s colleges and schools as well as develop guidelines appropriate for local application. The Council endorsed the adoption of the descriptions, and they are now included in the Faculty Handbook as part of the Academic Code.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Description</th>
<th>Explanatory Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Truly Exceptional</td>
<td>Work meets or exceeds the highest expectations for the course</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>Outstanding</td>
<td>Superior work in <em>all</em> areas of the course</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>Very Good</td>
<td>Superior work in <em>most</em> areas of the course</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Good</td>
<td>Solid work across the board</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>More than Acceptable</td>
<td>More than acceptable, but falls short of solid work</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>Acceptable: Meets <em>All</em> Basic Standards</td>
<td>Work meets all of the basic requirements and standards for the course</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>Acceptable: Meets <em>Most</em> Basic Standards</td>
<td>Work meets most of the basic requirements and standards in several areas</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>Acceptable: Meets <em>Some</em> Basic Standards</td>
<td>While acceptable, work falls short of meeting basic standards in several areas</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Minimally Passing</td>
<td>Work just over the threshold of acceptability</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>Failing</td>
<td>Unacceptable performance</td>
</tr>
</tbody>
</table>

These “descriptions” and “explanatory comments” are intended to be sufficiently general to apply across the University, but obviously have to be “applied” in manners specific to each department.
Designing and Using Grading Rubrics

• Overview
Grading Rubrics

- “A printed set of guidelines that distinguishes performances or products of different quality.” (Wiggins)

- “Divide an assignment into its component parts and provide a detailed description of what constitutes acceptable ...performance for each of those parts.” (Stevens and Levi)

- “Makes public key criteria that students can use in developing, revising, and judging their own work.” (Huba and Freed)

Why Use Grading Rubrics?

- Efficiency
- Transparency
- Objectivity
- Reliability
- Self-Assessment
- Creativity
Holistic Rubric

- Assesses product as a whole
- Consists of a single scale (e.g. score from 1-5)
- All criteria considered together

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Evidence that students read/viewed materials; clear reference to assigned readings and viewings; students show thoughtful attempt at understanding topics, relating topics to personal experiences, connections to other courses, or prior knowledge of the topic. Student meets or exceeds 200 word count.</td>
</tr>
<tr>
<td>2</td>
<td>Submission on time but little evidence that students read/viewed coursework; no clear reference to readings and viewings; or little evidence that students thought about topic before submitting work. Student does not meet 200 word count.</td>
</tr>
<tr>
<td>1</td>
<td>No submission or late submission</td>
</tr>
</tbody>
</table>

Analytic Rubric

- ROWS: Criteria to be rated - [nouns]
- COLUMNS: Levels of achievement - [adjectives]
- CELLS: Descriptions of mastery - [verbs]
- May assign point value to each level [numbers]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1 (outstanding)</th>
<th>Level 2 (good)</th>
<th>Level 3 (poor)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Description (3)</td>
<td>Description (2)</td>
<td>Description (1)</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Description (2)</td>
<td>Description (1)</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Description (3)</td>
<td>Description (2)</td>
<td>Description (1)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
Sample Rubrics

Activity: Design Your Own Rubric

- See the activity goals on page 61
- See the suggested language on page 62
- Using the rubric worksheet on page 71, begin creating a rubric for a major assignment
## Oral Presentation Rubric

### Presenter's Name: ______________________ Date: __________

**Total Score: _______**

<table>
<thead>
<tr>
<th></th>
<th>Distinguished</th>
<th>Intermediate</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volume</strong></td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Presenter is easy to hear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience is able to hear as a whole, but there are times when volume is not quite adequate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenter is difficult to hear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rates</strong></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Rates of speech are appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker may at times seem like s/he is rushing or exaggerating pauses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rates of speaking are too slow or too fast.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mannerisms</strong></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Presentation involves audience, allowing time for audience to think and respond.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience is involved but inadequate processing or response time is provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker does not involve audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker loses train of thought, does not stay with the the proposed outline, or connections are attempted but not made clear for the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Information is complete and accurate. Clear evidence of research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research component is less evident than in distinguished category or resources are present but less than adequate for assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Details and examples are lacking or not well chosen for the topic or audience. Lacks evidence of research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Aids/Handouts</strong></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Visual aids are well done and are used to make presentation more interesting and meaningful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals are adequate but do not inspire engagement with the material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little or poor use of visual materials. No handouts provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Appropriate length. Clear summary is provided. Audience is involved in synthesizing the information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time is appropriately used, but may run slightly over or under allotted time and/or information is not tied together or conclusion is inadequate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation lacks conclusion and/or time is not appropriately used.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

*Bresciani and Bowman, 2002*
A Grading Rubric for English Essays

An Excellent Essay — addresses the assignment; has a clearly articulated, original thesis and an easily identifiable structure; is believable, persuasive, and insightful; is amply developed; stays right on topic; makes excellent use of evidence to support the author’s claims; cites concrete, relevant examples; is characterized by precision and accuracy; bristles with energy; demonstrates a solid command of the topic; involves detailed close reading; uses a clever or intriguing title; is superbly well written; is lean and economical, with not a word out of place; and has no mechanical or grammatical weaknesses and no typos. A really excellent essay teaches me something and makes me want to keep reading!

A Good Essay — addresses the assignment and has good ideas but may drift momentarily from the main topic and becomes diffuse (but only momentarily); may not fully develop its best ideas; relies more heavily on summary than on analysis and close reading; has minor problems maintaining clarity and focus; uses generally strong evidence to support the argument, but the logic may falter in one or two places; lacks significant insight and originality; has good sentence structure and is mechanically sound with perhaps a few exceptions; may lapse back into the old funnel-shaped essay structure at the end and restate half of the opening paragraph in the closing paragraph. This is a competent but uninspired essay.

A Not-So-Good Essay — is not well organized and has trouble addressing the assignment but still works in the direction of a thesis; offers nothing new; makes claims without offering support; is unclear; does not integrate quotations seamlessly and grammatically into the surrounding sentences, and inserts quotations without analysis or explanation of context; reads suspiciously like a hurried first draft cranked out the night before it was due; is indistinguishable from about half of the other essays submitted for this assignment.

An Even Weaker Essay — has no identifiable thesis and therefore does not adequately satisfy the assignment; is incoherent and logically simplistic; is consistently marred by weaknesses and errors in sentence structure, grammar, and spelling; offers little to no evidence to support its claims; never once quotes from the text under discussion; does not reach the minimum page requirement for the assignment. In an essay at this level of the scale the intellectual and creative content of the paper is submerged beneath the overwhelming problems in presentation.

An Unacceptable Essay — demonstrates no real effort to address the assignment, or an inability to grasp the assignment, and is very difficult to understand; may plagiarize.

Some additional factors:

• A truly clever, witty, inventive essay that in other respects is not of sterling quality may receive a small boost.

• The grading scale for a course needs to be weighted to make allowances for students who occasionally slip. The semester course grade should fairly reflect the student’s performance, but it shouldn’t be too heavily based on a single foul-up.
# Academic Poster Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>Exceeds Expectations</th>
<th>Meets Requirements</th>
<th>Inadequate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive topic statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of key concepts and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection on experience/lessons learned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conciseness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling and accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images – clarity and appropriateness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and logical flow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfort/confidence in explaining</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy/connection to visitors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional appearance and demeanor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Design</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General attractiveness/appeal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readability of text (size, font, color)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill/neatness/attention to detail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance and spacing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual’s interactions within the team. The final product of the team’s work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.
**Teamwork VALUE Rubric**

**Definition**
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>4</th>
<th>Milestones</th>
<th>2</th>
<th>Benchmark</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributes to Team Meetings</strong></td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
<td>Offers new suggestions to advance the work of the group.</td>
<td>Shares ideas but does not advance the work of the group.</td>
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<tr>
<td><strong>Facilitates the Contributions of Team Members</strong></td>
<td>Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.</td>
<td>Engages team members by taking turns and listening to others without interrupting.</td>
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<tr>
<td><strong>Individual Contributions Outside of Team Meetings</strong></td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.</td>
<td>Completes all assigned tasks by deadline; work accomplished advances the project.</td>
<td>Completes all assigned tasks by deadline.</td>
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<tr>
<td><strong>Fosters Constructive Team Climate</strong></td>
<td>Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</td>
<td>Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</td>
<td>Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</td>
<td>Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</td>
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<tr>
<td><strong>Responds to Conflict</strong></td>
<td>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.</td>
<td>Identifies and acknowledges conflict and stays engaged with it.</td>
<td>Redirecting focus toward common ground, toward task at hand (away from conflict).</td>
<td>Passively accepts alternate viewpoints/ideas/opinions.</td>
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</table>

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*For more information, please contact value@aacu.org*
Rubric activity goals

- Make grading more **objective** and **consistent**
- (Eventually) reduce the **time** you spend evaluating student work.
- Help learners **judge their own work** (or others’) more thoughtfully
- List criteria for "**what counts**"
- Write **observable** learning outcomes – short and simple
- Focus each item on a different skill
- Describe levels of quality (standards) for each
- Avoid comparative language; find descriptors unique to each level
- **Optional** - indicate relative importance (weight), to make scoring simpler
- Fit everything onto one sheet of paper

Good practices when using a rubric

1. Share the rubric with students as soon as you announce the assignment.
2. Encourage (require?) students to use the rubric to evaluate their own work.
3. After each use, re-evaluate components, standards, or scoring.
4. Ask students for feedback on the rubric.
Suggested language for rubrics

<table>
<thead>
<tr>
<th>Term</th>
<th>Descriptive Language</th>
<th>Excellent</th>
<th>Advanced</th>
<th>Exemplary</th>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Intermediate</th>
<th>Developing</th>
<th>Novice</th>
<th>Unacceptable</th>
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</table>
Kaneb Center Programs/Resources for Faculty

- Consultation
- Workshops
- Assessment of learning outcomes for courses or programs
- Learning Technology Lab (350 DeBartolo Hall)
- Integrative & engaged learning with ePortfolios
- Library (353 DeBartolo Hall)
- Reading Groups
- Joe & Gina Prochaska Family Endowment for Excellence
- Faculty Fellows
- Lounge (350 DeBartolo Hall)
# Graduate School Professional Development Activities Checklist

## Department and Discipline
- Read the key literature in your field
- Meet departmental milestones

## Research
- Apply for grants and fellowships
- Participate in academic writing workshops

## Teaching
- Attend Kaneb Center workshops
- Visit Kaneb Center web site for updates and announcements

## Career
- Identify transferable skills
- Attend job talks, lectures and seminars in your department
- Build your CV or Resume

## Ethics
- Reflect on the ethical dimensions related to your research
- Attend ethics and compliance lectures
- Attend Ethics Cafes

### All Stages

#### Early Stage
- (coursework; pre-doctoral)
  - Learn about programs and resources
  - Synch to the professional development calendar
  - Develop a strategic plan with your academic adviser
  - Meet with your subject librarian
  - Develop a network of faculty and advanced graduate students within your department

#### Mid Stage
- (master’s research; candidacy exams)
  - Assess your strategic plan
  - Pursue leadership and service options (e.g., GSU)
  - Join professional organizations and build your external network

#### Late Stage
- (dissertation; job search)
  - Request references and identify job opportunities
  - Write and practice your job talk
  - Attend a dissertation defense
  - Report placement to Graduate School

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[graduateschool.nd.edu/professional_development](graduateschool.nd.edu/professional_development)

08/2012
Notre Dame Technology Resources

• Class photos, email list
• Poll Everywhere
• ePortfolio
• Media project support
• E-reserves (text & media)

http://sites.nd.edu/tech4teaching

Sakai Learning Management System (LMS)

• Distribute material
• Post grades
• Collect assignments
• Organize lessons
• Conduct discussions
• Check comprehension
Annotated Bibliography

Ambrose, Susan A. & others (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass. Each chapter presents one or more research based strategies that address teaching challenges that are illustrated by brief cases that highlight real instructional situations. Chapters stand on their own.


Brookfield, Stephen (2011). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass. Clearly articulates the need to develop students’ critical thinking. Also provides several views of critical thinking and a variety of practical activities and assignments that can be used to foster its development.


Annotated Bibliography


Daley, Elizabeth. (2003). "Expanding the Concept of Literacy," EDUCAUSE Review (March-April 2003, pp. 32-40). Explores four arguments for an expanded definition of literacy to include the multimedia language of the screen. Describes efforts to develop this literacy in students at the University of Southern California.


Huston, Therese (2009). Teaching What You Don’t Know. This practical book offers many creative strategies for dealing with typical problems. How can you prepare most efficiently for a new course in a new area? How do you look credible? And what do you do when you don’t have a clue how to answer a question? It also offers tips for introducing new topics in a lively style, for gauging students’ understanding, for reaching unresponsive students, and for maintaining discussions when they seem to stop dead.


Palmer, Parker (1998) The Courage To Teach, Jossey-Bass. Provides a deep look at the process of becoming a teacher with emphasis on ensuring that your true nature is an integral part of that persona.


Rubric for:

<table>
<thead>
<tr>
<th>Goals / Criteria</th>
<th>Levels / Standards→</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A: Exceptional; Outstanding; Excellent; Expert; Exemplary; Distinguished</td>
<td>B: Good; Superior; Solid; Proficient; Advanced; Accomplished</td>
<td>C: Fair; Acceptable; Needs Improvement; Intermediate; Developing; D: Beginning; Novice</td>
</tr>
</tbody>
</table>
Sequence the learning to help students learn well and prepare for major assignment(s)/assessment(s)

Steps leading to completion of ________________________________

<table>
<thead>
<tr>
<th>Time Required (60 to 120 minutes)</th>
<th>Outside</th>
<th>Class</th>
<th>Outside</th>
<th>Class</th>
<th>Outside</th>
<th>Class</th>
<th>Outside</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 or 75</td>
<td></td>
<td>50 or 75</td>
<td></td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where (space)?

Why (learning goal)?

What (content)?

Who (solo, pairs, group, whole class)?

How (active learning strategies/desk configurations)?

Which (technology/materials)?
Plan Major Assignments And Exams

Learning Goals

Upon successful completion of this course, you will be able to:

1.
2.
3.
4.
5.

Types of Activities/Assignments to Increase Student Engagement

16 Week Course Skeleton

Insert major assignments & exams that will assess the learning that you want.

1. 9.
2. 10.
3. 11.
4. 12.
5. 13.
7. 15.
8. 16.