

**Certificate in College Teaching**

**Syllabus**

**IDND 30501 (Online): Seminar in College Teaching (0.5 units)  
Summer 2008**

***COURSE SCHEDULE***

The course week runs Wednesdays through Tuesdays. Class will run from Wednesday June 18 through Tuesday July 22. All work will be asynchronous and online; there will be no face to face meetings. The final submission date for course assignments is 5:00 PM on Tuesday, July 29.

***INSTRUCTORS***

Dr. Judith Miller  
Associate Dean for Special Academic Initiatives  
Phone: 508-793-7464  
Email: [judmiller@clarku.edu](mailto:judmiller@clarku.edu)  
Office location:  
3<sup>rd</sup> floor Corner House, 142 Woodland St.  
(corner of Woodland and Charlotte)

Mailing address:  
Clark University  
950 Main St.  
Worcester MA 01610

Dr. Don Vescio  
Assoc. VP of Academic Affairs, Info Tech and Online Learning  
Phone: 508-929-8856  
Email: [dvescio@worchester.edu](mailto:dvescio@worchester.edu)  
Office Location:  
Learning Resources Center, 321

Mailing Address:  
Worcester State College  
486 Chandler St.  
Worcester, MA 01519

***INTRODUCTION TO COURSE***

The need for future college professors to have some formal training in educational theory and practice is becoming increasingly obvious. Graduate students who have had some formal training and mentored experience in undergraduate teaching find that they have a competitive edge when it comes to searching for their first faculty position. This seminar is designed to acquaint graduate students and faculty with some of the basic principles and theories of education and with instructional practices associated with effective college teaching. This information applies without regard to the particular nature of the subject matter being taught; the emphasis is on pedagogy, not course content. This seminar will include readings, lectures, discussions, and individual and group activities. During this course, each student will produce a portfolio that contains materials (syllabus, instructional materials, and videotaped lecture) for a course that s/he could someday teach, along with a narrative statement of teaching philosophy.

***COURSE OBJECTIVES***

At the successful completion of this course, students will have prepared a pre-teaching portfolio consisting of materials for teaching an introductory course, and demonstrating mastery of the following course objectives:

1. Articulate a philosophy of teaching and explain how they will put it into practice.
2. Develop performance based objectives and a course syllabus containing essential components.
3. Develop assessment and evaluation techniques based on sound pedagogical principles.
4. Demonstrate the ability to design and deliver an effective lecture presentation.
5. Articulate and develop varied active learning methods.
6. Integrate web-based tools into instructional activities.
7. Articulate the roles and responsibilities of college teachers.

## **REQUIRED TEXTS**

Davis, B.G. (2001). Tools for Teaching. {"TfT"} San Francisco: Jossey-Bass. The book has been reprinted many times but not revised, so any edition will do.

Mues, F. & Sorcinelli, M.D. (2000). Preparing a Teaching Portfolio. {"PTP"} Amherst, Massachusetts: The Center for Teaching, University of Massachusetts. Available free online at <http://www.umass.edu/cft/publications/teachingportfolio.pdf>.

Wankat, P. & Oreovicz. (1993). Teaching Engineering. New York: McGraw-Hill. {"TE"} Out of print; available free on line at: [https://engineering.purdue.edu/ChE/News\\_and\\_Events/Publications/teaching\\_engineering](https://engineering.purdue.edu/ChE/News_and_Events/Publications/teaching_engineering).

Also posted in pdf format on the course web site; used bound copies are available from online used booksellers such as half.com. We will use chapters 4, 6, 7.2, 11, and 15 only.

## **OTHER COURSE MATERIALS**

Course materials will be posted and assignments will be available via the IDND30501 Blackboard website at: <http://echalk.clarku.edu/>. If you are registered for the course, you should have access to the site; follow the directions on the login page. Judy will help you if you have difficulties.

### **Participation Expectations**

- Participation is demonstrated through regular and thoughtful participation in discussion board and email activities
- Daily participation in the course is much more preferable than batching activity on the day that an assignment is due.
- Discussion board posts should demonstrate some engagement in the discourse:
  - **Really Bad:** "Ditto"
  - **Not So Good:** "Great thought, Jim!"
  - **Much Better:** "Jim, I thought that your analysis of the no significant difference debate missed an important point, that technology-based pedagogies assume a certain level of economic resources. While I agree with you in that technology-based pedagogies..."

### **Due Dates and Disaster Recovery**

- Unless otherwise stated, all assignments must be completed by 5:00 P.M. of the published due dates.
- Plan ahead and make local copies in Word or another format of all materials submitted or posted online in the event of systems failure.
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact Don immediately via telephone, email, or fax.
- If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to re-enroll into the course at a future date.

### **Technology Expectations**

- Access to a standard PC (Windows preferred, but not mandatory)
- Access to a broadband internet connection
- Ability to send and receive email and email attachments
- MS Office *or* OpenOffice (see <http://www.openoffice.org>) applications
- Adobe's Acrobat PDF reader (available free from <http://www.adobe.com>)
- An inexpensive microphone for your computer (if your computer doesn't have a built-in microphone); you can obtain one from Staples, OfficeMax, etc. for under \$10

### **Technical Support**

- Clark University is the primary point of contact for Blackboard problems. Worcester State College is the primary point of contact for video and portfolio software problems. More details will be provided later.

## **GRADING PROCEDURES**

Your performance in this course will be graded primarily on the basis of your completion of a teaching portfolio (due on or before noon on Tuesday, July 29), which will have as its central theme an introductory course in your discipline that you might someday teach. During the course, you must complete a total of four assignments, all of which will be included in your portfolio. You are expected to submit each of the assignments by the posted due dates; Judy and Don will hand them back with comments and a grade. As you assemble your portfolio, you may wish to revise assignments based on the feedback you were given. If you decide to include revised assignments, *please also provide to the instructors (separately) your first version*. Revised assignments will be re-graded and the second grade will replace the first for that assignment.

Grade allocation is as follows. Please note that portfolio components are graded separately, with an additional grade for portfolio assembly.

Portfolio narrative (included in portfolio; see pages 5-6 and Rubric 1)	20%
Video critique project (included in portfolio; see pages 6-7 and Rubrics 2 & 3)	20%
Blackboard site construction (see page 7 and Rubric 6)	10%
Syllabus (included in portfolio; see page 7 and Rubric 5)	15%
Instructional materials (included in portfolio; see page 8 and Rubric 4)	15%
Online participation (see page 8)	10%
Portfolio assembly (see page 9 and Rubric 7)	10%

Assignments will be graded with number grades. Your final course grade will be determined as follows: 90-100%=A; 80-89.9=B; 70-79.9=C; 60-69.9=D; below 60% is an F. We reserve the right to lower these grade cutoffs, but we will not raise them.

## **ACADEMIC HONESTY POLICY**

There are no tests in this course, only take-home assignments. You are encouraged, and even required, to complete some assignments collaboratively. Thus, many of the traditional concerns about academic honesty are not relevant here. However, the collaborative nature of the work in this course does require that clear guidelines about collaboration be set.

When an assignment is done individually, you may consult any people you wish during the thinking and planning phases of the assignment. At the point at which you begin to write, your work is expected to be your own.

When an assignment is done collaboratively, all group members are expected to contribute approximately equally to the planning, execution, and reporting of the work. The inclusion of your name on a piece of submitted work is interpreted as your certification that you did your fair share of the group work. (This is generally not an adequate safeguard against "freeloading" in an undergraduate course, but in a course of this nature, it is usually sufficient.)

When making use of external sources such as books, published papers, web resources, etc., you are expected to cite sources of ideas and information that are not your own, and to enclose in quotation marks and properly attribute any material that you take verbatim from other sources. Such quotations should generally be brief, a few sentences at most.

Consult Clark University's "College Board Procedure for Dealing with Accusations of Violation of Academic Integrity" at [www.clarku.edu/offices/aac/integrity.shtml](http://www.clarku.edu/offices/aac/integrity.shtml) for additional details and for penalties and procedures in case of violations.

## **STUDENTS WITH DISABILITIES**

If you believe that you may need accommodations in this course, and if you have not already done so, please contact Jane Daigneault, Coordinator of Disability Services at Clark University (508-793-7468). Also, consult "Disability Services at Clark" at [www.clarku.edu/offices/aac/ada/](http://www.clarku.edu/offices/aac/ada/). If you would like to discuss how your accommodations will be implemented during this course or if you would like to share information unrelated to accommodations, please make an appointment to talk with one of us as soon as possible.

## REQUIRED ACTIVITIES

### 1. Portfolio Narrative Statement (philosophy of teaching and learning)

Due: June 25 (draft #1), July 16 (draft #2), July 29 (final version)

This activity demonstrates achievement of course objectives #1 and #7.

Teachers work from guiding principles that influence their thinking about teaching and learning, and how they establish their goals and their methodology. Teaching philosophies derive from what teachers learn about different philosophers and philosophies of teaching and education. Also, your philosophy evolves from your own educational and personal experiences and from your values and beliefs. Establishing a clear, coherent philosophy begins to define you as a reflective practitioner. Your statement of philosophy should provide a picture of your practice, particularly the rationale behind the decisions you make. Refer to the portfolio references on the course schedule for more details on writing a narrative statement.

The narrative should be about five pages, double spaced, and should include the following major components (indicated with solid bullets). The open bullets provide examples of what *might* be included in each section, but are *not* specifically required.

- What are your beliefs about teaching and learning, and about how teaching can facilitate learning? You might choose to convey these beliefs with
  - A metaphor for the learning process
  - A metaphor for teaching, or for you as a teacher
  - An education-related experience from your past
- What are your goals for your students and for your teaching? For example,
  - What would you like your students to achieve, long term and in your course?
  - What would you like your teaching to contribute to their development?
- How do you plan to put your beliefs about teaching and learning, and your goals for students, into action in the classroom? For example,
  - Strategies for helping all students to succeed
  - Motivating students to learn
  - Classroom climate/relationship building
  - Accommodating learner differences
  - Teaching style/models of teaching
  - Assessment and evaluation techniques
- How does each of the items that you are putting in your teaching portfolio provide evidence for your beliefs and goals? If you make a statement in the narrative that you believe in actively engaging students, then you should include a comment such as "The grading procedures described on page 3 of the syllabus, and the description of in-class activities on page 7 of the instructional materials, provide evidence of this approach." **All** of your appendix material (the video, the syllabus, and the instructional materials) should be referred to, preferably repeatedly, in your narrative.
- What is your personal growth plan for developing your teaching? For example,
  - What teaching resources are available to you and how you have or will take advantage of them (for example, this Certificate program)
  - Your short and long term goals for your teaching

#### Evaluation:

Judy and Don will provide feedback on, but will not grade, the first two drafts of your narrative statement. Your final statement will be included in your portfolio.

This assignment is worth 20% of your course grade and will be assessed according to Rubric 1 in Appendix B. Be sure to refer frequently to this rubric as you write your narrative!

## 2. Video critique project

Due: July 9

This activity demonstrates achievement of course objective #4.

For this project, you will work in groups to be assigned by the instructors.

- Read chapters 13 and 42 in TTT and chapter 6 in TE.
- Prepare and deliver a lecture presentation of a concept for an introductory course in your discipline and have it recorded in one of the video formats listed below. The presentation should be approximately 15 minutes in length. Instructors will not be able to view in their entirety recordings that run longer than 15 minutes. To make the presentation as realistic and as natural as possible, try to make it to a real audience. Check with your campus media services about options to borrow a camcorder or to use a recording studio.
- Details on how to prepare and submit your presentations for digital streaming will be covered in a separate document.
- You and your group should meet online to review and critique each presentation using the criteria in Rubric 2 in Appendix B. Discussion should cover both content and delivery and should focus on strengths and areas for improvement.
- The presenter will write a report of the critique session including the following components:
  - cover sheet with the name of the presenter, names of group members, date of videotape, and title of lecture
  - narrative explaining
    - the concept you taught and your objectives
    - how you motivated your students during your introduction
    - ways you involved your students
    - a summary of the group members' comments and how they related to your teaching
  - your self-evaluation of the videotape in relation to the comments you received by the group
    - what you thought went well and why
    - what you would do differently next time
    - plan for improvement
- Submit your critique report

### Evaluation:

Don will provide written feedback and a grade on the video presentation using Rubric 2 and on the report using Rubric 3, both in Appendix B. Your grade for this activity will be based on the video presentation itself (60%) and the written report (40%). This project is worth 20% of your course grade.

Please note: After the instructor returns the graded Video Critique Project, each student will have the option of recording a second version of the same presentation. If a student chooses to do this, the second videotape must be submitted to Don by July 16. Your video will then be re-evaluated according to Rubric 2. The grade on the second version of the presentation will replace the first grade. The resubmission option is not available for the written critique portion of the assignment.

## 3. Blackboard Site Construction

Due July 2

This activity demonstrates achievement of course objective #6.

This requirement will be met by constructing a sample Blackboard site.

### Evaluation:

- Constructing a sample Blackboard site and providing thoughtful feedback on another student's site is worth 10% of your course grade. A Blackboard site for each student will be set up during week 2 of the course and instructions will be provided. This assignment will be evaluated by Judy using Rubric 6 in Appendix B.

#### 4. Syllabus

Due: July 9

This activity demonstrates achievement of course objectives #2, 3, 5, and 6.

For this activity, you will design a syllabus for a course in your discipline. Consult Rubric 5 in Appendix B for the required syllabus components.

**Evaluation:**

This activity will be evaluated by Judy using Rubric 5 in Appendix B. This activity is worth 15% of your course grade.

#### 5. Instructional materials for teaching one concept

Due: July 16

This activity demonstrates achievement of course objectives #3, 5, and 6.

For this activity, you will design instructional materials for teaching and assessing one concept in an introductory course in your discipline.

- Select a concept within a course in your discipline.
- Write an introduction (maximum of three pages) that
  - identifies the course and the concept
  - explains your learning objectives for the teaching of this concept, and
  - justifies your approach.
- Prepare a complete and detailed set of instructional materials<sup>1[1]</sup> for both teaching and assessing student learning of this concept. We suggest that you limit this to one or two class periods. You must include at least four types of materials, of which at least one must be for assessment. Examples of materials you might include are:
  - Teaching
    - detailed lecture notes<sup>2[2]</sup>
    - overheads or slides<sup>2</sup>
    - handouts<sup>2</sup>
    - description of and written materials for a demonstration
    - lab assignment
    - in-class activity
  - Assessing
    - homework
    - test or quiz
    - oral presentation assignment
    - project or paper assignment
    - grading rubric to accompany one of the above assignments
  - Anything else that you would use to teach or assess learning of this concept.

**Evaluation:**

This assignment is worth 15% of your course grade, and will be evaluated by Judy according to Rubric 4 in Appendix B.

#### 6. Participate in online activities

Throughout course

This activity demonstrates achievement of course objective #6.

This requirement will be met by participating thoughtfully in online discussions

**Evaluation:**

- Online participation is worth 10% of your course grade (minimum 3 substantive postings/week).

---

<sup>1[1]</sup> Although instructors commonly use materials from textbooks and from other instructors, for purposes of this assignment all materials you submit must be original (i.e. developed by you).

<sup>2[2]</sup> Lecture notes, slides, and handouts count as separate materials only if they supplement rather than duplicating each other. For example, if you use a PowerPoint (Ppt) presentation with speaking notes as your detailed lecture notes, you may not submit the same Ppt presentation as slides or as handouts.

7. **Portfolio Assembly**

**Due July 29, 5:00 PM**

Each component of your portfolio (narrative, video, syllabus, and instructional materials) will be graded separately. Your final task is to assemble these four components—the main part (narrative) and the three appendices (video, syllabus, and instructional materials) into a professional looking product that you could use in a job search. Your portfolio must be developed as a web site—don't panic, we have an easy to use online portfolio template available for you! Here are some hints for assembling your portfolio.

- Neat and professional appearance, including color, navigation tools, and anything that makes it easy to navigate and attractive to read, will create a professional impression for the instructors and the hiring committee.
- Because this portfolio is intended as a tool for a job search, you probably will not want to include your original video critique paper. You may, however, wish to include in the portfolio an abbreviated description and analysis of the video.
- The portfolio must be submitted as a publicly available web site by noon on August 21.

**Evaluation:**

Portfolio assembly as described above is worth 10% of your course grade and will be graded using Rubric 7 in Appendix B.

*APPENDIX A: Course Schedule*

Check course web site for updates. Specific due dates are denoted in **bold face type**. Reading assignments are expected to be read **before** class.

Week	Topic	Reading	Assignments Due
Week One 6/18 – 6/24	Introduction	L. Dee Fink, A Self-Directed Guide to Designing Courses for Significant Learning, pp. 1-24. Posted in the Course Documents section of the course Blackboard site.	Introductory postings to discussion board due 6/18
	Developing Learning Objectives	Learning Objectives: TE Ch. 4	
	Evaluating Objectives		
	The Teaching Portfolio	Teaching portfolio: PTP entire book  Teaching philosophy: Chism, Developing a Philosophy of Teaching Statement (class handout)  <a href="http://cetal.utep.edu/resources/portfolios/samples.htm">http://cetal.utep.edu/resources/portfolios/samples.htm</a> (examples of portfolios in different disciplines)	
	Developing your Teaching Philosophy	Ehrmann, Technology as Lever, <a href="http://www.tltgroup.org/programs/seven.html">http://www.tltgroup.org/programs/seven.html</a>  Principles of Online Design, <a href="http://www.fgcu.edu/onlinedesign/">http://www.fgcu.edu/onlinedesign/</a> , see especially see sections on Interaction & Feedback and Course Management  Blackboard guides: <a href="http://www.edtech.neu.edu/blackboard/using/">http://www.edtech.neu.edu/blackboard/using/</a> (blackboard tutorial – take the quick tour)  <a href="http://courseware.ku.edu/">http://courseware.ku.edu/</a>	
Week Two 6/25 – 7/1	Learning Styles	Learning Styles : TFT Ch. 22 ; TE Ch. 15	Two postings to discussion board (original posting + 1 response)  Narrative (draft #1)
	How Students Learn	TFT Ch. 21 Watch video on misconceptions	
	Lecturing	Lecture: TFT Part IV (and, optionally, TE Ch. 6) Watch video on lecturing Start Video project: Read TFT Ch. 42	
	Teaching with Writing		
	Teaching with Group Projects	Group Projects: TFT Part V or TE section 7.2	
	Teaching with Technology		
Week Three 7/2 -7/8	Teaching with Discussion	Teaching with Discussion	Blackboard site Two postings to discussion board

	Grading Policies and Procedures	TE Chapter 11; TFT Part VIII	
	Syllabus Construction	Syllabus: TFT Part I L. Dee Fink, A Self-Directed Guide to Designing Courses for Significant Learning, pp. 26-34 (posted in Course Documents ). Post a sample syllabus	
Week Four 7/9 – 7/15	Working with Diverse Student Populations		Video project Syllabus  Two postings to discussion board
	Working with Students with Disabilities	Disabilities: Disability Services in Higher Ed., posted on Blackboard under Assignments Week 4	
	Classroom Management	<a href="http://www.schreyerinstitutione.psu.edu/pdf/Classroom_Assessment_Techniques_Intro.pdf">www.schreyerinstitutione.psu.edu/pdf/Classroom_Assessment_Techniques_Intro.pdf</a>	
	Student Ratings of Instruction	<a href="http://www.idea.ksu.edu/StudentRatings/index.html">http://www.idea.ksu.edu/StudentRatings/index.html</a> , click on Client Resources (top bar), then IDEA Papers; pay special attention to #20, 22, and 32, but notice a wealth of materials among the IDEA papers and the POD-IDEA Center notes!	
Week Five 7/16 – 7/22	Classroom Assessment	<a href="http://www.schreyerinstitutione.psu.edu/pdf/Classroom_Assessment_Techniques_Intro.pdf">www.schreyerinstitutione.psu.edu/pdf/Classroom_Assessment_Techniques_Intro.pdf</a>	Narrative (draft #2)  Instructional materials  Video project resubmit if needed  Two postings to discussion board
	Panel of Outstanding Teachers		
7/29, 5:00 PM			Portfolio (including final narrative)

## APPENDIX B: Grading Rubrics

### Rubric 1: Portfolio Narrative

Student name:

Grader:

Date:

Dimension	A (18-20)	B (16-18)	C (14-16)	D/F (below 14)
<b>Completeness</b> ____/20	Narrative contains 4 required components: beliefs about teaching & learning, goals for students & teaching, plan to put beliefs into action, personal growth plan; 3 required appendices (video, syllabus, instructional materials) included	Narrative or portfolio is missing one required component	Narrative or portfolio is missing two required components	Narrative or portfolio is missing three required components
<b>Consistency between narrative and evidence</b> ____/20	All 3 required portfolio appendices are cited in the narrative as evidence of specific teaching beliefs or practices	Two required appendices are cited	One required appendix is cited	No appendices are cited
<b>Writing conventions</b> ____/20	Few or no grammatical, mechanical, or usage errors; little or no need for editing; writing is lively, original, and insightful,	Some errors but they do not interfere with meaning; moderate need for editing	Errors do not block meaning but do distract the reader; significant need for editing	Errors interfere with readability and meaning
<b>Clarity and organization</b> ____/20	Coherent introduction, body, and conclusion; writing is structured to enhance meaning—uses smooth transitions, easy to follow, logical sequencing of text	Recognizable and somewhat effective introduction, body, and conclusion; structure makes logic easy to follow with a few gaps or minor points of confusion	Introduction, body, or conclusion are underdeveloped or ineffective; transitions mechanical or rarely used; sequencing attempted but coherence weak	No identifiable introduction, body, or conclusion; transitions ineffective or missing; writing unfocused
<b>Ideas and Content</b> ____/20	Central theme is clearly established and sustained; ideas are well elaborated; details are effective, specific, and relevant	Central theme is established and generally maintained; ideas and details usually effective, specific, and relevant but may be limited in depth	Central theme may not be sustained or is vaguely established; ideas are thinly developed; details, when provided, may be irrelevant, unfocused, or too general	Central theme is not established; ideas or details very limited, unclear, or difficult to follow; writing seems off topic, disconnected, or random

Total: \_\_\_\_/100

**Rubric 2: Video**

Student name:

Grader:

Date:

Dimension	A (13-15)	B (11-13)	C (9-11)	D/F (below 9)
<b>Objectives</b>  Grade: _____	Objectives are clear and stated in learning-centered language; lesson effectively addresses the objectives	Objectives are implied but not clearly stated; lesson mostly addresses objectives	Objectives are unclear; lesson partially addresses the objectives	No objectives are apparent, or lesson does not address them
<b>Student engagement</b>  Grade: _____	Presentation contains significant motivational elements sufficient to sustain continued attention; presenter effectively elicits student involvement or feedback using questions or activities.	Presentation contains one moderately effective motivational element; presenter elicits student involvement or feedback by means judged to be partly effective; limited use of questioning	Presentation contains an attempt at motivation; presenter attempts to elicit involvement or feedback, but means are judged to have significant problems	Presentation contains no discernible motivational element; presenter makes no attempt to elicit student involvement or feedback
<b>Clarity</b>  Grade: _____	Explanations and examples convey information clearly and concisely; appropriately targeted to a beginning college level audience	Explanations are largely clear; addresses a college level audience	Explanations have significant gaps or inconsistencies; presentation aimed somewhat above or beneath target audience	Explanations display significant misconceptions; inappropriate for audience
<b>Presentation mechanics</b>  Grade: _____	Free or almost free of distracting mannerisms; audible and pleasant voice; speech is clearly understandable; effective use of visual aids; tape is of good technical quality (audio and video); adheres to 15 minute time limit	Mannerisms, speech, voice, visual aids, and technical quality are mainly effective with some flaws	Mannerisms, speech, voice, visual aids, or technical quality have substantial flaws but presentation is understandable	Mannerisms, speech, voice, visual aids, or technical quality interfere significantly with comprehension

Total: \_\_\_\_\_ / 60

**Rubric 3: Video Critique Written Report**

Student name:  
Date:

Grader:

Dimension	A (9-10)	B (8-9)	C (7-8)	D/F (below 7)
<b>Descriptive narrative</b>	The reader will know, without viewing the tape, what concept you taught; what your learning objectives were; how you motivated your students; and how you involved your students.	Reader can envision many relevant elements of presentation	Reader can envision some relevant elements of presentation	Reader can envision few or no relevant elements of presentation
<b>Synthesis of group member comments</b>	Comments are organized, prioritized, and presented in a context that makes them meaningful	Comments are organized and prioritized	Comments are organized or prioritized but not both	Comments are neither organized nor prioritized
<b>Self-evaluation</b>	Demonstrates insight, thoroughness, and perhaps some creativity in addressing feedback from group; includes some analysis of strengths and areas for improvement	Demonstrates insight or thoroughness in addressing feedback from group, including some analysis	Addresses few aspects of feedback from group	Superficial or no reflection; or, addresses none of group feedback
<b>Clearly written, well organized paper with correct writing conventions; typed</b>	Virtually all mechanical elements are correct; paper is well organized and easy to read	Some mechanical errors, but they do not interfere with comprehension	A number of errors, of which some interfere with comprehension	Errors interfere significantly with comprehension

Total: \_\_\_\_ / 40

**Rubric 4: Instructional Materials**

Name of Student:

Grader:

Date:

Dimension	A (10)	B (9)	C (8)	D/F (7-6)	Point value
<b>Clarity and organization (10 pt)</b>	Materials included (1) complement and (2) refer to one another; it is clear to the reader (3) how and (4) in what order materials would be used	Three of the A criteria are met.	Two of the A criteria are met.	One or none of the A criteria is met.	_____ X 1 = _____
<b>Thoroughness (20 pt)</b>	Materials include at least four types of items (e.g. lecture, handouts, homework, lab) of which at least one item is for assessment	Materials include at least three types of items of which at least one is for assessment	Materials include two types of items	Materials include one type of item	_____ X 2 = _____
<b>Appropriateness of materials and approach to level of class (10 pt)</b>	Class level is clearly identified; materials are appropriate for level of class		It is unclear whether materials are appropriate for level of class	Materials appear to be too easy or too difficult for level of class	_____ X 1 = _____
<b>Extent to which instructional materials show evidence of best practices (30 pt)</b>	Materials (1) use language that describes student learning or behaviors to communicate clear objectives to students; (2) explicitly assess achievement of objectives; (3) address multiple learning styles; (4) include explicit provision for active student engagement	Three of the A criteria are met	Two of the A criteria are met	One or none of the A criteria is met	_____ X 3 = _____
<b>Level of reflection and analysis of accompanying text (30 pt)</b>	Accompanying text (1) identifies course, concept, and context; (2) specifies and explains performance-based learning objectives; (3) justifies approach from a pedagogical perspective.	Two of the A criteria are fully met, or three are partly met.	One of the A criteria is fully met, or two are partly met.	One/none of A criteria is fully met.	_____ X 3 = _____
					Sum = _____ / 100

**Rubric 5: Syllabus**

Student name:

Grader:

Date:

Dimension	A (90-100)	B (80-89)	C (70-79)	D/F (below 70)
<b>Introduction (instructor information, number and title of course, prerequisites, course description)</b>  Grade: ____	All personal information is noted (name, phone, email, office location and hours); prerequisites are appropriate for the level of the course; description is clear	A few informational items are missing, inappropriate, or unclear.	Several informational items are missing, inappropriate, or unclear	Many informational items are missing, inappropriate, or unclear.
<b>Course objectives</b>  Grade: ____	Performance-based, stating what student will know or be able to do at completion of course; objectives relate to course description	One or two objectives not performance-based	Inconsistent objectives with limited or no measurable outcomes	No objectives, or limited objectives that are not performance-based
<b>Required texts and materials</b>  Grade: ____	Contains complete list of readings in appropriate disciplinary bibliographic format; readings are aligned with course objectives and class sessions	Reading list is complete, but is not completely aligned with course objectives or class sessions	Required readings not aligned with course objectives or class sessions	Required reading not evident or not appropriate to course content
<b>Policies: academic honesty, attendance, makeup work, other</b>  Grade: ____	Policies are complete and clear; how student grades will be computed is clearly stated; guidelines are given for written work and make-up work	Not all policies are described in detail	Policies are unclear and difficult to understand	No mention of policy statements
<b>Description of assignments and how they will be assessed</b>  Grade: ____	Expectations for assignments are full and complete with due dates; varied methods of assessment are used; assignments are aligned with course objectives	Descriptions of assignments are given; lacking in one of the other areas	Descriptions of assignments are incomplete; or lacking in two of the other areas	Limited description of assignments; expectations unclear
<b>Course outline (agenda)</b>  Grade: ____	Outline is clear, organized, and complete with date and topic, assigned readings and internet resources, and assignments due; readings and assignments are integrated with schedule; appropriate amount of time is given for each topic	Outline is complete; Integration of readings, assignments, and class schedule is incomplete or somewhat confusing	Course outline is complete but disorganized with no clear relationship between topics, related readings, and assignments	Course agenda incomplete

Dimension	A (90-100)	B (80-89)	C (70-79)	D/F (below 70)
<b>Course philosophy and methods</b>  Grade: ____	Both course philosophy and course methods demonstrate (1) ability to positively affect student motivation; (2) understanding of and ability to apply learning styles; (3) understanding and use of active learning methods in the design of learning experiences	Two of the three items are clearly evident in both philosophy and methods; or, three are partially evident	One of the three items is clearly evident in both philosophy and methods; or, two are partially evident	None of the three items is clearly evident in both philosophy and methods

Total: \_\_\_\_/700

**Rubric 6: Checklist for Blackboard assignment**

Student name:

Grader:

Date:

√	Site Element	Comments
	change the course title as it displays in the course list when users log on to Bb	
	in the Announcements area, post a graphic banner that contains the course title in text	
	enable/disable appropriate areas	
	post an announcement	
	post content as an attachment	
	post staff information	
	set up a discussion board by starting a forum and posing a question or problem	
	set up an online quiz using Test Manager	
	manually add an item to the gradebook	
	lay out site logically	

**Rubric 7: Portfolio Assembly Grade Sheet—Web version**

Student:

Grader:

Date:

Item	Point Value	Points Awarded
Attractive design	2 pt	
Hyperlinks between sections	2 pt	
Navigation menu that shows all sections and subsections	2 pt	
Ease and logic of navigation	2 pt	
Title/Home page	2 pt	
Exceptional appearance	1 pt bonus	

Total: