

Designing Your Own Course

Course Information

Class Format:	Online synchronous
When?	Wednesdays 4:30 – 6:30PM EST (starting September 13 th)
Zoom Link:	rutgers.zoom.us/j/98252558345?pwd=bnhWOEczdWgvY1dYSHI3YVluc2c2dz09
Office Hours:	By request—please email with questions or to schedule a virtual meeting
Instructors:	Maggie Albright-Pierce (like the English words “ all ” “ bright ” “ pierce ”) pronouns: she/her/hers (What’s this?) maggie.albrightpierce@rutgers.edu
	Moriah Anthony pronouns: she/her/hers mda155@rutgers.edu

Course Description

In this course, we will guide one another through the process of designing a course you may someday teach. We will walk through how to formulate learning goals, choose course material, develop assessments of student learning, plan activities for student engagement, and ultimately build these careful considerations into a syllabus that can be used to propose a course at Rutgers and/or provide to potential employers. Moreover, we will discuss ways in which you can convey course content, culture, and expectations with engagement and inclusivity in mind.

Note: To take this course, you must have at least two semesters of college level teaching or teaching assistant (TA) experience OR have previously taken Introduction to College Teaching (16:168:855).

Learning Goals

Upon successful completion of this course, you will have constructed or redesigned the following elements of an original college-level course syllabus:

- A course description
- A set of course learning goals, objectives, or outcomes
- A short list of assessments and their grade weights
- Sample assessments and classroom activities
- An outline of course thematic units and topics
- A description of course policies

Course Format

Beginning the second week of the semester, we will meet once a week synchronously (online) for 11 weeks, excluding the week of Thanksgiving. Meetings will include seminars, discussions, and invited presentations facilitated by members of the Rutgers Academy for the Scholarship of Teaching and Learning (RASTL). Supplemental materials for the course will be available on Canvas.

Course Expectations

Upon enrolling in this course, you will be expected to do the following:

- **Attend all weekly meetings on time.*** Attendance for each meeting will be important in understanding course concepts and applying them in assignments.
 - We understand that it may be challenging to attend each synchronous session. If you have a conflict or emergency (e.g., illness, family emergency, religious observances, etc.), please contact one of the instructors as soon as possible to communicate your absence.
 - If you are absent, you may be asked to complete an additional assignment to ensure you are caught up on course material. Please reach out to your instructors for more information.
- **Come prepared to participate in discussions.*** These meetings are designed with active participation and engagement in mind so that each person can contribute their perspectives and experiences. We believe that sharing these diverse perspectives enriches discussions and enhances understanding of topics in online learning.
- Check the announcements on Canvas before class each week. You may be asked to complete readings before class. We will also post reminders for course due dates or just class updates.
- **Submit all assignments in a timely manner.*** Assignments are designed to help you develop your syllabus over the course of the semester. All assignments are required for successful completion of this course.
 - Though you will be given some time during class periods to work on the assignments, you will also be given time after class if needed to finish the assignments before they are due.
 - For each assignment to be considered complete and to ensure you will receive feedback from the instructor, assignments need to be uploaded to Canvas by their due date.
 - Complete and upload your final syllabus to Canvas before November 30th at 4:30pm.

*Because this is a zero-credit course, successful completion of the course depends largely on attendance and completion of assignments. Thus, failure to attend/participate/complete assignments for any two weeks of the semester will result in this course being removed from your transcript.

Technology Policy

To effectively engage in this course, you will need access to reliable internet and a personal laptop or computer. We request that you turn on a webcam for meetings and encourage using headphones if you are in a public space during online synchronous sessions. You will also need access to Zoom, Canvas, Word, and Adobe, which are provided by Rutgers.

Respect for Diversity

In this course, we recognize that our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences.

If you feel your differences may in some way isolate you from Rutgers' community or if you have a need for any specific accommodations (e.g., disability accommodations, religious observances, etc.), please speak with one of the instructors early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Student Wellness Resources

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

National Crisis Hotlines (U.S. only)

Dial 988 for the National Hotline for Crisis Prevention/ Dial (877) 472-3457 for the National Grad Crisis Line

There are many hotlines for various situations. For a full list of national hotlines (in the U.S.) that may be more appropriate for your situation, please visit: <https://www.apa.org/topics/crisis-hotlines>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty.

Rutgers Student Food Pantry

(848) 932-5500 / <http://ruoffcampus.rutgers.edu/food/>

Any student at Rutgers University, New Brunswick need only present a Rutgers ID card to access this free food pantry.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Any student with a documented disability may contact the Office of Disability Services to determine the appropriate accommodations available to them. Please contact this office if you require accommodations.

Other Useful Resources in Online Teaching at Rutgers

TA Project / <https://grad.rutgers.edu/professional-development/teaching-skills-ta-project>

The Teaching Assistant Project designs programs (seminar courses—like this one!, workshops, certificate programs, orientation) for graduate students to help them better prepare for teaching.

Office of Instructional Design / <https://oid.rutgers.edu/>

This office provides guidance to instructors via workshops or one-on-one coaching to help with course management systems, course design and development, assignment and rubric creation, and more!

Office of Teaching Evaluation and Assessment Research / <https://otear.rutgers.edu/>

This office supports institution-wide teaching evaluations and other assessments related to student learning outcomes. They provide university-wide programming and customized workshops, training, and consultations. Graduate students may benefit from certificate programs (e.g., classroom inclusivity series) as well as self-paced training programs (e.g., UDL, LinkedIn Learning).

Course Schedule

**Schedule subject to change—See Canvas for updates.

More details about individual assignments are available on Canvas.

Date	Topic	Assignment (due Sunday <u>after</u> class)
Unit 1: Establishing Course Goals and Objectives		
Sept. 13	Introduction, Syllabus Overview, & Course Brainstorm	Decide on the class you'd like to develop during the semester (submit in Canvas)
Sept. 20	Situating Courses in Institutional Contexts	
Sept. 27	Course Learning Goals, Course Descriptions	Create course description and list of learning goals.
Unit 2: Course Policies and Assessment		
Oct. 4	Assessment of Student Learning	Create a preliminary (3-4) list of assignments you'd like to include in your course and grading weights for these assignments. Make sure assignments reflect learning goals.
Oct. 11	Course Policies	Add list of course policies to syllabus.
Unit 3: Activities, Lesson Plans, and Instructor Resources		
Oct. 18	Active Learning: Designing classroom activities, discussions, and assignments	
Oct. 25	Deeper dive into structuring group work and designing engaging activities	Two class activities with clear objectives and outcomes
Nov. 1	Separating Classes into Thematic Units	Create draft of course outline.
Unit 4: Evaluation and Finalizing Your Course Syllabus		
Nov. 8	Evaluation, Feedback and Grading Rubrics	Create a rubric and grading scale for at least one assignment. Please have a near-complete draft of your syllabus ready for Nov. 16 peer review!
Nov. 15	Syllabus Peer Review	Please adjust your syllabus based on this feedback for a final peer review on Nov. 29! For all: By 4:30pm on November 29 th , upload final draft of course syllabus
Nov. 22	No class- Thanksgiving break!	
Nov. 29	Additional Considerations & Wrap-up	If you would like to make additional revisions following class discussion, please submit to Final Syllabus Revised assignment by December 7th at 11:59pm.
Final Syllabus Revised assignment due by Friday, December 8th @ 11:59PM		