

Teachable Tidbit, Part 1: Learning Objectives, Backward Design – Syllabi and Selection of Content



Activity

How do students and faculty engage in tasks associated with a lesson?

Backwards design

- Planning from the outcome: Set goals first
- Start with the end in mind

Learning Outcome
(Broad, course level)

Learning Objective
(Unit or individual lesson)

Learning objectives: *One piece of the puzzle*

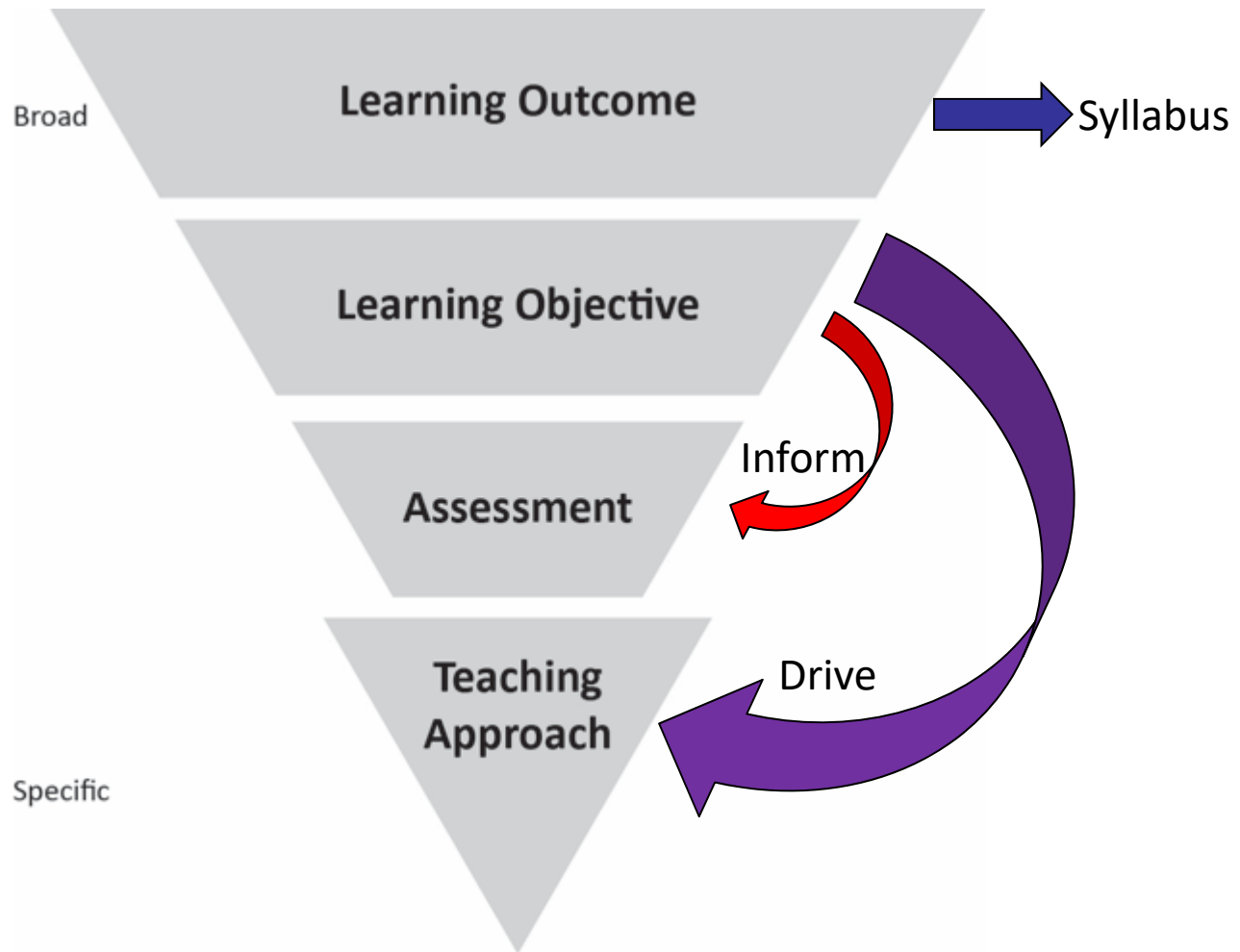


Image: <http://www.celt.iastate.edu/>

Syllabi

What items are required on a syllabus?

Only those items that my employer requires

What can you accomplish on your syllabus?

Communicate key facts

Set the academic tone

Establish how you interact with students

Create (or minimize) anxiety

Teaching Centers love to help with syllabi

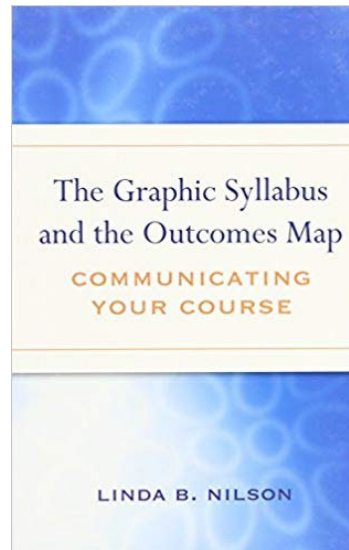
Important Items to Include

1. The above schedule, policies, procedures and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement and/or to ensure better student learning.
2. Students may vary in their competency levels on these abilities. Students can expect to acquire these abilities only if they honor all course policies, attend class meetings regularly, complete all assigned work in good faith and on time, and meet all other course expectations.

Not including these may lead to...complications

Syllabus presentation

1. Traditional document
2. Learning management system (Canvas, Blackboard, Moodle, etc.)
3. Graphic syllabus



ORGANIC CHEMISTRY 1
CHEM 2410



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What we will learn



Build foundation of chemical intuition

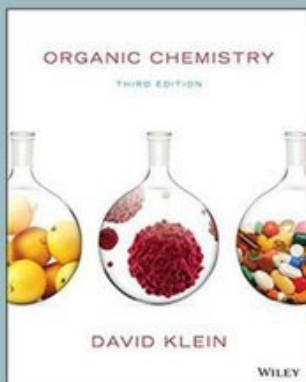


Learn spectroscopic tools to inspect molecules



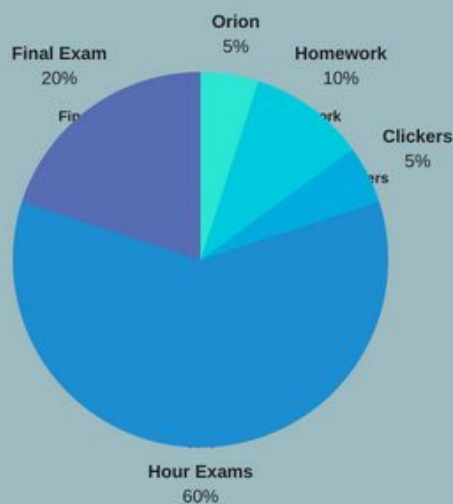
Apply chemical intuition to predict mechanisms, and build molecules

REQUIRED MATERIALS



- WileyPLUS required
- Model kit and Organic Chemistry as a second language optional

ASSIGNMENTS



- 2 lowest homework and Orion assignments can be dropped
- 50% of clicker questions correct to achieve 100% of points
- If final exam grade greater than any hour exam grade lowest hour exam grade will be replaced

GRADE SCALE

A	88.0%
A ⁻	84.0%
B ⁺	80.0%
B	72.0%
B ⁻	68.0%
C ⁺	64.0%
C	56.0%
C ⁻	52.0%
D	44.0%
F	

Activity

Write a one sentence “mission statement”
for your course.

Now what?

Tidbit = part of one class = content

Your goal: Turn that into a class experience

Step 1. Identify the content area

Step 2. Pick a key concept or skill

Step 3. Articulate learning goal for students (objective)

Step 4. Pick activity for content/skill

Step 5. Decide how to measure the outcome

Step 6. Practice

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➔ Step 3. Articulate learning goal for students (objective)

Learning Objective:

- Specific, Observable, and Measurable
- What do I want students to know and be able to do?
- Use verbs that are measurable – “identify”, “argue”, “construct”, “categorize” ...