RUTGERS
Graduate School of Education

Learning and Teaching   http://gse.rutgers.edu/
Graduate School of Education
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College Course Design for Adults
15:233:567:T1
Summer 2021
3 Credits

Instructor Name	Email address
Christine Harrington	Christine.harrington@rutgers.edu
Phone Number	**Location:** Online
732.690.2090	**Class Meeting Times** N/A_
Office Hours	**Prerequisites or other limitations:**
By Appointment	Admission to the Teacher Education Program
Mode of Instruction:[1]	**Permission required:**
___ Lecture	_X_ No
___ Seminar	__ Yes
___ Hybrid	Directions about where to get permission
X Online	numbers:
___ Other	

Faculty Syllabus Statement for Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form (https://webapps.rutgers.edu/student-ods/forms/registration).

Learning Goals[2]:
As a result of taking this course, students will be able to design a college course using a backward course design framework. This includes being able to identify effective, meaningful learning outcomes and assessments and activities that are directly aligned to these outcomes. Students will also be able to explain how course design can positively impact teaching and learning practices.

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[1] Check 1:
[2] The Learning Goals should include (based on alignment tables each licensure program made for CAEP): NJ Professional Standards for Teachers (per CAEP for initial licensure programs); Specialty Area Standards (per CAEP for initial and Advanced Licensure); and the six CAEP competencies for Advanced Programs; as well as objectives from other sources.

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Course catalog description:
College Course Design for Adults (15:233:567) is an exploration of different perspectives on College Course Design through an examination of both "traditional" and innovative approaches to the design of college level courses, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to investigate a variety of perspectives on the topic and to reflect upon the implications of different approaches to course design in your own setting.

Additional Information:
Students will be expected to complete readings, watch online lectures, and actively participate in discussions about course design principles and practices. Students will use theory and research to guide the creation of a syllabus based on backward design frameworks. It will include summative and formative assessments that directly align to learning outcomes. Throughout the semester, students will engage in peer evaluation, providing effective feedback to one another.

Assignments[3]:
Formative assessments: Module Assignments (online discussions, partner and small group projects, peer feedback)
Summative assessment: Backward Design Syllabus and Reflection

Grading policy:

Module Assignments	80%
Backward Design Syllabus and Reflection	20%

Academic Integrity Policy:
Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/ for a full explanation of policies.

Course Schedule

Week	Assignments & Readings
1- Introduction to Backward Design	**Readings:** • Wiggins & McTighe (2005) Chapter 1 • Fink (2003) Chapters 1-2 • Smith (2012a) • Suggested Reading: Harrington & Thomas (2018) Chapter 1 **Lectures:** • Outcomes Driven Design Video

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[3] Including exams, papers etc. and ALL Key assignments submitted via Live Text for CAEP accreditation.

	Assignments: • Getting to Know You Video Introduction • Create Faculty Resource on Course Design
2. Defining Understanding	**Readings:** • Wiggins & McTighe (2005) Chapters 2-6 **Lecture** • Understanding by Design **Assignments:** • Save the Last Word for Me Online Discussion

3. Writing Learning Outcomes	**Readings:**
	• Smith (2012b)
	• National Institute for Learning Outcomes Assessment (2012)
	
	Lecture:
	    • Learning Outcomes
	
	Assignments:
	     • Learning Outcomes

4. Summative Assessments	**Readings:** • Fink Chapter 3 • Wiggins and McTighe Chapters 7 and 8 **Assignments:** • Summative Assessments
5. Feedback and Formative Assessments	**Reading:** • Taras (2006) • Facey (2011) **Assignments:** • Feedback and Formative Assessment
6. Syllabus Design	**Readings:** • Harnish (2011) • Harrington & Gabert-Quillen, (2015) • Suggested Reading: • Harrington & Thomas (2018) Chapters 3-5 **Lecture:** • Creating a Powerful Syllabus **Assignments:** • Create a Syllabus Design Resource
7. Peer Evaluation	**Readings:** • Suggested Reading: Harrington & Thomas (2018) Chapter 6

	Lecture: • Written and Verbal Feedback **Assignments:** • Video and Written Evaluations of Syllabi
8. Teaching Approaches	**Readings:** • Fink (2003) Chapters 4 and 5 • Wiggins & McTighe Chapters 9 and 10 **Assignments:** • Role Play- Teaching Approaches
9. Backward Design in Action: Creating a Syllabus	**Readings:** • Fink Chapter 7 **Assignments:** • Backward Design Syllabus and Reflection Paper