# Rapid Syllabus Development Workshop
# June 23, 2020

## Teaching + Learning Commons

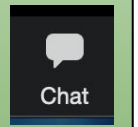
**Engaged Teaching Hub**

**Digital Learning Hub**

*The main session of this meeting (not breakout rooms) will be recorded and posted on our website.*

**What is one word that comes to mind when you think of a syllabus?**

***Please type your response into the chat box***

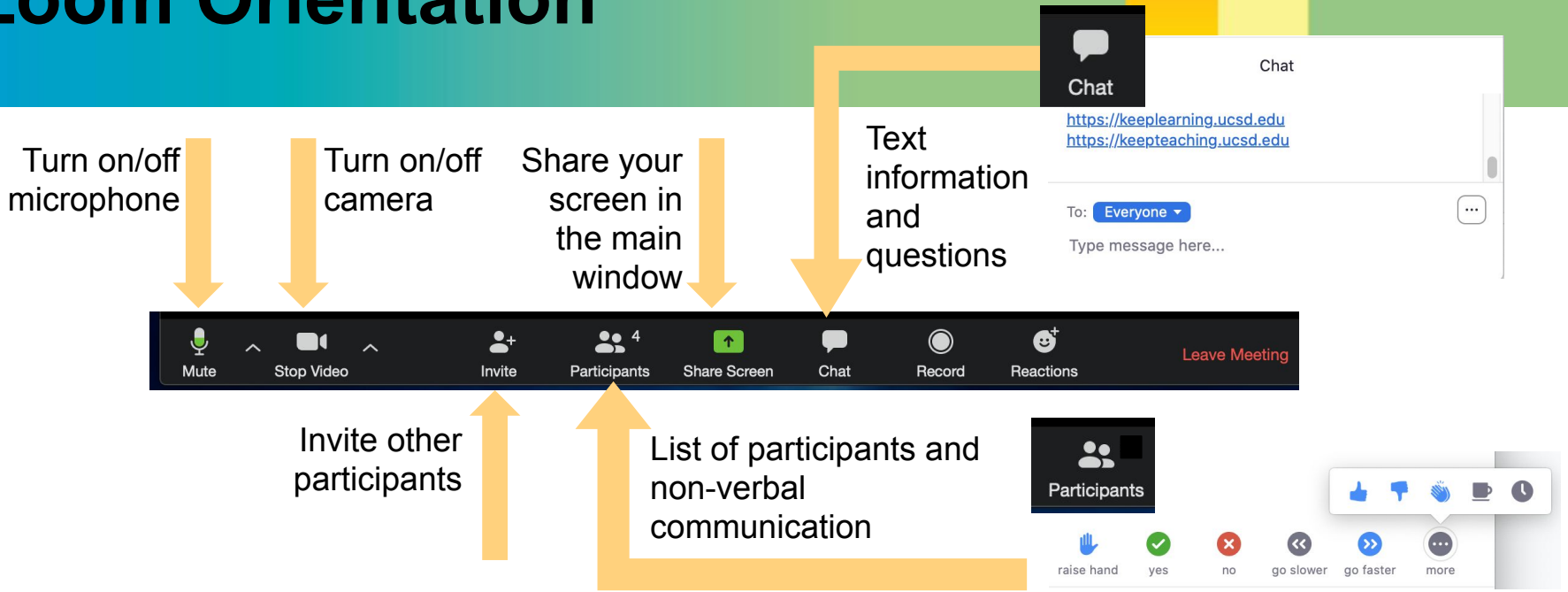


# Meet the Facilitators

Leah Klement
Education Specialist
Engaged Teaching Hub

Paul Hadjipieris
Education Specialist
Engaged Teaching Hub

# Zoom Orientation




## Guidelines for Today's Session

- Please mute yourself to minimize background noise, unless speaking
- Feel free to send questions to the chat
- Share and discuss new ideas
- The "raise hand" feature can help keep communication on track
- Please let us know ASAP if you need help


# Human Hello

Hello
my name is

1. Name
2. Department
3. Course you are designing
4. One goal you have for the workshop today

# Goals for today

**By the end of this workshop, you will be able to:**

- Identify syllabus design priorities for an upcoming course and integrate these into a syllabus draft
- Review a learner-centered syllabus template and adapt components for your own course
- Consider communication strategies for a remote course

# The Rule of 2: Keeping it Simple as You Go Remote

**Choose a question below that resonates with your course design priorities...**

**What are two GUIDING PRINCIPLES that you want to keep in mind as you design and teach during this time?**

**What are two SKILLS OR DISPOSITIONS that you want students to *have or demonstrate* by the end of this course?**

**What are two TOOLS that you might use to support your teaching during this time?**

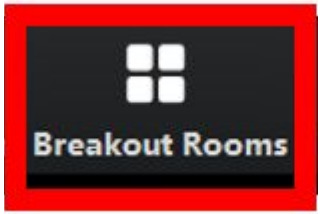
# The Rule of 2: Keeping it Simple as You Go Remote *Example*

1. Scale back. I can't do everything and that is ok.
2. Demonstrate care and flexibility for students in everything I do.

1. Apply course knowledge and skills to real-world problems
2. Appreciate the complexities of intractable conflict

1. Canvas to post lecture recordings, assignments, and quizzes
2. Zoom for my office hours and discussion section


# The Rule of 2's: Think-Pair-Share



Go to **www.menti.com** and use the code **63 17 59**

# Please explain your syllabus design priorities.

Mentimeter

Press **ENTER** to pause scroll

0

# What are key elements of a student-centered syllabus?

## Clearly outlines how to succeed in a course

- Articulates expectations (for both students and instructors)
- Explains how students will be assessed and how/ when they will get feedback
- Shares campus support services for academic and personal support

## Sets the tone and invites students into the learning experience

- Introduces instructional team and teaching philosophy
- Engages students with the topic
- Acknowledges the influence of social and institutional context to build a safe, equitable learning environment

## Establishes the logistics of the course

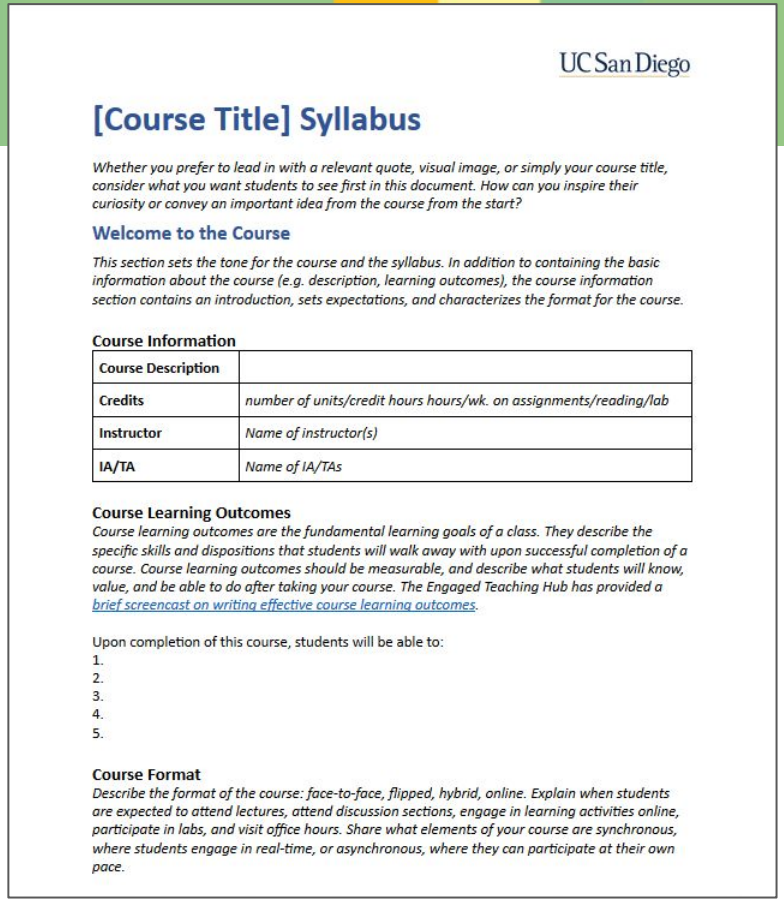
- Lays out the “nuts and bolts” of a course: readings, materials, assignment types etc.
- Identifies synchronous and asynchronous course elements
- Provides a road map and/or schedule for the course so students can plan their time

# Syllabus Template

Intended as a guide/starting place - please update and adapt as needed!

Click to make a copy in Google Docs

Click to download Word doc



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## [Course Title] Syllabus

*Whether you prefer to lead in with a relevant quote, visual image, or simply your course title, consider what you want students to see first in this document. How can you inspire their curiosity or convey an important idea from the course from the start?*

### Welcome to the Course

*This section sets the tone for the course and the syllabus. In addition to containing the basic information about the course (e.g. description, learning outcomes), the course information section contains an introduction, sets expectations, and characterizes the format for the course.*

**Course Information**

| | |
|---|---|
| **Course Description** | |
| **Credits** | *number of units/credit hours hours/wk. on assignments/reading/lab* |
| **Instructor** | *Name of instructor(s)* |
| **IA/TA** | *Name of IA/TAs* |

**Course Learning Outcomes**

*Course learning outcomes are the fundamental learning goals of a class. They describe the specific skills and dispositions that students will walk away with upon successful completion of a course. Course learning outcomes should be measurable, and describe what students will know, value, and be able to do after taking your course. The Engaged Teaching Hub has provided a brief screencast on writing effective course learning outcomes.*

Upon completion of this course, students will be able to:

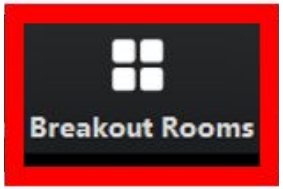
1.
2.
3.
4.
5.

**Course Format**

*Describe the format of the course: face-to-face, flipped, hybrid, online. Explain when students are expected to attend lectures, attend discussion sections, engage in learning activities online, participate in labs, and visit office hours. Share what elements of your course are synchronous, where students engage in real-time, or asynchronous, where they can participate at their own pace.*

# Work Time

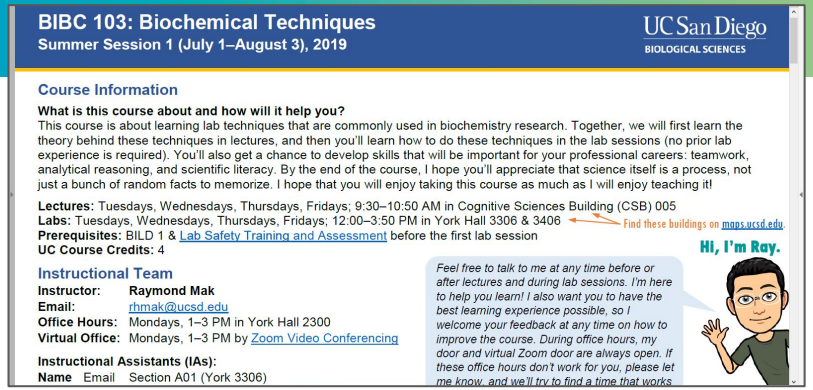
- For the next 20 minutes, please take this time to work on integrating your priority items from the “Rule of 2’s” exercise into your syllabus
- Feel free to pose questions in the chat box
- Facilitators are available for consultation in breakout rooms (please ask in chat)



# Engaging Students with your Syllabus

- Designs themselves can be engaging (examples from UCSD educators)
  - Accessibility - check out the Accessible Syllabus Project for ideas and inspiration
  - Tone - an invitation to learn
- Video syllabus (example), or syllabus quiz (example)
- Bringing students into the conversation: provide an opportunity to ask questions, or share advice about how to be successful in this course
- What are your ideas?

# Example Syllabi from UC San Diego Educators



**BIBC 103: Biochemical Techniques**
**Summer Session 1 (July 1–August 3), 2019**

UC San Diego
BIOLOGICAL SCIENCES

## Course Information

**What is this course about and how will it help you?**
This course is about learning lab techniques that are commonly used in biochemistry research. Together, we will first learn the theory behind these techniques in lectures, and then you'll learn how to do these techniques in the lab sessions (no prior lab experience is required). You'll also get a chance to develop skills that will be important for your professional careers: teamwork, analytical reasoning, and scientific literacy. By the end of the course, I hope you'll appreciate that science itself is a process, not just a bunch of random facts to memorize. I hope that you will enjoy taking this course as much as I will enjoy teaching it!

**Lectures:** Tuesdays, Wednesdays, Thursdays, Fridays; 9:30–10:50 AM in Cognitive Sciences Building (CSB) 005
**Labs:** Tuesdays, Wednesdays, Thursdays, Fridays; 12:00–3:50 PM in York Hall 3306 & 3406 — Find these buildings on maps.ucsd.edu
**Prerequisites:** BILD 1 & Lab Safety Training and Assessment before the first lab session
**UC Course Credits:** 4

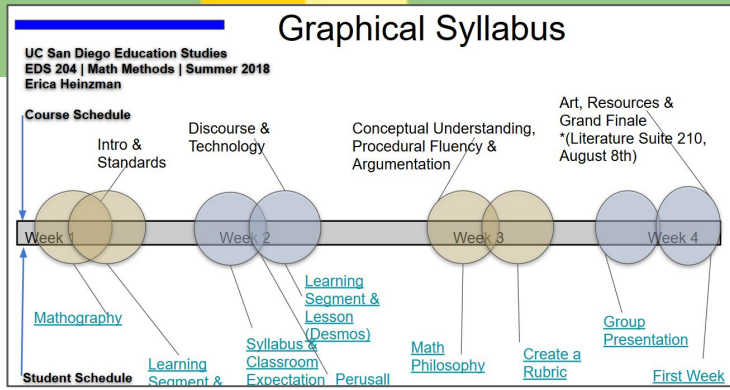
## Instructional Team

**Instructor:** Raymond Mak
**Email:** rhmak@ucsd.edu
**Office Hours:** Mondays, 1–3 PM in York Hall 2300
**Virtual Office:** Mondays, 1–3 PM by Zoom Video Conferencing

**Instructional Assistants (IAs):**
**Name** Email Section A01 (York 3306)

Hi, I'm Ray.

*Feel free to talk to me at any time before or after lectures and during lab sessions. I'm here to help you learn! I also want you to have the best learning experience possible, so I welcome your feedback at any time on how to improve the course. During office hours, my door and virtual Zoom door are always open. If these office hours don't work for you, please let me know, and we'll try to find a time that works*



## Graphical Syllabus

**UC San Diego Education Studies**
**EDS 204 | Math Methods | Summer 2018**
**Erica Heinzman**

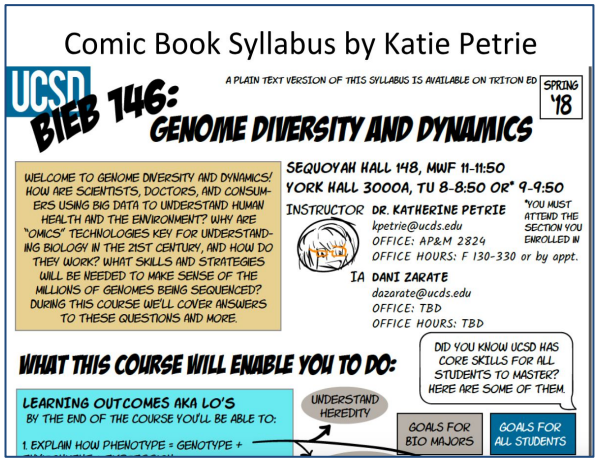
**Course Schedule**

Intro & Standards
Discourse & Technology
Conceptual Understanding, Procedural Fluency & Argumentation
Art, Resources & Grand Finale *(Literature Suite 210, August 8th)

Week 1 | Week 2 | Week 3 | Week 4

Mathography
Learning Segment & Lesson (Desmos)
Syllabus & Classroom Expectation
Perusall
Math Philosophy
Create a Rubric
Group Presentation
First Week

**Student Schedule**



## Comic Book Syllabus by Katie Petrie

UCSD BIEB 146: GENOME DIVERSITY AND DYNAMICS

A PLAIN TEXT VERSION OF THIS SYLLABUS IS AVAILABLE ON TRITON ED

SPRING '18

WELCOME TO GENOME DIVERSITY AND DYNAMICS! HOW ARE SCIENTISTS, DOCTORS, AND CONSUMERS USING BIG DATA TO UNDERSTAND HUMAN HEALTH AND THE ENVIRONMENT? WHY ARE "OMICS" TECHNOLOGIES KEY FOR UNDERSTANDING BIOLOGY IN THE 21ST CENTURY, AND HOW DO THEY WORK? WHAT SKILLS AND STRATEGIES WILL BE NEEDED TO MAKE SENSE OF THE MILLIONS OF GENOMES BEING SEQUENCED? DURING THIS COURSE WE'LL COVER ANSWERS TO THESE QUESTIONS AND MORE.

SEQUOYAH HALL 148, MWF 11-11:50
YORK HALL 3000A, TU 8-8:50 OR* 9-9:50

INSTRUCTOR DR. KATHERINE PETRIE
kpetrie@ucsd.edu
OFFICE: AP&M 2824
OFFICE HOURS: F 130-330 or by appt.

"YOU MUST ATTEND THE SECTION YOU ENROLLED IN

IA DANI ZARATE
dazarate@ucsd.edu
OFFICE: TBD
OFFICE HOURS: TBD

WHAT THIS COURSE WILL ENABLE YOU TO DO:

DID YOU KNOW UCSD HAS CORE SKILLS FOR ALL STUDENTS TO MASTER? HERE ARE SOME OF THEM.

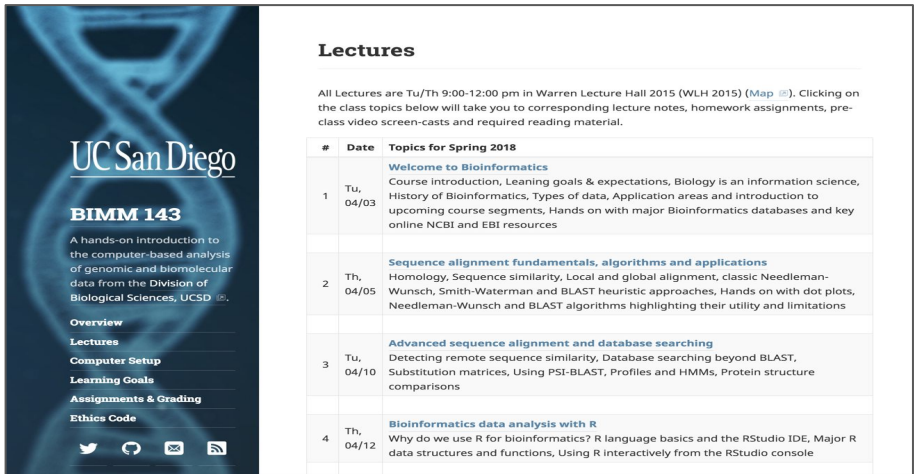
LEARNING OUTCOMES AKA LO'S
BY THE END OF THE COURSE YOU'LL BE ABLE TO:

1. EXPLAIN HOW PHENOTYPE = GENOTYPE +

UNDERSTAND HEREDITY

GOALS FOR BIO MAJORS

GOALS FOR ALL STUDENTS



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**BIMM 143**

A hands-on introduction to the computer-based analysis of genomic and biomolecular data from the Division of Biological Sciences, UCSD.

**Overview**
**Lectures**
**Computer Setup**
**Learning Goals**
**Assignments & Grading**
**Ethics Code**

## Lectures

All Lectures are Tu/Th 9:00-12:00 pm in Warren Lecture Hall 2015 (WLH 2015) (Map). Clicking on the class topics below will take you to corresponding lecture notes, homework assignments, pre-class video screen-casts and required reading material.

| # | Date | Topics for Spring 2018 |
|---|---|---|
| 1 | Tu, 04/03 | **Welcome to Bioinformatics** Course introduction, Leaning goals & expectations, Biology is an information science, History of Bioinformatics, Types of data, Application areas and introduction to upcoming course segments, Hands on with major Bioinformatics databases and key online NCBI and EBI resources |
| 2 | Th, 04/05 | **Sequence alignment fundamentals, algorithms and applications** Homology, Sequence similarity, Local and global alignment, classic Needleman-Wunsch, Smith-Waterman and BLAST heuristic approaches, Hands on with dot plots, Needleman-Wunsch and BLAST algorithms highlighting their utility and limitations |
| 3 | Tu, 04/10 | **Advanced sequence alignment and database searching** Detecting remote sequence similarity, Database searching beyond BLAST, Substitution matrices, Using PSI-BLAST, Profiles and HMMs, Protein structure comparisons |
| 4 | Th, 04/12 | **Bioinformatics data analysis with R** Why do we use R for bioinformatics? R language basics and the RStudio IDE, Major R data structures and functions, Using R interactively from the RStudio console |

Click here to make a copy of this slide

# UC San Diego Resources

Basic Needs Hub

Counseling and Psychological Services

First Gen Student Success Coaching Program

Library Course Reserves

Office of Academic Support & Instructional Services

Office for Students with Disabilities


Supplemental Instruction

Content Tutoring

Learning Strategies

Undocumented Student Services

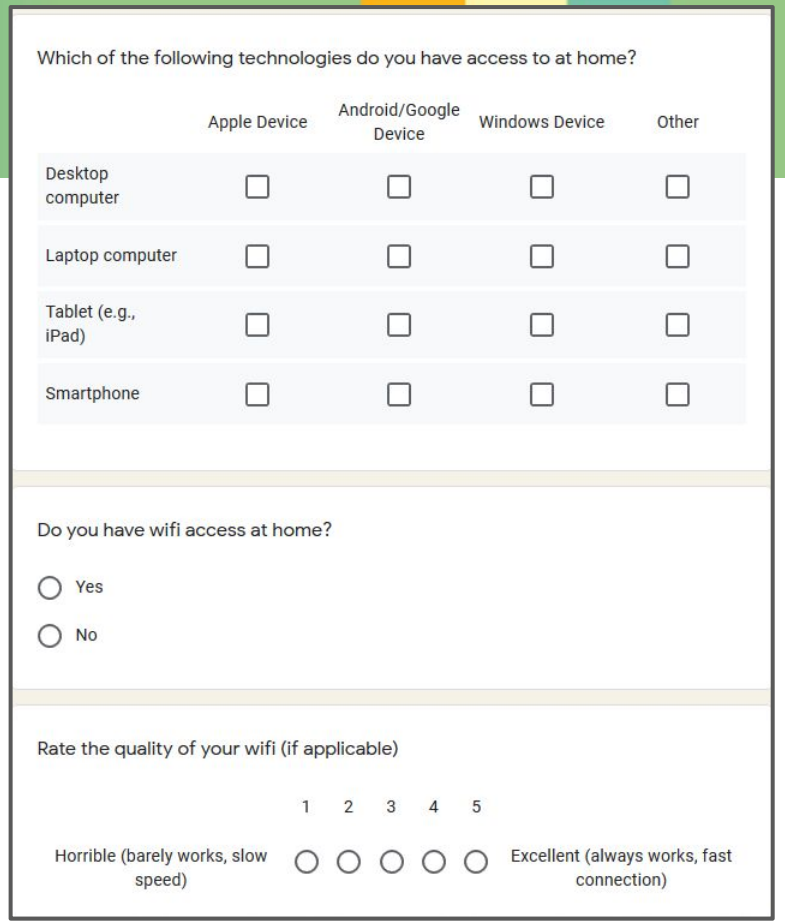
Writing Hub Tutoring Services

Office for Equity, Diversity, & Inclusion: Campus Resource Centers

Triton Concern Line:

Report Students of Concern at 858-246-2632

# Sample Welcome Survey



Which of the following technologies do you have access to at home?

| | Apple Device | Android/Google Device | Windows Device | Other |
|---|---|---|---|---|
| Desktop computer | ☐ | ☐ | ☐ | ☐ |
| Laptop computer | ☐ | ☐ | ☐ | ☐ |
| Tablet (e.g., iPad) | ☐ | ☐ | ☐ | ☐ |
| Smartphone | ☐ | ☐ | ☐ | ☐ |

Do you have wifi access at home?

- ◯ Yes
- ◯ No

Rate the quality of your wifi (if applicable)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Horrible (barely works, slow speed) | ◯ | ◯ | ◯ | ◯ | ◯ | Excellent (always works, fast connection) |

# Communicating with Students in Remote Instruction: Key Questions to Address in a Syllabus

- ❑ How and when should students expect to hear from you about **course updates or logistical information** (via email, Canvas announcement, during lectures/recorded lectures)? How often do they need to check that avenue of communication?

  *Tip:* Ask students to check their Canvas notification settings early in the course, to make sure they receive key information from you.

- ❑ How and when should students expect to receive **feedback** on their work?

  *Tip:* Consider an early check-in assignment to make sure students can submit work and access feedback.

- ❑ How should students contact you or the TAs with **questions**? What is the expected turnaround time?

  *Tip:* An open Q&A forum on Canvas can help reduce email traffic.

*In general:*
Communicate more often than you normally would (e.g. sending due date reminders) during remote instruction, as it is easier for students to feel disconnected or fall off-track.

# Revisiting the Rule of 2

**How have you implemented your priorities during this session? Are there any further changes or updates you'd like to make moving forward?**

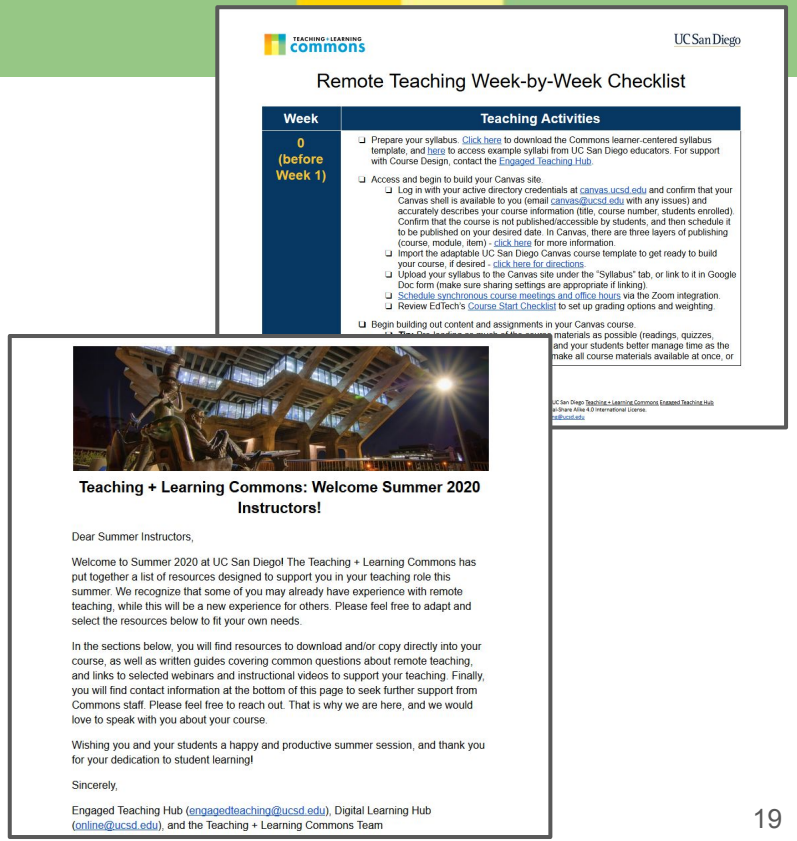
**What are two GUIDING PRINCIPLES that you want to keep in mind as you design and teach during this time?**

**What are two SKILLS OR DISPOSITIONS that you want students to *have or demonstrate* by the end of this course?**

**What are two TOOLS that you might use to support your teaching during this time?**

# Next Steps

- Download our welcome packet and week-by-week checklist
- Contact us for a consultation to discuss your specific context
- We will post the slides from this webinar and the recording on our website and share by email



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Remote Teaching Week-by-Week Checklist

| Week | Teaching Activities |
|---|---|
| 0 (before Week 1) | ❑ Prepare your syllabus. Click here to download the Commons learner-centered syllabus template, and here to access example syllabi from UC San Diego educators. For support with Course Design, contact the Engaged Teaching Hub.<br>❑ Access and begin to build your Canvas site.<br>❑ Log in with your active directory credentials at canvas.ucsd.edu and confirm that your Canvas shell is available to you (email canvas@ucsd.edu with any issues) and accurately describes your course information (title, course number, students enrolled). Confirm that the course is not published/accessible by students, and then schedule it to be published on your desired date. In Canvas, there are three layers of publishing (course, module, item) - click here for more information.<br>❑ Import the adaptable UC San Diego Canvas course template to get ready to build your course, if desired - click here for directions.<br>❑ Upload your syllabus to the Canvas site under the "Syllabus" tab, or link to it in Google Doc form (make sure sharing settings are appropriate if linking).<br>❑ Schedule synchronous course meetings and office hours via the Zoom integration.<br>❑ Review EdTech's Course Start Checklist to set up grading options and weighting.<br>❑ Begin building out content and assignments in your Canvas course. |



**Teaching + Learning Commons: Welcome Summer 2020 Instructors!**

Dear Summer Instructors,

Welcome to Summer 2020 at UC San Diego! The Teaching + Learning Commons has put together a list of resources designed to support you in your teaching role this summer. We recognize that some of you may already have experience with remote teaching, while this will be a new experience for others. Please feel free to adapt and select the resources below to fit your own needs.

In the sections below, you will find resources to download and/or copy directly into your course, as well as written guides covering common questions about remote teaching, and links to selected webinars and instructional videos to support your teaching. Finally, you will find contact information at the bottom of this page to seek further support from Commons staff. Please feel free to reach out. That is why we are here, and we would love to speak with you about your course.

Wishing you and your students a happy and productive summer session, and thank you for your dedication to student learning!

Sincerely,

Engaged Teaching Hub (engagedteaching@ucsd.edu), Digital Learning Hub (online@ucsd.edu), and the Teaching + Learning Commons Team

# Formative Assessment

**tinyurl.com/y7nll3sp**

- What was your key takeaway from this workshop?
- How would you apply something you learned today in your teaching?
- What is a remaining question you have?