

## **Creating a Syllabus for the Learner-Centered Classroom (Wednesday, January 29/Thursday, January 30)**

(Wednesday, Jan. 29; 3:00-4:00 p.m.; Media Services-Studio C & Thursday, Jan. 30; 3:00-4:00 p.m.; Media Services-Studio B)

In this workshop, we will discuss the syllabus in a learner-centered class.

Specifically, you will:

1. Learn how the learner-centered syllabus can be used connect the student with the content of the course and with the instructor.
  2. Learn how the learner-centered syllabus can be used as a resource to help students succeed academically.
  3. Receive templates that can be used to create a learner-centered syllabus.
  4. Receive "boilerplate" statements about behavioral expectations, diversity, and campus learning resources and that can be incorporated into existing syllabi.
  5. Brainstorm ways to incorporate these ideas into the creation of your syllabi.
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**(Note: Material in this handout is taken verbatim from the cited sources.)**

Try playing with some metaphors for characterizing your course and its place in the larger curriculum or in the broader intellectual and moral intellectual lives of your students. Is your course like a journey, a parable, a football game, a museum, a romance, a concerto, an Aristotelian tragedy, an obstacle course, one or all or some of the above? How does your metaphor(s) illuminate key aspects of your course?

Shulman, L., & Hutchings, P. (1994). Excerpt from Peer Review of Teaching Workshop sponsored by AAHE. Taken from The Course Syllabus: A Learning-Centered Approach by Judith Grunert.

<http://learninglab.stanford.edu/projects/tomprof/newtomprof/postings/328.html>

### **FIVE KEY CHANGES TO PRACTICE (Weimer, 2002)**

#### **The Balance of Power**

Radical and feminist pedagogues and those who study self-directed learners posit that to be truly learner-centered, we must begin with greater insight into the role of power in our classrooms: who exerts it, why, and with what effects and what benefits. With a more explicit understanding of the power dynamic, we are ready to explore how the balance of power changes in a learner-centered environment. And then we can ascertain whether involvement in the decision making associated with learning has a positive impact on students' educational experiences. Do the benefits justify their involvement?

#### **The Function of Content**

Strong allegiance to content blocks the road to more learner-centered teaching. Unlike power, where the influence is largely unrecognized, the content barrier explicitly impedes faculty. Most of us have no trouble acknowledging that the need to cover content strongly influences, if not dictates, most instructional decisions. Our thinking about content has long been dominated by one assumption: more is better. The time has come to challenge that assumption—not with content-free courses but with new thinking about the function of content. Learner-centered objectives allow us to do just that.

#### **The Role of the Teacher**

Widespread interest in active, collaborative, and cooperative learning and other inquiry-based approaches has raised indirectly the issue of the teacher's role. Indeed, the effectiveness of these more learner-centered methods depends on faculty being able to step aside and let students take the lead. However, having been at the center so long, we are finding it tough to leave that spot, even briefly. As a result, what happens in most college classrooms continues to be very teacher centered, despite the interest in, support for, and some use of these more learner-centered methods.

#### **The Responsibility for Learning**

With this chapter, the locus of the change shifts to action required of students. They must accept the responsibility for learning. This involves developing the intellectual maturity, learning skills, and awareness necessary to function as independent, autonomous learners. The faculty contribution to this process is creating and maintaining conditions that promote student growth and movement toward autonomy. To date, faculty have not accomplished these goals with much success.

#### **Evaluation Purpose and Processes**

Currently, when faculty consider evaluation, what typically comes to mind first are grades. In fact, students, parents, society, and faculty regularly focus on grades more than learning. The learning is assumed; it occurs automatically, an all but inevitable outcome of the evaluation process. Learner-centered teaching abandons tacit assumptions about automatic learning. Evaluation is used to generate grades and to promote learning. The new purpose is larger and better balanced.

## LEARNER-CENTERED SYLLABI

### A Learner-Centered Syllabus

<http://www.cte.iastate.edu/tips/syllabi.html#learn>

Taken from Grunert, J. (1997). The course syllabus: A learning-centered approach. Bolton, MA: Anker Publishing)

Functions of a syllabus:

1. Establishes an early point of contact and connection between student and instructor.
2. Helps set the tone for your course.
3. Describes your beliefs about educational purposes.
4. Acquaints students with the logistics of the course.
5. Contains collected handouts.
6. Defines student responsibilities for successful course work.
7. Describes active learning.
8. Helps students to assess their readiness for your course.
9. Sets the course in a broader context for learning.
10. Provides a conceptual framework.
11. Describes available learning resources.
12. Communicates the role of technology in the course.
13. Can expand to provide difficult-to-obtain reading materials.
14. Can improve the effectiveness of student note taking.
15. Can include material that supports learning outside the classroom.
16. Can serve as a learning contract.

### Designing a Learning Centered Syllabus

<http://www.udel.edu/cte/syllabus.htm>

**Checklist for a learning-centered syllabus:**

- Title Page
- Table of Contents
- Instructor Information
- Letter to the Student
- Purpose of the Course
- Course Description
- Course and Unit Objectives
- Resources
- Readings
- Course Calendar
- Course Requirements
- Evaluation
- Grading Procedures
- How to Use the Syllabus
- How to Study for This Course
- Content Information
- Learning Tools

### 36 Ways to Make Your Classroom More Learner-Centered--Some Ideas for Your Syllabus (Weimer, 2002)

(Note: Tim's comments are in parentheses.)

#### The KEY questions to ask yourself:

What is it my students need to know and be able to do during their professional lives?

What skills and knowledge will stand the test of time, given the dynamic nature of knowledge and information?

1. Allow students to have input into entire syllabus. Students interview each other about what they want to learn and teacher puts that information on the board/newsprint. Teacher brings a DRAFT syllabus to the class and distributes. Given all this, how should the course be revised?
2. Allow time for students to debrief their experiences--exams, projects, and papers--and write their own suggestions for next time. (Consider including time for this debriefing in the syllabus.)
3. Allow time for students to discuss how their projects are going, while they are in the midst of doing them. (Consider including time for this discussion in the syllabus.)
4. Ask students, "what do you remember from this course?" (or from yesterday's or last week's class)
5. Ask students: "how did this activity affect your learning?" "What about it needs to change so that if we do it again, you will learn more?" (Consider allowing time for this activity in the syllabus.)
6. Ask, "what do you remember from this course?" (Consider putting some of these comments into the syllabus.)
7. Be willing to make changes if/when things don't go well.
8. Debrief the exam in ways that promote learning--"show me why you think that answer was correct"--discuss/debate it; maybe give some points. (Consider including time for this debriefing in the syllabus.)
9. Develop and prioritize a list of skills and awarenesses that students need to be successful with the content of this course. (Consider putting this prioritized list into the syllabus.)
10. Devise your own feedback mechanisms. (Consider putting the dates for collecting this feedback into the syllabus.)
11. Discuss classroom climate the first day of class. Have students talk about a class in which they learned a lot and one where they didn't learn much. Have them free write on the conditions that could create a good learning climate. Have students complete sentence stems relating to climate written on newsprint and placed around the room. Revisit whatever principles are developed and assess their presence, absence, and quality of the condition. (Consider putting these comments into the syllabus.)
12. Give a quiz on the syllabus, individually and then in pairs and then the whole class. Don't count the quiz.
13. Have students decide which assignments they will complete--teacher may make some mandatory, provides specifics about the assignments, including due dates.
14. Have students discuss the details of an assignment. (Consider including time for this discussion in the syllabus.)
15. Have students self assess own work before submitting it. (Consider using this self-assessment as a portion of their grade for the assignment.)
16. Have students self-assess their level of participation in the class. (Consider using this self-assessment as a portion of their participation grade.)
17. Have students write a short paper at the beginning of the term/semester outlining why they are taking the course and what they want to learn and the content that might help them accomplish these learning goals. Share in small groups and then prioritize a list of topics. (Consider putting these prioritized lists of topics into the syllabus and using them to determine course content.)
18. Introduce assignments by having students get out syllabus and read it.
19. Let students learn how to summarize--don't do it for them--by writing short summaries or possible test questions at the end of class. (Consider including time for this summarization in the syllabus.)
20. Sequence educational activities in an order that facilitates growth.
21. Solicit feedback early and often. Don't wait until the end of the term. (Consider putting the dates for soliciting this feedback into the syllabus.)
22. Students decide which assignments they will complete--teacher may make some mandatory, provides specifics about the assignments, including due dates.

23. Students have input into entire syllabus. Students interview each other about what they want to learn and teacher puts that information on the board/newsprint. Teacher brings a DRAFT syllabus to the class and distributes. Given all this, how should the course be revised?
24. Students have input into selection of textbook--for example, teacher selects five possibilities from which a group of students makes a recommendation.
25. Students make significant decisions about what content will be covered in the class--teacher provides a list of possible topics from which students select. (Consider putting the results of these decisions into the syllabus and using this information to help structure course content.)
26. Students set due dates and deadlines for major group projects. Students identify the major steps that need to be completed and when they need to be done in order to complete the assignment. They also include the parts of the assignment about which they would like formal feedback with associated dates. Students identify penalties if deadlines are missed. (Consider putting these dates and penalties into the syllabus.)
27. Students write a short paper at the beginning of the term/semester outlining why they are taking the course and what they want to learn and the content that might help them accomplish these learning goals. Share in small groups and then prioritize a list of topics. (Consider putting this prioritized list in the syllabus.)
28. Students, at first working in small groups, establish participation policy for the course. (Consider putting this information into the syllabus.)
29. Talk about why you are teaching this way. Focus on how the teacher and students want the same thing--a course worth the money they've paid for it. (Consider putting a statement of your teaching philosophy into the syllabus.)
30. Teach students how to read the texts. (Consider including time for teaching this skill in the syllabus.)
31. Use matrices and concept mapping. You'll need to take the time to teach students how to do both of these. (Consider including time for teaching these skills in the syllabus.)
32. Use matrices to help students break large tasks into steps, sequence the steps (with approximate time needed to complete the step), and assign to individuals with specifics about what is to be done (if it's a small group project).
33. Use supplementary materials--note taking, learning style inventories, etc. (Consider including time for using these materials in the syllabus.)
34. Use the class content to cover learning skills and to promote a self-awareness of learning. (Consider including time for teaching these skills in the syllabus.)
35. Utilize learning center staff. (Consider including time for a presentation by these staff members in the syllabus.)
36. With small groups, have them think and write about successful/unsuccessful groups of which they've been members. Best and worst experiences studying in groups. What gifts and liabilities do they bring to a group? Use an inventory to assess students' attitudes about working in a group. (Consider including the results in the syllabus.)

## **An Example of Reconceptualizing One Portion of Your Syllabus--**

### **Think of all the different ways there are to evaluate "participation" in a class**

We sometimes fall into the trap of judging class "participation" through attendance and/or speaking up in the whole class setting. This list is meant to broaden that notion by including more and different kinds of ways to evaluate "participation".

**These ideas were taken from many places and not all sources are cited or noted.**

Attendance.

Speaking in large group.

Speaking in small group.

Sending the instructor an email about the class: summary, questions, etc.

Writing something in class: a summary, questions still to be answered, etc.

Peer review of another student's paper.

Visiting instructor or GTF during office hours.

Being prepared for class.

Written homework.

Assigned reading.

Reaction papers.

Answering questions posed by the instructor--verbally and/or in writing.

Active listening.

Having done the preparation for class that day.

Written summaries of class work.

Written summaries of group work.

Self-assessments by students.

Assessment of other students by students.

Participation in online discussions.

Bringing questions to class from the reading assignment (sometimes a set minimum number).

Student asking instructor questions. (KU)

Student answering instructor's questions. (KU)

Student responding to other students' questions. (KU)

Student initiating discussion. (KU)

Lab participation. (KU)

External requirements: field trips, lecture/concert attendance, etc. (KU)

Discussion group participation. (KU)

Leading class discussion.

The idea that class participation will improve your grade but cannot lower it. (UW)

In class quizzes.

Consider using class participation only when a student is on the borderline for a grade. (Macalester)

## **More Good Thoughts on "Participation"**

### **Neat idea from Georgeanne Cooper from TEP**

I think students should be keeping track of their participation and turning in participation logs at different points in the term. If they keep track, it will increase their awareness of not only how much they participate, but also the quality of that participation. They would need a kind of structure to follow in determining what counts as participation and what kind of quality is valued.

### **Criteria used to Assess Class Participation**

(Patricia M. Shields, *Political Science 5335*, Problems in Research Methodology, Southwest Texas State University)

<http://www.fac.swt.edu/shields/classparticipation.html>

1. Attendance
2. Frequency of Communication
3. Substance of Communication
4. Quality of Questions (very important)
5. Evidence of Preparation
6. Jerk Factor
7. Fluff Factor
8. Willingness and Ability to Engage in Give and Take
9. Creative/Innovative Points of View

### **Evaluating Student Work--Participation**

(Part-Time Faculty Guide, George Mason University)

<http://www.gmu.edu/facstaff/part-time/evalstud.html>

Involving students in the learning process means that students need to come to class prepared to participate. Recognizing that participation is an important course expectation, most course syllabi include participation as a component of the final grade assessment. Too often, however, the criteria used to evaluate participation are not articulated. Since participation often comprises 10% to 20% of a student's course grade, we recommend that syllabi clearly outline the requirements necessary to receive full participation credit and how those judgements will be made. The most frequent source of student complaints about grading stems from unclear or unstated criteria for assessing a student's class participation effort.

### **Strategies for Inclusive Teaching: Fostering Equitable Class Participation**

(Center for Instructional Development and Research, University of Washington)

<http://depts.washington.edu/cidrweb/inclusive/foster.html>

### **Suggestions for a Course Syllabus and/or Requirement Sheet for University Instructors and Professors**

(University Ombudsman, University of Kansas)

<http://www.ku.edu/~ombuds/suggest.html>

### **Grading Class Participation**

(Martha L. Maznevski, Assistant Professor, McIntire School of Commerce, University of Virginia)

<http://trc.virginia.edu/tc/1996/Grading.htm>

### **Student Participation Rubric**

(Professor Kathleen Tunney, Dept. of Social Work, SIUE)

<http://www.siue.edu/~deder/partrub.html>

### **Guidelines for Class Participation**

(Dr. Donald J. Raux, Siena College)

<http://www.siena.edu/raux/Class%20Participation%20Guidelines.html>

**INSTITUTION:**

**DEPARTMENT OR COLLEGE:**

**INSTRUCTOR INFORMATION:**

1. Instructor: (full name, title)
2. Instructor Availability: (office hours, etc.)
3. Office Location and Telephone Number:
4. Office FAX: (if available)
5. Home Telephone Number: (optional)
6. Home FAX: (optional)
7. E-Mail Address: (Hot link)

**COURSE INFORMATION:**

1. Course Title/Number/Credits:
2. Meeting Time and Place:
3. Catalog Description:
4. Prerequisites for the course:
5. Students for whom course is intended:

**COURSE PURPOSE, GOALS, AND OBJECTIVES:**

1. Course Rationale: (Where appropriate or applicable it may be helpful to include the relationship of the course to student academic development, to program goals, to general education requirements, and to institutional mission.)
2. Course Goals: (This course will . . . )
3. Performance Objectives: Students will be able to . . . (List observable behaviors here.)

**COURSE REQUIREMENTS** (Including projects, laboratories, clinics, field experience, and attendance policy)

- Special Instructions for Assignments: (Guidelines for particular assignments can be attached to the syllabus or distributed during the semester. Describe specifications for projects or papers, include required documentation style, if any, and the relationship of course goals and specific objectives to assignments.)
- Instructional Rationale: (Reasons for choosing particular assignments, projects, methods, approaches to teaching the subject matter)
- Required Text: (Title, author, edition) (Where the text is available; estimated price of textbook; reason text was chosen; availability of textbook in library circulation or on reserve)

**CONTENT ORGANIZATION:**

Course Graphic showing major elements of subject matter and the relationship between and among the various parts  
OR

Outline showing relative importance of major topics in course:

**COURSE CALENDAR AND INSTRUCTIONAL ACTIVITIES CHART:**

(Subject to change. Arranged by day/date, list assignments, in-class activities, field trips, group presentations, lectures, student projects, guest speakers, etc. are due)

**GRADING PROCEDURES AND POLICIES:**

(Grading system, policies on assignments, tests, makeups, attendance, incomplete, extra-credit, etc.)

**INSTRUCTIONAL RESOURCES:** (Description and location of services available to students enrolled in this course, for example...Academic Services, Tutoring, Student Computer Labs, etc.)

**BIBLIOGRAPHY:**

- Required readings and their locations:
- Recommended readings and their locations:

**INFORMATION ON THIS SYLLABUS IS SUBJECT TO CHANGE**

Informed by research published by the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) and others, this outline is distributed by the **Faculty Teaching Center** at UMASS Lowell.

## **SYLLABUS TEMPLATE--University of Oregon--Affirmation of Community Standards**

<http://www.uoregon.edu/~committees/policies/ch1affirmation.html>

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **SYLLABUS TEMPLATE--University of Oregon Policy Statement on Equal Opportunity**

<http://www.uoregon.edu/~committees/policies/ch1i.html>

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state; and local laws, regulations; and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene, OR 97403; telephone (541) 346-3123; TDD (541) 346-0852.

## **SYLLABUS TEMPLATE--Students with Disabilities**

[http://ds.uoregon.edu/fac\\_guide/opti\\_lear.htm](http://ds.uoregon.edu/fac_guide/opti_lear.htm)

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services outlining your approved accommodations.

## **SYLLABUS TEMPLATE--Student Behavior in the Classroom**

(Suggested by Chris Loschiavo, Director of Student Judicial Affairs, University of Oregon)

Classroom attendance is a necessary part of this course. You are allowed no more than X number of unexcused absences.

Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day. Questions and comments must be relevant to the topic at hand.

You are expected to be on time. Class starts promptly at X. You should be in your seat and ready to begin class at this time. Class ends at X. Packing up your things early is disruptive to others around you and to myself.

Raise your hand to be recognized.

Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing.

Everyone is entitled to his or her opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.

Any continued disruption of class will result in a report to the Director of Student Judicial Affairs for a conduct code infraction. After one warning, if the disruption continues, you will be asked to leave the classroom for the remainder of class.

You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated. Please refer to the University Of Oregon Student Conduct Code by which all students are expected to abide. Grade penalty that will be issued to you should you be found guilty of academic dishonesty will be (F in course, F on assignment, 1 letter grade lower in course, redo assignment, etc.)

Identify on your syllabus what your students can expect from you. Being prepared for class, being on time, not leaving early, being respectful toward your students and their opinions, all are examples.

## **Forms of Academic Dishonesty**

### **Plagiarism**

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

### **Fabrication**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:

1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

### **Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include, but are not limited to:

1. copying from another student's test paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one's work in a test situation;
3. using the course textbook or other material not authorized for use during a test;
4. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing;
5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
6. taking a test for someone else or permitting someone else to take a test for you.

### **Academic Misconduct**

Academic misconduct is the intentional violation of university policies, such as tampering with grades, or taking part in obtaining or distributing any part of an unadministered test or any information about the test.

Examples include, but are not limited to:

1. stealing, buying, or obtaining in any other unauthorized manner all or part of an unadministered test;
2. selling, trading, or giving away all or part of an unadministered test, including answers to an unadministered test;
3. attempting to change or changing, altering, or being an accessory to changing or altering a grade in a grade book, work submitted on a test or a final project, a "supplementary grade report" form, or other official academic records of the university which relate to grades;
4. entering a building or office for the purpose of obtaining an unadministered test.

**What can students do to protect themselves from being charged with academic dishonesty?**

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments; for example, shield answer sheets during examinations, and do not loan completed assignments to other students.
3. Check the course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If there is no written section in the syllabus, ask the instructor what his or her expectations are, particularly concerning collaboration and citation.
4. Do not look in the direction of other students' papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.
6. Utilize the services of Academic Learning Services (68 PLC 346-3226) for assistance in preparing papers.
7. Discourage dishonesty among other students.
8. Refuse to assist students who cheat.
9. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
10. Inform the instructor if you are aware of other students cheating.

**Plagiarism for Students (University Of Oregon Libraries)**

<http://libweb.uoregon.edu/guides/plagiarism/students/>

New and Excellent Resource

## **SYLLABUS TEMPLATE--Learning Resources for University of Oregon Students**

### **Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>**

The Center for Academic Learning Services (ALS) provides academic support to university students through:

- academic courses,
- noncredit workshops,
- individual counseling,
- mathematics and writing laboratories,
- assistance in study-skill improvement,
- preparation for standardized entrance examinations, and
- tutoring in many subject areas.

More comprehensive support is also available to qualified students through two TRIO programs--Student Support Services (SSS) and McNair Scholars--both housed within ALS.

### **Classes (Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>)**

ALS provides a number of one to three credit, lower and upper-division classes. Get what you need in a package that suits you! Check the website for complete information.

### **Workshops (Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>)**

ALS instructors hold specially tailored workshops for new students, transfer students, international students, graduate students, and students who participate in the Office of Multicultural Affairs programs. In addition, ALS instructors are available for individual conferences.

### **Math Lab (Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>)**

Assistance by drop-in.

9:00am - 4:00pm, Monday-Friday, 72 PLC

### **Writing Lab (Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>)**

Assistance by drop-in and by appointment.

9:00 am - 5:00 pm, Monday-Friday, 72 PLC

### **Small Group Tutorials (Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>)**

ALS offers group tutoring for many university courses, including first- and second-year math, French, Spanish, chemistry, economics, and physics. Group tutoring sessions cost \$80 per term meet two hours per week.

### **Individual Tutoring (Academic Learning Services, 68 PLC, 346-3226; <http://als.uoregon.edu>)**

If you need assistance in courses other than those listed, for groups registry printouts are available that list qualified tutors. There is no charge for this printout. It is available from the Academic Learning Services Office, 68 PLC.

### **Mental Health Concerns (University of Oregon Counseling and Testing Center, University Health and Counseling Center Building, 346-3227; <http://darkwing.uoregon.edu/~counsel/index.htm>)**

Provides individual drop-in and crisis counseling, workshops, self-help information, group sessions, consultations/referrals and classes for a wide variety of issues related to the well-being of students.

### **UO Campus Resources**

Academic Learning Services (<http://als.uoregon.edu>)

TRIO Programs (<http://als.uoregon.edu>)

Special Support Services & McNair Scholars

Office of Academic Advising (<http://advising.uoregon.edu/>)

Career Center (<http://uocareer.uoregon.edu/>)

Testing Center (<http://darkwing.uoregon.edu/~testing/>)

UO Library System (<http://libweb.uoregon.edu/>)

Computing Center (<http://cc.uoregon.edu/>)

Office of Student Life (<http://darkwing.uoregon.edu/~stl/>)

Health Center (<http://darkwing.uoregon.edu/~uoshc/>)

Office of Multicultural Affairs (<http://darkwing.uoregon.edu/~oma/>)

Disability Services (<http://ds.uoregon.edu/>)

UO Bookstore (<http://www.uobookstore.com/>)

Calendars of Events (<http://comm.uoregon.edu/calendar/>)

## Learner-Centered Syllabi Resources

### Learning-Centered Syllabi Workshop (Iowa State University)

Material prepared by Lee Haugen

<http://www.cte.iastate.edu/tips/syllabi.html>

Excellent presentation of specific ideas to help you construct a learner-centered syllabus.

### Designing a Learning-Centered Syllabus

Center for Teaching Effectiveness (University of Delaware)

<http://www.udel.edu/cte/syllabus.htm>

Excellent resources for creating learner-centered syllabi.

### Stalking the Superior Syllabus: An IUP Reflective Practice Group Presentation

by John Woolcock, IUP Chemistry Department

<http://www.iup.edu/teachingexcellence/reflectivepractice/syllabus.html>

Excellent resource. Lots of specific suggestions for creating a learner-centered syllabus.

### Summary of "Creating a Learning Centered Syllabi"

by Ken Jones, College of Saint Benedict | Saint John's University

<http://www.csbsju.edu/les/pastevents/syllabi.htm>

Excellent discussion that focuses on the rationale for using a learner-centered syllabus.

### Scholarly Reflections About Teaching

Excerpt from 1994 Peer Review of Teaching Workshop by Lee Shulman and Pat Hutchings sponsored by AAHE.

<http://learninglab.stanford.edu/projects/tomprof/newtomprof/postings/328.html>

Taken from The Course Syllabus--A Learning-Centered Approach by Judith Grunert. A very interesting read on some questions to ask yourself about your course.

### An Evaluation of Online Syllabi in The University of Tennessee College of Communications by Teresa Welsh

[http://www.aln.org/alnweb/magazine/Vol4\\_issue2/Welsh.htm](http://www.aln.org/alnweb/magazine/Vol4_issue2/Welsh.htm)

Nice discussion of online syllabi. Excellent grid you can use to assess the "quality" of your own syllabi.

### The State of the Syllabi at Drexel University

<http://www.drexel.edu/irt/facilities/fdc/syllabistate.html>

Good discussion of why to use a learner-centered syllabus and syllabus template.

### Constructing a Learner-Centered Syllabus: An Online Workshop for Faculty

Power-Point presentation of a workshop by Laurie Bellows of the University of Nebraska-Lincoln.

<http://www.unl.edu/teaching/sylhndts.html>

### Designing a Learner-Centered Syllabus: A Window to Learning

<http://www.emich.edu/public/fcie/syllabus/index.htm>

Information and links from Eastern Michigan University.

### The Learning-Centered Syllabus

<http://www.uml.edu/centers/FTC/article.html>

Article by Mary L. Beaudry and Tracey A. Schaub, Faculty Teaching Ctr., University of Massachusetts Lowell

A version of this article appeared in The Teaching Professor, Feb. 1998, Vol. 12, No. 2

## Books

Grunert, J. (2000). The course syllabus: A learning-centered approach. Bolton, MA: Anchor Publishing.

Huba, M. E. & Freed, J. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Needham Heights, MA: Allyn & Bacon.

McCombs, B. L., & Whisler, J. S. (1997). The learner-centered classroom and school: Strategies for increasing student motivation and achievement. San Francisco: Jossey-Bass.

O'Banion, T. (1997). A learning college for the 21<sup>st</sup> Century. Phoenix: ACE/Oryx Press.

Weimer, M. G. (2002). Learner-centered teaching: Five key changes to practice. San Francisco: Jossey-Bass.