

# Appendix D: Scored & Annotated Syllabi

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*For the norming process, we recommend users score the reference syllabi first without the aid of our scores and annotations. Then, compare scores, reading the annotations when discrepancies exist.*

To help users of our syllabus rubric calibrate the meaning of low, moderate and strong evidence, we have fully annotated six different syllabi and have also included the associated scoring sheets. All of the syllabi were produced by participants in the University of Virginia's Course Design Institute (CDI).<sup>1</sup> Four of the syllabi are presented as pre-/post-CDI pairs. The other two syllabi are post-CDI syllabi. These examples span a range of disciplines and the range of content- to learning-focused syllabi. The syllabi describe the following courses:

- A 1<sup>st</sup>-year seminar course titled "Fairy Tales in Literary and Popular Culture" (pre- and post-CDI syllabi)
- A 2<sup>nd</sup>-year biomedical engineering course titled "Biotransport" (pre- and post-CDI syllabi)
- A 2<sup>nd</sup>-year sociology course titled "Economy & Society" (post-CDI syllabus)
- A 4<sup>th</sup>-year biology course titled "Cell Mechanisms" (post-CDI syllabus)

The component scores shown on the scoring sheets for these syllabi were determined by two independent reviewers (Palmer and Streifer). After initial scoring, we identified all essential components with rater differences > 0 and all other components with rater differences > 1. We reexamined these "problematic" components, discussed the associated evidence for each, and agreed on final scores. Our annotations were derived from our initial perceptions of the evidence and subsequent conversations.

Because syllabi are "messy", especially those nearest the learning-focused end of the continuum, we have not provided exhaustive comments, but instead have identified key pieces of evidence or places where there is a lack of evidence. To focus the reader's attention, we have numbered the annotations in the text and color-coded these along with the corresponding marginal annotations according to the rubric criteria:

- **blue** = learning goals & objectives
- **mauve** = assuagement activities
- **lavender** = schedule
- **orange** = overall learning environment
- **green** = learning activities

The majority of annotations are accompanied by comments on how particular aspects of the syllabus contribute to the strength of the evidence of each component. These comments are *italicized*. We have removed all identifying information about the instructors. We have also reformatted the text for consistency.

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<sup>1</sup> Our CDI emphasizes the syllabus as a container for participants' course design ideas. The typical participant produces a nearly completed syllabus (~85%) during the week of the institute. For more information about our Institute or our course design process, visit: <http://trc.virginia.edu/programs/course-design-institute/>.

Sample syllabus #1 (pre-CDI)  
**FYS 100: Twice-Told Tales: Fairy Tales in Literary and Popular Culture [0]**

[Professor Name]  
[Office / Phone Number]  
[Office Hours]  
[Writing Consultants]

### Welcome

This fall the “Twice-Told Tales” seminar will focus on a case study of perhaps the most popular fairy tale in the Western canon, “Cinderella,” and its variants. We will begin by remembering and retelling the tale, moving from there into a close study of some of the oldest, most popular and most familiar versions of the tale, as told by Giambattista Basile, Charles Perrault, and Jacob and Wilhelm Grimm. Students will explore alternate tellings and revisions of the tale, both contemporary and historical, as they consider such questions as: [1] [2]

- what makes a story a “fairy tale”?
- how and why do certain versions of tales survive?
- do fairy tales express universal truths or culturally-specific issues—or both?
- what does it mean to revise and/or rework a fairy tale?
- are fairy tales for children?

Other questions will no doubt arise during the course of the semester as well. Students will write every day, read voraciously, and engage in vigorous class discussion as they develop their research questions for presentation to the class by the end of the semester.

Things you’ll need for Twice-Told Tales:

- An open and curious mind.
- A willingness to re-examine some deeply-held beliefs.
- Respect for your fellow students.
- A notebook! And something to write with.

### Course Goals [3]

All FYS courses have the same five interlocking goals:

[0]: The syllabus is relatively easy to navigate, although better formatting would improve readability. Besides the reading assignments and due dates in the schedule, it’s not clear students will need to refer back to the syllabus during the semester.

*These characteristics place the syllabus in the moderate category for component 13.*

[1]: Tone of the document is highly variable. Initial questions are intriguing, and may inspire student curiosity, but the discussion of policies (see below) sounds punitive, demotivating.

[2]: There is no clear statement of course goals, although a few can be inferred from the introduction. For instance, it appears that the instructor wishes students to become complex thinkers and cultural critics who can handle ambiguity. The inferred goals do not map fully onto Fink’s taxonomy.

*These characteristics place the syllabus in the moderate category for component 1.*

[3]: The objectives (called goals here) are written for the entire writing curriculum, and not the course. The objectives are not phrased in terms of what skills and knowledge the students will cultivate, but what the course will do.

*These characteristics place the syllabus in the moderate category for component 2.*

### Sample syllabus #1 (pre-CDI)

- expand and deepen students' understanding of the world and of themselves
- enhance their ability to read and think critically
- enhance their ability to communicate effectively, in writing, speech, and in other appropriate forms
- develop the fundamentals of information literacy and library research
- provide the opportunity for students to work closely with a faculty mentor

We will approach these goals in a variety of ways, but primarily through intensive [4] in-class writing and discussion, and out-of-class reading, viewing, and writing. More specifically, my hope is that in this class you approach some familiar texts (fairy tales) with new insights, deepening your awareness of the cultural, literary, and political implications of this familiar form. Through attention to oral and written communication skills and library research skills, you will, by the end of the semester, have posed a research question, completed some preliminary research, and presented your findings in both written and oral form.

### Course Assignments and Grading Breakdown [5]

In-class writing and class participation: 20% [6]

Much of our writing in class will be unstructured and ungraded. However, on occasion I will collect and respond to in-class writing. I will also provide periodic feedback on your class participation. Postings to the class blog are also considered part of class participation.

Formal papers (3): 60% [7]

Each paper will go through at least one draft before being turned in for a grade. On occasion, further rewrites may be encouraged. See the course rubric for written work for more on grading standards.

Class presentation: 20%

You will present your research findings to the class in a formal presentation during the last two weeks of the semester. Early consultations with a Speech Consultant are strongly encouraged. (More on this in class.)

### Course Policies

This is a discussion and writing class—we write every day, we talk every day. Obviously you can't participate if you're not here. So the first and most important policy for this class is to come, and come prepared. "Prepared" means you've done the reading (or the viewing, or the writing) for the day, thought about it, taken some notes, and even given some thought to what you'd want to say about it in class. Class meetings can't be made up. **You may miss two**

[4]: Most learning activities are not explicitly specified, but the two that are – in-class writing and discussion – are likely to engage students and follow evidence-based practices.

*These characteristics place the syllabus in the moderate category for all three components of the Learning Activities criterion.*

[5]: Assessments generally align with the objectives, but in some cases they actually exceed the expectations of the objectives. For example, the formal papers target much more than critical thinking and effective communication skills, but those are the only two explicit objectives that map on to those assignments.

*Because of this, the syllabus scores in the moderate category for alignment (component #4).*

[6]: This suggests a moderate degree of formative assessment (#6).

[7]: Given the descriptions of the assessments at the end of the syllabus, the weighting of assignments for grading purposes probably aligns with the objectives, even though 60% percent of the grade comes from formal papers.

*Because it's not clear that the most important objectives map onto the papers or how the syllabus prioritizes objectives, the syllabus earns a moderate score for component 8.*

Sample syllabus #1 (pre-CDI)

**class meetings (one full week) with no questions asked; after that, missed classes will begin to affect your grade.**

See me if you have a conflict such as a game, field trip, or family obligation beforehand—email or call if you’ll miss class because of an illness.

In class: no laptops; cellphones off—unless we have a use for them, specified ahead of time. Since our class meets at what may feel like a mealtime, you may bring food & drinks into the classroom, but try to be discreet: onion sandwiches probably won’t go over too well with your classmates.

Papers are due at the time and date specified in the syllabus, **with no exceptions**. You will be working either with your peers or with your Writing Consultant on your draft and you can’t get good feedback from them if you haven’t given them time to read it. Final drafts must be accompanied by marked drafts and any editorial feedback you’ve received. If I don’t receive those materials with your paper, I won’t read it until I get them—and I’ll mark it late. **Be forewarned.**

**[8]**

The library workshop and consultations with your Writing Consultant are mandatory. Miss them at your peril.

**[9]** This class is exploratory in nature—it’s more about finding the right questions to ask than mastering a body of material. So at times the syllabus may change as we decide to follow a different set of questions. If/when that happens, I’ll give you plenty of notice both in class and online—**please check your email regularly so you know what’s going on.**

Week One: 8/23-8/26 **[10]**

1. Course Introduction, telling the story
2. Read: Basile, Perrault, Grimm (in Dundes, 3-29 and H&K, 97-102)
  - a. Due in class: a 1-2 page version of Cinderella in your own words

Week Two: 8/30 – 9/2

1. Read: Rowe, “Feminism & Fairy Tales” (H&K, 342-358); Hjortshoj ch. 3
2. Read: Bettelheim, “The Struggle for Meaning” (H&K, 323-335) and Yolen, “America’s Cinderella” (Dundes 294-306)

**[8]:** Course policies and rules in bold come across as punitive and set low expectations for student behavior. *This negatively impact components 10-12.*

**[9]:** Words such as “exploratory” and “intensive writing and discussion” suggest that the students should take an active role in their own learning, and go into the class with enthusiasm for the subject. Yet, the language of the syllabus detracts from this message.

*Again, this negatively impact components 10-12.*

**[10]:** The schedule outlines due dates for reading and class assignments.

The schedule does not include thematic divisions, nor does it say any about learning activities beyond listing the reading assignments.

The schedule’s format is messy, making it less usable than it otherwise could be.

*These characteristics place the syllabus in the moderate category for the schedule criterion (#9).*

## Sample syllabus #1 (pre-CDI)

### Week Three: 9/6 – 9/9

#### MW class

1. Read: Hjortshoj ch. 4 & 6; View in class: Ashpet
2. Class meets in Boatwright Library Computer classroom
  - a. Complete the library tutorial before today's class:  
<http://library.richmond.edu/services/students/fys/>

#### TR class dates reversed:

1. Class meets in Boatwright Library Computer classroom
  - a. Complete the library tutorial before today's class:  
<http://library.richmond.edu/services/students/fys/>
2. Read: Hjortshoj ch. 4 & 6; View in class: Ashpet

### Week Four: 9/13 – 9/16

1. Draft due: paper #1; View in class: Disney's Cinderella
2. Read: Wood, "Domesticating Dreams" (electronic reserve); Hearne, "Disney Revisited" (H&K 386-393)

### Week Five: 9/20 – 9/23

1. Revised draft due: paper #1; in class: Rylant, Cinderella
2. Read: "Vasilisa the Beautiful" and "Cap O'Rushes" (H&K, 102-111); Hamilton, "Catskinella" (handout); "Donkeyskin" (online: <http://www.pitt.edu/~dash/perrault11.html>)

### Week Six: 9/27 – 9/30

1. Read: Warner, "Absent Mothers: Cinderella," Tatar, "Tyranny at Home: 'Catskin' and 'Cinderella'" (electronic reserves)
2. Read: Lee, "When the Clock Strikes," Maitland, "The Wicked Stepmother's Lament," Sexton, "Cinderella" (H&K 117-138); Hamilton, "Mary Belle and the Mermaid" (handout)

### Week Seven: 10/4 – 10/7

1. Library project #1: begin reviewing Cinderella stories from blog
2. Read: Nodelman, "The Hidden Meaning and the Inner Tale," Zipes, "Once Upon a Time in the Future" (electronic reserve)

Sample syllabus #1 (pre-CDI)

Week Eight: 10/11 – 10/14

1. Fall Break
2. Read: A Little Princess

Week Nine: 10/18 – 10/21

1. Draft due: Paper #2; ; continue discussion of A Little Princess
2. Read: Hjortshoj, ch. 8; more blog reviews; additional reading/viewing TBA

Week Ten: 10/25 – 10/28

1. Revised draft due: Paper #2; in class: Rodgers & Hammerstein's Cinderella
2. Annotated bibliographies due; in class: Film, continued

Week Eleven: 11/1 – 11/4

1. Read: Harry Potter and the Sorcerer's Stone
2. Harry Potter, continued

Week Twelve: 11/8 – 11/11

1. Reading/viewing TBA
2. Paper proposals due

Week Thirteen: 11/15 – 11/18

1. Reading/viewing TBA
2. presentations in class

Week Fourteen: 11/22 – 11/25

1. presentations in class
2. Thanksgiving

Week Fifteen: 11/29 – 12/2

1. presentations in class
2. presentations in class

Final papers are due Thursday, 12/9 by noon for both sections

**Assignments for Twice-Told Tales: [11]**

PAPERS

**Paper #1:** This is a 3-5 page paper in which you apply the insights of a critic to a text—in this case, a short film. Karen Rowe’s essay “Feminism and Fairy Tales” claims that fairy tales harm women by depicting them as passive and offering only a single path to development through heterosexual (and patriarchal) marriage. Does Tom Davenport’s short film, “Ashpet,” address Rowe’s objections to the traditional fairy tale? Ground your response in specific details from both Rowe’s analysis and from the film.

Draft due: Monday, 9/13 or Tuesday, 9/14

Revised draft due: Monday, 9/20 or Tuesday, 9/21

Your first draft should be a completed paper, with a central claim, supporting evidence, analysis of that evidence, and a brief conclusion. You will work through the draft with your Writing Consultant, make any necessary revisions, and turn in both your revised and original draft (with your Consultant’s commentary) one week later.

**Paper #2:** This is a 4-6 page paper in which you either compare and contrast two versions of “Cinderella” or analyze one version through the lens of one of the critics we have read so far.

- A. For a comparison/contrast paper: select two Cinderella (or Cinderella-inspired) texts we have read in the course so far. Selecting key details from both texts, argue for the importance of their similarities/differences. That is, are both texts more similar, or more different? What do their similarities and differences mean?

[Example: a comparison/contrast of two versions of “Little Red Riding Hood” might make the following claim: In the Grimms’ version of “Little Red Riding Hood,” the title character is rescued by a passing woodsman, while in Perrault’s, she is killed and eaten by the wolf—end of story. This central difference—and others—suggests that the Grimms’ version is not a cautionary tale but a tale of female helplessness and, especially, patriarchal power, while Perrault’s more explicitly warns against sexual dangers.]

- B. For a “critical lens” paper, choose one critic we’ve read and apply his/her insights to a text s/he does not address in the selected essay. Do his/her analysis and conclusions also apply to this text? This essay roughly follows the format of the first paper, but requires you to select both texts for consideration.

Draft due: Monday, 10/18 or Tuesday, 10/19

**[11]:** All assignments are carefully described, with promises of additional criteria and rubrics.

*These characteristics place the syllabus in the strong category for component 5.*

Sample syllabus #1 (pre-CDI)

Revised draft due: Monday, 10/25 or Tuesday, 10/26

As with your first paper, your first draft should be a completed paper, with a central claim, supporting evidence, analysis of that evidence, and a brief conclusion. You will work through the draft with your Writing Consultant, make any necessary revisions, and turn in both your revised and original draft (with your Consultant's commentary) one week later.

**Paper #3:** This is a 7-10 page research paper on any element of the Cinderella tradition that interests you. It will be completed in several stages. **Completion of the library tutorial, attendance at the library workshop, and all the component parts listed below are required for the final paper: failure to complete any single part of the assignment by the relevant date will significantly affect your final grade.**

1. Annotated Bibliography: Due Wednesday, 10/27 or Thursday, 10/28 **[12]**

An annotated bibliography is a brief listing of 4-6 articles or books you might consult for your final paper. Your annotation should note their relevance to an assigned text for the class, either an essay or a version of Cinderella. It should also note at least one significant claim made in the text. You may include up to two primary texts in your annotated bibliography: these should be versions of Cinderella, or references to the text, that we have not discussed so far in class. We will discuss how to develop a research question in class, and you will have ample time to come up with an interesting and workable topic.

2. Paper proposal: Due Wednesday, 11/10 or Thursday, 11/11

Your paper proposal should be a 1-2 page exploration of your chosen topic, with a preliminary thesis and a brief analysis of some of your supporting evidence. If you like, you may also turn in an outline of your paper with the proposal.

3. Research Paper: Due Thursday, 12/9 by noon (in my mailbox)

The final draft of your research paper should set out the research question posed by your proposal, and answer it with evidence drawn from a variety of sources, both primary and secondary. Your paper should include a works cited list in MLA format (this is separate from the annotated bibliography), a title page, and appropriate in-text citations where relevant. **Please turn in your (marked) annotated bibliography and paper proposal with your final draft.**

**[12]:** This assignment in particular, but others as well, signify a considerable degree of scaffolding with suitable pacing.

*These characteristics place the syllabus in the strong category for component 7.*



### Sample syllabus #1 (pre-CDI)

The course blog is a place for us to post interesting resources and references to Cinderella that we find online and elsewhere. Each student must post at least once, and comment at least three times, on the course blog; dates will be announced in class.

#### PRESENTATION

During the last two weeks of class, we will hear presentations on your work in progress. Each student will prepare a 5-7 minute presentation on his/her work, which will be followed by a discussion period. Your responsibility as a presenter is to be clear and analytical; as an audience member, to be attentive and curious.

Your presentation should include the same elements as your proposal—a statement of your research question or claim, an indication of your approach, and evidence in support of your claim. However, the presentation need not be quite so rigidly formatted as the proposal, and should focus primarily on either a demonstration that the research question is indeed a worthy one, or a more detailed analysis of some of the relevant evidence in support of the research claim. Handouts and visual aids may be used where appropriate. (For example: if you plan to analyze a long quotation, it's often better to provide it in a handout than to read it to your audience.)

You may either read a prepared paper or speak from notes, but in either case make sure that your presentation is clear and logically organized, and that you speak clearly and understandably. (This may mean slowing down your normal speech pattern, for example.)

Be prepared to take questions on your research.

Sample syllabus #1 (pre-CDI)

**FSY 100: Fairy Tales in Literary and Popular Culture**

**Main Rubric**

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink’s dimensions of significant learning		3	
	2. Course level learning objectives are clearly articulated and use specific action verbs		3	
	3. Learning objectives are appropriately pitched			
Assessment Activities	4. Objectives and assessments are aligned		3	
	5. Major summative assessment activities are clearly defined	2		
	6. Plans for frequent formative assessment with immediate feedback		1	
	7. Assessments are adequately paced and scaffolded	1		
Schedule	8. Grading information is included but separate from assessment; it is aligned with objectives		1	
	9. Course schedule is fully articulated and logically sequenced		3	
Classroom Environment	10. Tone is positive, respectful, inviting		2	
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning			2
	12. Communicates high expectations, projects confidence of success			1
	13. Syllabus is well organized, easy to navigate, requires interaction		1	
subtotals		3(x2) = 6	17(x1) = 17	3(x0) = 0
		<b>TOTAL</b>		23/46

**Supplemental Rubric**

Learning Activities	14. Classroom activities, assessments, and objectives are aligned		3	
	15. Learning activities are derived from evidence-based practices		2	
	16. Learning activities likely to actively engage students		1	
subtotal		0(x2) = 0	6(x1) = 6	0(x0) = 0
		<b>TOTAL</b>		6/12

Sample syllabus #2 (post-CDI)  
**FYS 100: Twice-Told Tales: Fairy Tales in Literary and Popular Culture [0]**

[Professor]  
[Office]  
[Phone]  
[Email]  
[Office Hours]  
[Time]

### COURSE DESCRIPTION

Fairy tales are among the most popular, and least understood, literature and entertainment we provide to children.

**[1]** But did you know that most fairy tales were not originally intended for children? That they contain stories of violence, adultery, cannibalism, and more? How did these become “nursery fare”? Do those origins still leave their traces in the children’s movies and books that we know and love? And why do we keep telling them over and over again?

In this first-year seminar course we will delve into fairy tales, fairy tale revisions, adaptations, and reworkings, in order to explore the relevance of fairy tales for and beyond childhood and for and beyond entertainment. Questions we’ll consider include:

- do fairy tales express universal truths or culturally-specific values—or both?
- what makes a story a “fairy tale”?
- who are fairy tales for?
- what does it mean to revise and/or rework a fairy tale?

### LEARNING OBJECTIVES

**[2]** **[3, 4]** The mission of this course is to help you to develop tools to both appreciate and analyze a wide variety of fairy tales and fairy tale revisions; to understand and be able to explain why the study of fairy tales and other popular culture entertainments (especially for children) is valuable; to evaluate and/or create interesting and rich fairy-tale based entertainments; and to develop the skills to pursue further research in the areas that interest you.

In addition, all first-year seminar courses share a set of common and interlocking goals for students. They will:

- expand and deepen students’ understanding of the world and of themselves
- enhance their ability to read and think critically

**[0]:** The sections of the syllabus are marked clearly and are ordered to support the focus on learning. *Some formatting issues, particularly with the schedule, keep it from earning a strong rating for component 13.*

**[1]:** The syllabus begins with intriguing, motivating questions that would encourage students to think in new ways about topics they may assume they know a lot about.

*This sets a positive tone for the syllabus (component 10) and contributes to student motivation (component 11).*

**[2]:** The syllabus promises a big payoff in terms of developing students’ creativity, knowledge of culture and history, and ability to work on research projects, all of which could be useful in future courses.

*Again, this supports components 10 and 11.*

**[3]:** The syllabus includes course-specific objectives as well as curricular ones. The objectives and goals respond to most of Fink’s dimensions.

*These characteristics place the syllabus in the strong category for component 1 and 2.*

**[4]:** The long-term goals and course objectives could be better differentiated, but this doesn’t detract from their strength.

### Sample syllabus #2 (post-CDI)

- enhance their ability to communicate effectively, in writing, speech, and other appropriate forms
- develop the fundamentals of information literacy and library research
- provide the opportunity for students to work closely with a faculty mentor

These goals support and complement the specific learning goals for this seminar.

We will discuss and perhaps revise or supplement these goals as the semester goes on: what are your goals for the course? What do you hope to learn? [5]

### ASSESSMENT AND EVALUATION [6, 7, 8]

We've got some big goals for this class—how will we achieve them? How will we know we've achieved them? There are several different kinds of assignments you'll be doing in the class—some formal, some informal, some that I'll assess, some that you, your peers, or even someone outside the class will assess for you.

#### Analytical papers (2)—35%

These papers will help you develop your skills in critical thinking and persuasive writing. The rubric [link] for them emphasizes thesis development, use of evidence, and clarity of expression—all components of good writing and thinking that we will work on in class. For both of these papers, you will produce an initial draft and then revise it with feedback from our Writing Consultant.

#### Creative project—20% [9]

Your final project combines library research and creative expression, and will allow you to explore both what makes a fairy tale entertaining and why it matters. It will proceed in stages, with work accomplished both in and out of class and with feedback at various points along the way. The project will either be a proposal for a theatrical production at UR, or a brief theatre piece for children. You will present your final project in class as well as turning in written materials (bibliography, proposal, and reflection) at the end of the semester. The rubric [link] for your creative project emphasizes clarity of purpose, originality, and appropriate use of resources.

#### Class participation, including informal writing—25%

Class discussion is the lifeblood of the course—it is how we both create and share new knowledge. Some discussions will be in small groups, others in the full class, but we will have some discussion every day. Many of our discussions will be primed by either in-class or out-of-class writing, including freewriting, discussion prompts, response papers,

[5]: The syllabus is welcoming and treats students as equal partners in learning by soliciting their input for course goals and content materials.

*These characteristics place the syllabus in the strong category for components 10 and 11.*

[6]: The assessments support a more robust set of objectives than the syllabus articulates. For instance, the assessments include a learning portfolio, the purposes of which exceed the stated objectives. Another objective that covers self-reflection and self-assessment would be needed in order to better align objectives and assessments.

*However, the syllabus receives a strong score for component 4, because the assessments exceed, rather than fail to meet, the standards set by the objectives.*

[7]: Each assessment is thoroughly described and sufficient rationale is provided (component 5=strong).

[8]: There are numerous references to formative feedback in this section (component 6).

[9]: The grading distribution puts the emphasis on the more complex skills of analysis, evaluation, and creativity. This is consistent with the goals and objectives.

*This results in a strong rating for component 8.*

## Sample syllabus #2 (post-CDI)

and reflective pieces. Periodically throughout the semester you'll receive feedback on your class participation; you may also want to review the rubric for participation here. [link] [10]

[10]: The web links suggests students have access to additional details, an important aspect of component 5.

Learning portfolio—20%

At the end of the semester, you'll assemble most of the materials you've produced during the semester into a learning portfolio which you will turn into me with an essay in which you reflect on what you've learned over the course of the semester. I'll also ask you to write a letter to a future student in this course, suggesting tips for success.

### COURSE TEXTS

Please do not buy your course textbooks until you've come to class; we will not always all be reading the same books. Books marked with an asterisk will be required of all students.

Alan Dundes, ed. Cinderella: A Casebook

Alan Dundes, ed. Little Red Riding Hood: A Casebook

\*Martin Hallett and Barbara Karsek, eds. The Broadview Book of Folk & Fairy Tales

\*J.K. Rowling, Harry Potter and the Sorcerer's Stone

\*Jackson Pearce, Sisters Red

\*Robin McKinley, Rose Daughter

\*Keith Hjortshoj, The Transition to College Writing

[\*Or: Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves that Matter in Academic Writing]

You will also have an opportunity to suggest both additional texts and films for the course; be thinking about other fairy tale entertainments that we might all share.

### SCHEDULE OF READINGS AND ASSIGNMENTS [11]

**Theme for Section One: do fairy tales express universal truths, or culturally-specific values—or both?**

Week One

Jan 11

Introduction to the course, syllabus review

Activity: Telling a story (in class)

Jan 13

Read: LRRH or Cinderella versions (by group)—Grimm, Perrault, etc.

[11]: The schedule is organized by thematic questions that provoke interest and guide students' thinking. It includes all assignment deadlines, and also activities (in and out of class) that act as scaffolding for the completion of those assignments. Its effectiveness is limited by poor formatting and organization, which results in a moderate score for component 9.

## Sample syllabus #2 (post-CDI)

Activity: (out of class) articulate goals for course; in class, discuss them

### Week Two

Jan 18

Read: Karen Rowe: "Feminism and Fairy Tales"

Activity: write a version of your story (out of class)

Jan 20

Read: Bettelheim: "The Struggle for Meaning"

Activity: Think-Pair-Share w/critical essay (pair LRRH students with Cinderella students)

### Week Three

Jan 25

Read: more versions of the tale (multicultural)

Jan 27

Read: "Forget what you know..." (NYTimes article on studying)

Thesis development workshop: from topic to question to thesis

Review rubric, view sample introductory paragraphs

### Week Four

Feb 1

Readings TBA

Feb 3

Film viewing [Into the Woods, part one]

Activity: draft of paper #1 due

(peer review w/writing consultant during this week; revise)

### Week Five

Feb 8

Reading TBA

Red Riding Hood students pair with Cinderella students to discuss representations of both in the film

Sample syllabus #2 (post-CDI)

Feb 10

Into the Woods, part two

Revised draft of paper #1 due

**Theme for section two: What is a fairy tale?/What do fairy tales do?**

Week Six

Feb 15

Read: Sleeping Beauty, Beauty and the Beast, Ugly Duckling

Feb 17

Read: two more critical essays (Bottigheimer? Jack Zipes?)

Activity: Write a letter to your mother/best friend/other interested party: why this class?

Week Seven

Feb 22

Reading TBA

Feb 24

Reading TBA

Activity: revise or rewrite the fairy tale you wrote for week two, taking into account other versions you have now read and critical approaches to fairy tales. This may serve as source material for your final project.

Week Eight

Feb 29

Reading TBA

Mar 2

Reading TBA

Week Nine

SPRING BREAK

## Sample syllabus #2 (post-CDI)

Week Ten

Mar 14

Evidence workshop: developing an argument

Mar 16

Library workshop

Draft of paper #2 due

Week Eleven

Mar 21

Disney Cinderella in class (or Beauty & the Beast?)

Mar 23

Revised draft of paper #2 due

\*Active learning activity: developing your final project [link; see below]

**Theme for Section Three: What does it mean to revise/rework a fairy tale? What is intertextuality?**

Week Twelve

Mar 28

Reading: Rose Daughter

Mar 30

Reading: Rose Daughter/other B&B versions

Annotated bibliography due in class: resources for final project

Week Thirteen

Apr 4

Reading: Sisters Red

Apr 6



## Sample syllabus #2 (post-CDI)

Reading: Sisters Red/other LRRH versions

Proposal for final project due in class

Week Fourteen

Apr 11

Reading: Harry Potter and the Sorcerer's Stone

Apr 13

Reading: Harry Potter and the Sorcerer's Stone /other Cinderella versions

Week Fifteen

Apr 18

Workshop final project

Apr 20

Last day of spring classes: workshop final project

Final presentations will be during the time scheduled for our final exam: TBA

**[12]** Active learning activity: come to class with an idea of which topic you'll choose. Students will be grouped according to their choices and will brainstorm approaches. After brainstorming, write down

- 1) what you already know about the project you're taking on
- 2) what you still need to know
- 3) how you plan to learn #2

Review this with someone not in your original group, revise (peer assessment); turn in revised version (instructor assessment); assessment will be formative: useful for refining/revising project, not graded.

### A LITTLE MORE ON ASSIGNMENTS

Out of class writing assignments:

- 1) Jan 18: Write your own fairy tale (informal)

**[12]:** Syllabus describes a set of learning activities that prepare students well for a formal assessment. Many of them are creative and will likely engage students.

Though robust, connection of some activities to the objectives is less clear.

*Taken together, these features result in moderate score for component 14 and strong scores for 15-16.*

## Sample syllabus #2 (post-CDI)

2) Feb. 3/10: Paper #1: Analyze a version through a critical lens (scaffolded [13] project: use Karen Rowe with a selected version) (formal)

3) Feb. 17: Letter to a parent/friend: why is this class valuable? (informal)

4) Feb. 24: Revise your own fairy tale from week one, reflect on the revision: are there things you want to change having learned something about how critics read fairy tales? (informal)

5) Mar. 16/23: Paper #2: Compare and contrast some versions you've read (again, with critical lens?) (formal)

6) Unit three and exam week: final project as described below—build this one in stages from bibliography to prospectus etc. (public presentation and formal writing)

1. Imagine that you are helping the UR Theatre Department choose a version of Cinderella to perform on stage. You need to convince them that your version (one you've seen or read, or the one you wrote earlier in the semester) is appropriate for an intellectually curious and thoughtful audience—that is, your version should of course entertain, but it should also make people think. This means you'll need to provide a précis of your chosen version and how it differs from or conforms to our general assumptions about Cinderella. After that, you should argue for both the innovation and tradition your version represents, demonstrating a familiarity with prior research on Cinderella and earlier versions of the story.

2. Produce a children's theatre production of a fairy tale of your choosing. This is like option #2, but with a different audience. Option to work on this with elementary/middle school students? (Depends on CBL placement.)

### COURSE POLICIES

This is a discussion and writing class—we write every day, we talk every day. Obviously you can't participate if you're not here. So the first and most important policy for this class is to come, and come prepared. "Prepared" means you've done the reading (or the viewing, or the writing) for the day, thought about it, taken some notes, and even given some thought to what you'd want to say about it in class. Class meetings by their nature cannot be made up. However, I recognize that sometimes unavoidable situations arise—illness, mandatory events for other classes or activities, etc. Therefore, **you may miss two class meetings (one full week) with no questions asked; after that, missed classes will begin to affect your grade.** [14] (This includes the library workshop.) See me if you have a conflict such as a game, field trip, or family obligation **beforehand**—email or call if you'll miss class because of an illness.

[13]: Many of the assignments mention scaffolding or it is clear from the schedule that they are. They are also spread out throughout the semester.

*These characteristics place the syllabus in the strong category for component 7.*

[14]: The emphasis on policies is diminished by placing them at the end of the syllabus. *Though they vacillate between cultivating a welcoming and punitive tone/classroom environment, the document overall conveys a positive, respectful tone (component 10).*

## Sample syllabus #2 (post-CDI)

In class: no laptops; cellphones off—unless we have a use for them, specified ahead of time. Since our class meets at what may feel like a mealtime, you may bring food & drinks into the classroom, but try to be discreet: onion sandwiches probably won't go over too well with your classmates.

**[15]** Because you will be working either with your peers or with your Writing Consultant on your written work, it is imperative that you make your deadlines so they can make theirs and give you good feedback. Similarly, when you are responsible for feedback, you need to provide it in a timely manner. I, too, will provide feedback on final drafts that is intended to help you improve on subsequent written work. All of this feedback takes time, though, and if your work at any stage is late, the feedback you receive will be compromised. Final drafts must be accompanied by marked drafts and any editorial feedback you've received. If I don't receive those materials with your paper, I won't read it until I get them—and I'll mark it late.

The library workshop and consultations with your Writing Consultant are mandatory. Again, other people are committing their time to us—to be respectful of their time, we need to be on time, be prepared, and be attentive at these events just as for class.

This class is exploratory in nature—it's more about finding the right questions to ask than mastering a body of material. So at times the syllabus may change as we decide to follow a different set of questions. If/when that happens, I'll give you plenty of notice both in class and online—**please check your email regularly so you know what's going on.**

### RESOURCES

There are some wonderful online resources for the study of fairy tales, and of Cinderella and Little Red Riding Hood in particular. Here are a few; let me know if you find more!

Sur La Lune's Cinderella Page  
The Cinderella Project, University of Southern Mississippi  
D. L. Ashliman's Cinderella Page  
The Cinderella Bibliography, by Russell Peck  
The Little Red Riding Hood Project, University of Southern Mississippi  
Sur La Lune's Little Red Riding Hood Page  
D.L. Ashliman's Little Red Riding Hood Page

Finally, some links that have nothing to do with Cinderella or Little Red Riding Hood: How to Study: A Brief Guide, by William J. Rappaport

**[15]:** The tone of the syllabus and the language used to frame what student will do sets the bar high for student but there are many example of how the instructor will help students be successful. This is one.

*There contributes to the strong evidence for component 12.*

Sample syllabus #2 (post-CDI)

**FSY 100: Fairy Tales in Literary and Popular Culture**

**Main Rubric**

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink’s dimensions of significant learning	3		
	2. Course level learning objectives are clearly articulated and use specific action verbs	3		
	3. Learning objectives are appropriately pitched			
Assessment Activities	4. Objectives and assessments are aligned	3		
	5. Major summative assessment activities are clearly defined	2		
	6. Plans for frequent formative assessment with immediate feedback		1	
	7. Assessments are adequately paced and scaffolded	1		
	8. Grading information is included but separate from assessment; it is aligned with objectives	3		
Schedule	9. Course schedule is fully articulated and logically sequenced		3	
Classroom Environment	10. Tone is positive, respectful, inviting	2		
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning	2		
	12. Communicates high expectations, projects confidence of success		1	
	13. Syllabus is well organized, easy to navigate, requires interaction		1	
subtotals		17(x2) = 34	6(x1) = 6	0(x0) = 0
		<b>TOTAL</b>		40/46

**Supplemental Rubric**

Learning Activities	14. Classroom activities, assessments, and objectives are aligned		3	
	15. Learning activities are derived from evidence-based practices	2		
	16. Learning activities likely to actively engage students	1		
subtotal		3(x2) = 6	3(x1) = 3	0(x0) = 0
		<b>TOTAL</b>		9/12

Sample syllabus #3 (pre-CDI)  
**BME 2240: Biotransport [0]**

[Course Information]

[Instructor Information]

[TA Information]

**Objectives:**

To introduce principles and mathematics governing biological and biomedical transport processes; to apply classical engineering solutions and governing equations from simple transport problems to more complex biomedical transport processes; and to integrate knowledge of cell and organ physiology with mathematical expression of transport principles. [1]

**Pre-requisites:** APMA 2120, 2130.

**Co-requisites:** BME 2220, BME 2104 or instructor permission.

**Textbook:** R.L. Fournier, Basic Transport Phenomena in Biomedical Engineering, 3rd ed., Boca Raton, FL: Taylor & Francis, 2012, ISBN 978-1-4398-2670-6

**Format:**

Lecture [2] materials will be supplemented [3] with readings from the textbook.

Supplemental materials and slides containing figures for discussion in class will be posted [3] on the class webpage on UVa Collab.

Friday Discussions will include supplemental lecture material, mathematical derivations, extra example problems, and homework help.

Homework problem sets may be individual or group projects as specified in each assignment. Homework will not be accepted late without prior arrangement with [professor].

Two midterm tests will consist of short explanation or analysis questions. The final exam will be comprehensive. You must work alone; you may not use your notes or any other source of information except as specified in the test instructions. Review sessions will be offered before each test. [4]

All work is to be your own work (see the Honor Statement below). If you consult published material, then you must cite those sources appropriately.

[0]: Though the syllabus is organized, there is little evidence that students will refer to it much throughout the semester.

*This results in a moderate score for #13.*

[1]: The syllabus provides no evidence of long-term goals.

Course objectives need to reframe their focus away from what the course will do and toward what students will do/learn.

The objectives address few of the dimensions of Fink's taxonomy.

*These characteristics place the syllabus in the low category on components 1 and 2.*

[2]: Lecture, the only learning activity mentioned, is unlikely to spark student engagement and not derived from evidence-based practices. Also, because no objectives are presents, it's not clear that lecture is aligned.

*This results in low scores for #14-16.*

[3]: Passive voice obscures the chance to make the course seem relevant and interesting, creating problems for both the tone and promise of the document.

*This contributes to low scores for #10-12.*

[4]: Assessments are insufficiently described, and no rationale is provided.

It is not possible to tell if assessments align with objectives because the objectives are not expressed in terms of students' learning.

*These characteristics place the syllabus in the low category on components 4 and 5.*

Sample syllabus #3 (pre-CDI)

**Honor Statement: [5]**

I trust every student in this course to fully comply with all of the provisions of the UVa Honor System. In addition to pledging that you have neither received nor given aid on an assignment, your signature also affirms that you have not knowingly represented as your own any opinions or ideas that are attributable to another author in published or unpublished notes, study outlines, abstracts, articles, textbooks, or web pages. In other words, I expect that all assignments and reports are your original work and that references are cited appropriately. All alleged honor violations brought to my attention will be forwarded to the Honor Committee.

If, in my judgment, it is beyond a reasonable doubt that a student has committed an Honor violation with regard to a given exam or assignment, the student will receive zero credit for that assignment, irrespective of any subsequent action taken by the Honor Committee.

**[5]:** Honor Statement conveys a negative tone, expectations of student misbehavior.  
  
Rather than invite inquiry, syllabus reads as a document for managing student problems.  
  
*This contributes to low scores for #10-12.*

<u>Date</u>	<u>Topic</u> [6] [7]	<u>Assignment</u>
Th 1/19	Definitions and Concepts	
Tu 1/24	Conservation Laws; Material Balances	
Th 1/26	Thermodynamics	
Tu 1/31	Thermodynamics	HW 1 due
Th 2/2	Thermodynamics	
Tu 2/7	Forces in Fluids	
Th 2/9	Momentum Balances	
Tu 2/14	<b>Exam 1</b>	
Th 2/16	Rheology	
Tu 2/21	Newtonian Velocity Field	HW 2 due
Th 2/23	Dimensional Analysis	
Tu 2/28	Energy Balances	
Th 3/1	Energy Balances	HW 3 due
Tu 3/6	No Class—Spring Break	

**[6]:** Schedule is merely a list of content topics and homework/test deadlines. It is not a schedule that students can learn from and interact with.  
  
*These characteristics place the syllabus in the low category for #9.*

**[7]:** Though students are regularly completing homework assignments, there is no evidence that they get any formative feedback. Also, there is no indication that they are getting supported as they build toward more complex ideas/tasks.  
  
*These characteristics place the syllabus in the low category for #6-7.*

Sample syllabus #3 (pre-CDI)

Th 3/8	No Class—Spring Break	
Tu 3/13	Solute Transport; Fick’s 1st Law	
Th 3/15	Steady-State Diffusion	
Tu 3/20	Dimensional Analysis; Diffusion and Convection	
Th 3/22	Diffusion and Convection	HW 4 due
Tu 3/27	Diffusion and Convection	
Th 3/29	Heterogeneous/Porous Media	
Tu 4/3	<b>Exam 2</b>	
Th 4/5	Heterogeneous/Porous Media	
Tu 4/10	Heterogeneous/Porous Media	
Th 4/12	Heterogeneous/Porous Media	HW 5 due
Tu 4/17	Oxygen Transport in Tissues	
Th 4/19	Oxygen Transport in Tissues	
Tu 4/24	Extracorporeal Devices	HW 6 due
Th 4/26	Immobilized Enzyme Reactors	
Tu 5/1	Affinity Column	

**Final Exam:** Monday, May 7, 2:00 pm–5:00 pm, Thn E303

**Grade:** Homework 60%; Midterms 20%; Final exam 20%. **[8]**

**Approximate grading scale (I use the full scale):** A+ >97; A >93; A- >90; B+ >87; B >83; B- >80; C+ >77; C >73; C- >70; D+ >67; D >63; D- >60; F <60

**[8]:** Because no objectives are listed, it’s not clear whether the grading scheme is in alignment.  
  
*This contributes to a low score for #8.*

Sample syllabus #3 (pre-CDI)

**BME 2240: Biotransport**

**Main Rubric**

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink's dimensions of significant learning			3
	2. Course level learning objectives are clearly articulated and use specific action verbs			3
	3. Learning objectives are appropriately pitched			
Assessment Activities	4. Objectives and assessments are aligned			3
	5. Major summative assessment activities are clearly defined			2
	6. Plans for frequent formative assessment with immediate feedback			1
	7. Assessments are adequately paced and scaffolded			1
	8. Grading information is included but separate from assessment; it is aligned with objectives			1
Schedule	9. Course schedule is fully articulated and logically sequenced			3
Classroom Environment	10. Tone is positive, respectful, inviting			2
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning			2
	12. Communicates high expectations, projects confidence of success			1
	13. Syllabus is well organized, easy to navigate, requires interaction		1	
subtotals		0(x2) = 0	1(x1) = 1	22(x0) = 0
		<b>TOTAL</b>		1/46

**Supplemental Rubric**

Learning Activities	14. Classroom activities, assessments, and objectives are aligned			3
	15. Learning activities are derived from evidence-based practices			2
	16. Learning activities likely to actively engage students			1
subtotal		0(x2) = 0	0(x1) = 0	6(x0) = 0
		<b>TOTAL</b>		0/12



Sample syllabus #4 (post-CDI)  
BME 2240 Biotransport [0]  
Learning Guide

[Instructor:]

[Teaching Assistant:]

**When and where do we meet?**

[Class discussions:]

[Coaching sessions:]

[Office hours:]

[TA office hours:]

**Why should you care about Biotransport?**

[1] How can you deliver a drug to kill tumors without killing the patient? How can you harness nanotechnology to design inexpensive kits to diagnose diseases in low-resource countries? How do new blood vessels grow? [2] These are examples of “grand challenges” faced by practicing biomedical engineers that require us to design mathematical and experimental approaches for predicting, measuring, and interpreting flow phenomena quantitatively. In this course, you will combine your knowledge of applied mathematics and human physiology from the molecule to cell to whole body length scales to begin exploring how to answer grand challenge questions such as these.

**How will this course help you succeed?**

Grand challenges are fundamental questions in biotransport with broad applications to science, engineering, and human health. This course will help you acquire a conceptual and practical framework that you can apply to solve complex grand challenges in your future research, engineering practice, or clinical practice. By the end of the course, you will be able to answer the following questions [3]:

- 1) How do I use math to figure out how, why, and where stuff flows in the body?
- 2) Some equations in physics and engineering are easy, like  $F = ma$ . When and how can I use simple common sense equations for flows in my complicated biology models or medical device designs?

[0]: Overall, the syllabus is nicely organized and uses unique and descriptive section headings. Though the online resources mentioned within are not available, it's clear that students will have to continually interact with the “document.”

*This characteristic places the syllabus in the strong category for component 13.*

[1]: The syllabus communicates learning goals by asking thought-provoking questions that require students to think broadly and professionally, beyond this single course.

*This contributes to a strong score for #1.*

[2]: The syllabus fosters motivation by contextualizing the course in terms of its larger value to the students' lives and to the profession of biomedical engineering.

*This characteristic places the syllabus in the strong category for component 11.*

[3]: Learning Objectives are easily identifiable. Their format is unusual: they are expressed first as a set of questions students might ask. At the bottom of the syllabus, they are listed as disciplinary statements of skills. The question format has both strengths and drawbacks: it frames objectives in terms of what students might be thinking, but it also obscures some of the verbs that most strongly identify the objectives with the components of Fink's taxonomy.

*Despite the unconventional format, the objectives are robust and well-articulated, leading to a strong score for #2.*

#### Sample syllabus #4 (post-CDI)

- 3) I've taken classes like calculus and cell biology, but I don't know what those classes have to do with each other. How do I put stuff from other classes together to solve real-world biology problems or to design medical devices?
- 4) Can I use equations and answers that I found using Google and Wikipedia to solve homework problems and to do engineering design?
- 5) How do I use equations and answers from this class to solve problems in research and medicine next year in my Senior Capstone Project or after I graduate?

Want to see these objectives in the geeky language of academics and ABET? Click here [online resource].

#### Where can you look for important information?

Anywhere you want! "Real" biomedical engineers use handbooks, textbooks, online resources, peer-reviewed articles, and personal communications with colleagues, etc. to learn what they need to know to answer complex questions like the ones listed above. [4] As your colleague, I will recommend some resources and post my notes on the class Collab site [online resource], but you should not feel limited to only the materials I suggest. In fact, you will probably need additional resources to complete the full story surrounding some of these challenging questions.

#### How will you succeed in this course?

*Participate.* You are expected to participate actively in the course based on your own learning goals. Since you all come from different backgrounds and science experiences, your peers are valuable resources for learning. Don't shortchange them and yourself by coming to class without preparing or by sitting quietly during class discussion.

*Communicate.* This course may be unlike any of your previous courses, with increasingly complex content and new kinds of engineering challenges. Because I am committed to helping you address these new challenges, I have an open door policy in addition to class and office hours; I will meet with you or respond to your email within 24 hours whenever possible. You should let me know what ideas and tools are challenging to you and how you are doing in the class. If you start this habit early in the semester, then I will be able to better tailor our activities to help you learn. If you're not comfortable with email or office hours, then post a comment in Anonymous Feedback on the class Collab site [online resource].

[5] *Take risks.* Engineering design often requires personal judgments about which references to include or ignore, which mathematical approaches to follow, and/or how to interpret complex data. Sometimes the "right" answer is unknown,

[4]: The tone of the document is respectful and inclusive. The professor refers to himself as a "colleague" of his students, and frames the course as a project that he and the students will embark on together, signaled by questions such as "how will you and I evaluate your progress?" (See more below).

[5]: The syllabus communicates high expectations, and is positive about students' ability to meet them. It acknowledges failure and risk-taking as part of the learning process, rather than cause for concern.

### Sample syllabus #4 (post-CDI)

incomplete, or even wrong! Nobel Prize breakthroughs have often resulted from attempting to support a “best guess” with incomplete data or from finding evidence to explain an “experiment gone wrong.” You will be rewarded for going out on a limb to defend your ideas as long as your assumptions and decision-making process are transparent in your answers. If you’re not sure how to start a problem, don’t be scared to defend your assumptions and go for it!

*Have fun.* Sometimes we all need a mental break. During each class, we will take a break while one or more of you tell a joke. The only rule is that it must not be a joke that will get me fired! Jokes are not graded; it’s just for fun! A suggested schedule of daily jokers is listed on the iSyllabus [online resource].

#### How will you and I evaluate your progress? [6] [7]

**[8]** *Solving a grand challenge* (25%). In this group project, you will identify and set up a framework to solve a grand challenge in biotransport. We will work together early in the semester to identify a list of topics based on your suggestions, research and design challenges in the BME department and UVA, and current events in medicine and engineering. Your team’s goal is to identify, to evaluate, and to integrate resources from class, in textbooks, in peer-reviewed literature, and online that you will use to develop a framework for addressing the grand challenge. In some cases, you may be able to propose a complete mathematical solution. Your grade will be based on a rubric (that I will share with you) that assesses criteria such as problem definition, evaluation of resources, peer review of each other’s work, responses to peer review, quality and completeness of the solution framework, and discussion of the innovativeness and importance of your project.

*Out-of-class problems* (25%). Practicing by doing is often effective to help you learn common equation derivations and mathematical methods. The homework problems are designed to give you practice setting up and solving analytical equations that you will be able to apply to answer questions in specific biomedical engineering applications. The TA and I are available during Friday morning coaching sessions to help you when you get stuck. The Homework Guide [online resource] will help you with formatting guidelines, electronic submission, and grading rubric. In some cases, you will grade each other’s answers.

**[9]** *In-class problems* (25%). In the role of professional consultant, biomedical engineers sometimes need to come up with common equations and solution methods quickly. During a few classes, you will act as consultants, either individually or in teams, to solve new twists on problems that you have seen before. You can solve the problems using any resources available to you in the classroom (including web-enabled devices).

**[10]** *Final exam* (15%). The cumulative final exam will challenge you with a series of short questions and problems to assess your ability to integrate concepts and methods from class discussions and your grand challenge project.

**[6]:** Assessments that are geared toward solving real problems (or simulating real problems) set the bar high.

*Overall, there is strong evidence for #10-12.*

**[7]:** Each assessment is carefully described, and in a few cases the descriptions promise guides and rubrics to help students through the assignments.

*This supports component #5.*

**[8]:** The “solving a grand challenge” assessment aligns with the greatest number of objectives, and taps into the more complex dimensions of Fink’s taxonomy – application, integration, and learning how to learn.

*This characteristic places the syllabus in the strong category for component 4.*

**[9]:** Most learning activities are not described, but the ones that are, such as the in-class problems and one-minute papers, align well with the course objectives that address Fink’s dimensions of integration and learning how to learn. They also seem engaging, and derived from evidence-based practices.

*These characteristics place the syllabus in the strong category for all components in the Learning Activities criterion.*

**[10]:** The grading distribution reflects the learning objectives: Foundational knowledge is important but de-emphasized in the weighting of the exam, and activities that require the application and integration are privileged.

*This characteristic places the syllabus in the strong category for component 8.*

## Sample syllabus #4 (post-CDI)

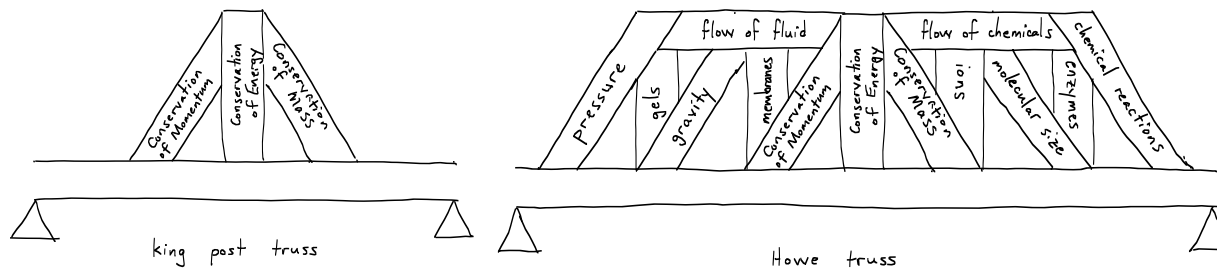
*Helping yourself learn* (10%). In order to evaluate your own progress in learning each day's concepts, you will be asked to answer a short question or write a "one-minute paper" either during or after each class. Specific instructions will be provided with each assignment. These answers will not be graded individually, but completing them thoughtfully will count towards your grade. Some will be submitted anonymously. In order to help us figure out where we are, the following class will sometimes start with feedback and discussion of these answers. [11, 12]

### Professional and Academic Integrity

As practicing professionals, engineers are trusted to maintain the highest standards of ethics, integrity, and personal responsibility. Since you have joined this community of trust to prepare for your future career, I expect you to fully comply with all of the provisions of the UVa Honor System. In addition to pledging that you have neither received nor given aid on an assignment, your signature also affirms that you have not knowingly represented as your own any opinions or ideas that are attributable to another author in published or unpublished notes, study outlines, abstracts, articles, textbooks, or web pages. In other words, I expect that all assignments and reports are your original work and that references are cited appropriately. Breaking this trust agreement not only will result in zero credit for the assignment in question and referral to the Honor Committee but also will jeopardize your future as a professional engineer. Don't let yourself down.

### What will we do in this course?

The bridge truss diagrams below [13] illustrate how we will develop your framework for solving a grand challenge question in biotransport. The three conservation laws are like the basic shape of a king post truss bridge: they are required and sufficient to provide a stable foundation for any bridge truss design or to solve any biotransport problem. However, for more complicated or specialized problems, like longer bridge spans, heavier truck loads, or multi-lane highways, more complicated truss designs are required that use additional truss elements. Likewise, we will solve complex biotransport problems by adding elements to the basic conservation laws.



[11]: Though a schedule is not present, it is clear for the activities and assessments that there are numerous opportunities for formative feedback: in-class/out-of-class homework, coaching sessions, peer assessments, "one-minute" papers, etc.

*This is strong evidence for #6.*

[12]: Without a schedule, the pacing and scaffolding is nearly impossible to discern. It's particularly important to know here because of the "Grand Challenge" assignment which is quite complex.

*This characteristic places the syllabus in the low category for component 7.*

[13]: The graphic syllabus also contributes to the positive tone of the document and further helps students understand how the content is connected.

*This contributes to strong scores for 10-11.*

### Sample syllabus #4 (post-CDI)

The calendar of class activities is published here [online resource]. **[14]** In order to help you plan, the due dates for assignments are fixed. The rest of the list is *dynamic* so I can adjust the activities and timing based on our progress and interests. I will update the calendar after each class to keep you informed.

#### More questions?

Check out the class FAQ [online resource].

#### Learning Goals **[15]**

- 1) To approach problem-solving as a practicing engineer. (Foundation Knowledge; Application; Integration; Learning to Learn)
- 2) To become curious and creative in using math to solve medical problems. (FK; Application; Caring; Learning How to Learn)
- 3) To integrate skills and knowledge from earlier courses. (Integration)
- 4) To appreciate classical engineering fluids and mass transport solutions and their relevance to more modern or sophisticated numerical approaches. (Foundation Knowledge; Application; Caring)

#### Formal Objectives (ABET) **[3, 16]**

- 1) to identify the principles, assumptions, and mathematics governing biological transport processes [Foundation Knowledge];
- 2) to apply classical engineering solutions, boundary conditions, and governing equations to complex biomedical transport processes and device designs [Practical Thinking];
- 3) to integrate knowledge of cell and organ physiology with mathematical expression of transport principles [Application; Integration];
- 4) to find and to evaluate critically classical engineering problem solutions available in well-known textbooks or online resources [Critical Thinking; Practical Thinking; Learning How to Learn];
- 5) to synthesize new applications of analytical engineering solutions to problems in research and medicine [Creative Thinking; Caring; Learning How to Learn].

**[14]:** While there is an indication that the course schedule exists online, it is not included in this syllabus. This lack has a negative impact on how well the syllabus functions as a fully fleshed-out guide to the course (with topics, context, thematic questions, and deadlines). It also makes it difficult to know how well-paced and scaffolded the assessments are, and how much formative assessment the course will provide.

*For these reasons, the syllabus scores low in the Schedule criterion.*

**[15]:** Learning Goals and their alignment with Fink's Taxonomy are clearly stated.

**[16]:** Objectives are clearly listed and align with almost every component of Fink's Taxonomy. Their placement at the end of the syllabus is not ideal.

Sample syllabus #4 (post-CDI)

**BME 2240: Biotransport**

**Main Rubric**

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink's dimensions of significant learning	3		
	2. Course level learning objectives are clearly articulated and use specific action verbs	3		
	3. Learning objectives are appropriately pitched			
Assessment Activities	4. Objectives and assessments are aligned	3		
	5. Major summative assessment activities are clearly defined	2		
	6. Plans for frequent formative assessment with immediate feedback	1		
	7. Assessments are adequately paced and scaffolded			1
	8. Grading information is included but separate from assessment; it is aligned with objectives	1		
Schedule	9. Course schedule is fully articulated and logically sequenced			3
Classroom Environment	10. Tone is positive, respectful, inviting	2		
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning	2		
	12. Communicates high expectations, projects confidence of success	1		
	13. Syllabus is well organized, easy to navigate, requires interaction	1		
subtotals		19(x2) = 38	0(x1) = 0	4(x0) = 0
		<b>TOTAL</b>		38/46

**Supplemental Rubric**

Learning Activities	14. Classroom activities, assessments, and objectives are aligned	3		
	15. Learning activities are derived from evidence-based practices	2		
	16. Learning activities likely to actively engage students	1		
subtotal		6(x2) = 12	0(x1) = 0	0(x0) = 0
		<b>TOTAL</b>		12/12

Sample syllabus #5 (post-CDI)  
**SOC 2900 [0]**  
**Economy & Society**

[Time and Location]  
[Instructor]  
[Office Location]  
[Instructor Email]  
[Office Hours]  
[Teaching Assistants]

**[1]** Economic sociology focuses on the ways that social relations and institutions shape, structure, and constitute the economy. It is a particularly interesting approach because we often consider the economy as a sphere that is not, or should not be, affected by social processes. Borrowing from economists in particular, the non-sociological view of the economy focuses and exalts the “invisible hand” of the market – a suggestive image that connotes the self-regulating nature of the market, specifically, the fact that the law of supply and demand generates a price that “clears” the market, brings it into equilibrium, and thus serves the general interest. But for sociologists, it is not individuals, but social groups and social relations; not voluntary and self-interested exchange, but power and mutual obligations, that constitute the most important aspects of economic behavior – aspects that the metaphor of the “invisible hand” simply cannot capture.

To sociologists, then, the economy is a set of collective arrangements among social groups to organize the extraction, use, and distribution of resources. Families, religion, labor unions, criminal organizations, governments, and even economics are examples of institutions that, under certain conditions, become central to how economic activity is defined and carried out. These arrangements do not emerge spontaneously, even if we often treat them as if they did: the fact that, as collective representations, these arrangements gain legitimacy and stability, so that we begin to take them for granted, as if they were natural and inevitable, is itself a matter of great interest to the sociological imagination.

**[2]** In this course, then, we will look at how much economic behavior varies, both in its practical and symbolic aspects, as a function of the social and cultural context in which it takes place; and we will also look at how it varies historically. You will leave this course with the skill to think critically about the economy; with an appreciation of its complexities; and most importantly, with the realization that the economy is not a rarified arena where abstract forces play themselves out, but where real people struggle with real people, who often have competing interests and ideas, over the things they value.

**[0]:** The syllabus is well-organized and emphasizes the important components while deemphasizing others (e.g. policies).

*This results in a strong score for component 13.*

**[1]:** The syllabus’ introductory paragraphs place the course topic within the context of an interesting problem or conceptual shift that may grab students’ interest and cause them to think about sociology and economics in a new light. They also do a great job modeling the kind of thinking that students will need to do in this course.

*This helps support components 10-11.*

**[2]:** The learning goals are buried in this paragraph. In addition to critical thinking, the goals link to the domains of Integration, Caring, Human Dimension, and Learning to Learn. These goals, however, are not explicitly translated into measurable learning objectives. *For this reason, and despite the excellent job the syllabus does of framing the subject matter, it scores high on component 1 but only moderate on 2.*



## READINGS, LECTURES, AND DISCUSSIONS

All the readings for this course have been collected in a course packet, which you can download from Collab or buy at Brillig books on Elliewood Avenue.

**[3]** It is crucial that you read all the assigned material before coming to class for two reasons: first, the readings will give you the foundational concepts necessary to understand the lectures. The lectures will suddenly become more enjoyable and stimulating. You won't have to worry about writing down every single word I say because you will have enough of a background to understand the flow of the argument.

Second, and most importantly, the readings will give you the tools to engage in discussions and to think critically about the issues at hand. Even though I will lecture two times a week, you will be an active participant both in the lectures and in the discussion sections run by the Teaching Assistants, because each lecture and discussion section will give you an opportunity to shape what you learn in this class.

In order to make this possible, you will be responsible to complete a series of assignments throughout the semester. They are all centered around a learning technique specifically devised to develop critical thinking: reflective writing. **[4]**

## ASSIGNMENTS AND EVALUATION

One series of assignments is weekly. Every week, that is, you will be responsible for the following: **[5]**

1. Before you do the readings, write down a memo (two to three paragraphs) covering the following three points: (1) what you already know about the topic we are going to learn about over the week; (2) where your previous knowledge of the topic comes from (e.g. personal experience, experience at work, in an organization?); (3) what you expect to be learning over the week. Label the file "Pre-Reading Date" (e.g. Pre-Reading, Sep25) and post it on Collab in the drop box by Monday 5pm.
2. Write a one-minute paper at the end of each lecture on Thursday. I will give you a flashcard. You will write down your name on it and answer THREE questions pertaining to the lectures: What was the main point of the two lectures in that week? What was the muddiest point? What important question remains unanswered to you? Hand back your flashcard to your TA. I will select a list of points and questions that will help organize your discussion section on Friday. So the questions you raise after the lecture (YOUR questions) will be the questions you discuss in your sections. You will thus shape the content of what you learn! **[6]**
3. Each week by Monday, moreover, you will be given a reflective assignment that you need to hand in to your TA at the beginning of your discussion section on Friday. (Each week you will be given specific instructions on this assignment).
4. At the end of each of your Friday discussions, you will have 10 minutes to write a four-paragraph reflection memo that (1) summarizes what you did in the assignment you handed in to your TA, (2) shows if and in what

**[3]:** The instructor explains nicely the rationale for the course's learning cycle and how it helps motivate learning. *This supports component 11, but the focus on lecturing pulls down #15-16.*

**[4]:** The instructor refers to evidenced-based learning activities and learning assessments, and unifies the entire course around the process of reflective writing. Unfortunately, the emphasis during class meetings is still on lecture. *As such, this contributes to low scores for #14-16.*

**[5]:** The syllabus thoroughly describes all assessments. These descriptions give evidence of lots of formative feedback.

*These characteristics place the syllabus in the strong category for components 5-6.*

**[6]:** This signals to students that they will actively contribute to shaping the learning environment. In doing so, the instructor also projects confidence in the students' ability to do so.

*This contributes to the strong evidence for component 11 and 12.*



### Sample syllabus #5 (post-CDI)

ways your participation in the discussion made you change your thinking, and (3) states what questions you still have that have not been addressed. Finally, you will write (4) one sentence with the take-home point for the week. If 10 minutes are not enough, you can continue this assignment at home. At home, type your paper up. By 5pm Sunday, I want you to post it on Collab in your drop box. Label the file Post-Discussion Date.

To summarize, then, four assignments each week, due on the following dates:

Monday 5pm: pre-readings reflection memo;

Thursday in class: one-minute paper;

Friday at discussion section: weekly assignment;

Friday after discussion section, due by Sunday 5pm: post discussion reflection memo.

A second set of assignments will take place in the times traditionally dedicated to the midterm and the final examination. For your midterm exam, and for your final exam as well, I will ask you to print your previous weekly assignments, bring them to class, and write a “process folio.” A process folio is a written statement that reflects upon your learning experience. It addresses the following questions: **[7]**

1. What key ideas or information have you learned about economic sociology?
2. In what ways have your interests, feelings, or values changed as a result of this learning experience?
3. What have you learned about how to use or apply economic sociology?

In this course, then, there will be no tests. You will not have to stress about memorizing notions that you will forget as soon as the exam is over; you will not have to worry about multiple choice or true/false questions. But to do well in this course, however, you will have to become extremely well organized.

10% of your grade depends on your active participation in discussion sections. **[8]**

Your weekly assignments will also be graded. Overall, 30% of your final grade depends on how well you do on them.

30% of your grade will depend on the care with which you document your learning experience through your weekly memos, not on the quality of the reported experience. You receive an A on this set of assignments only if you do not miss any pre-reading memo, one-minute paper, or post-discussion memo. For each single assignment you miss, your grade on this portion of the course decreases by 1/10. Second, to receive an A on this portion, each of your memos must address the questions I have specified above.

The final 30% of your total grade comes from your cumulative performance on the midterm and the final.

**[7]:** It is difficult to tell if the assessments are aligned with the course objectives because the objectives are never made entirely clear. However, it is clear that the assessments are at least striving for a learner-centered orientation, and that they hit many of the dimensions of Fink’s taxonomy.

*For these reasons, the syllabus scores a moderate rating for component 4.*

**[8]:** Grading and evaluation information is kept separate from the assessment descriptions. Because the learning objectives aren’t explicitly stated, alignment is difficult to determine.

*These characteristics place the syllabus in the moderate category for component 8.*

**COURSE SCHEDULE [9]**

**Week 1. Introduction to the Course and the Classical View on Capitalism**

August 24

Wessel, David. 2009. "Inside Dr. Bernanke's ER." The Wall Street Journal, July 24th.

August 26

Adam Smith. Wealth of Nations: Chapters I-II.

**Week 2. Solidarity and the Problem of Meaning in Economic Action**

August 31

Durkheim, Émile. 1933. The Division of Labor in Society, Translated by George Simpson. New York: Free Press. Pp. 39-41, 104-113, 129-131, 193-195, 226-227, 287-291, 277-280.

September 2

Zelizer, Viviana. "Human Values and the Market: The Case of Life Insurance and Death in 19th Century America." Gambetta, Diego. 1991. "'In the beginning was the Word...'" The symbols of the mafia." European Journal of Sociology 32:53-77.

**Exercise #1 due in Section. [10]**

**Week 3. Obligations, Beliefs, and Ideas: The Institutional Approach to the Economy**

September 7

Weber, Max. 2001 (1930). The Protestant Ethic and the Spirit of Capitalism. Trans. by Talcott Parsons. New York: Routledge. 3-11; 39-41;102-109;115- 116;124-125.

September 9

**[9]:** The schedule articulates all reading assignments, course deadlines, and topics for each week. Beyond this, it's not as informative as it might be. Specifically, it doesn't provide any context for the content choices nor does it help capture students' attention with provocative questions.

*This results in a moderate score for component 9.*

**[10]:** Students are required to complete a weekly series of assignments that includes pre-reading, in-class writing, a formal assignment, and a post-discussion reflection. There is a mid-term and end-of-term portfolio assignment.

*This supports giving component 7 a strong score.*

## Sample syllabus #5 (post-CDI)

Dobbin, Frank. 1994. *Forging Industrial Policy: The United States, France and Britain in the Railway Age*. New York: Cambridge University Press. pp. 1-27.

### **Exercise #2 due in Section.**

### **Week 4. Views on the Market, Views on the State**

September 14

Polanyi, Karl. "The Economy as Instituted Process."

September 16

Evans, Peter B. 1989. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy Perspective on the Third World State." *Sociological Forum* 4:561.

### **Exercise #3 due in Section.**

### **Week 5. The Market as a Political Construction**

September 21

Leifer, Eric and Harrison C. White, 1983. "A Structural Approach to Markets," pp. 85-108 in Mark S. Mizruchi and Michael Schwartz (eds.), *Intercorporate Relations*

September 23

Smith, Charles W. 1993. "Auctions: From Walras to the Real World," pp. 176-192 in Richard Swedberg (ed.), *Explorations in Economic Sociology*.

### **Exercise #4 due in Section.**

### **Week 6. The Rise of Corporations: a New Kind of Capitalism?**

September 28

Sample syllabus #5 (post-CDI)

Chandler, Alfred D. Jr. 1977. *The Visible Hand*. Cambridge: Harvard University Press. Pp. 1-12  
Du Boff, Richard and Edward S. Herman. 1980. "Alfred Chandler's New Business History: A Review," *Politics and Society*, 87-110.

September 30

Mizruchi, Mark. 2004. "Berle and Means Revisited: The Governance and Power of Large U.S. Corporations." *Theory and Society* 33:579-617.

**Exercise #5 due in Section.**

**Week 7. Scientific Management**

October 5

Taylor, Frederick Winslow. 1911. *The Principles of Scientific Management*. New York, Norton. Pp. 9-29.  
Braverman, Harry. 1974. *Labor and Monopoly Capital; the Degradation of Work in the Twentieth Century*. Foreword by Paul M. Sweezy. New York, Monthly Review Press. Pp. 70-84.

October 7

Stark, D. 1980. "Class struggle and the transformation of the labor process." *Theory and Society* 9:89–130.

**Exercise #6 due in Section.**

**Week 8.**

October 12: Reading Day, no Class

**October 14: MID TERM EXAM (REFLECTIVE PORTFOLIO)**

**Week 9. Postfordism and the Commodification of Emotions**

October 19

Jessop, Bob. 1996. "Post-Fordism and the State." Pp. 165-83 in *Comparative Welfare Systems*. Edited by Ben Greve. New York: St. Martin's Press.

Sample syllabus #5 (post-CDI)

October 21

Leidner, Robin. 1999. "Emotional Labor in Service Work." The ANNALS of the American Academy of Political and Social Science 561:81-95.

**Exercise #7 due in Section.**

**Week 10. Liberalism and Neoliberalism**

October 26

Polanyi, Karl. 2001. The Great Transformation. Boston: Beacon Press. Ch. 12.

October 28

Portes, Alejandro. 1997. "Neoliberalism and the Sociology of Development: Emerging Trends and Unanticipated Facts." Population and Development Review 23:229-259.

**Exercise #8 due in Section.**

**Week 11. Social Consequences of De-Industrialization**

November 2

Wilson, W.J. 1998. "When Work Disappears: New Implications for Race and Urban Poverty in the Global Economy." Center for the Analysis of Social Exclusion.

November 4

Wacquant, Loïc. 2001. "The Penalisation of Poverty and the rise of Neo- Liberalism." European Journal on Criminal Policy and Research 9:401-412.

**Exercise # 9 due in Section**

**Week 12. The Rise of Finance and the Sociology of Bubbles**

November 9

## Sample syllabus #5 (post-CDI)

Davis, G. F., and M. S. Mizruchi. 1999. "The Money Center Cannot Hold: Commercial Banks in the US System of Corporate Governance." *Administrative Science Quarterly* 44:215-217.

November 11

Abolafia, Mitchel Y., and Martin Kilduff. 1988. "Enacting Market Crisis: The Social Construction of a Speculative Bubble." *Administrative Science Quarterly* 33:177-193.

### **Exercise # 10 due in Section**

### **Week 13. Globalization**

November 16

Gereffi, Gary. 2005. "Global Economy." pp. 161-182 in *Handbook of Economic Sociology*, Edited by Neil Smelser and Richard Swedberg. Princeton: Princeton University Press.

November 18

Block, Fred. 2007. "Understanding the Diverging Trajectories of the United States and Western Europe: A Neo-Polanyian Analysis." *Politics & Society* 35:3-33.

### **Exercise #11 due in Section**

### **Week 14. A Critical View on the Future of Capitalism**

November 23

Arrighi, Giovanni. 2009. "The Winding Paths of Capital (Interview with David Harvey)." *New Left Review* (56): March-April.

November 25

Thanksgiving

### **Week 15. Social Consequences of Globalization: Two Views**

Sample syllabus #5 (post-CDI)

November 30

Bourdieu, Pierre, and Loïc Wacquant. 1999. "On the Cunning of Imperialist Reason." *Theory, Culture & Society* 16:41-58.

December 2

Caplan, Bryan, and Tyler Cowen. 2004. "Do We Underestimate the Benefits of Cultural Competition?." *The American Economic Review* 94:402-407.

Cowen, Tyler. 2002. *Creative Destruction: How Globalization Is Changing the World's Cultures*. Princeton, N.J.: Princeton University Press. (Chapter 6)

**Exercise #11 due in Section.**

**Week 16. Course Review.**

December 7

**Final Exam: Thursday, December 9 from 2pm to 5pm. (FINAL REFLECTIVE PORTFOLIO).**

Draconian yet fair university policy: "Unexcused absence from a final examination results in an automatic grade of F in the course."

**More Course Policies [11]**

Last day to drop a class without penalty: [ ]

Last day to drop with W: [ ]

Attendance at section is a requirement of the course. Students who need to miss a section should contact their TA prior to section meeting to inform them of the absence. TAs will do a lot of work to make your sections interesting and enjoyable. But you have to reciprocate: students missing more than two section meetings without excuse prior to the absence will receive a ZERO for their section participation grade. Participation grade of course depends on your actual participation: to do well in this course, you must PARTICIPATE, not simply show up.

Please review and make sure you understand the honor code. Research actually shows that knowing the honor code and reading it regularly does make you a better, healthier person. It certainly warns you against particularly serious offenses

**[11]:** Policies are de-emphasized by being brief and placed at the very bottom of the syllabus. This choice helps to maintain a positive, collegial tone to the syllabus, instead of a punitive one.

*It contributes to strengthening component 10.*

Sample syllabus #5 (post-CDI)

such as PLAGIARISM. To make sure you are not plagiarizing, you must adequately acknowledge whether you're borrowing ideas or expressions from other sources.



Sample syllabus #5 (post-CDI)

**SOC 2900: Economy and Society**

**Main Rubric**

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink’s dimensions of significant learning		3	
	2. Course level learning objectives are clearly articulated and use specific action verbs			3
	3. Learning objectives are appropriately pitched			
Assessment Activities	4. Objectives and assessments are aligned		3	
	5. Major summative assessment activities are clearly defined	2		
	6. Plans for frequent formative assessment with immediate feedback	1		
	7. Assessments are adequately paced and scaffolded	1		
	8. Grading information is included but separate from assessment; it is aligned with objectives		1	
Schedule	9. Course schedule is fully articulated and logically sequenced		3	
Classroom Environment	10. Tone is positive, respectful, inviting		2	
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning	2		
	12. Communicates high expectations, projects confidence of success	1		
	13. Syllabus is well organized, easy to navigate, requires interaction	1		
subtotals		8(x2) = 16	12(x1) = 12	3 (x0) = 0
		<b>TOTAL</b>		28/46

**Supplemental Rubric**

Learning Activities	14. Classroom activities, assessments, and objectives are aligned			3
	15. Learning activities are derived from evidence-based practices			2
	16. Learning activities likely to actively engage students			1
subtotal		0(x2) = 0	0(x1) = 0	6(x0) = 6
		Total		0/12

Sample syllabus #6 (post-CDI)  
BIOL 4260 – Cell Mechanisms [0]

[Instructor]

[Office, Email]

[Office Hours]

[Class Time, Location]

Prerequisites: BIOL 300 (Core 1) and BIOL 301 (Core 2)

### Course overview

[1] We will explore selected topics in cell biology that underlie our understanding of human health and disease. One focus topic for Spring 2011 will be the cell biology of cancer and metabolic syndromes; approximately 60% of the course time will be spent on these topics. The remaining ~40% of the class time will focus on cell biological aspects of other topics of the students' choosing. Students will work in small groups, choose the discussion topic, plan and execute a background lecture and select and lead discussions of a primary research paper related to their topic. Each group will assign study questions and write quiz questions for the purpose of peer assessment. [2]

### Learning goals

At least five years (or longer) after completing this course, you will successfully... [3a]

1. Identify basic mechanisms underlying cellular processes and understand how each confers specific cellular functions.
2. Integrate the myriad cellular processes into a biological system.
3. Understand how changes in cellular mechanisms can result or contribute to pathology of a subset of human diseases.
4. Appreciate the power of the scientific process to lead to new discovery/understanding about cellular processes in healthy and disease conditions.
5. Interpret and design experimental approaches to test hypotheses about the mechanisms of cellular processes.
6. Critically evaluate research articles from the biomedical/scientific literature.
7. Appreciate how understanding of cellular mechanisms can lead to design of effective drugs or therapeutic regimens.
8. Appreciate the beauty of proteins (and other lovely molecules!).
9. Develop an ongoing, deep interest in cell biology.

[0]: The syllabus is organized well. Other than students needing to look at the schedule for reading assignments and due dates, it's not clear that they will need to interact with the document very much.

*This results in a moderate score for #13.*

The tone is generally positive, but it is not consistent in language (e.g. "you" vs "student") nor does it really set up the "promise."

*This results in a moderate score for #10.*

[1]: The course overview does not do much to set an exciting and motivating tone for course. It focuses more on the topics to be covered than what students will accomplish, and its value to them.

*This contributes to a moderate score for component 11.*

[2]: The description of how students will work in small groups to explore a topic of their choosing contributes to the strength of #14-16.

[3a]: The learning goals address most of the dimensions of Fink's taxonomy (Foundational Knowledge, Application, Integration, Learning How to Learn, Caring).

Though not labeled as such, some of these goals also clearly function as measurable course objectives (especially 1, 2, 5, 6, and 10).

*These characteristics place the syllabus in the strong category for #1 and contribute to the strength of #2.*

## Sample syllabus #6 (post-CDI)

10. Ask “good” questions about the biochemical, cellular and mechanistic aspects of human health, disease and cutting-edge research.

### How will we get there?

**[3b]** We will accomplish these goals by thoughtful and lively discussions in lecture, problem-solving to practice applying basic concepts and approaches to mechanistic questions, analyzing and interpreting data from the primary research literature, reading research articles pertinent to material discussed in class and formulating good questions about how biochemical processes impact our day-to-day lives. The following activities will guide our quest: **[4]**

1. Engage the assigned readings critically before the class and come to class prepared to actively discuss the major concepts or specific details.
2. Complete assigned study questions due online prior to our discussions. The study questions will provide significant basis for class discussions.
3. Learn some material on your own, particularly those that involve basic review of cell/molecular biology as discussed in Cores I & II. Specific guidelines for what you will be expected to know will be discussed in class.
4. Formulate good questions about things you don't understand. Bring these issues up in class. Consider ideas about where you think the research might go in the future. **[5]**
5. Participate actively in class discussions.
6. Work in groups and teach the rest of us some cool cell biology.

### Required Readings

No specific textbook is required. Class discussion will be based on the “required” primary research articles and related review articles as outlined in the course schedule. A general cell biology textbook or online resource should be referenced as needed to brush up on basic cellular mechanisms learned in BIOL 3000/3010 (Core I/II or their equivalents).

### Assessment **[6, 7]**

In-class participation: 20%; Pre-class homework 20%; Take home quizzes 40%; Group presentation and assignments 20%. **[8, 9] [10]**

### Attendance

Attendance is required and impacts the “participation” component of your grade. Quizzes will be take home-style and scheduled as indicated on the syllabus.

**[3b]:** The description of class activities also articulates some learning objectives, such as applying concepts to solving problems, interpreting data, and forming questions. The learning objectives map on to the full range of Fink’s taxonomy, and for that reason, *this syllabus would be placed in the “strong” category for*

**[4]:** This section of the syllabus, including the bullet points, offers a very detailed sense of the learning activities that will occur in the course and *provides strong evidence for #14-16.*

**[5]:** Some of the activity descriptions demonstrate high expectations for students, and a belief that students can contribute to the field. Other evidence, however, is lacking.

*This results in a moderate score for #12.*

**[6]:** The assessments come with no explanation; the emphasis is completely on the value of the assignment for the course grade. *This results in a low score for component 5.*

**[7]:** Given the lack of description, it is difficult to tell if the assessments align with the course goals and objectives. *For this reason, the alignment between objectives and assessments (component #4) earns a moderate score.* For example, participation and group presentations align with the objective of students learning to ask good questions and analyze primary research, but without a description of the quizzes, it’s difficult to know which objectives they align with.

BIOL 4260 Cellular Mechanisms Discussion Schedule [11] [12]

Meeting day	Discussion topic & assigned reading	Pre-class work
W Jan 19	Intro & discussion of course goals, plan and cell bio review	
F Jan 21	<p><b>Hallmarks and Milestones</b></p> <p>“Hallmarks of Cancer”, Hanahan and Weinberg, Cell 100:57 (2000)</p> <p>“Milestones in Cancer”, Nature Milestones: Cancer (2006)</p>	Study questions #1 due online
M Jan 24	<p><b>Metastasis overview</b></p> <p>“Seed-Soil Hypothesis: Paget, Lancet 1:571 (1889)</p> <p>Review article: Fidler, Nat.Rev.Can. 3:1-6 (2003)</p>	
W Jan 26	<p><b>EMT overview</b></p> <p>Review article: Yang and Weinberg, Dev. Cell 14:818 (2009)</p> <p>Guide to reading primary research articles.</p>	
F Jan 28	<p><b>Twist:</b> Yang, et al. Cell 117:927 (2004)</p> <p>See commentary: Kang and Massague, Cell 118: 277 (2009)</p>	Study questions #2 due online
M Jan 31	<p><b>Beyond EMT – Twist and regulatory RNAs</b></p> <p>Review article: Esquela-Kerscher and Slack, Nature Reviews Cancer 6:259 (2006)</p>	
W Feb 2	miRNA10b & Invasion: Ma, et al., Nature 449:682 (2007)	
F Feb 4	<b>Discussion of other Twist-dependent processes</b>	“New Twists” commentary due

**[8]:** The variety of low-stakes assessments contributes to the evidence for frequent, formative feedback (component #6).

**[9]:** The grade distribution seems to support and emphasize key learning objectives; however, there is simply not enough detail to be sure.

*These characteristics place the syllabus in the moderate category for component 8.*

**[10]:** These assessment activities also contribute to the strength of #14-16.

**[11]:** The schedule articulates all reading assignments and major assessment deadlines. It also contains topics or themes for each class meeting. The schedule would score higher if it also included indications of what might happen in class, and if the topics were articulated in more engaging language (such as questions the students might answer).

*As such, the schedule (component 9) is scored as moderate.*

**[12]:** Study questions are due throughout the semester and students are quizzed regularly. The larger project begins about a month into the semester and students get time to work on it in class.

*These characteristics place the syllabus in the strong category for components 6-7.*

Sample syllabus #6 (post-CDI)

M Feb 7	<p><b>Tumor Micro-Environment – Friend or Foe?</b></p> <p>Review article: Mueller and Fusenig, Nature Reviews Cancer 4:839 (2004)</p>	
W Feb 9	<p>MMP-9, BM cells and Skin Cancer: Coussens, et al. Cell 103:481 (2000)</p>	Study questions #3 due online
F Feb 11	<p>Catch-up day and planning session for group presentations</p>	Quiz 1 handed out (microenvironment related)
M Feb 14	<p><b>Mechanotransduction: forcing tumor progression</b></p> <p>Review article: Orr, et al., Dev. Cell 10:11-20 (2006)</p>	Quiz 1 due
W Feb 16	<p><b>ECM cross-linking and integrin signaling:</b> Leventhal, et al., Cell 139:891 (2009)</p>	Study questions #4 due online
F Feb 18	<p>Catch-up day and work on group presentations</p>	
M Feb 21	<p><b>Cell cycle checkpoints, arrest and apoptosis</b></p> <p>Review article: Weaver and Cleveland, Cancer Cell 8:7 (2005)</p>	
W Feb 23	<p><b>Targeting Mitotic Exit:</b> Huang, et al., Cancer Cell 16:347 (2009)</p>	Study questions #5 due online
F Feb 25	<p>Catch-up and work on group presentations</p>	Quiz 2 handed out
M Feb 28	<p><b>Unfolded protein response: metabolic connections to disease</b></p>	

Sample syllabus #6 (post-CDI)

	Review article: Rutkowski and Hegde, J. Cell Biol. 189:783 (2010) (UPR-related)	
W Mar 2	<b>ER Stress, obesity and diabetes:</b> Ozcan, et al., Science 306:457 (2004)	
F Mar 4	Catch-up day. Work on group presentations	Quiz 2 due
Mar 5 - 13	Spring Break!!!!	
M Mar 14	<b>Exercise and chronic disease</b>  Review article: Handschin and Spiegelman Nature 454:463 (2008)	
W Mar 16	<b>PGC-1 and mitochondrial function:</b> Zechner, et al., Cell Metabolism 12:633 (2010) **note, subject to change!	Study questions #6 due
F Mar 18	Catch-up day. Work on group presentations.	
M Mar 21		Group 1 presents
W Mar 23		“
F Mar 25		Group 2 presents
M Mar 28		“
W Mar 30		Group 3 presents
F Apr 1		“
M Apr 4		Group 4 presents

Sample syllabus #6 (post-CDI)

W Apr 6		“
F Apr 8	Catch-up day and review of Groups 1-4 Group cartoons due	
M Apr 11		Group 5 presents
W Apr 13		“
F Apr 15		Group 6 presents
M Apr 18		“
W Apr 20		Group 7 presents
F Apr 22		“
M Apr 25		Group 8 presents
W Apr 27		“
F Apr 30	Catch-up day and review of Groups 5-8 Cell Mech	“Survivor” game
M May 2	Feedback and quiz 3 distributed.	Final quiz due date May 7

Sample syllabus #6 (post-CDI)

**BIOL 4260: Cell Mechanisms**

**Main Rubric**

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	17. Learning goals encompass full range of Fink's dimensions of significant learning	3		
	18. Course level learning objectives are clearly articulated and use specific action verbs	3		
	19. Learning objectives are appropriately pitched			
Assessment Activities	20. Objectives and assessments are aligned		3	
	21. Major summative assessment activities are clearly defined			2
	22. Plans for frequent formative assessment with immediate feedback		1	
	23. Assessments are adequately paced and scaffolded	1		
	24. Grading information is included but separate from assessment; it is aligned with objectives		1	
Schedule	25. Course schedule is fully articulated and logically sequenced		3	
Classroom Environment	26. Tone is positive, respectful, inviting		2	
	27. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning		2	
	28. Communicates high expectations, projects confidence of success		1	
	29. Syllabus is well organized, easy to navigate, requires interaction		1	
subtotals		7(x2) = 14	14(x1) = 14	2(x0) = 0
		<b>TOTAL</b>		28/46

**Supplemental Rubric**

Learning Activities	30. Classroom activities, assessments, and objectives are aligned	3		
	31. Learning activities are derived from evidence-based practices	2		
	32. Learning activities likely to actively engage students	1		
subtotal		6(x2) = 12	0(x1) = 0	0(x0) = 0
		<b>TOTAL</b>		12/12



Sample syllabus #6 (post-CDI)