Does it ever feel like your students don’t read your syllabus?
Creating Syllabi to Maximize Student Engagement & Motivation

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Purposes of Syllabi

For instructors
• develop and organize the course
• communicate information

For students
• provide a map of the course
• specify rules and regulations
• communicate a schedule

For administration
• verify the content and rigor of the course
Types of Syllabi

Contractual
• sets forth expectations and guidelines

Learner-Centered
• assists students to become more effective learners

Promising
• presents the opportunities offered in the course and how they will be achieved
Types of Syllabi

Contractual
• sets forth expectations and guidelines

Learner-Centered
• assists students to become more effective learners

Promising
• presents the opportunities offered in the course and how they will be achieved

Engaging
• our addition
• contains elements of the other three
• includes visual and text elements designed to actively engage students in the course

[adapted from Bain, 2004; Parkes & Harris, 2002; Weimer, 2002]
Manipulable Elements of Syllabi

Detail
Focus
Information format
Tone

Course Requirements and the Accumulation of Points:
- Chapter discussion questions 10 points/10 chapters: 100 pts.
- Exam covering concepts in Wealthy Barber: 100 pts.
- Student handout and in-class presentation: 100 pts.
- 5 out-of-class exercises (20 pts. each): 100 pts.
- 5 in-class assignments (10 pts. each): 50 pts.

Total Course Points: 500 pts.

Grade Equivalent of Total Points Earned:
- A = 450-500
- B = 400-449
- C = 350-399
- D = 300-349
- F = Below 299

Total Point Accumulation for Course

[Diagram showing point distribution]
Traditional

Text-heavy

Black-and-white

Plain

Predictable

Printed on paper
Traditional
Traditional

Text-heavy
Black-and-white
Plain
Predictable
Printed on paper

Engaging

Graphic design elements:
tables, sidebars, charts, images,
reduced text clutter

Full color
Eye-catching
Creative, personalized
Technology savvy, viewable online
FN 3100 Nutritional Assessment & Counseling Course Syllabus
Spring 2012, T/Th 2:30-3:45PM
Business Administration Building, Room 102

Instructor: Mary-Jon Ludy, PhD, RD
Office Hours: T/Th 10:30AM-12:30PM & by appointment
16G FCS Building
419.372.6461
mludy@bgsu.edu

Graduate Assistant: Lara Fickes
Office Hours: T 1:00-2:15PM & by appointment
206 FCS Building
laraf@bgsu.edu

Course Description:
This course examines methods for evaluating nutritional status of individuals & population groups & techniques used in diet instruction in addition to methods of quality assurance, program evaluation, laws, regulations, & standards affecting dietetic practice.

Learning Outcomes:
Upon completion of this course the student will be able to:
• Describe the methods & limitations of nutritional status assessment techniques currently available
• Use techniques of dietary analysis appropriate for both individuals & groups
• Demonstrate the basic skills of interviewing, counseling, & nutritional assessment
• Discuss the limitations & appropriate applications of the Dietary Reference Intakes (DRI)
• Demonstrate knowledge of biochemical & clinical nutritional assessment
• Describe methods of quality assurance for nutritional assessment
• Demonstrate knowledge of reliability & validity as related to nutritional assessment techniques
• Demonstrate knowledge of nutrition education theory & techniques
• Critically evaluate research reported in the scientific literature

FN 3100 contributes to the following competencies required by the Accreditation Council for Education in Nutrition & Dietetics (ACEND):
1. Able to use current information technologies to locate & apply evidence-based guidelines & protocols
2. Demonstrate counseling techniques to facilitate behavior change
3. Able to develop an educational session or program/educational strategy for a target population
4. Able to explain the impact of a public policy position on dietetics practice
5. Able to explain the impact of health care policy & different health care delivery systems & current reimbursement issues, policies & regulations on food & nutrition services

Texts:
(One copy of each text is on reserve in the Jerome Library & can be checked out in 2 hours increments.)

During this course, you will develop and enhance the following skills:
• Explain the impact of a public policy position on dietetics practice
• Explain the impact of health care policy and different health care delivery systems on food and nutrition services
• Identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services
• Use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions
• Demonstrate how to locate, interpret, evaluate, and use professional literature to make ethical evidence-based practice decisions
• Use current information technologies to locate and apply evidence-based guidelines and protocols
• Demonstrate counseling techniques to facilitate behavior change
• Demonstrate effective and professional oral and written communication and documentation
• Develop an educational session or program/educational strategy for a target population

These competencies are in accordance with the Accreditation Council for Education in Nutrition and Dietetics’ Core Knowledge for the RD guidelines.

Syllabus Contents
Taking This Course........ 2
Materials for Success..... 2
Policies ..................... 2
Grading .................. 3
Schedule .................. 4
Students on the Street .... 4
Resources ................. 5

Course Details
Your Professor
Dr. Mary-Jon Ludy, PhD, RD
16G FCS Building
419.372.6461
mludy@bgsu.edu
Office hours: TR 12-2 PM and by appointment

Your Graduate Assistant
Kendal Shaffer
MFN student
109 FCS Building
kmshelt@bgsu.edu
Office hours: R 11 AM-1 PM and by appointment
HDFS 3050: Family Resource Management
Bowling Green State University
Spring Semester, 2010

Susan H. Peet, Ph.D.

Office phone: 372.5257 (main phone) / 372.4543
E-mail: spet@bgsu.edu
Office hours: 3:30-4:30 and 1:00-4:00 M and other times by appointment
Course time: MWF 11:30-12:20
Course location: 111 Hayes Hall

Materials Needed: Access to a computer with Internet connection to utilize Blackboard communications
Copies (approximately 66 pages x 55 students) – Technology fee does not cover making 24 copies at one time so please budget for this expense.

Course Description: HDFS 3050, Family Resource Management, focuses on the allocation of human and non-human resources. Prerequisites: HDFS 1060, 2020, and sophomore status.

Course Aim: This course examines how families allocate resources using a life span human development perspective. Emphasis will be placed on goal setting, decision making, and consumer issues, policies, and decisions.

Student Learning Outcomes
1. Identify, describe, and analyze the allocation of resources within various family structures to maximize benefits to families.
2. Apply decision-making models to diverse family structures to assist in goal-setting and achievement.
3. Examine consumer issues, policies, and decisions emphasizing ecological, systemic, and contextual factors.
4. Communicate family issues in writing by reading, listing, and communicating information, ideas, thoughts, and conclusions about family resource management.

Learning Objectives for HDFS Majors:
The Human Development and Family Studies (HDFS) major is designed to provide students with an in-depth understanding of individuals and families, the dynamics of relationships, and environmental contexts affecting children, families, and community services. The curriculum emphasizes the development of critical thinking, analytical communication, and management skills as well as current knowledge and theory in life span human and family development.

Learning Outcomes for HDFS Majors
At the completion of a baccalaureate degree in human development and family studies graduates will be able to:
1. Demonstrate substantive knowledge in life-span development and family science that is based on research and theory emphasizing ecological, systemic, and contextual factors.
2. Apply an ecological model to the development of collaborative partnerships in a community.

Course Description: Families’ allocation of human and non-human resources.
Prerequisites: HDFS 1060, 2020 and sophomore status.

Course Aim: This course examines how families allocate resources using a life span human development perspective. Emphasis will be placed on goal setting, decision-making and consumer issues, policies and decisions.

Materials Needed:
- An Open Mind
- Good attitude
- Interest in learning
- Computer with Internet connection
- Textbook

www.tinyurl.com/HDFS3050syllabus
Syllabus
HONORS 2010-1002: Introduction to Critical Thinking
Fall Semester 2013
(4 credit hours)

Instructor: John Wm. Folkins, Ph.D.
Position: Professor
Office: 251 Health Center
Phone: 419 372 8024
Cell Phone: 419 262 2699
Email: folkins@bgsu.edu
Peer Facilitator: Skye McCullough
Phone: 724 980 0032
Email: smccull@bgsu.edu
Class Schedule: M, T, W, Th 10:30 to 11:20
Class Location: 261 Harshman

Course Description:

HONORS 2010 is a course designed to cover the basic aspects of critical thinking. As
defined in your textbook: “Critical thinking consists of an awareness of a set of
interrelated critical questions, plus the ability and willingness to ask and answer them at
appropriate times.” It is the mental ability to recognize the main point in any argument,
to analyze the reasons offered, and to form conclusions and arguments of your own. It is
also the ability to produce and refine your own arguments in a persuasive and powerful
way. Further, critical thinking involves considering and evaluating the values that
underlie arguments and examining your own values in the context of such arguments.

Course Objectives/Learning Outcomes:

You will be able to:

1. Demonstrate an understanding of the theory and practice of critical thinking as
   applied to any argument.

2. Recognize and describe values that arise in the methods or content of any
   subject area. A value is a principle, standard, or quality considered
   worthwhile or desirable.

3. Identify ways in which these sometimes unexamined values shape or relate to
   academic and public discussion of issues relevant to today’s citizens.
Course Syllabus

CDIS 311: Phonological Assessment and Intervention
Spring 2009

Instructor: Tim Brackenbury, Ph.D., CCC-SLP
Class Meeting: M, W, F 10:30 – 11:20, 221 OLSC
Office: 246 Health Center Building
Phone: 372-7188
E-Mail: tbracke@bgsu.edu
Office Hours: Mondays 2:30 to 3:30, Wednesdays 11:30 to 12:30, and by appointment


Supplemental Readings: Textbook and notes from Phonetics (CDIS 224)
Additional readings will be posted on Blackboard

Student Outcomes:
The primary objective of this class is to change the way that you think about speech. In doing so, we are going to focus on more than just definitions and facts. These pieces of information are important, but they alone will not make you the outstanding speech clinician and/or researcher that you can be. Successful speech clinicians/researchers
1) know the relevant information
2) can identify what they do not know or understand
3) seek out the answers to these issues
4) systematically determine the appropriate course of action.

By the end of this experience you will:
a) understand the nature of phonological assessment and intervention, including productive knowledge and use of the key terms in the field.
b) design an assessment protocol, based on intake information about a child, that is effective and efficient.
c) transcribe and analyze a data set of a child’s speech productions and determine the patterns of phonological use and misuse.
d) use a child’s phonological profile to select a treatment approach that is effective and efficient.
e) read with specific intent and purpose.
f) examine and explore your current methods and procedures for solving complex problems, and be able to revise them and integrate new methods as needed.
The first time I read the course syllabus, I was impressed by the way it is organized. It is very encouraging, supportive, and full of excitement and energy that pushes the student to read and enjoy it.
What is your reaction to the Engaging syllabus?

What impacts do you think its design might have on student engagement and motivation?
Student Responses to Traditional and Engaging Syllabi

Research Questions
Does syllabus type affect students’
• abilities to navigate and learn information?
• impressions of the course instructor?
• desire to take a course?
Student Responses to Traditional and Engaging Syllabi

Method: Present 23 item survey of students in FN 2070

- general syllabus use
- present interest in FN 3100
  - an non-required course the participants are eligible for
- reactions to FN3100 syllabus
  - content // instructor // readability
- interest in FN3100 after reading its syllabus
- background information
Student Responses to Traditional and Engaging Syllabi

Method: 2 separate sections of FN 2070 completed the survey in response to

- a Traditional, high-quality FN 3100 syllabus
- an Engaging, high-quality FN 3100 syllabus
<table>
<thead>
<tr>
<th></th>
<th>Traditional n= 145</th>
<th>Engaging n=114</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td>77.0%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Age</td>
<td>19.7±2.5</td>
<td>19.6±1.4</td>
</tr>
<tr>
<td>% Female</td>
<td>72.6%</td>
<td>76.3%</td>
</tr>
<tr>
<td>% Caucasian</td>
<td>87.0%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>
Impressions about the Course Instructor

Agreement (1 = strongly disagree, 4 = strongly agree)

- Approachable/personable
- Creative/interesting
- Effective communicator
- Encouraging/Cares for students
- Enthusiastic
- Flexible/Open-minded
- Happy/Positive attitude
- Knowledgeable
- Prepared
- Presents current information
- Promotes critical thinking
- Realistic expectations/fair

ENGAGING = 1.0 1.5 2.0 2.5 3.0 3.5 4.0
TRADITIONAL = 1.0 1.5 2.0 2.5 3.0 3.5 4.0

*  **  **  **  **  **  **  **  **  **  **
Interest in Course Based on Syllabus Design

Change Value

Overall  Not at all Interested  Somewhat Interested  Very Interested  Interested

ENGAGING =  TRADITIONAL =
Success of the Engaging Syllabi

GENERAL STATEMENTS

Traditional :: It did not seem to be any different from other syllabi that I have come across in my college career.

Engaging :: This syllabus is like no other syllabus I have received in college.
Success of the Engaging Syllabi

ARTISTIC IMPRESSIONS

Traditional :: None.

Engaging :: I like that it is almost designed like a newsletter. It draws the student in and encourages them to refer to it more often, in my opinion.
Success of the Engaging Syllabi

COURSE COMPONENTS

Traditional :: I liked that it laid out what was going on week-by-week including what the topic was, what to read, and what was due.

Engaging :: I feel as though most syllabi follow the same pattern with office hours, assignment dates and the grading scale etc. There is certain information they have to convey so they can’t be too different.
Success of the Engaging Syllabi

DESIGN FEATURES

Traditional :: It is very clear, organized, and to the point.

Engaging :: I also like that it highlights key information with different colors, text, highlighting, and the use of underlining or bold print.
Success of the Engaging Syllabi

USABILITY

Traditional :: It is easy to find information you’re looking for as long as you’re willing to read through everything or skim for key words.

Engaging :: I like the idea that someone is trying to make the syllabus more user friendly. That may not directly answer your question but, focusing on usability is a great start.
Suggestions from these results

• The Engaging syllabus is interesting and motivating
• Syllabus formatting influences first impressions of the instructor
• Students expect certain components within a syllabus
• Adding visual and design elements draws students in
• Too much or too confusing design is unwelcome
Other Engaging Syllabi
Other Engaging Syllabi

ENGLISH 9
Syllabus
2014-2015
Welcome to English 9! In my classroom, I enforce the rules and procedures detailed in the student handbook and technology policy, but I also have a few of my own basic expectations.

Expectations and Consequences

**Effort, Attitude, Responsibility**

Disciplinary Actions

Plagiarism and other forms of cheating will not be tolerated. All submissions that share ideas, words, or images of another person’s work without crediting the source will earn a 0%. With one opportunity for resubmission. Resubmitted work will be subject to a letter grade deduction after the work is scored for quality.

**HELP!**

Extra help: If you need extra help, I will be available before school from 7:30 – 8:00 and after school until 3:10. I request that you not disrespect other teachers by leaving their classes to work on my assignments. Every subject matters.

**Weekly Schedule**

1. Honors English

2. Enrichment Reading

3. Lunch Conference

4. Discipline Report

Semester Grade

- Final Assessment (50%)
- Quizzes (20%)
- Participation (10%)
- Miscellaneous (20%)

Quarterly Grade

- Final Assessment (40%)
- Quizzes (30%)
- Participation (20%)
- Miscellaneous (10%)

Late Work

In general, a student has until the due date to submit an assignment without penalty. Any work that is submitted later must be handed directly to the teacher and will be subject to a 20% grade deduction for each day that it is late.

Absences

If you miss class, you are responsible for your make-up work.
1. Check the Assignment Folder on Drive.
2. Make plans with me to make up any missed HSC work during homeroom.
3. Talk to me about your due date for missed work.
Workshop: Transform a syllabus from traditional to Engaging

Work in groups to change the syllabus for CDIS 4760: Introduction to Research
Design Tips

good DESIGN

Is concerned with the environment
Is unobtrusive
Is as little design as possible
Is durable
Makes a product useful
Is honest
Is consistent to the last detail
Is aesthetic
Helps a product to be understood
Is innovative

*Dieter Rams*
Design Tips
Design Tips

**CONTRAST**

Unique elements in a design should stand apart from one another. One way to do this is to use contrast. Good contrast in a design—which can be achieved using elements like color, tone, size, and more—allows the viewer’s eye to flow naturally.

To the left, you can see 4 ways to create contrast in your design.

**ALIGNMENT**

Proper alignment in a design means that every element is visually connected to another element. Alignment allows for cohesiveness; nothing feels out of place or disconnected when alignment has been handled well.

**REPETITION**

Repetition breeds cohesiveness in a design. Once a design pattern has been established—for example, a dotted border or a specific typographic styling—repeat this pattern to establish consistency.

Establish a style for each element in a design and use it on similar elements.

**PROXIMITY**

Proximity allows for visual unity in a design. If two elements are related to each other, they should be placed in close proximity to one another. Doing so minimizes visual clutter, emphasizes organization, and increases viewer comprehension.

Imagine how ridiculous it would be if the proximity icons on this graphic were located on the other side of this document.
Design Tips

**Contrast**
Making elements different increases understanding.

**Repetition**
Repeat visual elements to create strong unity.

**Alignment**
Nothing should be placed arbitrarily. Placement illustrates relationships between elements.

**Proximity**
Related items should be placed together.
Design Resource
Technology Resources

PDF file to an interactive flipping book converter
• FlipSnack (www.flipsnack.com)

URL shorteners
• Bitly (www.bitly.com)
• TinyURL (www.tinyurl.com)

QR code generator
• QR Stuff (www.qrstuff.com)
Syllabus Resources

University of Minnesota’s Syllabus Web Tutorial  
www.umn.edu/ohr/teachlearn/tutorials/syllabus

Worcester State University faculty member,  
Tona Hangen’s website and blog  
www.tonahangen.com

Brown University’s  
“Constructing a Syllabus” Handbook  
www.brown.edu/Administration/Sheridan_Center/docs/syllabus.pdf
What is your general reaction to the concept of an engaging syllabus?

Do you think you might be interested in using an engaging syllabus for a class you teach? Why or why not?
Challenge

Connecting students to their college experience, one syllabus at a time.