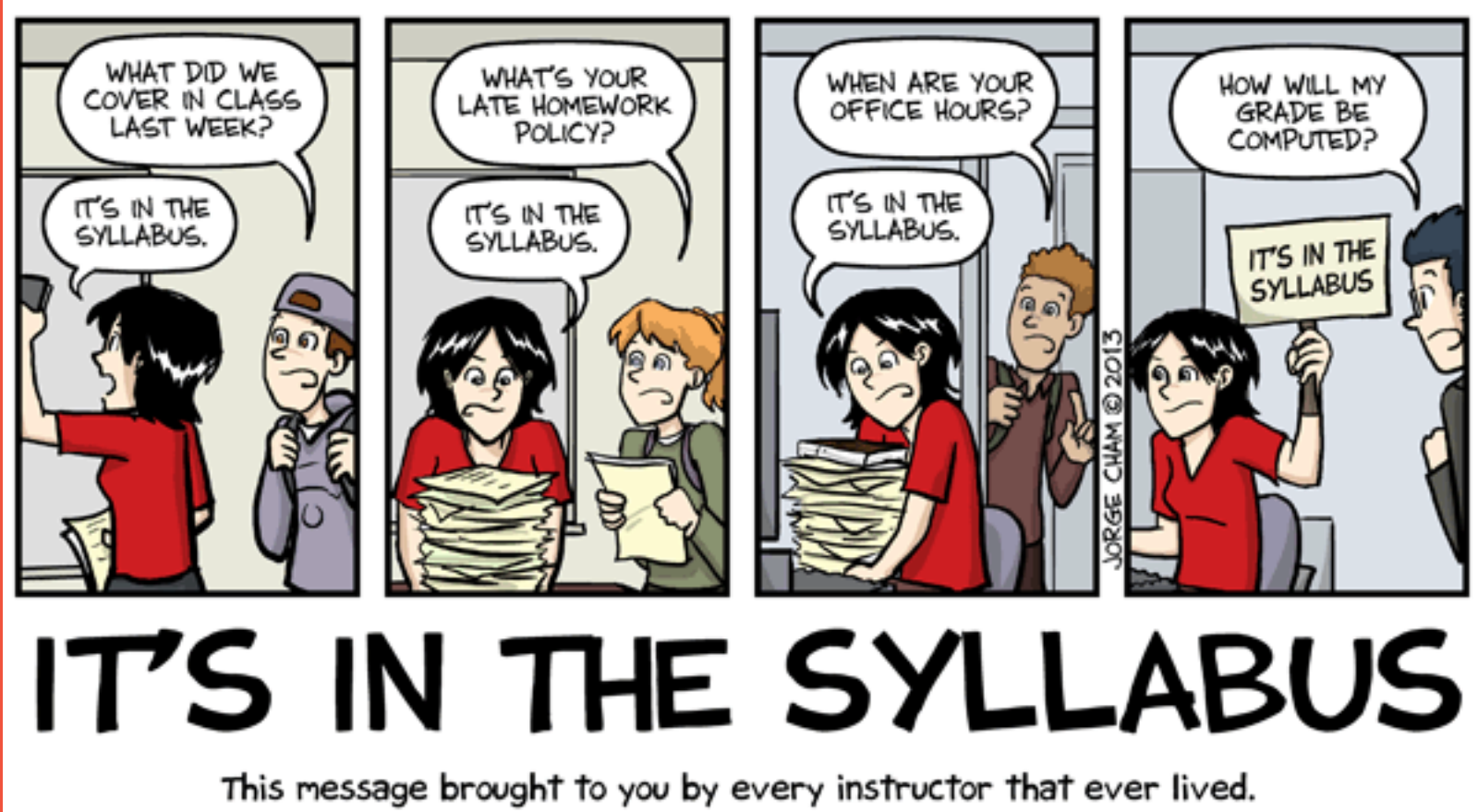


Does it ever feel
like your students
don't read your
syllabus?



Creating Syllabi to Maximize Student Engagement & Motivation

MARY-JON LUDY Assistant Professor of Clinical Nutrition // BGSU

TIM BRACKENBURY Associate Professor of Communication Sciences & Disorders // BGSU

JOHN FOLKINS Professor of Communication Sciences & Disorders // BGSU

SUSAN PEET Senior Lecturer, Teaching & Learning and Family & Consumer Sciences // BGSU

STEPHEN LANGENDORFER Professor and Chair of Human Movement, Sport & Leisure Studies // BGSU

KARI BEINING Graduate Student Communication Sciences & Disorders Major // BGSU

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

Manipulable Elements of Syllabi

Detail

Focus

Information
format

Tone

Course Requirements and the Accumulation of Points:

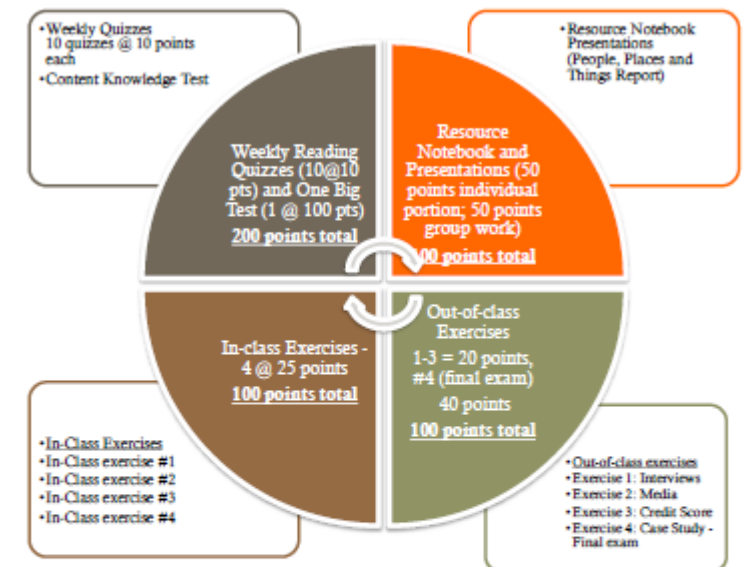
Chapter discussion questions 10 points/10 chapters	100 pts.
Exam covering concepts in Wealthy Barber	100 pts.
Student handout and in-class presentation	100 pts.
5 out-of-class exercises (20 pts. each)	100 pts.
5 in-class assignments (10 pts. each)	50 pts.
Book Report	50 pts.

Total Course Points 500 pts.

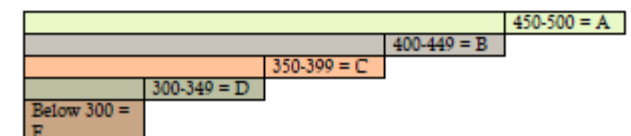
Grade Equivalent of Total Points Earned

A = 450-500 B = 400-449 C = 350-399 D = 300-349 F = Below 299

Available Points to Earn



Total Point Accumulation for Course



Traditional

Text-heavy

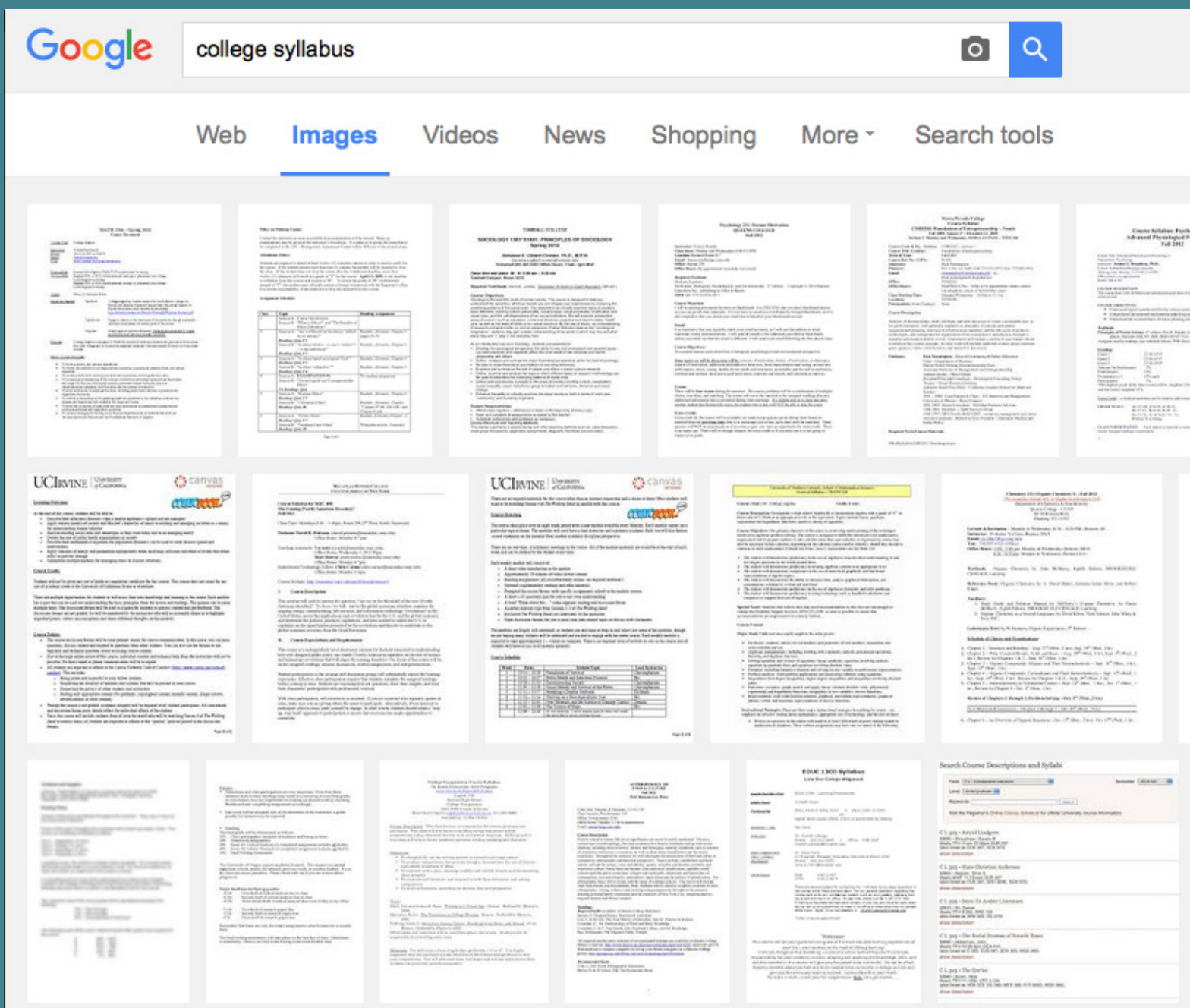
Black-and-white

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
16G FCS Building
419.372.6461
mludy@bgsu.edu

Office Hours:

T/Th 10:30AM-12:30PM
& by appointment

Graduate Assistant:

Lara Fickes
206 FCS Building
laraf@bgsu.edu

Office Hours:

T 1:00-2:15PM
& by appointment

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 & administration, different health care delivery systems & current reimbursement issues, policies & regulations on food & nutrition services

Texts:

*Lee, R. & Neiman, D. *Nutritional Assessment*. 5th ed., McGraw Hill, 2010

**Snetselaar, L. *Nutrition Counseling Skills for the Nutrition Care Process*, 4th ed., Jones & Bartlett, 2009
(One copy of each text is on reserve in the Jerome Library & can be checked out in 2 hours increments.)

Nutritional Assessment and Counseling

FN 3100

SPRING 2014

TR 2:30-3:45PM

OLSCAMP 203

BOWLING GREEN
STATE UNIVERSITY

The "BOD POD" estimates fat and lean muscle mass using air displacement.



Course Description and Objectives

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

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 location: 110 Johnston Hall / 518 Education Bldg.
Office phone: 372.8257 (primary phone) / 372.4643
E-mail: speet@bgsu.edu
Office hours: 8:30-11:00 and 1:00-4:00 M and other times by appointment
Course time: MWTF 11:30-12:20
Course location: 111 Hayes Hall
Required text: Chilton, David (1998). *The Wealthy Barber*. (3rd Edition). Roseville, California: Prima Publishing. ISBN: 0-7615-1311-6

Materials Needed: Access to a computer with Internet connections to utilize Blackboard communications
Copies (approximately 4-6 pages x 55 students) – Technology fee does not cover making 240 copies at one time so please budget for this expense.

Course Description: HDFS 3050, Family Resource Management (3) Spring. 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.

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 model 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 orally and in writing by reading, listening, and articulating 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, analytic 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



HDFS 3050: Family Resource Management

Susan H. Peet, Ph.D. – (speet@bgsu.edu)
Kiersten Fenske – UGTA – (kfenske@bgsu.edu)

Fall Semester 2013

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

Contact Information:
speet@bgsu.edu
419 372-8257
111 Johnston Hall
518 Education Bldg.

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.

Introduction to Critical Thinking

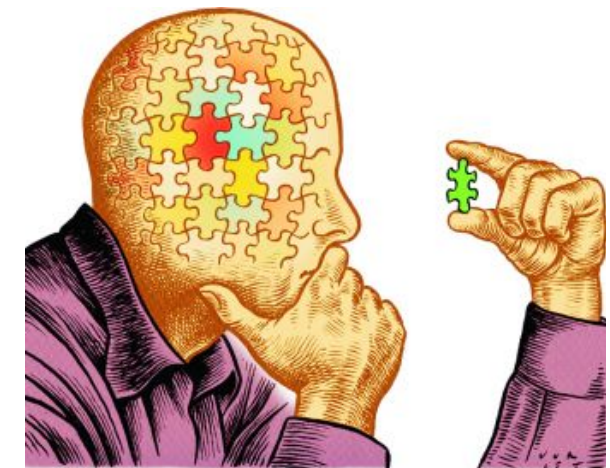
Honors 2010

Fall Semester 2013

Four Credit Hours

M, T, W, Th
10:30 to 11:20

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.



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

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

Required Text: Bauman-Waengler, J. (2007). *Articulatory and Phonological Impairments: A Clinical Focus* (3rd ed.). Boston: Allyn & Bacon

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.

The following specific goals will be addressed to improve your abilities in all four of these areas. By the end of this experience you will be able to

- 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.

CDIS 311

Phonological Assessment & Intervention

Spring 2014

*Tuesdays &
Thursdays
11:30 - 12:45*

Olscamp 203

*Tim
Brackenbury
Ph.D., CCC-SLP*

*246 Health and
Human Services
Building*

419.372.7188

tbracke@bgsu.edu

*Bowling Green
State University*

Office Hours

*Tuesdays
1:00 - 2:00*

*Wednesdays
3:30 - 4:30*

Passion, analysis, and disciplined creativity pave the path from student to professional

Becoming a professional is more than just memorizing information. It involves a passion for helping people with disabilities. It requires complex evaluations and analyses of clients' skills. And, it necessitates disciplined creativity to develop intervention plans that are maximally effective.

The purpose of this course is to facilitate your development in all three of these areas. To do so, we are going to focus on more than just definitions and facts. Knowledge is important, but it alone will not make you the outstanding clinician and/or researcher that you can be. Instead, we will learn by following the processes of clinical assessment and intervention. This will lead to you acquiring knowledge and skills that are deep, lasting, and relevant to your professional career.



By the end of this experience you will:

- understand the nature of phonological assessment and intervention, including productive knowledge and use of the key terms in the field
- design an assessment protocol, based on intake information about a child, that is effective and efficient
- transcribe and analyze a data set of a child's speech productions and determine the patterns of phonological use and misuse
- use a child's phonological profile to select a treatment approach that is effective and efficient
- read with specific intent and purpose
- examine and explore your current methods and procedures for solving complex problems, and be able to revise them and integrate new methods as needed
- evaluate and improve upon your own ideas, as well as those of your peers
- increase your passion for this field and your self-confidence as a clinician

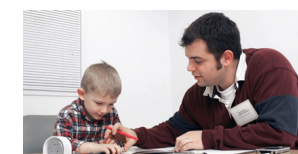


Table of Contents:	Course Design	2
	Requirements	2
	Foundational Activities	3
	Application Quests	4
	Grading Scale	4

About Dr. B.	4
Past Student Quotes	5
Disabilities & Honesty	5
License & Technology	6
Class Schedule	6

www.tinyurl.com/CDIS3110syllabus

Phonological Assessment & Intervention

Olscamp 203

**Tim
Brackenbury**
Ph.D., CCC-SLP

246 Health and
Human Services
Building

419.372.7188

tbracke@bgsu.edu

Bowling Green
State University

Office Hours

Tuesdays
1:00 - 2:00

Wednesdays
3:30 - 4:30

Passion, analysis, and disciplined creativity pave the path from student to professional

Becoming a professional is more than just memorizing information. It involves a passion for helping people with disabilities. It requires complex evaluations and analyses of clients' skills. And, it necessitates disciplined creativity to develop intervention plans that are maximally effective.

The purpose of this course is to facilitate your development in all three of these areas. To do so, we are going to focus on more than just definitions and facts. Knowledge is important, but it alone will not make you the outstanding clinician and/or researcher that you can be. Instead, we will learn by following the processes of clinical assessment and intervention. This will lead to you acquiring knowledge and skills that are deep, lasting, and relevant to your professional career.



By the end of this experience you will:

- understand the nature of phonological assessment and intervention, including productive knowledge and use of the key terms in the field
- design an assessment protocol, based on intake information about a child, that is effective and efficient
- transcribe and analyze a data set of a child's speech productions and determine the patterns of phonological use and misuse
- use a child's phonological profile to select a treatment approach that is effective and efficient
- read with specific intent and purpose
- examine and explore your current methods and procedures for solving complex problems, and be able to revise them and integrate new methods as needed
- evaluate and improve upon your own ideas, as well as those of your peers
- increase your passion for this field and your self-confidence as a clinician

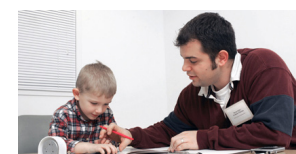


Table of Contents:

<i>Course Design</i>	<i>2</i>
<i>Requirements</i>	<i>2</i>
<i>Foundational Activities</i>	<i>3</i>
<i>Application Quests</i>	<i>4</i>
<i>Grading Scale</i>	<i>4</i>

About Dr. B. 4
Past Student Quotes 5
Disabilities & Honesty 5
License & Technology 6
Class Schedule 6

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

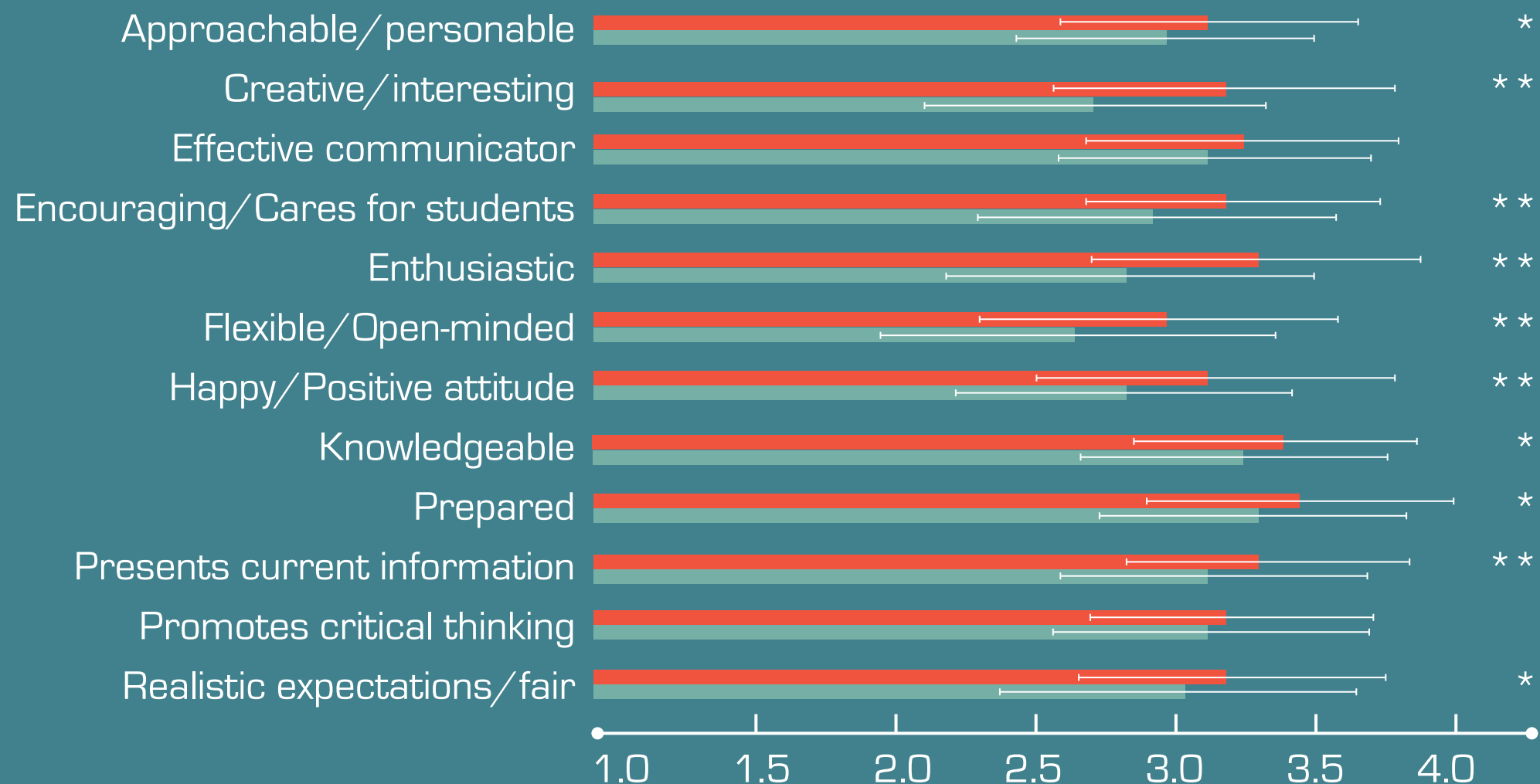
Method :: 2 separate sections of FN 2070 completed
the survey in response to

- a Traditional, high-quality FN 3100 syllabus
- an Engaging, high-quality FN3100 syllabus

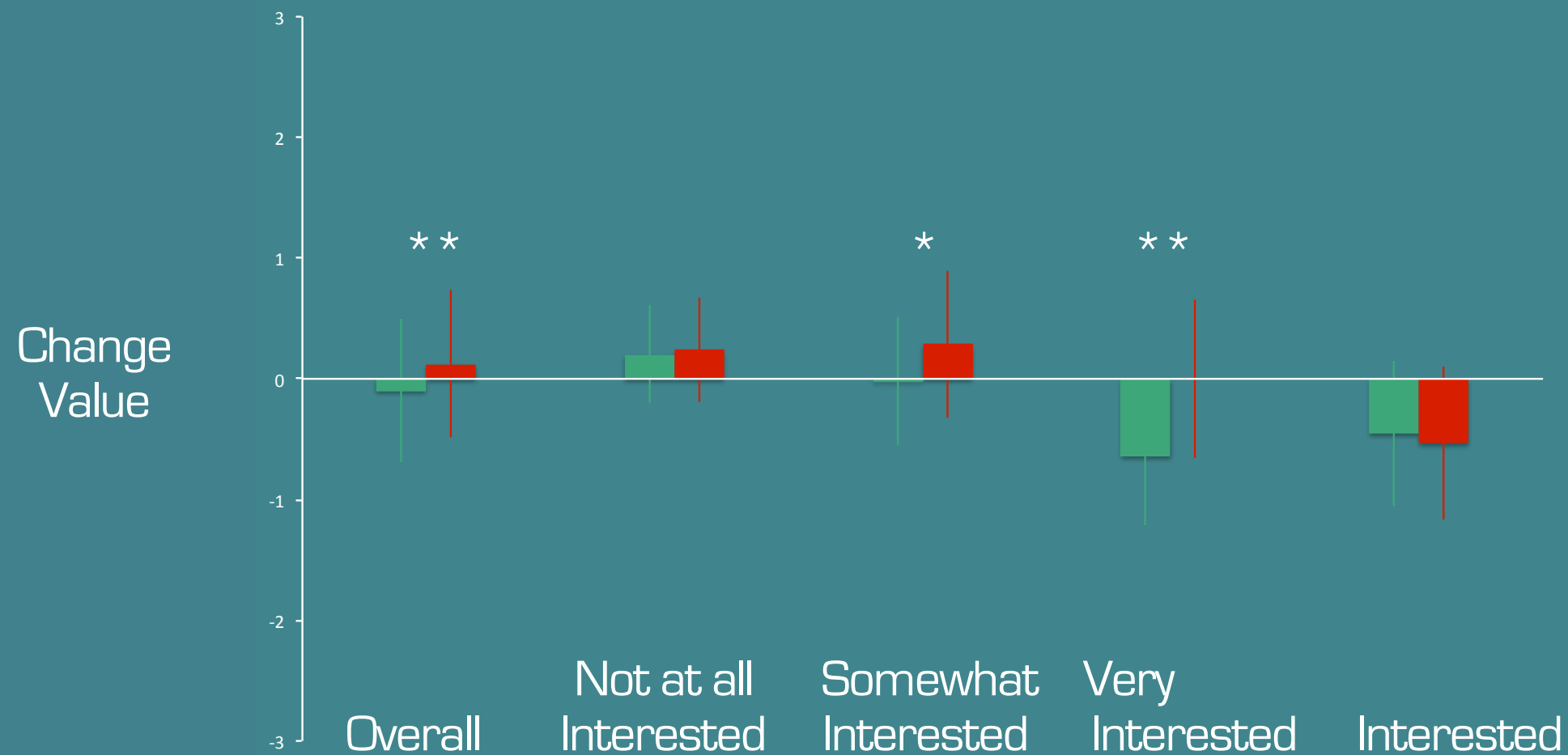
Participant Background

	Traditional n= 145	Engaging n=114
Response Rate	77.0%	72.7%
Age	19.7±2.5	19.6±1.4
% Female	72.6%	76.3%
% Caucasion	87.0%	85.1%

Impressions about the Course Instructor



Interest in Course Based on Syllabus Design



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

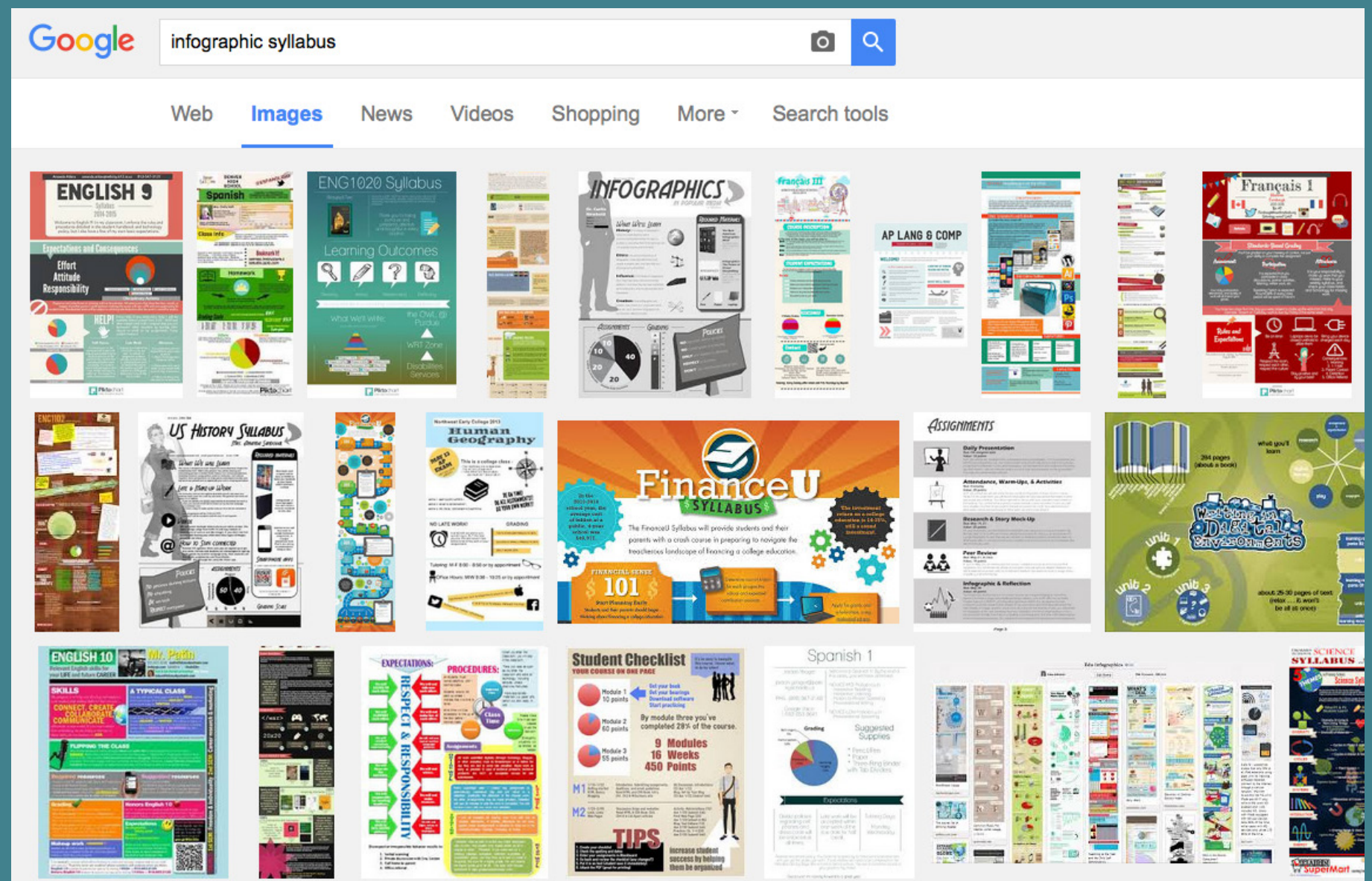
Traditional :: It is easy to find information you're looking for as long as you're willing to read through everything or skim for key words.

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

Amanda Atkins amanda.atkins@tellcity.k12.in.us 812-547-3131

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

Nonverbal Warning Verbal Warning Lunch Conference
Discipline Report

Plagiarism and other forms of cheating will not be tolerated. All submissions that share the 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 3:30. I request that you not disrespect other teachers by leaving their classes to work on my assignments. Every subject matters!

Hall Passes

Excused passes to the restroom and lockers will only be granted during the last five minutes of the period IF the student has completed his/her work acceptably. If a student uses a hall pass before that time, he/she will have to make up the missed time with a lunch conference.

Late Work

In general, a student has until 3:05 on 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 MBC work during homeroom.
3. Talk to me about your due date for missed work.

Formal Assessments (50%) Coursework (30%)
Daily Participation (10%) Homework (10%)

Quarterly Grade

Semester Grade

Piktochart
make information beautiful

Workshop:

Transform a syllabus from traditional to Engaging

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

Design Tips

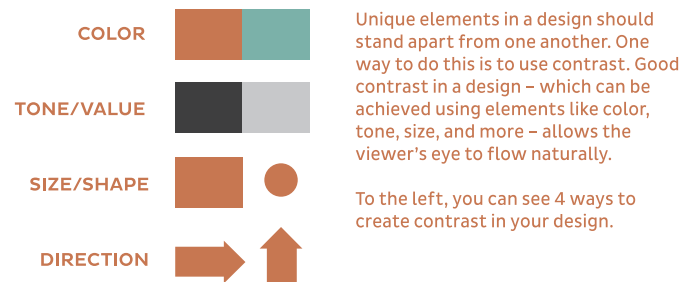


Design Tips



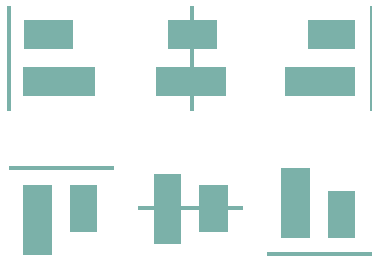
Design Tips

CONTRAST



ALIGNMENT

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



PRINCIPLES of DESIGN

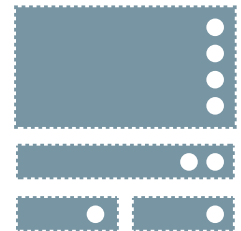
quick reference poster

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.

The short version?

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.

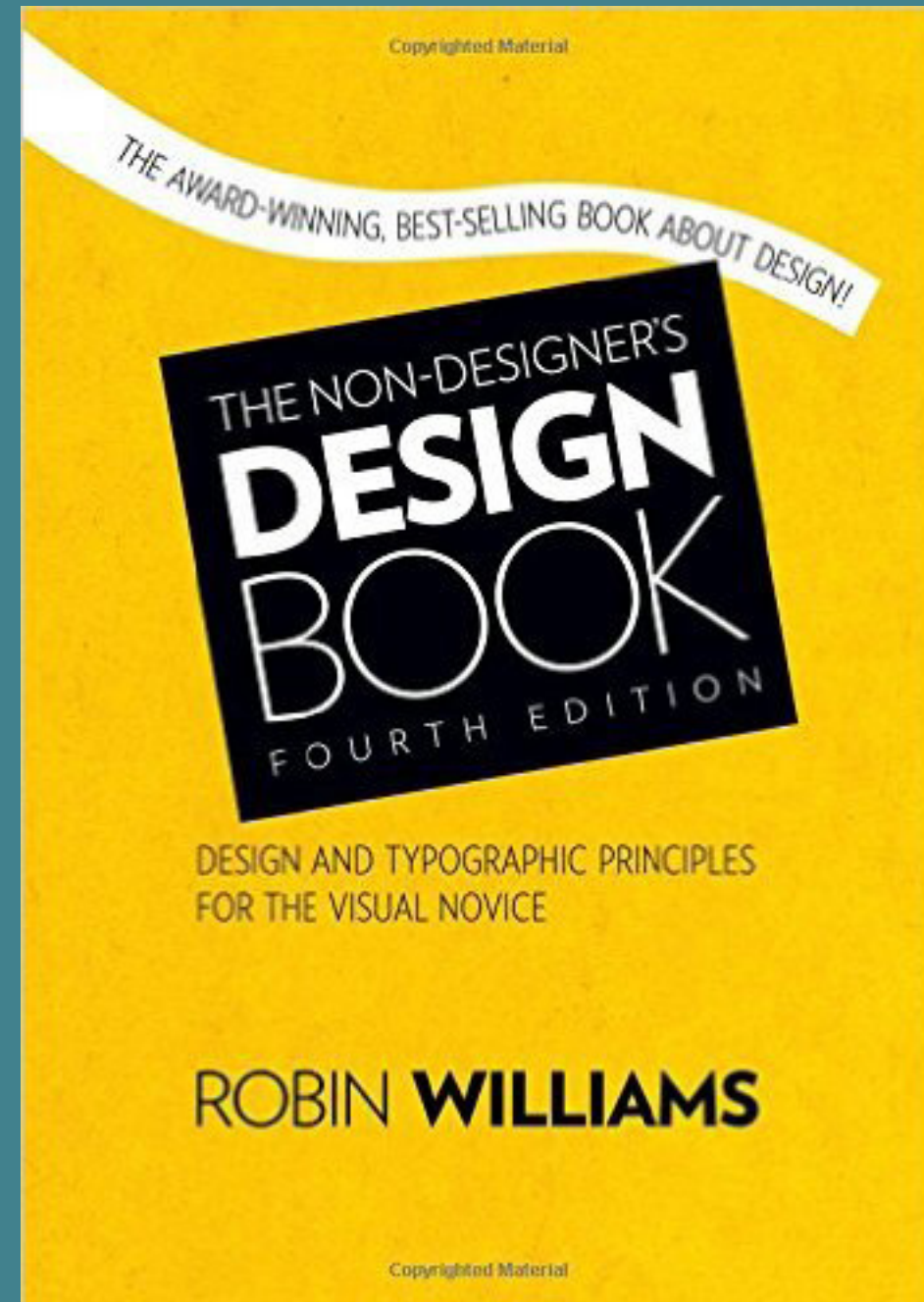
Alignment

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)

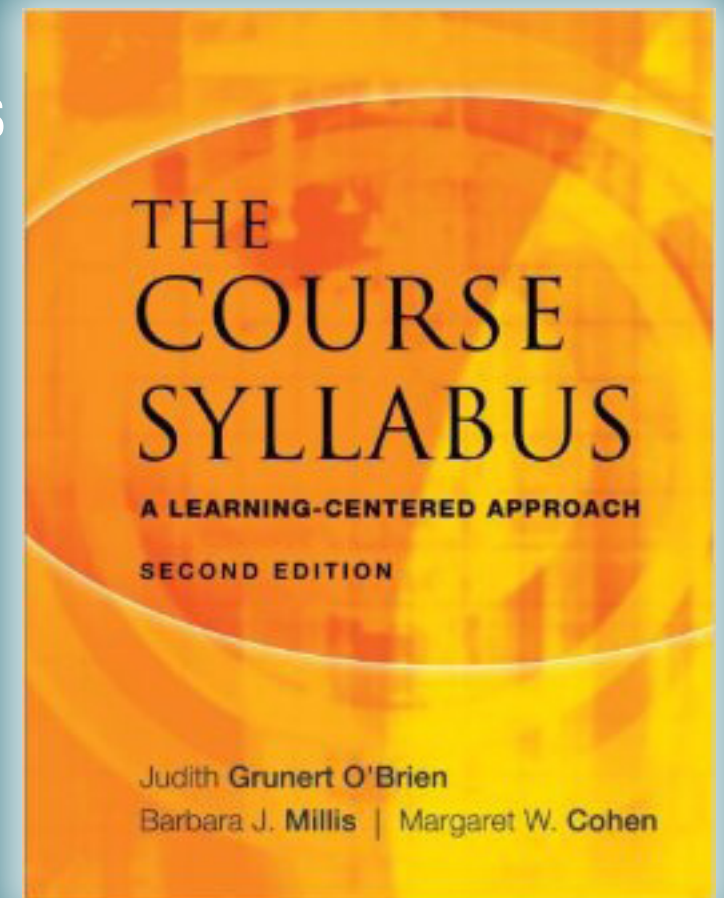


Syllabus Resources

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](http://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.