

Name: _____

TOTAL _____

Please use this guide to grade your own syllabus. Pick the point number that is appropriate for each area....if there are 2 points for item, if you have achieved beginning competency you will give yourself 1 point, if you have achieved advanced competency you will give yourself 2 points. Circle or give your number per each point area and add your total up. Gauge your level by the number of points you give your syllabus with the highest points equally 100.

Bring your hard copy sheet to class on November 5 along with your Class Project.

We will see a direct relationship between your teaching philosophy and what appears in the syllabus. Most of our syllabi are primarily geared to the undergraduate student learning experience and in the format of a pre-tenure instructor for any institution, art college, university, or liberal arts college.

Corollary Information:**2 points**

School, Department, Term, Instructor, Credits, Days, Hours, Location, Level, Elective or Required, Pre-requisites, Lab Fee

Beginning Competency

- +Cursory material, incomplete or missing areas
- +Lack of considered details that give a context for the course

Advanced Competency

- + Details which give the reader the background information of the course.
- + Information that relays an understanding of the format and requirements of the proposed course's institution.
- + These setup items situate the course within a department and begin to imply its role in the department mission.

Course Title**2 points**Beginning Competency

- + Brief generic title that is interchangeable with any other course nationally.
- + Little sense of the individual's role or leadership in the course
- + Minimum effort in distinctively declaring a title and thinking of how it represents the fullness of the course.

Advanced Competency

- + Leadership in the course title to enable the student to get a brief but full glance at the scope of the course.
- + Creative thinking in terms of what the course title means and how it is a synopsis or opening into the depth and breadth of the course.
- + Moving a generic title into a more ambitious title with either rewording or a subtitle.

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Proposed Course Description**10 points**Beginning Competency

- + Cursory declaration of the course
- + Attempts to convey a deeper understanding or aim but does not firmly realize or state the importance or the “why” and context of the course.
- + Little clarity in relaying the course structure and the outcomes.
- + Brief without the thoughtfulness and range of the instructor or topic indicated.
- + Loses the opportunity to pose ambitious questions around the content.

Advanced Competency

- + Reflective summary of the content, aims and outcomes of the course.
- + Identifies challenges in the course and acknowledges the complexity or depth of the topic.
- + Chooses to place the course in a context and highlights opportunity for original thought.
- + Clarifies organization of the course and conveys the range of components, including evaluation and feedback.
- + Moves the reader from basic to advanced understanding of the topic
- + Engages the reader in meaningful questions about the topic.

Itemized Proposed Aims or Goals (Enduring Understandings)**10 points**Beginning Competency

- + States limited range for aims
- + Some confusion about the difference between aims and goals
- + Conveys the overall ambition, deep understandings, or the greater good and context of the course briefly and with little thought.
- + Conflates goals/aims and learning outcomes/objectives instead of listing them separately.

Advanced Competency

- + Exhibits thoughtful and inspiring aims for course
- + Contextualizes the course in a broader realm
- + Declares a multifaceted understanding of the value of the course, but is open to the range of students direction.
- + Thinks of aims as future oriented, verbs or in-action statements, often beginning with an implied or real “To”
- + Sees this as a place to define the intellectual and philosophical goals of the course, subject, medium or discipline.

**Itemized in a list: Objectives/Learning Outcomes
(What the student comes away with)****10 points**Beginning Competency

- + Brief summary of what the student will achieve.
- + Some repeating of aims; unable to separate and distinguish the two.
- + Lack of adjectives or active words explaining the depth of outcome

Advanced Competency

- + Elucidates clearly what the student comes away with from the course.
- + Divides the components of learning, outcome, and product in several categories to strengthen each area.
- + Includes the percentage of the grade that each outcome will carry.
- + Highlights the actual projected output in terms of projects and work as well as the advancement in terms of specific critical thinking skills or abilities. Adjectives work well here.
- + Sees the outcomes as nouns as they represent what is completed.

Methods (the particular activities used for goals and objectives)

2 points

Beginning Competency

- + Is not expansive in terms of depth of activities of course
- + Simple in terms of range and variety of methods.

Advanced Competency

- + Careful and concise list and or enumeration of events, and activities:
How many demonstrations? How many readings? How many discussions, critiques, feedback? How many presentations, response papers, etc?
- + A summative recap of what the schedule contains.
- + Highlights the full range of activities for a diversity of learners
- + Indicates increasingly complex or varied activities for the group.

Assessment/Evaluation

10 points

Beginning Competency

- + Uses standard criteria not specialized to course
- + Shows little correlation to syllabus content
- + Does not acknowledge advances in complexity or progression of ability or understandings.

Advanced Competency

- + Establishes % beside Objectives or Learning outcomes.
- + Elaborates on this percentage in delineating qualities of basic and advanced attainment in each learning outcome.
- + Includes departmental grading criteria in this section if available.
- + Explains varied ways assessment will be given and for what.

Critique Statement or Criteria**5 points**Beginning Competency

- + States the importance of critiques
- + States range of types of critiques
- + Simply states expectations of participants

Advanced Competency

- + Puts forward a clear outline of the range and centrality of critical dialogue in the course.
- + Examines the variety of critical situations and how they will be incorporated within the class.
- + Defines terms of criticism and how it relates to the student's evaluation.
- + Encourages growth in critical thinking and explains guideposts to the students.
- + Parallels these ideas in the body of the course schedule.

Health and Safety**2 points**Beginning Competency

- + Minimal clarity of safe habits for class
- + Brief resource of where to find safety information
- + Little detail in terms of shop orientation, departmental obligations regarding safety.

Advanced Competency

- + Discipline, media and material safety guide resource stated.
- + Departmental requirements regarding safety rules declared.
- + Emergency contact information if helpful.
- + Succinct summary of the dangers and safety routines needed for this specific class and its methods.
- + Sharing of resources, texts citations, weblinks so the student can extend his/her safety knowledge.

Materials**2 points**Beginning Competency

- + Listing of materials that the student needs to acquire for the course.
- + Listing of materials provided for the student with the lab fee.

Advanced Competency

- + Itemized list of materials and where the student may acquire them.
- + Definition of materials

- + What substitutes for materials are allowed and when will materials need to be available for the student.
- + Specificity into types of materials, suggested brands, and weblinks if helpful.
- + Reason for the materials

Schedule or Plan of Term

30 points

Beginning Competency

- + A weekly plan with repeatables labeled or staggered as needed.
- + Simple descriptions of events
- + Primarily a calendar and not a form for progression of ideas
- + Generic conventions for your discipline or medium.
- + Learning outcomes of objectives are not stated weekly, biweekly, etc.

Advanced Competency

- + A well organized and structured set of activities and events to progressively advance deeper learning of the topic
- + Learning outcomes are shown to be integral to the week or subsets of the weeks.
- + May include key questions or challenging thoughts around the events, demonstrations, lectures that are planned.
- + Engages students' interest by showing a range of activities for diversified learners.
- + Repeats or elaborates the structure of the course that was put forward in the course description.
- + Utilizes the plan as a reflective way to lead the student from developing skills to mastery of knowledge.
- + Realizes that coverage may not be as important as meaningful experiences to help the student attain qualitative learning opportunities.
- + Incorporates a learning experience within the RISD Museum that is particularized to the content and unique to the course.
- + Inclusivity of global artists/designers and genders in citations, readings, lists.
- + Shows evidence of one's teaching philosophy.

Assessment Framework or Rubric of Grades for your course

5 points

How do you indicate what and when you will grade? What benchmarks indicate a lower grade than a higher grade? How do you indicate the competency or achievement levels you plan for through the course?
 As a faculty in an educational institution, participants in the course will have to show growth....how will you assess growth?

This area should be relational to the % in your learning outcomes section.

Incorporation of an assignment or project that utilizes an object or some part of our historic collection in the RISD Museum in a meaningful and specific way.

5 points

This is a unique opportunity to include a specific engagement with objects through time and to highlight the use of resources that are specific to a particular institution.

Beginning Competency

- + Individualizes the document in a basic way
- + Limited creative presentation
- + Items are seen solely for themselves and not in tandem with the teaching philosophy, course descriptions and class project.

Advanced Competency

- + Creative and integrative means of adding depth to the document
 - + Adds pertinent quotes or texts that stand as a metaphor or analogy of content or stages of the course.
 - + Adds paired images to highlight the text
 - + Adds pagination, headings and graphical sensibilities to document
 - + Turns in a cohesive package along with the Teaching Philosophy, Course Descriptions and Class Projects.
 - + Setting a consistent style throughout all documents.
 - + Addition of resources beyond the requirements such as websites, book lists, artists or designer resource lists, etc.
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