

There will be an obvious relationship between what you say in your teaching philosophy and what appears in the syllabus.

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 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.

Proposed Course Description 6 points

Beginning Competency

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

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 issues instead of listing them separately.

Advanced Competency

- + Exhibits thoughtful and inspiring aims for course
- + Contextualizing the course in a broader realm
- + Declares a multifaceted understanding of the value of the course.
- + 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 parameters of the course, subject, medium or discipline.

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 the two.
- + Lack of adjectives 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 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 pointsBeginning 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**2 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 guides
- + Departmental requirements regarding safety rules
- + Emergency contact information
- + Succinct summary of the dangers and safety routines needed for this specific class.
- + 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**40 points**Beginning Competency

- + A weekly plan with repeatables labeled
- + Simple descriptions of events
- + Primarily a calendar and not a form for progression of ideas
- + Generic conventions for your discipline or medium.

Advanced Competency

- + A well organized and structured set of activities and events to progressively advance deeper learning of topic
- + Learning outcomes are 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 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.

Mid-Term Feedback Form

2 points

Beginning Competency

- + Asks several general feedback questions.
- + Uses open-ended questions instead of yes or no questions.
- + Includes a recap of course goals and objectives

Advanced Competency

- + Carefully forms questions to gauge student learning.
- + Combines Likert Scale and open-ended questions.
- + Offers an area for free comments.
- + Offers a time for self-reflection and student learning assessment.
- + Opens with a clear recap of the goals and objectives of the course, so feedback is focused.

Class Project

5 points

Advanced Competency answers these questions.

Is it properly labeled so the reader knows which course, department, week the sample day project occurs? Does it include an overall introduction and narrative to the project or assignment or demonstration? Does it explain the aims and objectives and assessment of this particular project? Does it give some examples or criteria for success? How will this project fit into the semester course? Are materials, supplementary sources, websites, readings, quotations included? Is the enduring value of this single project clear?

Assessment Framework or Rubric of Grades for your course **5 points**

This is added on as an assignment. This will show a sensitivity to the range of criteria for the grades for your course. What format will you use? Will you have scores and qualities or competency levels. Review handouts and see which one you can adapt and rephrase for your own course.

Extras (images, quotes, resources)

Plus 5

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.