

# Documenting Effective Teaching

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The University of Cincinnati

The Center for Excellence in Teaching and Learning

The Academy of Fellows for Teaching and Learning

UCBA Learning + Teaching Center

**A Menu of Options**

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**Reflection on course forms**

**The Reflective Memo**

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**Assessing a Teaching Syllabus**

**The Annotated Syllabus**

# Options for Documenting Effective Teaching

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## 1) Student Course Evaluations or Student Perceptions of Teaching and Learning Form

- a. Provide a summary chart or graph for numerical data for overall items like, "Overall, this instructor's teaching style was effective." And/or "I learned a lot in this course."
- b. Describe what the items on the form told you and what you changed as a result.
- c. Point out trends or explain unusual ratings that jump out. (Don't over-explain or defend.)
- d. Make use of options or write customized questions that allow for student ratings of their learning outcomes.
- e. If you need ideas for specific how to analyze your evaluations, see the IDEA papers at this website:  
<http://www.theideacenter.org/category/helpful-resources/knowledge-base/idea-papers>

## 2) Syllabus

- a. Don't just throw this in your folder. Instead, highlight notable features that exhibit highly effective communication or value-added to the course and provide a rationale for them. Provide a paragraph or two explaining why are topics sequenced a certain way. Why do you give some topics more time than others?
- b. Include reflection on the course design or the reason why you developed this course.

## 3) Sample Assignments

- a. Provide rationale for them. This explanation could include how you have used early-term or midterm feedback to make early and effective changes in design or composition of a course.
- b. Provide context and some aggregated student results.

## 4) Teaching Philosophy

- a. Give concrete examples. For example, instead of just saying that you are "student-centered", discuss ways that students take responsibility for their learning or how you respond to students needs.
- b. Show how you make use of the literature on teaching and learning that outline practices that are effective.

- c. Some prompts:

<http://www.tss.uoguelph.ca/resources/idres/packagetd.html#philosophy>

## 5) Assessments:

- a. Give sample of *unique* assessments, your criteria for success, and aggregated or sample student results.
- b. Describe ways that you've changed or adapted these based on the results.
- c. Provide a rationale for using these types of assessments. Use your participation in the college's academic assessment program to show how you've changed your teaching.

## 6) Peer Reviews

- a. Meet w/ the reviewer beforehand to provide context for the lecture. What do you want to accomplish? How does this fit in with course goals?
- b. Tell the reviewer the goal of this observation: formative or evaluative.
- c. Illustrate how you used the feedback and as a result, changed student learning
- d. Remember that peers can review worksheets, tests, online modules rather than just sitting in your class and watching you teach!

## 7) Informal Evaluations

- a. You can include results of informal checks you have given –general or specific or how you have used early-term or midterm feedback to make early and effective changes in design or composition of a course.
- b. Student comments, letters, emails. If you use these, **delete any identifier of the student or references to other instructors.**
- c. Compliments that occur along with a request, e.g., "I love your class, by the way, can I make up that exam I missed?" are less persuasive.

## 8) Faculty Learning Community Participation

- a. Describing the group's accomplishments can show your engagement at the college, your commitment to scholarly teaching.
- b. Participation often results in products that can be used in the teaching and/or scholarship section of your folder.

# Using Rubrics and Reflection to Document Effective Teaching

Louis Kutcher, UCBA

Rubrics evolve with teaching experience and student response to their use and to the assignment.

Here is a before and after example from Dr. Tres Kutcher’s biology course. He wrote an analysis of how this rubric evolved as documentation of teaching for his (successful) RPT folder. His reflection also shows how using a specific rubric can help clarify what is actually being asked of the student.

## The Initial Exam Question

*42. If a person is hiking in the woods and they suddenly meet a lion that has escaped from the zoo, what would their physiologic response be? How would their body prepare to meet this new challenge?*

## Initial grading scale

In my first proto-rubric, I awarded points based on the physiologic responses (content-level information).

Insufficient	Good	Perfect
Student mentions 1 physiological change and 1 step in the sequence of events leading to those changes.	Student mentions 2 physiological changes and 2 steps in the sequence of events leading to those changes.	Student mentions 3 physiological changes and 3 steps in the sequence of events leading to those changes.

I discovered that while students seemed to include a lot of information, I didn’t really have a handle on how well they understood the cause-effect portion.

## Critical Thinking Scale

The grade I gave the students was based on my first “rubric,” but I still wanted to look at their critical thinking. This led me to develop a new rubric to analyze how well they could articulate the cause-and-effect of the fight or flight response. For this rubric, I developed a 4 point scale and re-scored the same essay questions

1	2	3	4
List of physiologic responses without any order or structure	Mention either sympathetic nervous system or fight or flight but no mention of epi/norepi. Some vague connection to physiologic responses implied.	Mention sympathetic nervous system (or fight or flight) PLUS release of epinephrine/norepinephrine but did not <i>clearly</i> connect these together to get the physiologic response.	Describe the following sequence of events, in the correct order: Activate Symp. NS → Release epi/norepi → Physiologic change

## Results

Using this rubric, most students gave 3-point answers (or worse); they could state the Fight-or-Flight responses but didn't articulate how the body produced these responses. In comparing the revised rubric to the actual question I realized the question did not require a description of cause & effect: I didn't ask a critical thinking question. By re-writing the question (see below) AND using a true rubric, I improved the ability of this question to pair critical thinking analysis with content level knowledge of a physiologic process.

### **The New, Improved Exam Question**

*26. A person is hiking in the woods when they suddenly meet a lion that has escaped from the zoo. Clearly describe the sequence of events that would occur as their body prepares to meet the new challenge. What mechanism or system is controlling their response, and how?*

## Results

Overall, this question elicited a more thorough answer with greater evidence of critical thinking. Interestingly, students also demonstrated greater content-level knowledge with this question. (The average number of physiologic responses mentioned rose from 3.06 items per student to 4.3 items per student).

## Identify a classroom assignment that you plan to document.

What do you do (describe the activity/assignments)	
What works well.	How do you know? (data)
What is challenging.	How do you know? (data)

What might change to address those challenges

How does this fit with your personal teaching philosophy

How would you document this teaching exercise?

- Rubrics
- Reflection
- Letter from a colleague
- Syllabus items
- Course evaluations
- Other study surveys
- Assessment scores

# Developing a Reflective Teaching Practice

Janice Denton, Sue Sipple, and Lesta Cooper-Freytag, UCBA

## The Reflective Memo

The reflective memo is a way to present your teaching to a peer reviewer or as a section of your Teaching Effectiveness area of your folder. When you reflect on your practice, you demonstrate that your choices are informed, your changes in your class are in response to assessment, and your course design is thoughtful.

### Option 1 - Course Conception and Planning

Select the syllabus from one of your courses as the subject of a reflective memo (2 - 3 pages). The memo should provide a peer with a window on the choices and rationale that underlie your syllabus. Use the following prompts to guide you in this task – you do not need to respond to each question. The purpose is to get you engaged in a certain kind of scholarly reflection about your teaching.

- What topic does the course begin with?
- Why does it begin where it does? (*What is the thesis of the argument?*)
- What are the major topics covered in the course? (*What are the main points of the argument?*)
- How do you measure student performance? (*What are the key bodies of evidence?*)
- What topic does it end with?
- Why does it end as it does? (*Most scholarly arguments carry the intention to persuade. What do you want to persuade your students to believe? Or question? Or do you want them to develop new appetites or dispositions?*)
- In your field, or even in your own department, are there distinctly different ways to organize your course - ways that reflect quite different perspectives on your discipline or field?
- Do you focus on particular topics while other colleagues might make other choices? Why?
- In what ways does your course teach students how professionals/scholars work in your field; the methods, procedures and values which shape how knowledge claims are made and adjudicated within your field?
- How does your course connect with other courses in your own or other fields?
- To what extent does your course lay a foundation for others that follow it? Or build on what students have already (one hopes) learned in other courses? Or challenge and contradict what students are learning in your own or other disciplines?
- How in general does your course fit within a larger conception of curriculum, program, or undergraduate experience?
- What do you expect students to find particularly fascinating about your course?
- Where will they encounter their greatest difficulties of either understanding or motivation?
- How does the content of your course connect to matters your students already understand or have experienced?
- Where will it seem most alien, and how do you address these student responses in your course?

## Option 2 - Classroom Practice

**In writing your 2 - 3 page reflective memo, the following queries may be helpful. Do not feel that you must answer every question; these are only prompts to engage in reflection.**

### 1. Choice of a classroom session

- Why did you choose to document this particular classroom session?
- What is it meant to be evidence of? Is it, for example, a particularly compelling, insightful or artful rendition of a key concept? A new metaphor or demonstration that you have developed to illuminate a topic which students perennially find particularly difficult? .....Or, in contrast to all of these, is it simply a “typical” day in your class and, if so, why did you choose that basis for your sample?”

### 2. Context of the choice

- What context is needed to understand this class session? Where are we in the unfolding of the quarter? What other topics is this session’s topic situated within? How does it relate to what was discussed the day or week before and what is planned to follow?”

### 3. Summary of the session

- What were your goals for this day? Did the class session go as planned or deviate from your expectations? How so? Why? Did you change direction to take advantage of some new opportunity, get around an obstacle, to deal with a new circumstance?”

### 4. Self-evaluation

- What does this class sample say about your teaching? Does it show a characteristic style? A distinctive approach to material? Would others in your field be likely to teach this topic/concept/whatever differently? Are you trying something new? Something you will continue to work at and improve? Do you like what you see?”

### Option 3 -Student Learning

Choose an assignment -- that is, instructions for a student project, paper, problem set, classroom assessment, computer simulation, etc. -- that you have some historical perspective on. This assignment should be one that you have designed to promote and/or elicit an important aspect of the learning you intend for students in one of your courses.

Write a reflective memo (2 - 3 pages) in which you comment on what the assignment reveals about students' learning in your course. As you write your reflective memo respond to the following prompts:

1. Why did you choose this particular assignment to reflect on?
  - How is it important to your overall intentions, course design, conception of your field and the way you want students to understand it?
  - Are there distinctly different formats or foci you could have chosen for this assignment which would have highlighted different dimensions of the idea or the field?
2. Why did you structure the assignment in the way that you did?
  - How does its particular question, problem, or application reveal differences in student understandings or interpretations of a critical concept you are teaching?
3. What, in particular, do you hope your students will demonstrate in their work on this assignment? What are your expectations?
4. What does your assignment tell you about how students are constructing the ideas that are central to the course and to your teaching goals?
  - What misconceptions do they have about these ideas?
  - How do you identify and address student errors and misinterpretations?
5. On what standards do you judge student work on this assignment?
  - **Do you use a rubric?**
  - How do these standards compare with those you would use in a more introductory/advanced class?
6. Do you change your assignment based on student performance?
7. What thoughts do you have about improving your assignment as a consequence of completing this reflective exercise?

Here is a student perception of teaching and learning form with suggestions for how to use the information in the form in a reflective introduction to this section of the dossier



\_\_\_\_\_ n

Course name/number: \_\_\_\_\_

Instructor: \_\_\_\_\_

Year:  2012  2013  2014  2015  2016 Semester:  Fall  Spring  Summer

**MARKING INSTRUCTIONS**

**CORRECT**      **INCORRECT**

    

- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the circle completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

*(Optional Section J. If included, the instructor should provide a few outcomes for students to rate.)*

**Student Learning Outcomes**

Refer to the list of learning outcomes provided by the instructor. For each one, rate the statement, "I have made progress on this ability or objective."

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Here you can identify specific changes you made to try to help students more strongly agree with these statements. Include the data and discuss how student perceptions might be related to what you did in class.

**Self**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1) I put in adequate effort to be prepared for the course (read materials, completed assignments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) I attended at least 90% of the classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) I participated regularly in class by asking questions and offering comments about the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) My overall academic performance in the course was strong. I expect to receive a grade of B or above.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Instructor**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1) The instructor was organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) The instructor presented course material effectively (whether through lecture, assignments, projects, or individual help).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The instructor provided timely, useful feedback on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) The instructor answered student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Overall, this instructor's teaching style was effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Here you can identify specific changes you made to try to help students more strongly agree with these statements. Include the data and discuss how student perceptions might be related to what you did in class.

**Course**

	Agree	Strongly Agree
1) I understood the rationale for the _____	<input type="radio"/>	<input type="radio"/>
2) The course materials helped me _____	<input type="radio"/>	<input type="radio"/>
3) I learned a lot in this course. _____	<input type="radio"/>	<input type="radio"/>

Please Continue on the Back

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## Open-Ended Items about the Course

1) Please list at least two things about the course that helped you learn.

Look through the perceptions from a specific course or section. Comment on patterns that the students identify and discuss how you cultivate that aspect of the course to help students learn.

2) Please list two specific things that the instructor could do to help students learn the material in this course in the future.

Look through the student perceptions and see if you can identify a pattern. Having identified a pattern, create an appropriate response. Create a way to measure if initiating this response makes a difference

3) Is there anything else you would like to share with your instructor?

# Peer Classroom Observations

There are products from classroom observations that can be requested for RPT purposes: 1) evaluative letter or 2) formative feedback that the instructor can choose to write a response to and include as evidence of continuous improvement or reflective teaching. These approaches are for different purposes. *Before* the classroom visit, the faculty member should specify the purpose of the visit. The faculty member has the *choice* to include this material in an RPT folder.

## Evaluative letter

A good letter answers many of the following questions, providing concrete examples from the class as appropriate.

- 1) Does the instructor present the material in ways that will help students structure the material, e.g., overviews, Visual aids, handouts?
- 2) Besides lecture, what does the instructor do to help students master the material? Are these techniques effective or innovative? Does the instructor have an effective presentation strategy?
- 3) Does the instructor employ assignments, or activities that encourage critical thinking?
- 4) Does the instructor create rapport in the classroom?
- 5) Does the class reveal intentional instructional strategies purposefully chosen to promote learning? (The instructor may need to discuss this with the observer before or after the class.)
- 6) Describe the suitability of the content for the course and the expertise at which the content was presented.
- 7) Do you think the techniques used help students learn in the best possible way?

## Formative feedback

Formative feedback is designed to help faculty members improve their teaching. One way to offer the formative evaluation is to describe the things that the instructor already does well, and to provide two suggestions for improving the learning environment. Alternately, the observer may use a structured rating sheet. Many examples can be found online. Then, the observer should indicate which areas to focus improvement efforts, with suggestions and resources if possible. The Learning and Teaching Center can help you identify sources for ideas for specific improvement interests. The instructor might explore documenting his or her particular pedagogical methods through a faculty learning community.

The following websites provide prompts for reflection about teaching.

- Lecture skills checklist:  
<http://www.reproline.jhu.edu/english/6read/6training/lecture/sp605web.pdf>
- Questions to guide reflection on a videotaped self-review or a colleague review:  
<http://www.cte.uiuc.edu/Did/docs/LECTURE/Lecture4.htm>
- A variety of checklists and logs can be found here:  
<http://www1.umn.edu/ohr/teachlearn/resources/peer/instruments/index.html>

## CLASSROOM OBSERVATION

### EVALUATION FORM

This evaluation form will provide formative and/or summative feedback to faculty who request a classroom visit from a colleague, division chair, or administrator

The form has been developed based on categories of evaluation deemed important by the Rank and Tenure Committee. It is designed as a tool to focus observation and assist the classroom observer in providing valuable feedback, which may be in the form of a letter or written report.

Prior to the classroom observation, the observer and the faculty member should meet for a pre-session. This session will allow for review of the faculty member's teaching strategies and discussion of the role of the observer. It is helpful for the faculty member to present a copy of the course syllabus to the observer prior to this session. In addition, several questions may help guide the discussion. These include, but are not limited to:

- Why has the classroom observation been requested?
- Will this be a single classroom observation or will several classes be observed?
- What do both the faculty member and observer hope to learn from the observation?
- What feedback from students and/or others does the faculty member already have?
- What does the faculty member want the observer to study and address?
- What has the observer planned to examine?
- What are the course goals/outcomes?
- How often has the faculty member instructed this course?
- How are sessions typically conducted? Are they lecture/activity/seminar/laboratory? Is the class a requirement or an elective for most students? Is the class an introductory survey or a seminar?
- What is the role of technology in this course?
- What are the characteristics of the student population in this class? What are their typical responses to planned activities?
- What effect is a classroom visitor likely to have? How should his or her presence be acknowledged? Is the observer expected to participate?
- How should feedback of the observation be presented to the faculty member? Will a written evaluation be submitted in the dossier? How will any written evaluation be structured?
- 

A follow-up session should be scheduled to review the observer's written evaluation and allow for informal discussion of observations and/or recommendations.

## CLASSROOM OBSERVATION FORM

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FACULTY MEMBER:

VISITOR:

Course and/or Title of Class:

Date of Visit:

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Preparation: Is this class period a coherent part of the planned sequence of the course? Is the faculty member prepared? Are the objectives of this class clear? Is the time used effectively? How does the faculty member open class? What tone does this set?

Content: Is the class intellectually challenging and stimulating? Is the faculty member's knowledge of the subject evident? What is the observer's response to the faculty member's presentation of key concepts and illustrative examples or demonstration? What tools are used to accomplish goals? (Tools include humor, visuals, small group work, writing exercises, guided class discussion, quizzes, blackboard or PowerPoint materials, etc.)

Organization: Is the material presented in an orderly, understandable fashion?

Delivery: Does the faculty member communicate well with students? Are there physical or verbal mannerisms that bear comment?

Student Response: How comfortable did students seem interacting with the faculty member and one another? How would the observer describe the faculty member's relationship with students? How effectively were student questions addressed? Were the students engaged and at what level? Was this engagement sustained?

Rubric for Assessing Your Teaching Syllabus

Criteria	Effective	Emerging	Basic
<i>All syllabi should include the faculty member's name, email, office location, office hours (virtual and/or face-to-face), and the course URL.</i>			
<b>Visual Appeal</b>	Visually appealing. Text and visual content supplement and reflect one another. Draws students' attention to key areas of the syllabus.	Uses images that relate to course content, outcomes, or goals.	Clearly laid out with identifiable sections and headers.
<b>Course Overview</b>	Explains in accessible language how the course fits with students' other educational efforts and also explains the course's usefulness and relevance.	Includes discussion of course goals, but provides little sense of course's larger connections to curriculum or to students' long-term interests.	Repeats description from e-curriculum ( <a href="https://webapps.uc.edu/ecurriculum/Admin/Login.aspx">https://webapps.uc.edu/ecurriculum/Admin/Login.aspx</a> ).
<b>Student Learning Outcomes</b>	Syllabus contains student learning outcomes expressed as specific actions/skills and indicates what is expected of students in measurable terms. Outcomes are clearly connected to Gen Ed Core Competencies ( <a href="http://www.uc.edu/gened/competencies.html">http://www.uc.edu/gened/competencies.html</a> ) when applicable, and clearly connected to one another. Relevant skills and knowledge are specified, and assignments, assessments, and key course activities are aligned with outcomes.	Syllabus contains student learning outcomes, expressed as specific actions/skills and indicates what is expected of students in measurable terms. Some outcomes are implicitly related to one another and are in alignment with assignments and course policies. In general education courses, some outcomes are clearly connected to the Gen Ed Course Competencies .	Syllabus contains a category for student learning outcomes that broadly indicates what successful students will be able to do by the end of the term. Outcomes may not be measurable, clearly related to one another, or in alignment with assignments and policies.
<b>Course Resources</b>	Identifies necessary and optional texts and/or resources. Clearly and accessibly explains why these particular texts and resources were selected and how students can use them.	Provides overview or brief rationale of necessary and optional texts and/or resources.	Necessary and optional texts clearly listed by title and author.
<b>Pre-Req/Co-Req/BoK Areas</b>	Indicates what skills and content from previous classes will be used in the course. Describes how the course content builds upon previous courses. Indicates how course material fulfills BoK areas, if applicable.	Describes how the course content builds on previous courses. Indicates how course material fulfills BoK areas, if applicable.	Lists course names and numbers for all pre-requisite and co-requisite courses. Identifies which BoK areas the course fulfills, if applicable.
<b>Electronic Communications Policy</b>	Explains how particular devices will be used during in-class and out-of-class activities. Details what is considered inappropriate usage and consequences. Explains how Blackboard site will be used, how often course site is maintained, and how to get help at UC. Provides information for students who need special accommodations or who don't have required technology.	Defines when certain electronic devices are acceptable in class. Identifies consequences for using electronic devices inappropriately. Indicates how Blackboard is used. Provides links and contact information for Help Desk.	Simple statement of acceptance or prohibition. Indicates whether Blackboard is used.

Criteria	Effective	Emerging	Basic
<b>Attendance Policy</b>	Explains in class-specific terms why student success depends on class attendance. Explicitly indicates the grade repercussions for missing class sessions. Might also distinguish between “participation” and “attendance” grades. Communicates how students should go about making up missed sessions, group work, presentations, and/or exams.	Includes legalistic language about missing class (i.e., a contract about attendance). Indicates how many points will be taken off for each class session missed. Communicates how students should go about making up missed sessions, group work, presentations, and/or exams.	Indicates how many points will be taken off for each class missed.
<b>Academic Integrity Policy</b>	Based on Faculty Senate language ( <a href="http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution%20on%20Course%20Syllabi%202001.pdf">http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution%20on%20Course%20Syllabi%202001.pdf</a> ). Defines what constitutes academic integrity for the course extending beyond plagiarism and providing relevant examples based on course assignments. Explains the role of collaboration in the course and expectations about students’ sharing ideas and resources.	Based on Faculty Senate language. Defines what constitutes academic integrity for the course, focusing mostly on plagiarism. Explains consequences for violating policy.	Based on Faculty Senate language. Provides general information in legalistic language about academic dishonesty, especially plagiarism and its consequences.
<b>Special Needs &amp; Accommodation Policy</b>	Based on Faculty Senate language ( <a href="http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution%20on%20Course%20Syllabi%202001.pdf">http://www.uc.edu/content/dam/uc/facultysenate/senate/docs/resolutions/Resolution%20on%20Course%20Syllabi%202001.pdf</a> ). Includes information about resources available at UC. Gives students an understanding of the kinds of class activities that might require accommodations (exams, visual presentations, etc.).	Based on Faculty Senate language. Also includes information on resources at UC.	Based on Faculty Senate language.
<b>Assessments and Grading Policy</b>	Final grade is linked to achievement of learning outcomes. Indicates how assignments, assessments, and other course activities contribute to final course grade. Provides guidance on when and how interim and final grades will be communicated to students.	Indicates how assignments, assessments, and other course activities contribute to final course grade.	Provides brief criteria for final grade, focusing on how numeric assessments are translated into letter grades.
<b>Pass/Fail, Audit, Withdrawal Policy</b>	Explains how pass/fail students will be assessed. Provides rationale for auditing policy. Provides withdrawal dates for current academic term. Explains to students ways that they might evaluate their performance before the withdrawal date.	Explains how pass/fail students will be assessed. Provides rationale for auditing policy. Provides withdrawal dates for current academic term.	Provides legalistic language describing terms for pass/fail, auditing, and withdrawing from the course.
<b>Course Calendar</b>	Unit- and class-session learning outcomes listed on course calendar. In-class activities, outside-of-class activities, and assignments are also included. Calendar helps students keep “big picture” or course momentum in mind.	Unit-level learning outcomes listed on course calendar and clearly linked with assignments.	Clear demarcation of units/sections of the course with relevant assignments by date.

**The Annotated Syllabus:** Save the syllabus as a PDF, then use Adobe Pro to insert the annotations. Annotations will explain, for example, the rationale for a certain section, how the information is dealt with in class, or how students are coached to use the syllabus. Dr. Bradford Mallory offers some examples:

**RESOURCES FOR SUCCESS**

There are a number of resources available to you that should help you successfully complete this course which can be found at <http://www.ucblueash.edu/students/b> list. If you find other helpful resources, please share them with me so I can inform to the list.

1. Whenever you have a question, concern, etc. **SEE THE INSTRUCTOR**
2. Website associated with the text book. <http://mcgrawhillconnect.com>
3. New UC Blackboard Course. For this class we will be using the new Blackboard course for posting content (i.e. lecture slides and handouts), communication, online assignments and grades. The new web address is <https://canopy.uc.edu/webapps/portal/frameset>
4. UCBA Science Learning Lab. Walters Hall Room 200. <http://www.ucblueash.edu/students/services/labs/science-lab.html>
5. UCBA Writing and Study Skills Lab <http://www.ucblueash.edu/students/services/labs/writing-center.html>
6. UCBA Math Lab <http://www.ucblueash.edu/students/services/labs/math-lab.html>
7. UCBA Computer Lab. Room 112 Muntz Hall <http://www.ucblueash.edu/resources/technology/labs.html>

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Student success is paramount in my courses. As such, I try to provide students access to as many internal and external resources for success. The College has a wonderful suite of resources that I highlight. I also try to instill in students that I am a resource that they can contact for assistance and support. I try to make contacting me easy for students by providing my contact information in several hyperlinked places.

**TENTATIVE LECTURE SCHEDULE**

**LAB SCHEDULE**

DATE	WEEK	LECTURE TOPIC	TEXT CHAPTER	LAB EX
8-25-14 Mon		Course Intro/Introduction to Biology	1	Intro to S
8-27-14 Wed	1	Intro to Biology/Biological Chemistry	1,2	Inorganic
8-29-14 Fri		Biological Chemistry	2	
9-1-14 Mon		<b>LABOR DAY HOLIDAY</b>		<b>NO LAB</b>
9-3-14 Wed	2	Biological Chemistry (Organic)	2	Organic
9-5-14 Fri		Biological Chemistry (Organic)	2	
9-8-14 Mon		Cell Structure	3	Microsc
9-10-14 Wed	3	Cell Structure	3	Cell Stru
9-12-14 Fri		Cell Division	5	
9-15-14 Mon		<b>TEST 1</b>	<b>1, 2, 3</b>	Cell Cycle and Mitosis
9-17-14 Wed	4	Cell Division	5	Graphing and Metric System
9-19-14 Fri		Movement of Molecules	4	
9-22-14 Mon		Movement of Molecules	4	Diffusion, Osmosis, Dialysis
9-24-14 Wed	5	Energy	6	Spectrophotometry

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The tentative schedule provides a look at the entire semester's activities. This is designed to help students plan their work and school schedules. You can see a strong attempt to marry lecture and lab activities. This is designed to have the two components of the class complement each other to reinforce student learning. Lecture activities are supplemented by hands on laboratory activities providing a one-two approach to enhancing students' retention of the concepts.