



AUA

American University of Armenia



— New Faculty Orientation

Teaching and Learning

Think.

What are the University resources available to students?

Take a moment and jot down on a piece of paper the University resources available to students

Pair

With the person sitting next to you, share your list of the university resources available to students.

Ask your partner to share his/her list.

Share

What are some of the University resources available to students?

Teaching and Learning

At the end of today's session, faculty will (hopefully) be able to;

- Identify the components of AUA's syllabus template
- Describe the difference between a program and course-based student learning outcome (SLO) and develop a course-based SLO for their course
- Identify methods of classroom assessment and develop a classroom assessment technique for their course
- Identify two main types of rubrics
- Identify resources

Mission Statement

The American University of Armenia aims to have an impact on students and the community as a center of academic excellence, innovation, inquiry and diversity that **contributes to the further development and advancement of Armenia, the region and the world through** teaching and scholarship, **fostering creativity, integrity and community service.**

Course Syllabus Template

Term/Year:

Subject Code and Course Number:

Course Title:

Number of Credits:

Instructor Name: *[Note: Include Teaching Assistants, if any]*

Email Address:

Telephone Number: *Note: This is the telephone number that students may use to contact the instructor.*

Office Location:

Office Hours: *[Note: Include Office Hours for Teaching Assistants, if any]*

Class Schedule: [For example, Mondays & Wednesday: 6 PM – 7:30 PM]

[Note: If not held during a full semester or term include dates of first and last class. For example, Course Dates: October 1 – December 10]

Moodle Enrollment Key:

Course Description: *[Note: Taken word for word from the AUA Catalog (catalog.aua.am).]*

Prerequisites: *[Note: Include course number(s) and title(s). If there are no prerequisites or co-requisites, please write “None.”]*

Co-Requisites: *[Note: Include course number(s) and title(s). If there are no co-requisites or co-requisites, please write “None.”]*

More about this course: *[Note: This is an optional section, a place to provide students with more information about your course or section (if this is a multiple-section course). In addition to the course description and outline of expected learning outcomes, what else might students want to know about this course? What are the questions that will be explored? What connections can be made between the learning in this course and other courses, a student’s program, or their [live?](#)]*

Required Materials: *[Note: Include all required materials: Textbooks, readers, calculator....]*

Notes: This is a template only for inclusion of necessary components. Use your creativity to make it your own.

1. Add information as noted.
2. Sections with [] are notes only for explanation. Remove these [] before finalizing your syllabus
3. Sections in grey shading are EXAMPLES only.
4. Add due and review dates for major assignments (quizzes, papers, projects, [mid term](#), scaffolding of larger assignment).
5. Add any additional information you would like to include in your syllabus.
6. Delete this box.

Have you
seen this
before?

Syllabus

Method of Evaluation *[Note: These should be fully described. Rubrics should be attached to the syllabus as appropriate or supplemented when the assignment is announced. Evaluation methods should link to both course-based and program student learning outcomes. How will this particular method of evaluation help students learn and faculty assess the intended student learning outcomes? Information regarding how students will receive feedback on assignments or evaluation methods should be noted as appropriate.]*

Student learning will be evaluated on the basis of the following weighted components:

- (#%)
- (#%)
- (#%)
- (#%)

Syllabus

[Note: The policies and notes below must appear on all syllabi.]

Policy on Grade Appeal

Students are entitled to appeal grades in line with the university's *Grade Policies* policy which is available online at <http://policies.aua.am/policy/11>

Standards for Academic Integrity

Students are required to conduct themselves in an academically responsible and ethical manner in line with AUA's *Student Code of Ethics*. Acts of academic dishonesty impair the academic integrity of AUA and create an unfair academic advantage for the student involved and other member(s) of the academic community. These acts are subject to disciplinary measures as prescribed in the AUA Student Code of Ethics, <http://policies.aua.am/policy/10>

The Student Code of Conduct can be found at <http://policies.aua.am/policy/101>

Special Needs:

Students requesting special accommodations for learning should contact the Office of Student Affairs, studentaffairs@ua.am, <https://studentaffairs.aua.am/disability-support-services/> by the end of the Add/Drop period with such requests.

Syllabus Development

[Course Syllabus Format](#) policy

[Course Syllabus Template](#)

What about this?

Have you seen this before?

<i>Program Goal</i>	<i>Program Student Learning Outcomes</i> <i>Students will be able to:</i>	<i>Course-based Student Learning Outcomes</i> <i>In this course, students will be able to:</i>
<i>[For example: 2. Equip student with analytical skill in linguistics, communications and literary criticism].</i>	<i>[For example: 2.4 Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. (Beginner Level)]</i>	<i>[For example: Identify the basic methods used to study the interrelations among language, culture and social interaction, including ethnography of communication, conversation and discourse analysis, and dialectology.]</i>

This chart, a required component of the course syllabus, shows alignment between course-based student learning outcomes and program student learning outcomes and program goals, helping students understand their learning.

*In developing course-specific outcomes, it is important to review the academic **program's curriculum map** to relate the appropriate skill level if specified (e.g. beginner, intermediate, and advanced. Student learning outcomes should be clear, attainable, and measurable. A student should be able to demonstrate attainment and faculty should be able to observe.)*

Program Goals

Student Learning Outcomes

Aligning:

- Program goals
- Program student learning outcomes
- Course-based student learning outcomes
- Learning activities

How a course is aligned to the program (program goal and program student learning outcome) is defined on the program curriculum map

This describes how your course aligns with the program student learning outcomes.

University Mission	Program Goal	Program Student Learning Outcomes Students will be able to:	Course-based Student Learning Outcomes In this course, students will be able to:	Learning Activities (how is a student learning the skills and knowledge in the previous column)	Methods of Evaluation (how are you measuring what the student learned)
<p>[The American University of Armenia aims to have an impact on students and the community as a center of academic excellence, innovation, inquiry, and diversity that contributes to the further development and advancement of</p>	<p><i>[For example Program Goal 4: Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.]</i></p>	<p><i>[For example: 4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (Beginner Level)]</i></p>	<p><i>[For example: Produce writing including, summaries and short essays (expository and narrative) using the different stages of the writing process, including choosing a topic, brainstorming, outlining, drafting, soliciting feedback, revising, and editing.]</i></p>	<p><i>[For example: Read well written summaries; Identifying common errors in summaries, drafting summaries in class; peer feedback on each other's summaries]</i></p>	<p><i>[For example: Summary Assignment (graded); Comparison and Contrast essay (graded)]</i></p>

Check in

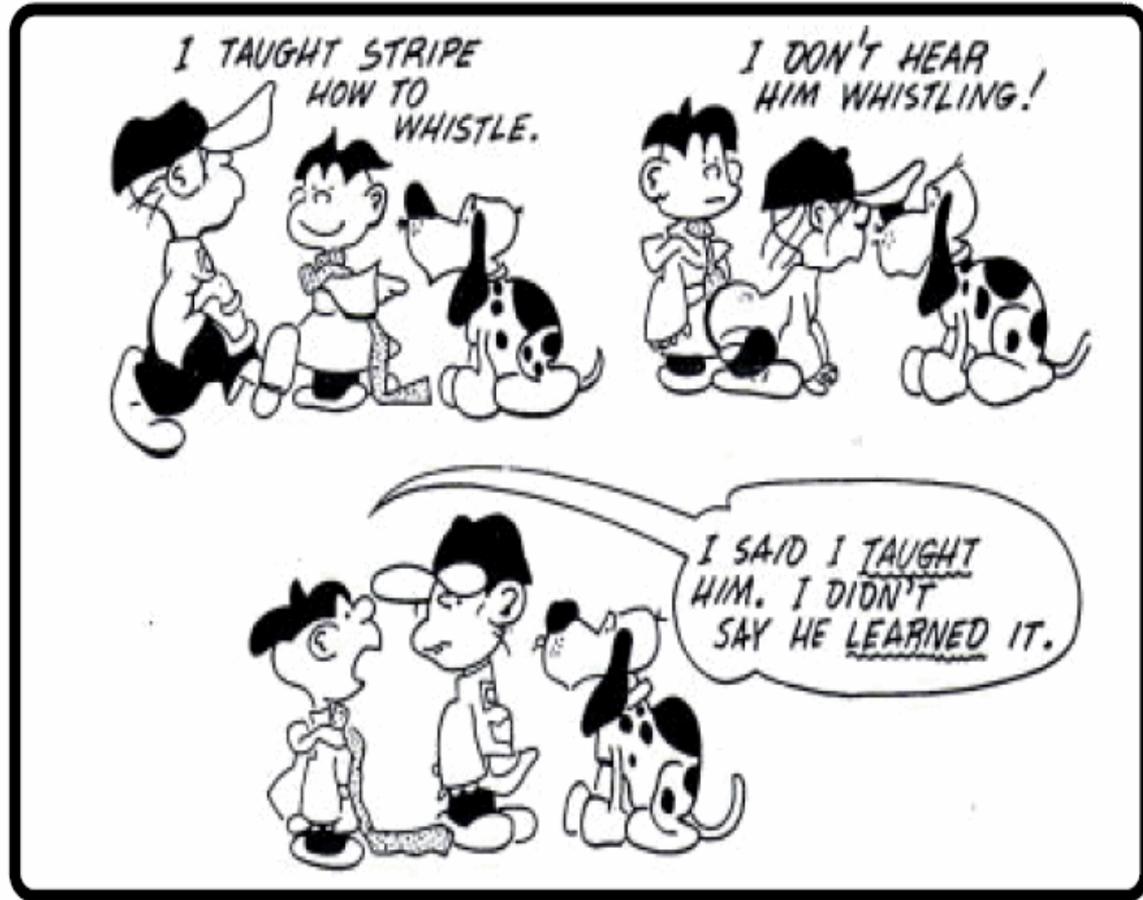
How does a course-based student learning outcome differ from a program student learning outcome?

Take one minute and write.

Classroom Assessment

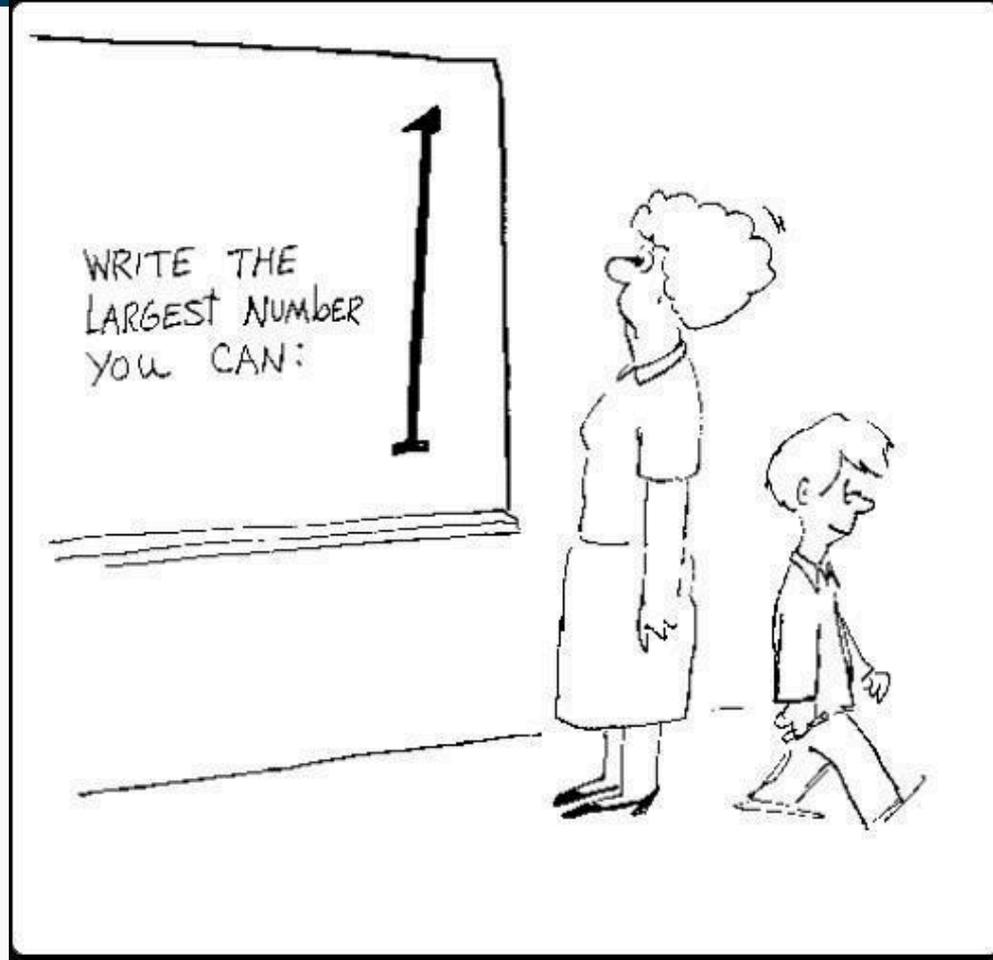
How do you know if students are learning?

(Source unknown.)



Classroom Assessment

How do you know if students are learning?



Classroom assessment techniques

- Prior Knowledge Probe
- Think. Pair. Share
- One Minute paper
- Muddiest point: What was the muddiest point in today's discussion/lecture?
- One sentence summary
- Question and answer pairs

Rubrics

Rubrics & the Secret to Grading

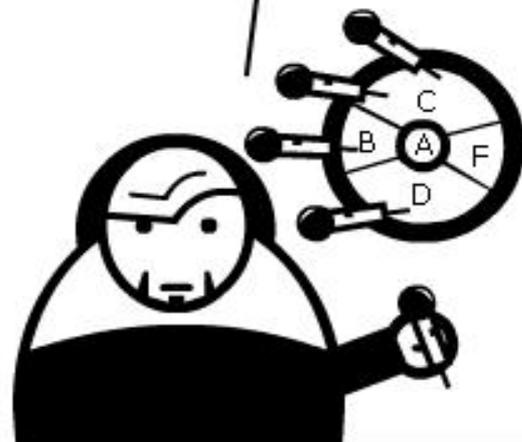
Rubrics?! I never give my students rubrics! That's equivalent to cheating! I might as well write their essays for them!



College students should understand that they're expected to perform certain undisclosed outcomes. The point of learning is to keep them guessing about the criteria, so they'll work harder in their desperation not to fail. Stress facilitates success.



Besides, if I gave them a rubric, I'd have to admit that I decide their grades with a dart board.



What is a rubric?

- Task description
- A scale / skill level
- Breakdown of skills/knowledge (parts of the task)
- Descriptions of what constitutes each level of performance

Two types of rubrics

- **Analytic Rubric** – separate scoring for components of the task or assignment
- **Holistic Rubric** – Single scale for an entire task or assignment.

Holistic Rubric An example:

The following checklist will be used for the presentations:

Content

/5 points

- well-prepared and researched
- includes references to external sources
- explicitly analyzes the strength of the evidence used

Delivery

/5 points

- ideas clearly explained
- accurate and professional use of English
- effective visuals if applicable
- strong presence and enthusiasm
- little reading if any
- interaction with the audience when needed
- Sensitive to time limits

Total: ____/10

Analytic Rubric: An example

Freshman Seminar 1 Comparison/Contrast Assignment Rubric

	Advanced	Proficient	Developing	Minimally satisfactory/unsatisfactory
Process: Completes Stages of Writing	<p>Student completes excellent, carefully developed products on time for each of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student completes products on time for each of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student creates products which are sometimes incomplete or late, or only completes products for some of the writing stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing 	<p>Student creates products which are consistently incomplete or late, or submits products for almost none of the stages:</p> <ul style="list-style-type: none"> • Choosing a topic • Brainstorming • Outlining • Drafting • Soliciting feedback • Revising • Editing
Content	<ul style="list-style-type: none"> • The essay fully and effectively responds to the prompt, comparing and contrasting two readings. • The thesis is clearly defined and developed throughout the paper. • Ideas are well-developed and supported. • The essay meets the required word limit. 	<ul style="list-style-type: none"> • The essay responds to the prompt, comparing and contrasting two readings. • The thesis is defined and developed throughout the paper. • Ideas are generally developed and supported. • The essay meets the required word limit. 	<ul style="list-style-type: none"> • The essay attempts to respond to the prompt. • There is a thesis, although it may lack development. • Ideas may frequently lack development or support. • The essay does not meet the required word limit. 	<ul style="list-style-type: none"> • The essay does not respond to the prompt. • There is no identifiable thesis. • Ideas are not developed or not supported. • The essay does not meet the required word limit.

An activity

- Choose one of your graded assignments
- What type of rubric will you use
- With a partner
 - Describe the assignment
 - Describe the rubric you will use and why you chose that rubric

What do I do if

- A student shows up in my class claiming s/he is enrolled but is not on my im.aua.am list?
- A student is on my im.aua.am list but I haven't seen him/her for 2, 3, 4,... classes?
- A student turns in an assignment having performed under expectations?
- A large percentage of students perform under expectations on an assignment?

What do I do if

- A student turns in an assignment that clearly indicates plagiarism?
- A student turns in an assignment which *appears* not to be her/his own work?
- A student appears to be disengaged, distracted, overly anxious?

What is

The muddiest point from today's discussion?

Resources

- Managing your Moodle course
(Moodle) https://docs.moodle.org/38/en/Managing_a_Moodle_course
- AUA's Moodle instructor guide
(AUA), <http://libguides.aua.am/content.php?pid=519385&sid=4442070>
- The Moodle faculty forum page is a place to share questions, ideas, and suggestions. (Email iro@ua.am for the enrollment key for the Moodle page.)
- Workshops, faculty brown bag discussions
- Office of Institutional Research and Assessment
- Program chairs, deans, one another

References and information

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- <https://lib.guides.umd.edu/c.php?g=598357&p=4144008>
- <https://educationaltechnology.net/wp-content/uploads/2016/01/backward-design.pdf>
- <https://citl.indiana.edu/teaching-resources/assessing-student-learning/classroom-assessment-techniques/>
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