Introduction

Welcome to Course Design for Instructors of Record! The goal of this course is for you to apply your expertise in teaching in higher education to designing a course you will be teaching using best practices. By completing this course, you will finish preparing all of your material for a course for which you are the confirmed instructor of record. This course will be flipped, meaning you will do readings and assignments before coming to class. The majority of the time spent in class will be dedicated to preparing course material, practicing portions of lesson plans, and giving peer feedback.

Pre-Requisites

Completion of the Certificate in Teaching Excellence and confirmation of an instructor of record appointment.

Student Learning Outcomes

After successful completion of this course, participants will be able to:

1. Apply pedagogical theory to course design
2. Design course material, including lesson plans and formative and summative assessments
3. Develop active and inclusive teaching practices and practice peer review of teaching with effective strategies for giving and receiving feedback.
4. Participate in a learning community with fellow participants and the DTEI.

How to Succeed

1. Play an active role in the course (actively engage with the material).
2. Come to each class prepared (complete pre-class assignments, participate, etc.).
3. Ask questions (either in class or on the discussion board).
4. Have an open mind
5. Trust yourself, and respect your peers.

Canvas

Be sure to check Canvas often, as I will be using it to post news, PowerPoint slides, and other interesting material relevant to your development as an instructor. If you have any questions, or would just like to connect to the class a bit more, feel free to post on Canvas (under “Discussions”). If you have questions of a non-personal nature, please post them on the discussion board! Also, feel free to answer any questions posted on the discussion board.

Required Materials:

- Note-taking material
- Material for the course that will be taught
- Internet-abled device
- An open mind
Assignments

- **Pre-Class Assignments** – Each week, participants will be required to prepare material to include in course and lesson design before coming to each class.
- **Syllabus** – Participants will bring a completed syllabus to our first class.
- **Lessons and Lesson Plans** – During our class, participants will create lessons and lesson plans, integrating best pedagogical practices, including formative and summative assessments and active and inclusive learning techniques. Every class, participants will create 10-20% of their course material. For example, if a participant’s class meets 10 times a term, the participant will complete material for 1-2 classes during each of our class sessions. If a participant’s class meets 30 times a term, the participant will complete material for 3-6 classes during each of our class sessions.

Academic Dishonesty

All participants are expected to adhere to the UCI Academic Dishonesty Policies. For more information, please visit [https://aisc.uci.edu/students/academic-integrity/index.php](https://aisc.uci.edu/students/academic-integrity/index.php).

Behavior in Class

In order to maintain a positive learning environment, please treat everybody with respect:

1. Respect opinions by allowing people to finish thoughts before offering your own, and by using “and” statements instead of “but” statements.
2. If you disagree with a classmate, debate the facts, not the person.
3. Stay on task with activities, and use your best effort to work positively with your classmates.

Attendance and Tardiness

There will be a sign-in sheet at the beginning of every class. More than one absence, or three instances of being at least 10min late will result in an “Unsatisfactory” grade. Please let me know by e-mail as far in advance as possible regarding absences or the need to arrive late and/or leave early.

Accommodations:

If you need any kind of disability accommodation to participate in this course, please let me know.

Grading

In order to receive a “Satisfactory” score for the course, you will need to complete all readings/assignments/activities with full marks and put a genuine effort into class participation. In order to learn, you need to challenge yourself. If you typically dominate conversations, listen more. If you rarely speak up, share your thoughts. Participants will depend on each other to create quality, respectful discussions and get the most out of course activities and material. If I am concerned about your course work/participation, I will contact you directly to discuss.

Groups

You will be working in roughly similar discipline-specific groups as follows for some portions of the class (as well as for food preparation!). Please refer to Canvas for your group assignments.
With previous classes, we’ve had a great time with the groups rotating to bring food to class (it can get competitive). Please sign up for the weekly rotation and indicate any dietary restrictions here: https://bit.ly/2JDxlPL. *This is not a strict requirement: if your group cannot bring food for any reason, please let me know, and I will provide something for the class.*

**Digital Devices in Class**

I encourage you to bring laptops, tablets, smartphones, or the equivalent for use in class for the purposes of engaging with the material. Please keep email-checking, etc., to an absolute minimum. Please turn off your phones or put them on vibrate.

**FERPA (Family Educational Rights & Privacy Act)**

If there are any materials that you create that you do not want shared on the course website or in class, please contact me.
**Schedule/Readings**

The schedule, policies, readings, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning. We will be flexible as needed. Readings for a particular topic are to be done before that class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Review Topics</th>
<th>In-Class Assignments</th>
<th>Pre-Class Assignments</th>
</tr>
</thead>
</table>
|      | Course Introduction, Icebreakers, Student-Centered Learning Outcomes (SLOs) | 1. Create material for 1st set of class(es)  
2. Peer feedback | Review topics covered in the Certificate of Teaching Excellence, prepare your complete syllabus |
|      | Active Learning | 1. Create material for 2nd and 3rd set of class(es)  
2. Peer feedback | Create a list of active learning techniques you would like to incorporate into your course |
|      | Instructional Technology | 1. Create material for 4th-5th set of class(es)  
2. Peer feedback | Choose 2-3 instructional technology tools to incorporate into your course |
|      | Inclusive Teaching | 1. Create material for 6th-7th set of class(es)  
2. Peer feedback | List 5 ways you will make your course inclusive |
|      | Collaborative Learning | 1. Create material for 8th-9th set of class(es)  
2. Peer feedback | Design 3 activities for your course that incorporates collaborative learning |
|      | Formative and Summative Assessment, Rubrics, Grading | 1. Create material for 10th set of class(es)  
2. Peer feedback | Look at your syllabus and write out your formative and summative assessments. Identify 3 formative assessments (graded or not) that you will incorporate into your course. What is your summative assessment? If you had to replace your current summative assessment with another, what would that be? |
|      | Teaching Assistants (TAs), Readers | 1. Create summative assessment(s) that align with your course goals  
2. Peer feedback | What will be your TAs’ duties? How will you incorporate them into your lesson plans? |
<p>|      | Learning Assistants (LAs) | 1. Create formative assessments for each of your class sessions | What are LAs? What are the steps needed to hire LAs for your course? |</p>
<table>
<thead>
<tr>
<th>Office Hours</th>
<th>that align with the state SLOs</th>
<th>How will you incorporate them into your lesson plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Review your course material and make the lessons more interactive whenever possible</td>
<td>What is your office hour policy? For example, will you meet with students 1-on-1 or in groups? How will you run your office hours? How do you create a comfortable learning environment for office hours? What sort of atmosphere do you want to create in your classroom and how can you create that?</td>
</tr>
<tr>
<td></td>
<td>2. Check course material for conciseness and accessibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Create a checklist to prepare for each class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Peer feedback</td>
<td></td>
</tr>
<tr>
<td>None!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>