

NAME OF YOUR LEARNING INSTITUTION AND/OR LETTER HEAD

Taught by:

*Name of professor
full address (optional)
office number and building
phone number
fax number
email address*

COURSE TITLE:
COURSE NUMBER:
COURSE DATES:
COURSE LOCATION:

COURSE DESCRIPTION

(This is the WHY or rationale for your course. What do the students want or need in this course that will better equip them for life and work. How does this course fit in with other courses at your learning institution? In general, what is this course about? Why does your institution think it is important to teach this course? This description should be no more than 1-3 paragraphs in length.)

COURSE OBJECTIVES

For example:

By the completion of this course students will have:

- **Examined** current approaches to curriculum theory and **presented** one of them;
- **Written** curriculum for one grade level and one subject area connecting it to one curriculum theory;
- **Created** ...

(The course objectives name all the things that the students will have done by the end of your course to learn the content. These are the Achievement-Based Objectives and will start with a verb. For those who have not have Dialogue Education training through Global Learning Partners, the manner of writing this section will vary. You may prefer to name the content OR name the content and the ABOs together.)

TEACHING METHODOLOGY

For example:

This course will be taught using the principles and practices of Dialogue Education. There will a variety of large and small group work, as well as a variety of ways to learn the skills, knowledge and attitudes planned to respect the different learning styles, intelligences, experience and personal backgrounds of each student. The classroom will be a place of respect and encouragement while challenging each other to think and question at high levels. Everyone's voice and opinion is valued and

(This is a place to explain how and why the class, course, and curriculum will be organized that way it will. Explanations of the choose of classroom arrangement, book choice, variety of teaching methods, etc. should be given to be transparent, less anxiety, and increase safety.)

COURSE EXPECTATIONS

For example:

Students are expected to complete the following:

1. **CREATE A CHILDREN'S BOOK AND PRESENTATION.** Each student will create an original handmade children's picture books with written text and/or visual text, and present it to the class. A full explanation of the requirements will be given in class including an assessment rubric. A variety of choices will be offered to honour your skills, interests, and intelligences.

Due: November 12th

Value: 20%

Assessment will occur during the presentation of the book through self-evaluation, peer-evaluation, and instructor evaluation. Your book as well as those of your classmates, will be displayed in the library until Christmas.

2. PRESENTED

*(Here you should list all the required projects, exams, journals, presentations, etc. that are required. A value in percentage should be assigned to each entry with a brief explanation of each. If you are varying the type of evaluation you may wish to name how each requirement will be assessed and by whom. Class participation should be part of the grade in some form to demonstrate the importance of their presence and participation in all the class work, the final examination, a paper, and any other meaningful course expectation. It is important to offer choices in different assignments to respect and honour people's differences. **Remember:** assignments and examination are not only to assess a person's learning but also to be PART OF the learning experience.)*

GUIDING QUESTIONS FOR CLASS SESSIONS

For example:

1. How does ones worldview influence ones understanding of _____."

(Name the main questions that "guide" or "direct" your entire course. These questions are often "big questions" and will be felt or spoken at different times in the course. Their meaning and complexity will increase in depth, breadth and complexity as the course progresses.)

EVALUATION

For example:

The process of evaluation will include:

- self-assessment
- collaborative assessment
- peer assessment
- instructor assessment

(Here you want to let students how they will be assessed. It is important to show that a variety of methods will be used and it will NOT ONLY be the instructor who assesses work. Students need to know at the start of the course what is expected and how their work will be assessed. Being transparent about these things can minimize anxiety, misunderstanding, and frustration.)

ATTENDANCE AND TARDINESS

For example:

Prompt attendance at all classes is expected. If you must miss a class please inform the instructor in advance by e-mail or phone to make other arrangements and receive the necessary course work. The instructor will most likely partner you with someone present during the missed class.

(It is important to be clear about your attendance policy to minimize frustrations and misunderstandings. This may vary from class to class and professor to professor.)

ACADEMIC HONESTY

For example:

*[Your learning institution] expects honesty in written and verbal assignments, conforming to the highest standard of ethics. Ideas and words of others may only be used with full acknowledgement. Failure to do so is plagiarism and will result in serious consequences. A “zero tolerance policy” is practiced. See *Student Handbook* for further details.*

(Stating this in your syllabus is critical to minimize misunderstandings and problems. This should be written in full in a “Student Handbook” or other document but should also be mentioned here. This can be a difficult issue in academia and a problem we want to avoid at all cost.)

REQUIRED TEXTS

For example:

1. Stronks & Blomberg. (1993). *A Vision with a Task*. Chapter 8 (p185-204 only) and 10.
- 2.

(It is critical that students know what the required reading is. Full bibliographic information should be given so the texts, chapters, articles, videos, or other material can easily be found.)

RESOURCE LIST

For example:

Stronks & Blomberg. (1993). *A Vision with a Task*. Grand Rapids, MI: Baker Books.

(It is often interesting and useful for students if a secondary list is offered with additional relevant texts. This can help in assignments, background reading and presentations. Since this list can be extensive, it is helpful to organize it according to topic. This list should be revised each year to keep it current and relevant.)

OPTIONAL

You may also wish to include any of the following:

- **COURSE OUTLINE** *(Name the title/theme/main idea for each week with the required reading and work due; this would be at the end of the syllabus or as a separate document)*
- **MAILBOXES** *(You may have a system of handing in work or returning it, that needs to be explained)*
- **TARDY WORK** *(You may wish to explain the policy for tardy assignments.)*
- **GROUP WORK** *(If you work a lot with groups, you may need to describe how this system works in your class i.e. expectations, roles of group members.)*
- **ALTERNATIVE PAPERS** *(If you are open to “alternative papers” where the student can choose a different research and presentation style to the tradition one, you may wish to invite and explain this.)*