

American University of Beirut



Handbook on Course Syllabus Preparation

2002-2003

“A detailed course syllabus, handed out on the first day of class, gives students an immediate sense of what the course will cover, what work is expected of them, and how their performance is evaluated. All courses can benefit from a syllabus. The act of preparing a syllabus helps you decide what topics will be covered and at what pace. Further by distributing a written explanation of course procedures, you can minimize misunderstandings about due dates of assignments, grading criteria, and policies on missed tests. Finally, a well-prepared course syllabus shows students that you take teaching seriously.” (Davis, 2001, p. 14)

“In some ways, the syllabus is simply a session plan on a larger scale. However, because it plans an entire course, not single class period, it is a more complicated task. Constructing an effective syllabus can be difficult and thus frequently is not expected of those who are just beginning to teach. Often, new teachers are given an established syllabus to follow, and even experienced teachers generally find it useful to use previous syllabi as guides when they are teaching a course for the first time.” (Enerson et. al., 1997, pp. 20 – 21)

Dear Colleagues,

A well-developed and fully prepared course syllabus is essential for successful university teaching. It is a reflection, prepared for your students, your colleagues, and as a record for yourself, of the description, the design, and the educational objectives of your course, along with the means you plan to use to meet these objectives (assignments) and to assess them (exams, papers, etc.). Too often college professors have left these goals, means, and assessment methods *implicit*. Accreditation by the Middle States Association of Higher Education requires that we all make these factors an *explicit* part of course design.

To facilitate this task, I have asked Dr. S. BouJaoude and Dr. A. BouZeineddine to prepare this brief handbook on *Course Syllabus Preparation*. Following its advice and models will assist each of us in designing our courses and developing our syllabi. Preparing complete syllabi takes effort, but it is a very useful exercise and in the end a fruitful investment, since it greatly clarifies the aims and goals of the course for all involved. The educational outcomes focus of Middle States accreditation gives us little choice in this matter, since proper preparation of course syllabi is an essential ingredient of it.

This file consists of a Table of Contents, The Course Syllabus, Preparing a Course Syllabus, Designing a Course, and Samples of Course Syllabi. Please prepare your syllabus for next semester with the advice and models of this manual in mind. I believe that you will find that the exercise is well worth the effort.

Peter Heath, Provost

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THE COURSE SYLLABUS

A current, lucid, and complete course syllabus is very important for you and your students. A complete course syllabus helps you organize your course logically, clearly state your objectives and expectations for the course, and convey conscientiousness and enthusiasm about teaching. A complete syllabus helps your students understand who you are, what they will learn from your class, what you expect from them, what they can expect from you, and how you will determine what they have learned. A complete course syllabus should contain the following kinds of information:

- I. Basic information about the instructor, the course, and the classroom.
 - A. Instructor's full name, telephone number(s), best time(s) to call, and, e-mail address, if available.
 - B. Complete course title, number, and section.
 - C. Classroom location (building and room number); times and days of class meetings.
 - D. Course prerequisites, if any
- II. Required and recommended texts, materials, and supplies.
 - A. Required texts, and articles (provide complete citations-author, title, publisher, and edition).
 - B. Reserved library readings (provide complete citations and indicate where students may obtain the readings).
 - C. Other required materials, such as lab manuals, lab equipment, art supplies, and workbook
- III. General overview of the course and course objectives.
 - A. The purpose and importance of the course, its unique features, the manner in which it will be taught, and his or her teaching philosophy.
 - B. Primary course objectives-list characteristics, qualities, abilities, or competencies students will be expected to have mastered at the end of the course.
 - C. Description of how class sessions will be conducted (lecture, discussions, group work, etc.).
- IV. Course calendar.
 - A. A week-by-week list of topics to be covered in sequence.
 - B. Due dates for reading assignments, projects, classroom activities, examinations, and so forth.
- V. Course requirements, policies, and grading standards.
 - A. Grading standards, weight, and criteria for each graded component to be included in the final grade.
 - B. Policies regarding attendance and participation. If participation is included in the grade, how you define and measure participation.
 - C. Types of exams and questions (multiple choice, essay, etc.).
 - D. Policies regarding late assignments, make-up exams, and extra credit.
 - E. Policies regarding academic honesty. For example, the University considers plagiarism (any attempt by a student to represent sent the work of another as his or her own) and other forms of cheating serious offenses and enforces serious penalties when they occur.

Preparing a Course Syllabus

A syllabus is the basic document developed by instructors to reflect their planning for a course. The chief purpose of a syllabus is to help the instructor present an organized, coherent, and academically responsible course. It also provides structure to students taking the course and serves as a guide for those working with the instructor. Once the syllabus is complete, instructors can rightfully feel they have realistically accomplished an important part of their responsibilities for teaching their course.

What is the rationale for having a syllabus?

The rationale is based on information received from instructors who have successfully developed syllabi for their courses. Most instructors agree that an effective syllabus accomplished the following:

1. requires instructors to organize early (experienced instructors know this is essential to a successful class);
2. helps students understand what is expected of them from the start of the course and efficiently plan their semester;
3. reduces opportunities for capricious grading charges;
4. presents a positive image to students (a well-prepared syllabus is evidence that you take teaching seriously);
5. provides pertinent information about the course to your departmental office and colleagues.

How do you get started?

Begin by studying syllabi from other instructors. Request copies from colleagues with reputations for being successful teachers. You might also ask colleagues what has and has not worked for them. Question them as to why they chose one format over another. Once you have examined a number of syllabi, your next step is to determine a format which suits you and the course you will teach. Because syllabi vary as to format and content, you will have many choices. There is no one correct form to follow. It is important to be aware of university policies and regulations related to examinations, academic dishonesty, and other matters that affect you and your students. Become familiar with the school calendar. Check for religious holidays not in the calendar, or those not honored by the campus. These may not be official holidays to the university, but they may be days when many of your students will be absent. Remember to check sporting event calendars as well.

What do you include in your syllabus?

Your syllabus can include as little or as much as you want. Experienced instructors include more rather than less material. Instructors who have used a syllabus for a period of time generally agree that certain topics should be considered.

1. Relevant information about the course

This information should include the current year and semester, the course title and number, and the meeting time and location. In addition, it should include the instructor's name, office and phone numbers, and office location and hours. This should be placed at the beginning of the syllabus.

2. A clear statement of course objectives

Course objectives are unambiguous statements of learning outcomes. They are of most use to students when the language used describes what the student will be expected to know or accomplish rather than what the instructor intends to do during the semester.

3. A description of the means (or activities) by which the course objectives will be met

This is *not* to be confused with a list of assignments. It is rather, a description of activities that the course will include. The description might include such activities as fieldtrips, readings, lectures, discussion sessions, discussions with active participation, research projects, laboratory assignments, problem sets, group presentations, case studies, or guest lecturers. Also, the amount of student study time you estimate for the activity can be included in the description.

4. A list of resources available to the students

The most important item to be included in this section is the required text and reading assignments. Because it is helpful to many students to have alternative readings, these can be included here as well. If you plan to make sample tests, tapes of the lectures, or sample projects available to the students, mention these items in this section.

5. A statement of grading criteria

A lengthy description is not necessary. Most faculty suggest that the statement contain only assignments and tests along with the grading weights of each. Other grading practices you plan to use, such as a grade for participation in class discussion, or an adjusted normal curve, can be included here.

6. A schedule

This is probably the most time-consuming part of preparing your syllabus. In terms of course organization, the rewards for doing it are well worth the effort. The schedule should contain dates with the corresponding sequence of lecture or lab topics, the preparations you suggest, and the assignments which will be due. A typical format is a table like the following:

Date	Topic	Activities	Assignments	Due Date

Mapping out this daily/weekly schedule with midterm and final dates, as well as holidays, lets you know exactly how many class days are available to you and what is expected of the students on each day.

7. A discussion of course policy

Policies need to be clearly stated regarding: attendance; below average performance; discipline; excuses from tests; quizzes and assignments; cheating; and plagiarism. It is important that the language you select be direct, matter of fact, and in a non-punishing tone. Once you have written this section, have others read it for feedback as to its clarity, completeness, and tone.

Once class begins, how do you best use your new syllabus?

While there is no one particular rule to follow, there are a few suggestions that have been collected from instructors who use syllabi successfully.

1. Hand out the syllabus on the first day of class.

When you do this you set the tone for the course. The syllabus lets the students know you have completed your preparation and intend to present an organized course.

2. Review and discuss the syllabus with your students.

Be prepared to answer questions about your testing and grading policies, and other matters of concern to students.

3. Be prepared to alter the syllabus.

If there is a typographical error, a date which you have miswritten, or a holiday on which you have inadvertently scheduled a lecture, you can be sure that you put in writing any changes you make concerning important items.

4. Duplicate more copies than you have students.

Be prepared to replace lost syllabi, and have copies available for students enrolling late.

A final note

A well thought out and carefully prepared syllabus becomes a clear and concrete contract between you and your students. You will know that it is useful when students want and need to refer to it frequently.

Adapted from the Website of the Instructional Development Division of the Office of Instructional and Management Services. Preparing a Course Syllabus. Illinois Instructor Series, No. 3, University of Illinois at Urbana-Champaign.

**NOTE: All information on course design in the pages below
can be accessed at the following address:**

<http://depts.washington.edu/cidrweb/DesignTools.htm#UW>

Designing a Course

On this page you will find:

- [Course Design Tools at UW](#)
- [Other Course Design Tools](#)
- [Course Design Case Studies](#)
- [Recommended Readings on Course Design](#)

Course Design Tools at UW

- [Designing a Course](#)
CIDR Teaching and Learning Bulletin, 2(1)
- [Planning Your Course](#)
Consult individually with CIDR staff as you design your course and develop your syllabus.
- [Student Learning Outcomes: A Faculty Resource on Development and Assessment](#)
from the Office of Educational Assessment
- [Transforming a Course](#)
CIDR Teaching and Learning Bulletin, 2(4)
- [What Helps Students Learn?](#)
CIDR Teaching and Learning Bulletin, 5(1)

Other Course Design Tools

- [Constructing a Syllabus](#)
from the Harriet W. Sheridan Center for Teaching and Learning at Brown University.
- [Course Planning and Design](#)
from [Teaching at Carolina](#), an on-line publication of the University of North Carolina - Chapel Hill
- [Step by Step: Planning a College Course](#)
from the Teaching and Learning Center at the University of Nebraska - Lincoln

- [The Syllabus: A Course Compass](#)
by Susan Lesyk at the University of Oregon
- [Teaching Goals Inventory](#)
from the [Center for Teaching](#) at the University of Iowa: "Here you can fill out the inventory ... and automatically see your scores. Your score report will also contain comparative scores from large samples."
- [What They Don't Know Can Hurt Them: The Role of Prior Knowledge in Learning](#)
by Marilla Svinicki, University of Texas
- [Writing Learning-Centered Objectives](#)
by Liz Banset, in *Teaching at UNL*

Course Design Case Studies

- [Changing a Course from Lecture Format to Cooperative Learning](#)
by Professor Dean A. McManus, UW School of Oceanography. This is an update of an article which originally appeared in *Paideia: Undergraduate Education at the University of Washington*. 4(1), 12-16.
- [New Scholarly Approaches to Teaching Slavery](#)
UW History Professor Stephanie Camp writes on the "promises and problems of teaching diverse content to a student population that is both diversifying, and not very diverse." This paper was presented at the UW [Curriculum Transformation Project](#) Diversity Teaching Workshop on November 14, 2001.
- [Radical Course Revision: A Case Study](#)
by Professor Julie Stout, Department of Psychology at Indiana University, in *National Teaching and Learning Forum*, 10(4)
- [Rethinking the Classroom](#)
Many faculty ask, "Can I improve my teaching? Is there a better way for students to learn this material?" Five faculty discuss how they revised their courses and their teaching to improve the learning process. ([A & S Perspectives](#), Winter/Spring 2001)
- [The Scholarship of Teaching](#)
A special issue of Indiana University's [Research and Creative Activity](#), focusing on innovative course design, teaching practices, and initiatives to improve student learning.

Recommended Readings

These articles and books can be borrowed from the CIDR Library, room 396 Bagley Hall. For more information, contact info@cidr.washington.edu, or call 543-6588.

- *Charting Your Course: How to Prepare to Teach More Effectively*
by Richard Prigent. Madison, WI: Magna Publications, 1994.
- Countdown for Course Preparation
In *Teaching Tips* (10th ed.), by Wilbert McKeachie. Lexington, MA: Heath, 1999.
- *The Course Syllabus: A Learning-Centered Approach*
by Judith Grunert. Bolton, MA: Anker Publishing, 1997.
- Preparing or Revising a Course
In *Tools for Teaching*, by Barbara Gross Davis. San Francisco: Jossey-Bass, 1993.
- Visioning Your Course: Questions to Ask as You Design Your Course
In *The Teaching Professor*, by Kathleen Brinko, February 1991, pp. 3-4

Samples of Course Syllabi

California State University, Dominguez hills
School of Management and Public Administration
COMPUTER INFORMATION SYSTEMS DEPARTMENT
SYLLABUS
Fall 2002

Course Number: CIS370

Course Title: Information System Theory and Practice

Prerequisites: CIS270

Class Schedule: Tuesday, 7-9:45 p.m. or T & Th, 10-11:15 a.m.

INSTRUCTOR

Name: Myron Z. Sheu, Ph.D.

Email: msheu@csudh.edu

Website: <http://som.csudh.edu/msheu/>

Office

Location: SBS D-320

Phone Number: (310) 243-3034

Hours: T & Th, 3:15 – 5:15 p.m.

Department:

Location: SBS D-325

Phone number: (310) 243-3579

Catalog Description and Prerequisites

Catalog Description: Provides an introduction to organizational systems, planning, and decision process, and how information is used for decision support in organization. Covers the concepts of information systems for competitive advantage, data as a resource, quality control and reengineering, management and development of systems, and end-user computing.

Prerequisites: CIS 270 or CSC 111 or CSC 121

Required Textbooks and other Materials

Oz, E. *Management Information Systems 2nd edition*, Course Technology, 2000.

Course Description

This course provides an introduction to organizational systems, planning, and decision process, and how information is used for decision support in organization. It covers the concepts of information systems for competitive advantage, data as resource, quality control and reengineering, management and development of systems, and end-user computing.

Course Objectives

This course is designed to make the students knowledgeable about the fundamentals underlying the design, implementation, control, evaluation, and strategic use of modern, computer-based and Web-based information systems for business data processing, office automation, information reporting, and decision making. Although some of the

effort will be devoted to hands-on work with business software, the major emphasis will be on the managerial and strategic aspects of information technology including Internet technology.

Learning Objectives

- **Terminology.** The student will be able to explain the meaning of terms used to describe common techniques and concepts in business information systems.
- **Skill.** The student will successfully use and apply microcomputer software such as communication systems and database software applications.
- **Advanced information systems concepts.** The student will be able to describe the ways in which computers are and will be used in business and management. These concepts include electronic data interchange (EDI), telecommunications, and future directions of computer-based information systems.
- **Behavioral and organizational issues.** The student will be able to identify and suggest appropriate responses to managerial and organizational issues stemming from development, implementation, and use of computer-based information systems.
- **International issues.** The student will be able to discuss challenges in implementation of international information systems, including economic and cultural differences.
- **Social and ethical issues.** The student will be able to explain the major social and ethical issues involved in the development and use of information technology.

Assessment Procedures

Learning objectives will be assessed by a combination of the following components:

- Exams
- Computer/laboratory exercises with hands on practice.
- Computer/laboratory assignments.
- Two activities one individual and other as a group to be presented orally by the students
- A written report evaluation.

Course Expectations and Policies:

- **Course Expectations:** Each student is expected to read the assigned material and prepare the assignments prior to class. The university standard for course workload is two hours of outside work for every hour in class, i.e., a 3-unit course requires 9 hours of work/week.
- **Attendance Policy:** It is expected that students will attend class regularly and participate in the class discussion throughout the term. If you miss a meeting, it is *your responsibility* to obtain notes from a fellow student. Attendance and class participation will be used in the final determination of grades and can alter your grade up or down. Students are allowed two excused absences. More than two may result in a lower grade or failure in the course
- **Academic Integrity:** Cheating or plagiarism in connection with an academic program or class at a campus is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. Please see the University Catalog for further information.
- **Due Dates/Make Up Work:** Examinations must be taken as scheduled. Make-ups will be allowed only if the student has contacted the professor **before** the scheduled date, detailing a serious problem. **No make-ups are given for quizzes.**

Assignments are due as scheduled. Assignments submitted late will be penalized at **5 percentage points** per weekday.

Grading

Grades for this course will be based on weighed average of exams, quizzes, and lab assignment scores:

Activities	05-10%
Mini Projects	30-40%
Quizzes	05-10%
Midterm(s)	20-25%
Final Exam	25-30%

Grading Scales:

A = 93-100; A- = 90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76;
C-=70-72; D+=65-69; D=60-64; F=below 60

Important: Keep all your graded work until the end of the course; recording errors may occur.

Predict Course Outline

Week 1 (08/26) General instructions, Syllabus handout, and Course Overview

Business Information Systems: An Overview

- Learning objectives:
 1. Explain why information systems are essential to business.
 2. Describe how computers process data into useful information for problem solving and decision making.
 3. Identify functions of different types of information systems.
 4. Describe how different information systems serve different levels within an organization.
 5. Recognize the role of information technology in e-commerce.
- Textbook: Chapter 1
 - [Lecture notes](#) & [presentation](#)

Week 2 (09/02) Strategic Uses of Information Systems

- Learning objectives:
 1. Identify basic initiatives for gaining a competitive advantage.
 2. Explain what makes an information system a *strategic* information system.
 3. Identify fundamental requirements for developing strategic information systems.
 4. Explain circumstances and initiatives that make one SIS succeed and another fail.
- Textbook: Chapter 2
 - [Lecture notes](#) & [presentation](#)

Week 3 (09/09) Information Systems in Business Functions

- Learning objectives:
 1. Identify different business functions and the role of ISs in these functions.
 2. Explain how ISs in the basic business functions relate to each other.

3. Explain how information technology is used in the most common business functions to make business processes more effective and more efficient.
 4. Identify business areas where information technology facilitates the work of managers and knowledge workers
- Textbook: Chapter 3
 - [Lecture notes](#) & [presentation](#)

Week 4 (09/16) Information Technology in Business: Hardware and Software

- Learning objectives:
 1. Describe functions of peripheral equipment.
 2. Define the most commonly used hardware terminology.
 3. Classify computers into major categories, and identify their strengths and weaknesses.
 4. Identify and evaluate key criteria when deciding what computers or related devices to purchase.
 5. Explain why managers must keep abreast of software developments.
 6. Explain the difference between application software and system software.
 7. Compare the strengths and weaknesses of tailored software vs. off-the-shelf software.
- Textbook: Chapters 4 & 5
 - [Chapter 4. Presentation](#) and [Chapter 5 Presentation](#)
 - [Lecture notes](#) and [Project 2 specification](#)

Week 5 (09/23) Information Technology in Business Telecommunications and Networks

- Learning objectives:
 1. Explain why successful managers must be familiar with telecommunications concepts and terminology.
 2. Describe the principles of communication within a computer system and among computers.
 3. Identify the major media and devices used in telecommunications.
 4. Explain how telecommunications can improve operations in organizations.
- Textbook: Chapter 6

Week 6 (09/30) The Internet, Intranets, and Extranets

- Learning objectives:
 1. Explain what the Internet is.
 2. Explain how the Web facilitates electronic commerce.
 3. Generate basic ideas for new business ventures utilizing the Web.
 4. Describe the major risks and limitations of using the Web for business activities.
- Textbook: Chapter 7

Week 7 (10/07) Midterm Exam (Chaps 1-7) Microsoft FrontPage

- Learning objectives:
 1. Explore the usage of the main features of FrontPage

Week 8 (10/14) Microsoft FrontPage Data and Knowledge Management

- Learning objectives:
 2. Explore more features of FrontPage
 3. Explain the difference between traditional file organization methods and the database approach.
 4. Explain how database management systems are used to construct databases, populate them with data, and manipulate the data to produce information.
- Textbook: Chapter 8

Week 9 (10/21) Data and Knowledge Management (cont'd) Microsoft Access

- Learning objectives:
 1. Explore the usage of the main features of MS Access 2000
 2. Describe the different database models and the advantages and disadvantages of each model.
 3. Enumerate the most important features and operations of a relational database, the most popular database model.
 4. Explain the concepts of data warehousing and datamining and their use in business.
- Textbook: Chapter 8

Week 10 (10/28) Microsoft Access Managers and their Information Needs

- Learning objectives:
 1. See the link between an organization's structure and information flow
 2. List the main functions and information needs at different managerial levels.
 3. Identify the characteristics of information needed by different managerial levels.
 4. Recognize the influence of politics on the design of, and accessibility to, information systems.
- Textbook: Chapter 9

Week 11 (11/04) Organization of Information Systems and Services

- Learning objectives:
 1. Describe the different ways in which ISs are deployed in organizations.
 2. Explain the importance of collaboration between IS managers and line managers, and understand the relationships between the two groups.
 3. Construct the advantages and disadvantages of chargeback methods for IS services.
 4. Describe career paths and responsibilities in the IS field.
- Textbook: Chapter 10

Week 12 (11/11) Interorganizational and International Information Systems

- Learning objectives:
 1. Explain the importance of interorganizational and international ISs.
 2. Articulate the role EDI plays in saving costs on business operations.
 3. Describe the vertical and horizontal information integration among companies.

4. List the legal, cultural, and other challenges to implementing information exchange systems.
- Textbook: Chapter 11

Week 13 (11/18) Decision Support and Executive Information

- Learning objectives:
 1. List and explain the steps followed in decision making
 2. Articulate the difference between structured and unstructured decision making
 3. Describe the typical software components that decision support systems comprise
 4. Distinguish between the main types of decision support systems
- Textbook: Chapter 12

Week 14 (11/25) Planning Information Systems

- Learning objectives:
 1. Describe different approaches to business planning in general and IS planning in particular
 2. Explain how IS planning methods evolved
 3. Outline how IS planning should be carried out
 4. Argue the importance of integrating IS planning into overall organizational planning
- Textbook: Chapter 14

Week 15 (12/02) Systems Development

- Learning objectives:
 1. Describe the systems development life cycle
 2. Describe how software tools facilitate the monitoring and controlling of systems development
 3. Explain the difficulties involved in systems development
 4. Explain the concept of systems integration
- Textbook: Chapter 15

Week 16 (12/09) FINAL EXAM

NOTE: * This syllabus is subject to change depending on class progress.

- **The student will be informed if any change in the syllabus, exam dates, or any other announcement (<http://som.csudh.edu/msheu/>)**

Reading Assignments and Exams Schedule

Dates	Topics	Reading Assignments
Week 1 (08/26)	Business Information Systems: An Overview Strategic Uses of Information Systems	Ch 1 Ch. 2
Week 2 (09/02)	Strategic Uses of Information Systems (cont.)	Ch. 2
Week 3 (09/09)	Information Systems in Business Functions	Ch. 3
Week 4 (09/16)	Information Technology in Business: Hardware and Software Project 1 Due	Chs. 4 & 5
Week 5 (09/23)	Information Technology in Business Telecommunications and Networks	Ch. 6
Week 6 (09/30)	The Internet, Intranets, and Extranets	Ch. 7
Week 7 (10/07)	Midterm Exam (chs. 1-7) Microsoft FrontPage	
Week 8 (10/14)	Microsoft FrontPage Data and Knowledge Management Project 2 Due	Ch. 8
Week 9 (10/21)	Data and Knowledge Management (cont.) Microsoft Access	
Week 10 (10/28)	Microsoft Access Managers and Their Information Needs	Ch. 9
Week 11 (11/04)	Organization of Information Systems and Services Project 3 Due	Ch. 10
Week 12 (11/11)	Interorganizational and International Information Systems	Ch. 11
Week 13 (11/18)	Decision Support and Executive Information	Ch. 12
Week 14 (11/25)	Planning Information Systems	Ch. 14
Week 15 (12/02)	Systems Development Final project due	Ch. 15
Final Week (12/09)	The Final Exam is Comprehensive	

**Department of Health Behavior and Education
Faculty of Health Sciences
American University of Beirut**

**PROGRAM EVALUATION (HBE 311)
Spring Semester AY 2001-2002**

Course Syllabus

Instructor: Rima Afifi-Soweid, Ph.D.
Van-Dyke Hall, Rm. 306
Office Hours: by appointment
Extension: 4664; e-mail: ra15@aub.edu.lb

Class time and location: Tuesday 9-10:30 and ?
Van Dyke Hall, Rm. 303

Course Description:

The purpose of this course is to introduce students to the fundamentals of program evaluation. Evaluation is critical in assessing the extent to which a program achieves its goals and objectives. It is thus important in justifying the initiation of a new program, the continuation of an existing program, or in choosing between competing programs -- especially in an era of limited funding. The course emphasizes general evaluation methodology, with applications and illustrations targeted at students' areas of interest whenever possible. The course content includes, but is not limited to, the link between program evaluation and program planning and design; evaluation research designs and their limitations; methods of data collection and related measurement reliability and validity; types of evaluation; and utilization of results.

Course Objectives:

By the end of the course, the student should feel confident in his/her ability to:

1. critically analyze journal articles which describe evaluation results;
2. design, and implement a program evaluation.

Required Readings:

Course pack of selected readings

HBE 311 – Fall 2000

Course Requirements and Student Evaluation:

Students will be evaluated on the following:

- (1) a mid-term examination (35%),
- (2) a written report of an evaluation research proposal (35%),
- and (3) applications completed in good faith and handed in on time (20%)
- and (4) class participation (10%).

The **midterm** will require the student to analyze one evaluation study published in the professional literature. The article will be handed out on April 2, 2001 and the mid-term will take place on April 9, 2001.

This course is as much applied as it is theoretical. Two specific aspects of the course focus on application:

1. As the semester progresses, a case study of a program evaluation in Lebanon will be used to illustrate application of concepts learned to a real world situation.
2. In addition, students will be developing an evaluation research *proposal* for a program that is currently taking place in Lebanon. Students will locate a program and subsequently will apply the techniques learned in class to the program.

Assignments for the case study and the research proposal will be due at intervals. The **applications** portion of your grade is influenced by presenting these products *on time*, and showing effort in completing them as requested. The grade is not dependent on whether or not you complete the applications *correctly* ... since the point of exercises is learning. But, the applications must be turned in on time, and I must get the sense that you attempted to the best of your ability to apply the concepts (completed in good faith).

The **final paper** is a compilation of all the applications exercises related to the proposal (#2 above), taking into account the feedback you have received over the semester.

Your *active* discussion in class influences the **class participation** portion of your final grade. Completing the assigned readings prior to each class is necessary for active participation.

There is no final examination in this class.

Course Outline - **Revised**

Day	Content	Readings and Assignments
February 19	Introduction - overview of course & brief comments	
February 21	Community needs assessment; Prioritizing health problems	CDC 1989
February 26	Problem analysis; Precursors & consequences; Needs assessment	Gielsen A.C. & McDonald E.M., 1997
February 28	Generation of alternatives; Selecting alternatives	Handouts on feasibility
March 5	Goals and objectives & applications Overview of evaluation	Berk & Rossi, 1990
March 7	Involving stakeholders in evaluation Case Study – Smallpox	Butterfoss et al, 2001
March 12	Case Study – Captain Mike Goals and Objectives	
March 14	Evaluation design and notation Threats- internal & external validity	Fitz-Gibbons & Morris, 1987
March 19	Design and threats applications	Farrell & Meyer, 1997; Lutter et al., 1997
March 21	Design and threats applications	Borland et al., 1990; Kvaalem et al., 1996
April 2	Measuring K, A, & P/B	Steckler et al., 1992; Fowler, chap. 4 1984; Dignan chap. 5-7
April 4	Implications of data gathering & sampling techniques on eval. results	Berry et al., 1996; Lasek, et al., 1997; Pokorny et al., 2001; Harris et al., 1997
April 9	Case Study – Captain Mike Design and data collection methods Application design and threats	Mayer et al., 1998; Lange & Voas 1998 Assignment due – goals and objectives
April 11	Reliability/validity and apps	Newell et. Al, 2000; Basen-Engquist et al., 1999 DeVellis et al., 1993; Nicholson et al., 1991
April 16	MIDTERM	MIDTERM
April 18	Introduction to types of evaluation Process and implementation eval.	Hawe et al.; King et al., 1987. ; King et al, 1987 appendix
April 23	Process/implementation apps	Finnegan et al, 1989; Rogers et al., 1995; Resnicow, 1997; Korfmacher et al., 1999

April 25	Case Study – Captain Mike Implementation evaluation	
April 30	Types of evaluation: efficacy, effectiveness, efficiency	Flay, 1986; Windsor, 1994
May 2	Effectiveness, efficacy, efficiency apps	Petridou et al., 1999; Sawazal et al., 1997; Oster et al., 1999
May 7	E / E / E apps	Loevinsohn et al, 1997; Cater et al., 1999; Miglioti et al., 1999
May 9	Back to design and threats apps + more	Assignment due – design and threats
May 14	<i>Evaluation in Lebanon – CVD</i>	
May 16	Eval types: Impact & Outcome & apps	Altman, 1986; Hawe et al., chap. 6,; Glasgow, 1999, Luepker et al., 1994; Luepker et al., 1996; Vartianien et al., 1998; Kegler et al, 2000.
May 21	Meta-evaluation and meta-analysis & apps	Dickersin & Berlin, 1992; Montori et al., 2000 Wood & White, 1991; Windsor et al., 1998; Bruvold, 1993
May 23	<i>Evaluation in Lebanon- Peer Education</i>	Assignment due – types of evaluation
May 28	“Ketchup” time	Keith & Doyle 1998.
May 30	Case Study – Captain Mike Results and recommendations?	
June 4	<i>Evaluation in Lebanon – Healthy Villages – Syria</i>	Boonekamp et al., 1999
June 6	<i>Evaluation in Lebanon – Health Service intervention</i>	Loevinsohn et al., 2002
June 11	Presenting results	Patton, 1982; Morris et al, chap. 4, 1987
June 13	Conclusions	Green, 1977; Milstein & Wett erhall, 2000; Rimer et al. 2001

Readings organized by day

February 21

CDC. (1989). A guide for establishing public health priorities.

February 26

Gielsen A.C. & McDonald E.M. (1997). The Precede Proceed Planning Model. In Glanz K. et al. (eds.), Health Behavior and Health Education, second edition. Jossey-Bass: San Francisco, CA.

February 28

Handouts on feasibility

March 5

Berk R.A. & Rossi P.H. (1990). Key concepts in evaluation research. In Thinking about Program Evaluation. Newbury Park, CA: Sage Publications.

March 7

Butterfoss F.D., Francisco V.T., & Capwell E.M. (2001). Health Promotion Practice, 2(2): 114-119.

March 14

Fitz-Gibbons C.T. & Morris L.L (1987). The elements of design. Chapter 2 In Fitz-Gibbons C.T. & Morris L.L How to Design a Program Evaluation. Sage Publications: Newbury Park, CA.

March 19

Farrell A.D. & Meyer A.L. (1997). The effectiveness of a school based curriculum for reducing violence among urban sixth grade students. American Journal of Public Health, 87(6): 979-984.

Lutter C.K. et al. (1997). The effectiveness of a hospital-based program to promote exclusive breast-feeding among low-income women in Brazil. American Journal of Public Health, 87(4): 659-663.

March 21

Kvalem I.L., Sundet J.M., Rivo K.I., et al. (1996). The effect of sex education on adolescents' use of condoms: Applying the Solomon Four-Group design. Health Education Quarterly, 23(1): 34-47.

Borland R., Chapman S., Owen N., & Hill D. (1990). Effects of workplace smoking bans on cigarette consumption. American Journal of Public Health, 80(2): 178-180.

April 2

Steckler A., McElroy K.R., Goodman R.M., Bird S.T., and McCormick L. (1992). Towards integrating qualitative and quantitative methods: An introduction. Health Education Quarterly, 19(1), 1-8.

Fowler F.J. (1984). Methods of data collection. Chap. 4 in Survey Research Methods. Beverly Hills, CA: Sage Publications.

Dignan M. (1995). Measuring knowledge. Chapter 5 In Dignan M. Measurement and Evaluation of Health Education. Charles C. Thomas: Springfield, IL.

Dignan M. (1995). Measuring attitudes. Chapter 6 In Dignan M. Measurement and Evaluation of Health Education. Charles C. Thomas: Springfield, IL.

Dignan M. (1995). Measuring health behavior. Chapter 7 In Dignan M. Measurement and Evaluation of Health Education. Charles C. Thomas: Springfield, IL.

April 4

Berry S.H., Duan N., & Kanouse D.E. (1996). Use of probability versus convenience samples of street prostitutes for research on sexually transmitted diseases and HIV risk behavior: How much does it matter. In Health Survey Research Methods Conference Proceedings. USDHHS, NCHS, Pub. # 96-1013.

Harris L.E., Weinberber M., & Tierney W.M. (1997). Assessing inner-city patient's hospital experience: A controlled trial of telephone interviews versus mailed surveys. Medical Care, 35(1), 70-76.

Pokorny S.B., Jason L.A., Schoeny M.E., Townsend S.M., & Curie C.J. (2001). Do participation rates changes when active consent procedures replace passive consent? Evaluation Review, 25(5): 567-580.

Lasek R.J., Barkley W., Harper D.L., & Rosenthal G.E. (1997). An evaluation of the impact on non-response bias on patient satisfaction surveys. Medical Care, 35(9), 646-651.

April 9

Lange J.E. & Voas R.B. (1998). Nighttime observations of safety belt use: An evaluation of California's primary law. American Journal of Public Health, 88(11), 1718-1720.

Mayer J.A., Eckhardt L., Stepanski M., Sallis J.F. et al. (1998). Promoting skin cancer prevention counseling by pharmacists. American Journal of Public Health, 88(7), 1096-1099.

April 11

Basen-Engquist K., Masse L.C., Coyle K., et al. (1999). Validity of scales measuring the psychosocial determinants of HIV/STD related risk behavior in adolescents. Health Education Research, 14(1), 25-38.

Newell S., Girgis A., Sanson-Fisher R., & Ireland M. (2000). Accuracy of patient's recall of pap and cholesterol screening. American Journal of Public Health, 90(9), 1431-1435.

Nicholson T., Case C., Price J.O. et al. (1991). The Health Knowledge Inventory-Alpha: A personal health knowledge test for high school seniors. Journal of School Health, 61(10): 430-432.

DeVellis R.F., DeVellis B.M., Blanchard L.W., Klotz M.L. et al. (1993). Development and validation of the Parent Health Locus of Control scales. Health Education Quarterly, 20(2), 211-225.

April 18

Hawe P., Degeling D., Hall J., & Brierley A. What to measure first: Process evaluation. Chapter 4 In Hawe P., Degeling D., Hall J., & Brierley A, Evaluating Health Promotion: A Health Worker's Guide. MacLennan & Petty: Sydney, Australia.

King J.A., Morris L.L, & Fitz-Gibbons C.T. (1987). Initial planning: deciding what to measure. Chapter 2 In King J.A., Morris L.L, & Fitz-Gibbons C.T. How to Assess Program Implementation. Sage Publications: Newbury Park, CA.

King J.A., Morris L.L, & Fitz-Gibbons C.T. (1987). Planning for data collection. Chapter 3 In King J.A., Morris L.L, & Fitz-Gibbons C.T. How to Assess Program Implementation. Sage Publications: Newbury Park, CA.

April 23

Finnegan J.R., Murray D.M., Kurth C., & McCarthy P. (1989). Measuring and tracking education program implementation: The Minnesota Heart Health Program experience. Health Education Quarterly, 16(1), 77-90.

Rogers M.M., Peoples-Sheps M.D., & Sorenson J.R (1995). Translating research into MCH service: Comparison of a pilot and large-scale resource mothers program. Public Health Reports, 110, 563-569.

Reniscow K., Royce J., Vaughan R., Orlandi M.A., & Smith M. (1997). Analysis of a multicomponent smoking cessation program: What worked and why. Preventive Medicine, 26, 373-381.

Korfmacher J., O'Brien R., Hiatt S., & Olds D. (1999). Differences in program implementation between nurses and paraprofessionals providing home visit during pregnancy and infancy: A randomized trial. American Journal of Public Health, 89(12), 1847-1851.

April 30

Flay B.R. & Phil D. (1986). Efficacy and effectiveness trials (and other phases of research) in the development of health promotion programs. Preventive Medicine, 15, 451-474.

Windsor R., Baranowski T, Clark N., & Cutter G. (1994). Cost analyses. In Evaluation of Health Promotion, Health Education, and Disease Prevention Programs, 2nd. ed. Mountain View, CA: Mayfield Publishing Co.

May 2

Petridou E., Trichopoulos D., Stappa M., Tsoufis Y, et al. (1999). Effectiveness of a comprehensive multisector campaign to increase seat belt use in the greater Athens area, Greece. American Journal of Public Health, 89(12), 1861-1863.

Sawazal S., Black R.E., Bhan M.K., Jalla S., et al. (1997). American Journal of Clinical Nutrition, 66, 413-418.

Oster G., et al. (1999). Lifetime health and economic benefits of weight loss among obese persons. American Journal of Public Health, 89(10), 1536-1542.

May 7

Loevinsohn B.P., Sutter R.W., & Costales M.O. (1997). Using cost-effectiveness analysis to evaluate targeting strategies: the case of vitamin A supplementation. Health Policy and Planning, 12(1), 29-37.

Carter R., Marks R., Hill D. (1999). Could a national skin cancer primary prevention campaign in Australia be worthwhile?: An economic perspective. Health Promotion International, 14(1), 73-82.

Migliori G.B., Ambrosetti M., Besozzi G., Farris B. et al. (1999). Bulletin of the World Health Organization, 77(6), 467-476.

May 16

Hawe P., Degeling D., Hall J., & Brierley A. Impact and outcome evaluation: Assessing programme effects. Chapter 6 In Hawe P., Degeling D., Hall J., & Brierley A, Evaluating Health Promotion: A Health Worker's Guide. MacLennan & Petty: Sydney, Australia.

Luepker R.V., Murray D.M., Jacobs D.R., et al. (1994). Community education for cardiovascular disease prevention: Risk factors changes in the Minnesota Heart Health Program. American Journal of Public Health, 84(9): 1383-1393.

Luepker R.V., Rastam L., Hanna P.J., et al. (1996). Community education for cardiovascular disease prevention: Morbidity and mortality results from the Minnesota heart Health Program. American Journal of Epidemiology, 144(4): 351-362.

Vartiainen E., Paavola M., Mcalister A., & Puska P. (1998). Fifteen-Year follow-up of smoking prevention effects in the North Karelia youth project. American Journal of Public Health, 88, 81-85.

Altman, D.G. (1986). A framework for evaluating community-based health disease prevention programs. Social Science and Medicine, 22(4), 479-487.

Kegler M.C, Twiss J.M., Look V. (2000). Assessing community change at multiple levels” The genesis of an evaluation framework for the California Healthy Cities project. Health Education and Behavior, 27(6):760-779.

May 21

Dickersin K. & Berlin J.A. (1992). Meta-analysis: State-of-the-science. Epidemiologic Reviews, 14: 154-176.

Montori V.M., Smieja M., & Guyatt G.H. (2000) Publication bias: A brief review for clinicians. Mayo Clinic Proceedings, 75: 1284-1288.

Wood S.L. & White G.L. (1991). Health hazards of passive smoking: A review. Journal of Health Education, 22(5): 303-306.

Windsor R.A., Boyd N.R., & Orlenas C.T. (1998). A meta-evaluation of smoking cessation intervention research among pregnant women: Improving the science and art. Health Education Research, 13(3), 419-438

Bruvold W.H. (1993). A meta-analysis of adolescent smoking prevention program. American Journal of Public Health, 83(6): 872-880.

May 28

Keith S.E & Doyle E.I. (1998). Using Precede/Proceed to address diabetes within the Choctaw Nation of Oklahoma. American Journal of Health Behavior, 22(5): 358-367.

June 4

Boonekamp G.M.M, Colomer C., Tomas A., & Nunez A. (1999). Healthy Cities evaluation: the coordinator's perspective. Health Promotion International, 1999, 14(2): 103-110.

June 6

Loevinsohn B., Aylward B., Steinglass R., Ogden E., Goodman T., & Melgaard B. (2002). Impact of targeted programs on health systems: A case study of the Polio Eradication initiative. American Journal of Public Health, 92(1): 19-23.

June 11

Patton M.Q. (1982). Practical and useful recommendations. In Practical Evaluation. Beverly Hills, CA: Sage Publications.

Morris L.L, Fitz-Gibbons C.T., & Freeman M.E. (1987). An evaluation report outline. Chapter 4 In Morris L.L, Fitz-Gibbons C.T., & Freeman M.E. How to Communicate Evaluation Findings. Sage Publications: Newbury Park, CA.

June 13

Green L.W. (1977). Evaluation and measurement: Some dilemmas for health education. American Journal of Public Health, 67(2): 155-161.

Milstein B., & Wetterhall S. (2000) A framework featuring steps and standards for program evaluation. Health Promotion Practice, 1(3): 221-228.

Rimer B.K., Glanz K., & Rasband G. (2001). Searching for evidence about health education and health behavior interventions. Health Educaiton and Behavior, 28(2): 231-248.

KITCHEN & LIGHTING DESIGN

Sheryl Konen, Professor

Syllabus

Semester: Fall Semester 2002

Catalog Number: HO107U

Section: 70104P

Semester Credits: 4

Telephone: (319) 398-4917

Email Address: <mailto:skonon@kirkwood.cc.ia.us>

Course Description

Residential floor plan electrical code and fundamental lighting plans for ambient, task, and accent lighting is studied and identified. The 40 Guidelines of Kitchen Planning according to NKBA Industry Standards is the foundation for spaces planning Kitchen work centers and materials today. The study of Materials is a major competency of the course, which includes cabinetry, hardware, countertops, appliances, plumbing, lighting, floor covering, wall finish, and window type and treatments. The course is technical and skill oriented and stresses the accurate material estimation and ordering of a total kitchen project. Online electronic catalogs accessed from Manufacturer web sites are used to download Andersen window CAD symbols, and plumbing and appliance specifications and pricing.

Prerequisites

Architectural Graphics and Color Theory need to have been completed. CAD for Interior Designers is a course the student needs to be enrolled in during the same Fall Semester as Kitchen & Lighting Design.

Required Text

INTERIORS-AN INTRODUCTION, 3RD EDITION, BY NIELSON AND TAYLOR
INTERIOR ARCHITECTURE DRAFTING & PERSPECTIVE, FREDERIC H. JONES
INSTRUCTOR HANDOUTS

Course Materials

All Drafting and Art Supplies required in the Architectural Graphics and Color Theory courses.

Attendance Policy

Attendance is mandatory, as instruction is skills based and integrates a Materials Library and CAD drawing is demonstrated in classroom instruction.

Method of Instruction

Lab integrated Lecture, CAD demonstration of assignments, and Material Samples Lab Work. Manufacturer catalogs and price lists will be supplied and used by the student to complete all assignments. A complete Materials Library

provides samples for hands on color scheme and Style coordination. Basic drafting and CAD drawing is required.

Expected Learner Outcomes

Following the completion of this course, you should be able to:
Complete accurate 2D CAD drawings that include a dimensioned floor plan and cabinetry wall elevations. A total materials Cost Analysis and an Electrical Plan that is code compliant and a Lighting Plan will be completed. Two Oral presentations will be given by the student using material hand samples, drawings, and one portfolio quality Swatch Board will be prepared as a visual aid that includes a color rendered presentation plan.

Course Competencies

Following the completion of this course, you should be able to:

- Specify and price the light fixtures to a Lighting Plan for a Kitchen and Great Room floor plan that provides ambient, task, and accent lighting. A code compliant Electrical Plan will be drawn and the electrical symbols identify each fixture in the Light Schedule.
- Space plan kitchen floor plans using the Industry standards in the 40 Guidelines of Kitchen Planning according to National Kitchen and Bath Association.
- Identify specific base, wall, and tall cabinetry and use the correct nomenclature from a Manufacturer's Dimensional Guide Specifications and Price List on all floor plan drawings.
- Estimate a Materials Cost Analysis for a complete Kitchen Remodel and New Ideal Kitchen Design.
- Prepare an oral presentation to client/audience using industry terminology and material sample visual aids and cad drawings.
- Meet project due dates and maintain good time management.

Assessment of Learner Outcomes

The following criteria will be used to determine your final grade:
Class participation, written and estimating assignments, quizzes, drawing and materials projects, and oral presentations including cad drawings and hand samples/Swatch Board.

Grading Criteria

A =	93-100%	C =	73-76
A- =	90-92	C- =	70-72
B+ =	87-89	D+ =	67-69
B =	83-86	D =	63-66
B- =	80-82	D- =	60-62
C+ =	77-79	F =	59 and below

Academic Integrity

Academic Integrity is submitting one's own work and properly acknowledging the work of others. Cheating, plagiarism, or fabrication constitutes academic dishonesty and is subject to disciplinary action.

According to Webster, to plagiarize is "to steal or pass off the ideas or words of another as one's own....to use created productions without crediting the source....to commit literary theft....to present as new and original an idea or product derived from an existing source."

Kirkwood students are responsible for authenticating any assignment submitted to an instructor. If asked, you must be able to produce proof that the assignment you submitted is actually your own work. Therefore, we recommend that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, hang onto Writing Center receipts, keep logs or journals of your work on assignments and papers, learn to save drafts or versions of assignments under individual file names on the computer, diskette, etc.

The inability to authenticate your work, should an instructor request it, is sufficient grounds for failing the assignment.

In addition to requiring a student to authenticate his/her work, Kirkwood Community College instructors may employ various other means of ascertaining authenticity such as engaging in internet searches, creating quizzes based on student work, requiring students to explain their work and/or process orally, etc.

Americans with Disabilities

Kirkwood Community College complies with the Americans with Disabilities Act. Students with disabilities who need accommodations to achieve the course objectives should file an accommodation application with the Learning Services located in ROOM 133 of LINN HALL as soon as possible.

Equal Opportunity Educator

Kirkwood Community College is an equal opportunity educator and employer. Kirkwood is committed to an appreciation of diversity with respect to the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kirkwood Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding and tolerance.

DATE	TOPIC	READING
8-27-02 Tuesday	Introduce Lighting Unit and Handouts	
8-29-02 Thursday	Light Terminology and Style Unity	Interiors, Ch. 5 pgs. 102-124
9-3-02 Tuesday	Lighting Trends Structural Lighting Mistakes of Lighting	Handouts
9-5-02 Thursday	Lamps - Light Distribution	
9-10-02 Tuesday	Light Systems Electrical Plan Symbols	
9-12-02 Thursday	Combining Light Systems-Floor Plan National Electrical Codes & Symbols - Legend	
9-17-02 Tuesday	Electrical Plan & Light Schedule Cost Analysis Worksheet	
9-19-02 Thursday	Lighting Plans & Light Schedule Worksheet 1) Light Objectives Due 113 pts. 2) LIGHT QUIZ 32 pts.	
9-24-02 Tuesday	Introduce Kitchen Design Unit- Trends NKBA 40 Guidelines of Kitchen Planning LIGHT OBJECTIVE #14 DUE 42 pts.	Handouts
9-26-02 Thursday	Subtraction Method Work Center Space Planning Floor Plan drawing - Base Cabinetry and Appliances	
10-1-02 Tuesday	Subtraction Method-Complete Wall Cabinetry	
10-3-02 Thursday	Field Trip All Day	In-class drawing activity

10-8-02 Tuesday	Subtraction Method - Corner Cabinetry Filler Strips Wall Cabinetry Handout Assignment #1 - 35 pts. Select Appliances from Internet: need all dimensions & prices	In-class drawing activity
10-10-02 Thursday	Assign. #1 - Floor Plan & Cost Analysis Lab Cabinetry: Refrigeration End Panels Filler Strips	
10-15-02 Tuesday	Assign. #1 Floor Plan & Cost Analysis Due Elevation Box Out Scale Drawing Lab Door Style, Hinging, & Appliances	
10-17-02 Thursday	Assign. #1 Elevation Detail Lab Construction: Standard Framed, Full Overlay, & Frameless Door Style and Hardware	Jones, pgs. 60-76
10-22-02 Tuesday	Assignment #1 Elevations Due Handout Assignment #2 Floor Plan Kitchen Space Planning Guidelines & Graphics 1) Countertop Landing Space 2) Countertop Requirement 3) Cabinetry Storage Requirements- base, wall, tall 4) Diagonal Sinks & Corner Cabinetry 5) Peninsula & Island Cabinetry-Plywood Backing 6) Peninsula & Island Sink- need 6" drywall framing 7) Peninsula & Island Downdraft Range Need range specifications, may require 6" drywall framing 8) Planning Desk Cabinetry	
10-24-02 Thursday	Assign. #2 Lab	
10-29-02 Tuesday	Assign #2 Due Handout Assign. #3- Countertop Estimation (10 pts.) 1) Trace countertop graphics on tracing paper 2) Estimate cost and complete order form to scaled shop drawings 3) Video	
10-31-02 Thursday	Assign.#3 Due - Handout Project #1 Great Room Kitchen Remodel Project Lab 1) Select Appliances & Plumbing (Sink & Faucets) 2) Material Sample Swatching	

11-5-02 Tuesday	Project #1 Lab - Work Centers Floor Plan appliance & base cabinetry space planning Plan 6" framing behind island/peninsula bases with sink/ range Plan 6" framing for a 42" Countertop Height - 12" overhang Balance wall cabinetry door widths	
11-7-02 Thursday	Project #1 - Elevation Drawing Lab Program Due- Include Kitchen Space Planning Standards Material/Finish Color Unity to Great Room	
11-12-02 Tuesday	Project #1 Lab- Countertop Estimation & Cost Analysis	
11-14-02 Thursday	Project #1 Lighting Lab - Electrical Plan & Light Schedule Due: Project #1 Floor Plan Elevations Cost Analysis	
11-19-02 Tuesday	Due: Project #1 Electrical Plan & Legend Light Schedule Specifications Lab Activity: 1) Swatch "Ideal Kitchen & Great Room Project" 2) Gather an "Idea File" for next class	
11-21-02 Thursday	Proj. #2 Introd.- Ideal Kitchen/Great Room Open Plan Project Lab: Floor Plan Drawing Oral Presentation-Proj. #1 during INTERIOR DESIGN I class	
11-26-02 Tuesday	Appliances- Floor Plan Base & Wall Cabinetry Work Center - Elevations	
11-28-02 Thursday	THANKSGIVING HOLIDAY - NO CLASS	
12-3-02 Tuesday	Project #2 Lab Countertop Estimation & Cost Analysis - 10 pts. Draw Area Rug & Floor Covering to scale	
12-5-02 Thursday	Project #2 Dimensioned Elevations: Bring CAD Drawing to Mark-up	

12-10-02 Tuesday	Open Lab - Dimensioned Elevation	
	Project #2 Due: Dimensioned Floor Plan (CAD drawing) Cost Analysis Worksheets Dimensioned Elevations (CAD drawing) Program Lab: Color Render partial Presentation Plan (flooring & furniture)	
12-12-02 Thursday	Final Exam Day - Oral Presentation & Swatch Board Ideal Kitchen & Great Room Open Plan	

**AMERICAN UNIVERSITY OF BEIRUT
FACULTY OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION**

**Educ. 231(3)
337 Fisk Hall
Fall 2002/03**

**Dr. A. Bou-Zeineddine
Fisk Hall - Rm 131
Tel. Ext. 3065
Office Hours: MWF: 11:00a.m. - 12:00 noon**

Teaching Reading in the Elementary School

COURSE DESCRIPTION

Educ. 231 is designed to equip students and/or prospective teachers with the theoretical background as well as practical experience in teaching reading in the elementary school. The course focuses on methods and techniques of teaching reading, developing children's reading readiness, increasing children's reading comprehension and analyzing reading assessment procedures. In addition, the course allows students to apply and explore any of the reading techniques and principles discussed in the course by actually conducting a case study based on a student in the elementary school. Finally, the course advocates collaborative work in the sense that students share their theoretical knowledge and practical teaching experiences in groups based on the course project.

COURSE OBJECTIVES

Educ. 231 is designed to allow students:

1. develop a philosophy about and an understanding of how children learn to read in the elementary school;
2. examine traditional as well as current approaches to teaching reading;
3. demonstrate competence in implementing and analyzing the reading readiness concept, reading comprehension components, practices of cooperative learning, emergent literacy and literature-based programs;
4. develop a file for assessing children's reading skills;
5. examine the new Lebanese Curriculum in reading, cycles I & II;
6. have first-hand experience in teaching reading in the elementary school

COURSE REQUIREMENTS

READINGS. Students are expected to read the assigned materials for each class session and be prepared to contribute to the class discussion. Students will be asked individually, in pairs and/or groups to respond to the material they have read. Class participation will affect the final grade. On frequent occasions, quizzes will be given on materials assigned for that day. The language used in the course is English. However, use of Arabic is encouraged for students whose specialization emphasis is Arabic/Social Studies.

ACTIVITIES. Students should be prepared to participate in all the activities delineated in the course outline. The course activities are designed to help students understand,

apply and share ideas pertaining to the course materials. Additional activities may be assigned whenever the need arises from material discussions

ASSIGNMENTS. Students are expected to submit assignments on time as delineated in the course outline. Late assignments will result in a lowered grade. Late assignments must be handed in no later than the next class session. Assignments will NOT be accepted beyond that deadline (only exception: extenuating circumstances).

COURSE PROJECT. (Individual Work) For the course project, students are required to:

- (a) choose a placement in the elementary school (cycle 1 – grades 1 – 3 or cycle 2 grades 4 – 6);
- (b) give your placement a pseudonym for confidentiality purposes;
- (c) select a technique (or a combination of techniques) in teaching reading in the elementary school;
- (d) implement the technique(s) over 5 consecutive sessions, each session should not be longer than 40 minutes;
- (e) through detailed observations and journal keeping, collect data on the effectiveness of the technique(s) on your placement;
- (f) analyze the collected data based on the effectiveness of the technique(s) on your placement;
- (g) write a term paper; please refer to last page of this syllabus for paper format.

ASSESSMENT FILE. (Individual Work) Students are required to compile a reading assessment file based on the course materials. The file should include a minimum of 5 reading tests (formal and informal) which are developed by the students and/or pulled out from the internet, **sources acknowledged**. The reading tests should relate to the phonics approach, literature-based approach, the 4 levels of reading comprehension, IRI, miscue analysis, vocabulary development, context clues, cloze procedure, etc.

PLAGIARISM. Any act of plagiarism on the student's part will result in serious repercussions.

ATTENDANCE. Students are encouraged to attend all classes. In case of absence from any class, students are required to cover material missed and inquire about any announcements made during their absence. Students who miss more than one fifth of class sessions are subject to withdrawing from the course with a W-grade.

MAKE-UP EXAMS. Make ups are NOT given for quizzes. A quiz missed is a grade missed. If a student misses the mid-term, a make-up will be given only if the reason for being absent is deemed valid. **The mid-term is scheduled on Mon., Nov. 18, 2002.** The final exam will follow AUB scheduling.

STUDENT ASSESSMENT

Each student's final grade will be a composite grade of:

- Course project	25%
- Mid-term exam	30%
- Final exam	30%
- Presentations /Class work/ Assignments	5 %
- Reading Assessment File	5%
- Participation	5%
	<hr/>
	100%

When letter grades are given on any work submitted during the semester, the letter grade will correspond to the following conversion table:

<u>Letter grade</u>	<u>Points</u>	<u>Letter grade</u>	<u>Points</u>
A	100-94		
A-	93-90	C	76 - 74
B+	89-87	C-	73 - 70
B	86-84	D+	69 - 67
B-	83-80	D	66 - 64
C+	79-77	D-	63 - 60
		F	59 - O

TEXT BOOK REQUIRED

- Burns, P.; Roe, B.; Ross, E. (1999). Teaching Reading in Today's Elementary Schools Boston: Houghton Mifflin Company.

COURSE OUTLINE

Week 1

Welcome!

Course overview; orientation to Educ. 231, Introductions; definitions of basic terms: reading; affective variables; motor coordination; evaluation; reading and culture.

TOPIC: Reading act: reading product and reading process.

READINGS: Chpt. 1 pp 2 – 15

TOPIC: The reading process: subskill theories and psycho- linguistics theories; interactive theories.

READINGS: Chpt. 1 pp 15 - 28

Week 2

TOPIC: Emergent Literacy: Cognitive development, classroom environment, listening/speaking parents' role.

READINGS: Burns Chpt. 2 pp. 32 -50

ACTIVITIES: Come to class having prepared one reading activity which could illustrate the reading readiness factors assigned in the reading materials for today. Be prepared to share activities with class.

TOPIC: Emergent literacy: reading /writing, Assessment.

READINGS: Chpt. 2 pp. 50 - 72

Week 3

TOPIC: Word recognition strategies: Definition, techniques and implementation.

READINGS: Chpt. 3, pp 77 - 93

ACTIVITIES: Discuss in groups issue # 1 on page 132. Be prepared to present your conclusions to the class as a whole.

TOPIC: Word Recognition Skills: Phonics

READINGS: Chpt. 3, pp. 93 – 129

Week 4

TOPIC: Word recognition skills: vocabulary development, instruction and implementation.

READINGS: Chpt. 4 pp 134 – 170

TOPIC: Reading comprehension: The schemata theory and the reading situation.

READINGS: Chpt. 5 pp 174 - 190

TOPIC: Reading Comprehension: Interaction of the reader, reading situation and the text

READINGS: Chpt. 5 pp 190 - 215

Week 5

TOPIC: Levels of reading comprehension: Literal, interpretive, critical and creative. Effective Questioning

READINGS: Chpt. 6 pp 220 - 268

TOPIC: Major approaches to reading instruction: Emphasis on Basal Reader Approach, Literature-Based Approaches

READINGS: Chpt. 7 pp 272 - 299

Week 6

TOPIC: Major approaches to reading instruction: Individualized Reading Approach, LEA, and programmed instruction

READINGS: Chpt 7, pp 299 - 318

ACTIVITIES: Of the approaches to reading instruction discussed so far, choose one and develop one activity based on that particular approach. Share your report with the class.

TOPIC: Classroom organization and management role of the teacher and parents

READINGS: Chpt. 13, pp 518 – 545

Week 7

TOPIC: Integrating the language Arts

READINGS: Chpt. 8, pp.326 - 359

TOPIC: Reading in the content areas: Definition and comparison to basal readers, general techniques.

READINGS: Chpt. 10 pp 406- 422

Week 8

TOPIC: Reading in the content areas: Techniques and specific content areas

READINGS: Chpt. 10, pp. 422 - 446

TOPIC: Reading assessment: current views

READINGS: Chpt. 12, pp 487 – 502

Week 9

TOPIC: Reading assessment: informal / formal tests

READINGS: Chpt. 12, pp 502 - 515

TOPIC: Readers with special needs

READINGS: Chpt. 14, pp 550 - 567

Week 10

TOPIC: Readers with special needs: gifted Children and culturally and linguistically diverse children.

READINGS: Chpt. 14, pp 568 - 580

TOPIC: Reading/study skills: techniques that improve reading comprehension and information retention.

READINGS: Chpt. 9, pp 366 - 401

ACTIVITIES: Report to the class as a whole what your reading habits are, what you would like to transfer to your students and what you prefer to modify.

Week 11

TOPIC: Technology as a tool for literacy instruction

READINGS: Chpt. 11 pp 455 - 482

TOPIC: Reading in the Lebanese new curriculum

READINGS: Handout in due time

Week 12

TOPIC: Characteristics of readers of English as a second language: Beginners and intermediate

READINGS: Pregory, Handout in due time

TOPIC: Using literature in the reading program

READINGS: pp. 3 - 36 (Handout in due time)

Week 13

TOPIC: Using literature in the reading program Cont'd

READINGS: pp. 3 - 36 (Handout in due time)

TOPIC: Whole Language philosophy in the reading class

READINGS: pp. 320, 523 and a handout in due time

Week 14

Project presentations

Wrapping up

<u>COVER PAGE</u>	<u>TEXT</u>
<p data-bbox="300 352 836 487">AMERICAN UNIVERSITY OF BEIRUT FACULTY OF ARTS AND SCIENCES DEPARTMENT OF EDUCATION Educ. 231/ Dr. Amal BouZeineddine</p> <p data-bbox="495 697 641 730">Paper Title</p> <p data-bbox="425 940 711 1003">Student's name (ID #) Fall Semester, 2002/03</p>	<p data-bbox="873 352 1101 386">Table of Contents</p> <ol data-bbox="917 424 1425 970" style="list-style-type: none"> 1. Introduction 2. Description of Placement (cognitive, linguistic, reading proficiency, social, emotional, etc.) 3. Description of Setting 4. Description of Technique(s) Implementation 5. Rationale for Choosing Technique(s) 6. Findings 7. Discussion 8. Recommendations 9. Conclusion 10. Limitations 11. Reference(s) 12. Appendix A + Description of <u>one</u> typical session