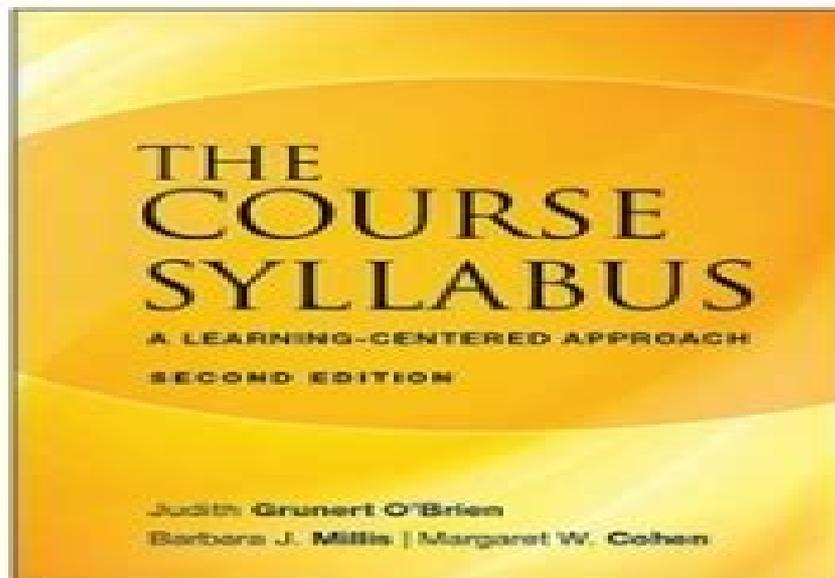


# The Course Syllabus: A Learning-Centered Approach



# The Course Syllabus A Learningcentered Approach

**Robert M. Diamond**



## **The Course Syllabus A Learningcentered Approach:**

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**The Course Syllabus** Judith Grunert, Judith Grunert O'Brien, 1997-03-15 This best selling practical manual presents why and how to construct a syllabus that shifts from what you will cover the traditional syllabus to one that reflects what tools and information you can provide students to help them learn the learning centered syllabus The book s underlying assumption is that good teaching helps students understand how to actively acquire use and extend knowledge in an ongoing process of learning The book s goal is to assist anyone interested in designing a learning centered syllabus to plan and construct one

**An Evidence-based Guide to College and University Teaching** Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for

faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers

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**Designing and Assessing Courses and Curricula** Robert M. Diamond,1998 Written with the faculty member in mind this book provides specific guidelines for every phase of the planning process With more than fifty percent new material this revised edition provides many examples and how to guidance Plus it features entirely new sections dealing with diversity multi culturalism and technology Also contains checklists worksheets tables and figures to assist in the planning process Copyright Libri GmbH All rights reserved

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**Syllabus/E-Syllabus for the 21st Century** Jack Gifford,2003-03-12 In this book Jack Gifford presents a professional approach to the development of syllabi particularly those supported by electronic media With more than 30 years of teaching experience which has included the preparation and review of over 165 syllabi Gifford has yet to find the 100% complete syllabi Many don't reflect internally consistent pre planning and most are not presented in a user friendly manner He explores the nine major steps essential to the conceptual development of any e syllabus prior to creating the first word

**The Adjunct Professor's Guide to Success** Richard E. Lyons,Marcella L. Kysilka,George Pawlas,1999 A toolkit of teaching and classroom management ideas for adjunct professors The book provides invaluable aids such as an orientation checklist model course syllabi exam construction exercises and related tools which enable the adjunct professor to be successful in their very first teaching assignment

**Resources in Education** ,1997 *The American Biology Teacher* ,2003

**Pharmacotherapy Casebook: A Patient-Focused Approach, 10/E** Terry L. Schwinghammer,2017-06-22 More than 150 patient cases teach you how to apply the principles of pharmacotherapy to real world clinical practice The essential study companion to DiPiro's Pharmacotherapy A Pathophysiologic Approach 10th Edition Pharmacotherapy Casebook A Patient Focused Approach uses 157 patient cases to help you develop the skills necessary to identify and resolve the most common drug therapy problems encountered in daily clinical practice The case chapters are organized into organ system sections that correspond to those of the companion textbook This proven effective case based approach makes the book perfect for PharmD Nursing Nurse Practitioner and other allied health courses Sharpen your ability to Identify actual or potential drug therapy problems Determine the desired therapeutic outcome Evaluate therapeutic alternatives Design an optimal individualized pharmacotherapeutic plan Develop methods to evaluate the therapeutic outcome Provide patient education Communicate and the implement the pharmacotherapeutic plan Develop expertise in pharmacotherapy decision making with Realistic patient presentations that include medical history physical examination and laboratory data followed by a series of questions using a systematic problem solving approach A compelling range of cases from a single disease state to multiple disease states and drug related problems Expert coverage that integrates the biomedical and pharmaceutical sciences with therapeutics Appendices containing valuable information on medical abbreviations laboratory tests mathematical conversion factors and anthropometrics

*Benefits of Model Syllabi* Michael J. Strada,2006-08-24 No detailed examination of course syllabi in academia exists a void that Benefits of Model Syllabi seeks to fill This comprehensive and timely work defines explains and illustrates the concrete features exhibited by model syllabi in contrast to routine syllabi in an effort to demonstrate how model syllabi foster positive synergies and enhance teaching and learning experiences This work also infuses the dialogue about model syllabi with peripheral vision to reveal applications beyond the classroom walls Intended for instructional development centers higher education libraries instructors policy makers and department chairs this book shows how model syllabi provide tools to widen and deepen the process whereby teaching is appraised in higher

education Benefits of Model Syllabi also shows how they can forge an unobtrusive feedback loop back to the classroom and strengthen curricular integration by establishing a fulcrum with which academic levels that often operate randomly courses programs general studies can be blended more meaningfully

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**To Improve the Academy** Catherine M. Wehlburg, Sandra Chadwick-Blossey, 2003-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education volume 22 of To Improve the Academy is a collection of articles that focus on the role of faculty instructional and organizational development in ensuring excellence in education Recognizing the urgency caused by a recent rash of budget and staff cuts and falling course enrollment the authors provide new perspectives on how to address the growing need for providing quality effective higher education The book is divided into six sections Section I Past Present and Future of SoTL provides an overview of the scholarship of teaching and learning Section II Assessment and Faculty Development presents tested methods for assessing both student learning and the impact of faculty development Section III Curriculum Design and Evaluation describes different tools for redesigning curriculum and improving student learning Section IV Faculty Development Tools presents models for enhancing current methods of faculty development Section V Student Learning and Faculty Development focuses on helping faculty work with students to enhance and improve their learning Section VI Faculty Development with Part Time Instructors

includes ideas for integrating adjunct faculty and graduate students into the life of an institution This book makes sense of how the changing climate in higher education is affecting how when and in what circumstances American students are learning It offers an essential resource for improvement in higher education to faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants **Creating a Learning-centered Classroom** Howard E. Blake,1977 Clearly sets forth the theoretical and practical aspects of learning centered teaching and includes sample learning center models for all major curriculum areas

The book delves into The Course Syllabus A Learningcentered Approach. The Course Syllabus A Learningcentered Approach is an essential topic that must be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into The Course Syllabus A Learningcentered Approach, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
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    - Chapter 2: Essential Elements of The Course Syllabus A Learningcentered Approach
    - Chapter 3: The Course Syllabus A Learningcentered Approach in Everyday Life
    - Chapter 4: The Course Syllabus A Learningcentered Approach in Specific Contexts
    - Chapter 5: Conclusion
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  3. In chapter 2, the author will delve into the foundational concepts of The Course Syllabus A Learningcentered Approach. The second chapter will elucidate the essential principles that must be understood to grasp The Course Syllabus A Learningcentered Approach in its entirety.
  4. In chapter 3, this book will examine the practical applications of The Course Syllabus A Learningcentered Approach in daily life. The third chapter will showcase real-world examples of how The Course Syllabus A Learningcentered Approach can be effectively utilized in everyday scenarios.
  5. In chapter 4, the author will scrutinize the relevance of The Course Syllabus A Learningcentered Approach in specific contexts. This chapter will explore how The Course Syllabus A Learningcentered Approach is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, this book will draw a conclusion about The Course Syllabus A Learningcentered Approach. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of The Course Syllabus A Learningcentered Approach.

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