

## THE STUDENT, GOAL-CENTERED SYLLABUS®:

### A NEW TOOL TO ENHANCE STUDENT ENGAGEMENT AND LEARNING

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## TRADITIONAL TYPES OF SYLLABI

	1 TRADITIONAL	2 CONTRACTUAL	3 LEARNER-CENTERED	4 ENGAGING
Primary Focus	Outline course <b>summary</b>	Explain <b>obligations</b> of instructor and students	<b>Activate student participation</b>	Activate student participation
Features	Abstract style	Explicit explanations <b>University policies</b>	Offers control and choices throughout course	<b>Contemporary design</b> Integrate with course outcomes
Graphic Style	Text heavy Succinct <b>2-4 pages</b>	Text heavy Effusive <b>8+ pages</b>	Text heavy Student-friendly explanations	<b>Colorful visuals</b>

## POLL: WHAT IS YOUR CURRENT SYLLABUS STYLE?

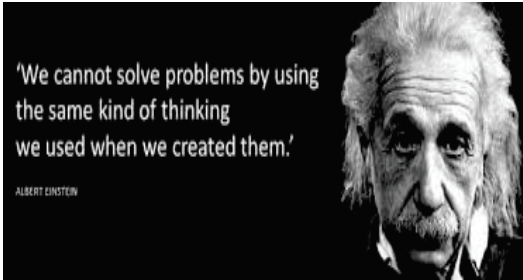
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## ROLES THAT INSTRUCTORS PLAY

- Subject Matter Expert
- Mentor
- Comedian
- Manager
- Copy Editor
- Technical Support Specialist



## HOW CAN INSTRUCTORS SUPPORT STUDENTS?



- Empathy
- Compassion
- Clarity
- Structure
- Consistency

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## STUDENT GOALS

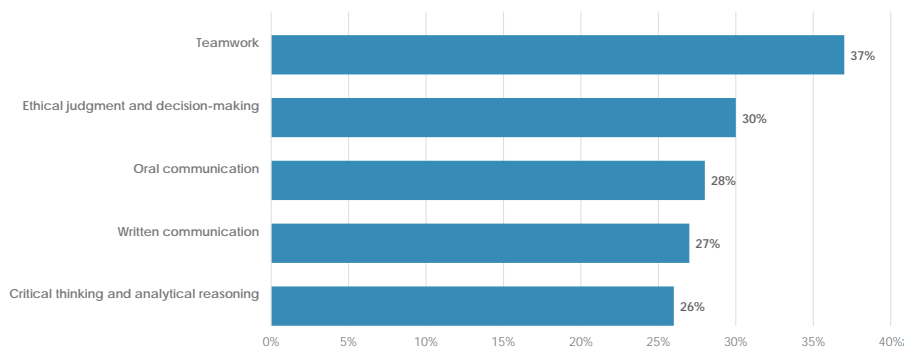
- Gen Z students go to college to...
  - Learn more about own interests
  - Get skills for specific career (CIRP, 2018)
- ...in order to achieve career goals:
  - Get a better job
  - Make more money (CIRP, 2018)



SOURCE: The Cooperative Institutional Research Program (CIRP), Higher Education Research Institute at UCLA. 2018 Freshman Survey results from 22,458 freshmen from 'Highly Selective Public Universities'

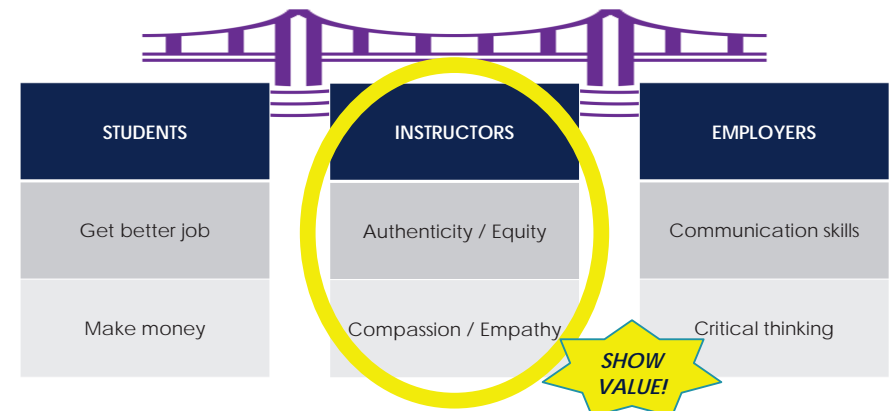
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## SOFT SKILLS MOST DESIRED BY EMPLOYERS IN WHICH COLLEGE GRADUATES DO NOT FEEL WELL-PREPARED



Source: *Falling Short? College Learning and Career Success*. Hart Research Associates survey conducted for the Association of American Colleges and Universities (AAC&U), 2015.

## BRIDGE



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## STUDENT GOAL-CENTERED SYLLABUS<sup>®</sup>

5<sup>th</sup> style

Part I Introductory Video	Part II Syllabus
<ul style="list-style-type: none"> <li>Motivational video</li> <li>Introduce yourself and your course.</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Unique Sections</li> <li>Teaching Philosophy and Methodology</li> </ul>

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## INSTRUCTOR INTRODUCTION VIDEO

First  
impression

Dr. Elizabeth Napier



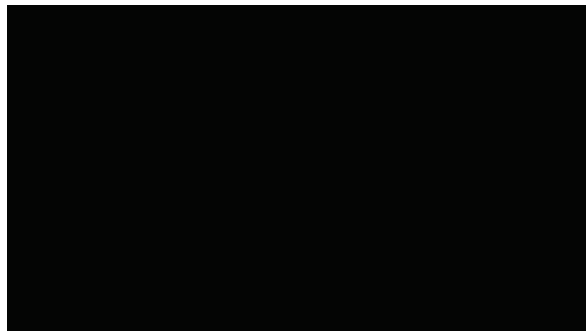
*Let your students  
learn about you!*

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## INSTRUCTOR INTRODUCTION VIDEO

First  
impression

Sarah Ku




*Let your students  
learn about you!*

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[https://www.youtube.com/watch?v=1OMiBd5ZPJQ&feature=emb\\_title](https://www.youtube.com/watch?v=1OMiBd5ZPJQ&feature=emb_title)


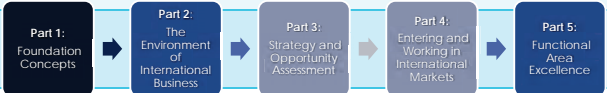
## STYLE ESSENTIALS (DETAILS ON HANDOUT)

Style	 Personal
Tone	Motivating, encouraging, compassionate
Rationale	Supportive of current and future life, not just for course
Language	First and second person, engaging



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## FORMAT ESSENTIALS (DETAILS ON HANDOUT)

Design layout	Sections, break up information	
Visuals	Photos, graphics, art	
Font and colors	Vary but be <u>consistent</u> <b>HEADERS</b> vs body	
Flow chart timeline		

## STUDENT GOAL-CENTERED SYLLABUS<sup>®</sup>

- **Engaging** content instead of static text
- Poll / survey class → **ASK!**
- **Live updates**
- **Consistent place** for all course information

<http://www.sarahku.com/syllabus>

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## STUDENT TESTIMONIALS

<p>"You have consistently made your class a <b>stress free, practical, and easy to comprehend</b> environment, which <b>makes me want to learn more.</b>"</p>	<p>"You're awesome Professor Sarah! I seriously appreciate the <b>reassurance</b> during this stressful, constantly changing time. THANK YOU!!"</p>
<p>Keep being <b>relatable</b> and keeping lectures <b>interesting.</b> Honestly, you're my favorite professor! I love how much you <b>care!</b></p>	<p>Despite my reserved tendencies in the classroom, I found your insights throughout the semester <b>valuable</b> and as reasons why we should travel abroad to develop ourselves as not only better businessmen and women, but <b>better individuals.</b>"</p>

<https://www.sarahku.com/teaching>

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## STUDENT GOAL-CENTERED SYLLABUS<sup>®</sup>

- **Ask** students what their goals are!

**Just Ask.**



- Incorporate skills development into learning outcomes, into syllabus, content, and in course design

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## STUDENT GOAL-CENTERED SYLLABUS<sup>®</sup>

PRIMARY FOCUS	FEATURES	GRAPHIC STYLE
<p>Focused on Student Career Goals</p> <p>Links student Career Goals to the Course's Learning Outcomes</p> <p>Inspirational Platform for Student Engagement</p> <p>Serves as a Marketing opportunity to show students how great the course will be</p>	<p>Provides space for the student to write in their career goals and to link them to the Course Learning Outcomes</p> <p>Writing style makes promises—not demands</p> <p>Tone: Compassionate, Positive, Promising, and Motivational</p> <p>Rationale: explains how class activities develop intangible people skills to support progress towards their career goals</p> <p>Language: Uses only first and second person</p>	<p>'Picture Superiority Effect'</p> <p>State-of-the-art newsletter/brochure design.</p> <p>Utilizes exciting, visually appealing video links, photos, images, graphs, charts, art and color</p> <p>Assists the student in understanding and clarity</p> <p>Creates a higher level of excitement and engagement in the course</p>

## SYLLABUS STYLE COMPARISON

GENERATION	COURSE CONTENT, GRADING AND TIMELINES	UNIVERSITY POLICIES	LEARNING CENTERED, COMPASSIONATE	VISUALLY ENGAGING COLOR NEWSLETTER/ BROCHURE	LINKS STUDENT GOALS TO LEARNING OUTCOMES, ENGAGING
1 Traditional	X				
2 Contractual	X	X			
3 Learner-Centered	X	X	X		
4 Engaging	X	X	X	X	
5 Student Goals-Centered <sup>®</sup>	X	X	X	X	X

## COMMUNICATE YOUR CLASS'S VALUE TO YOUR STUDENTS

- Rationale
- Language
- Policies
- Visuals



Source: <https://uscthirdspace.com/>

## STUDENT GOAL-CENTERED SYLLABUS<sup>®</sup>

*"I'm planning on majoring in human resource management and minoring in international business, although I'm not 100% sure yet. I would love to travel for work and experience different work environments. I'm hoping this course will teach me more about **how businesses run internationally** and **what kind of job opportunities there are abroad.**"*

*"I aspire to own a business one day. My father has his own company and seeing him lead always made me think of doing something like this one day...**I want to be able to connect with people on a global level, and work with products.** Apart from career goals one of my aspirations in life is to make my parents proud of me."*

*"I hope to learn the similarities and differences how businesses operate in the United States versus other countries. In the future, **I plan to run several companies that focus on a set of principles of bettering society.** This course will be helpful so that **I better understand how to connect with everyone around the world.**"*

## YOUR PROFESSOR

Welcome to class! I am very excited to be instructing you this semester. A little about me: I am passionate about corporate social responsibility (CSR), international business ethics, global business strategy, and the internationalization of the firm.

My teaching philosophy utilizes a communication-based methodology to frame and solve business problems through the operationalization of hard and soft skills.



## STUDENT GOAL-CENTERED SYLLABUS<sup>®</sup>

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### GLOBAL ENVIRONMENTAL NEWS ANALYSIS (GENA) PROJECT

The global business environment is changing rapidly. The objective of the GENA is to encourage you to keep informed of changes in the global business environment. Every week you will share the global changes you are observing. You track it to report each week and to implications for theory and practice. By monitoring this environment, you will learn to apply theoretical readings to current global business news and understand the implications of current business practices. Specific instructions follow. Please be sure to follow these directions very carefully.



### CLASS SESSIONS

The lectures are designed to introduce and elaborate on the major topics in each chapter. As such, the lectures will not merely restate the information contained in the textbook. Rather, the lectures will be used to further explain the key concepts, and to discuss applications. Students are expected to have read the assigned readings (i.e., the chapters) prior to the class sessions and participate in the class discussion via Blackboard posts. Although the textbook will complement the lectures, the lecture hour must open the text, so it is important to be prepared for class.

### COURSE EXPECTATIONS

In this class, you are expected to contribute by making ongoing questions, participating in class discussion via BlackBoard, and sharing relevant materials, experiences and work with your classmates. Your grade will be based on the quality of your contributions and how frequently you post on discussion boards. Be prepared to discuss the chapters, the interesting newspaper articles, the cases, the videos, and all other supplementary material. More importantly you should be able to support your arguments using the text and other readings. Failure to notify the instructor before missing an exam/quiz/assignment will lead to a grade of zero (0). Your instructor is not responsible for holding you over any missed class.

### EXAMS, ASSIGNMENTS, AND QUIZZES

EXAMS: Exams are primarily based on the materials covered in the lectures, the assignments, the quizzes, and the textbook. There are two midterm exams and one final exam.

ASSIGNMENTS AND QUIZZES: I will give you assignments and quizes periodically. Assignments can be in-class or after class, which options can be announced or unannounced. **Midterm Examinations:** Midterm exams are scheduled based on course content, content, and test dates at this point. Please refer to the text, percentages, and grade assignments (above). **Final Examinations:** Final grades are calculated based upon assignments, quizzes, and test dates at the end of the semester schedule. Please refer to the text, percentages, and grade assignment (above).

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### MINOR EXAM ASSIGNMENT AND LATE ASSIGNMENT POLICY

If you miss an exam or other assignment, contact a legitimate reason or other approval of such absence. You will not be allowed to make up that grade. Please read the University Academic Policy for missed classes. If you do have a legitimate reason, I request you to contact me as soon as possible to explain the situation, and to make other arrangements. If you do not contact me within a reasonable amount of time, you may not be allowed to make up the grade.

### BACK COVERINGS

All students must wear face coverings while on campus, except while eating, alone in an isolated space, or outdoors practicing social distancing. All students will be permitted to show without a face covering. If you have a medical reason that prevents you from wearing a face covering due to a health condition, contact high risk for COVID-19 by the Center for Disease Control and Prevention (CDC). You should submit a request for an accommodation through the Student Disability Services Office (SDSO) by completing the online accommodation request form. It is advised to already affiliated with SDSO and would like to request additional accommodations due to the impact of COVID-19, should contact their accessibility specialist to discuss their specific needs.

### SOCIAL DISTANCING

Students should practice social distancing needs and observe the University's social distancing policy and follow the instructions in the various arrangements. Do not shake hands or hug from each other and/or follow the 6-foot social distancing guidelines on the appropriate classroom requests based on the recommended list of social distancing between individuals. Please be courteous of your personal space and respect of others. Also be respectful of how you enter and exit the rooms, always try to minimize at least a 6-foot of distance between yourself and others.

### TOOLS AND WITHDRAWALS

Students will need to contact their faculty instructor before class will the University provided learning space and paper towels that desks.

### SPECIAL NOTES

It is important to stay safe based on the responsibility of the COVID-19 virus things you change at any time to share the greatest risk understanding as we move through the semester. I also will share you how the informed of course on may have about class, including course level, location, weekly, weekly, and health concerns related to COVID.

### POLICY STATEMENT ON NON-DISCRIMINATION ON THE BASIS OF DISABILITY (ADA)

The University is an equal opportunity educational institution. Please read the University's Policy on Non-Discrimination on the Basis of Disability (ADA) at <http://www.usd.edu/ada>. Students can find this policy along with other university policies found in the [University's Policy on Non-Discrimination on the Basis of Disability \(ADA\)](http://www.usd.edu/ada) at <http://www.usd.edu/ada>.

### ACADEMIC ACCOMMODATIONS

This University of Colorado provides the academic accommodations for students with disabilities. We are committed to ensuring equal opportunity and academic success for all participants in all courses. The students who have an accommodation request from Student Disability Services (SDS) are encouraged with us as soon as possible so that we can accommodate confidentially, developing learning accommodations. The process for requesting accommodations involves a confidential review of your request and your ability to complete the accommodations. Please contact the Student Disability Services Office (SDSO) at <http://www.usd.edu/sds> for more information. The phone area code and email are <http://www.usd.edu/sds>.

ACADEMIC AID SUPPORT SERVICES? Please follow the link to view a comprehensive list of <http://www.usd.edu/academic-aid>.

### SAFETY AND HEALTH SERVICES FOR IT RETURNS

Please see the following link to view a comprehensive list of <http://www.usd.edu/safety> available to you as a student.

### DISCUSSION POINTS

At the beginning of the semester you will find an article, write a 1-2 page summary, and post it via Blackboard Discussion. You will be responsible for finding related articles to expand your analysis, summarizing the related articles, and posting them via assigned dates. In addition, each student is required to post and respond to at least two other student's posts every week. **NO LATE POSTS ARE ACCEPTED.** Your participation grade is derived from these posts and the quality and depth of your comments.

In discussions, you may wish to comment on the article, ask questions, suggest additional implications or predictions, and so on. Discussions should demonstrate that you read the GENA report, notice the article's discussion, and

### NOTES

Comments are best now allowed times when before the due date of the discussion post. You should comment directly on at least one of the article summaries between Tuesday and Friday of each GENA week. The other comments can be directed at another summary or can be responses to something some replied to you.



Discussion should be substantive (about the course concepts, the implications for international business, etc.) not casual (e.g., "NOT" "you did a good job writing this up", or "you missed an interesting point").

### BLACKBOARD POST DISCUSSION RUBRIC

I will grade your on your discussion posts to be held at the end of the semester based on the following rubric. Overall depth of your discussion each week.

\*Specific course concepts, you should include relevant research, theory and apply them to your own situation.



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## STUDENT FEEDBACK (1 OF 2)

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## STUDENT FEEDBACK (2 OF 2)

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### CONTRIBUTIONS

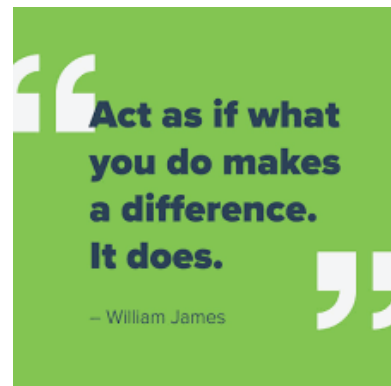
- Relationship building
- Collaboration
- Cooperation
- Work WITH students, not AT students

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## SUMMARY

- Set tone immediately through syllabus
- TWO chances for a first impression
  - *Syllabus / Intro video*
  - *First day of class*



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## The Student Goal Centered Syllabus<sup>©</sup> — A new tool to Enhance Student Engagement and Learning

Thursday, October 29, 2020  
11:00 AM - 12:00 PM (EST)



Sarah Ku,  
Georgia State University



Elizabeth Napier,  
The University of Toledo



John Riesenberger,  
Consilium Partners, Inc.

## Q & A

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