

INTERACTION ONE: INTELLECTUAL CONTENT

STEP ONE: Syllabus Workshop:

The first interaction of the Peer Review Program is to analyze your syllabus to make sure it reflects your goals and objectives for the course. We will do Step One of this during the Syllabus Workshop.

Explain your Peer Review goals:

What are your goals in participating in the Peer Review of Teaching? What aspects of your own pedagogy do you want to examine? What aspects of student learning do you want to analyze? Why did you choose this particular course to explore?

Describe your Course:

Describe your course to your partner and mentor:

- what is your course about?
- what is the content that you cover?
- who are your students (what year? majors? grad students? etc)
- what sorts of backgrounds do your students bring to your course?
- how does your course fit in the departmental curriculum?
- does it fit into the curricula/requirements of other departments?
- how is your course connected to the general goals or SLO's of your major or your college's general studies guidelines?
- are there particular aspects of the course that you think are distinctive or noteworthy in comparison to your other courses?
- are there particular pedagogical challenges that arise in this course?

Describe your goals for the course:

- what do you want your students to know?
- what do you want them to be able to do?
- what do you want them to understand?
- what do you want them to retain/remember from your course?
- what perspectives or attitudes do you want them to have?
- what is important for them to learn about your field in particular?
- what do you want them to learn about themselves as students or as contributors to society?
- why is it necessary for your students to achieve these goals?
- what do you know about your students that makes these goals appropriate for their education?

Analyze your Syllabus:

With your partner and mentor, analyze your course syllabus:

- does the syllabus provide a clear and adequate sense of the course and its purposes?
- does it articulate the aims or learning outcomes of the course?
- could those aims be articulated more clearly or definitely?
- do the course goals seem appropriate to the course and the description provided in the syllabus?
- how are your course goals reflected in the daily course structure and routines?
- what activities/assignments help you achieve the goals you outlined above?
- how do the activities/assignments let you assess student achievement of those goals?
- what is the tone of the syllabus itself? Is it welcoming? engaging? amusing? condescending? confusing? Think about this document as setting the tone for the semester – does it set the tone you want? could it do so more effectively?

Reflect on your analysis:

Consider your partner's and mentor's feedback. What did they find most effective about the syllabus? What issues did they raise that you want to address? What comments did they make that you want to incorporate? What specific changes (clarifications, additions, corrections, etc) do you want to make?

STEP TWO: Revision of Memo and Reflective Memo

Revise your syllabus in response to the feedback you received from your partner and mentor. Of course, you aren't obligated to do everything they suggest; it is your syllabus! But you are encouraged to try something new – part of peer review is the opportunity to see if an alternative way of doing something works!

After you have revised your syllabus, write a follow-up memo that explains your syllabus and how it reflects your goals for the course. Include a brief discussion of changes you made during/after the workshop, and the rationale for those changes.

You should send your revised syllabus along with the follow-up memo to your peer review partner (cc'ing your mentor and the Peer Review coordinator) by the end of the Fall Semester.