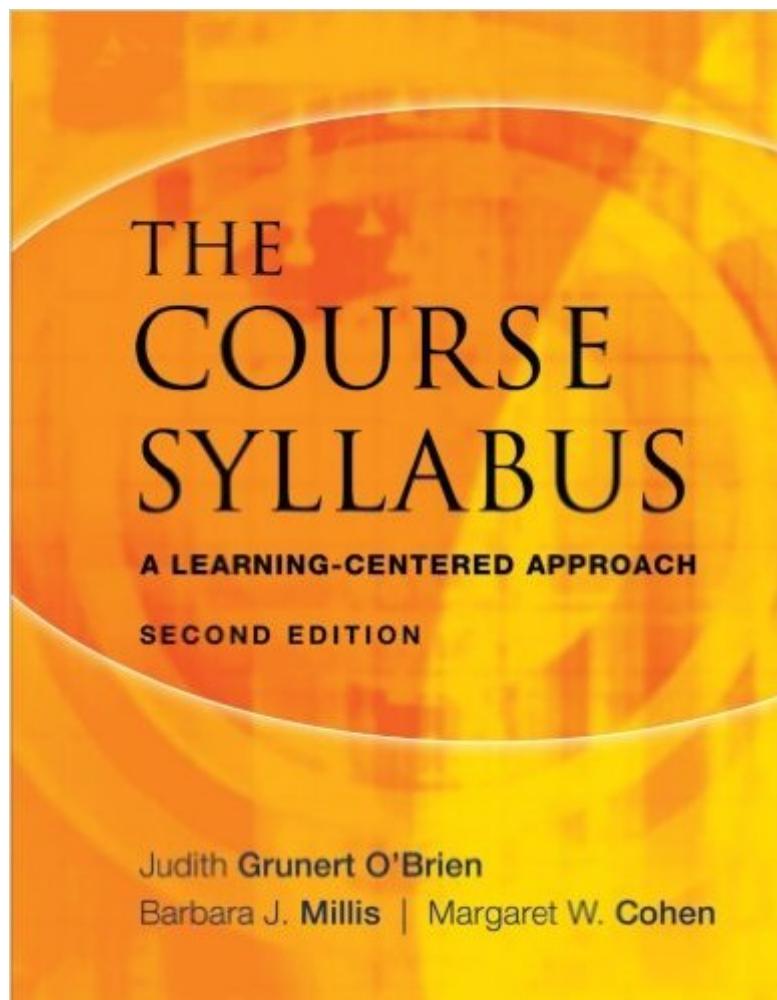


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# The Course Syllabus: A Learning-Centered Approach



## **Synopsis**

When it was first published in 1997, The Course Syllabus became the gold standard reference for both new and experienced college faculty. Like the first edition, this book is based on a learner-centered approach. Because faculty members are now deeply committed to engaging students in learning, the syllabus has evolved into a useful, if lengthy, document. Today's syllabus provides details about course objectives, requirements and expectations, and also includes information about teaching philosophies, specific activities and the rationale for their use, and tools essential to student success.

## **Book Information**

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## **Customer Reviews**

This is a concise guide to creating syllabi that encourage students to engage in course content and take advantage of resources available to them. I have used suggestions from this book for several courses over the past six years. My students find that a syllabus based on suggestions in the book helps them organize their approach to the course and establish goals for learning. Administrative critiques of my syllabi routinely note clarity of purpose and thoroughness--important aspects for the age of learner-centered paradigms. Examples in the book cover a range of disciplines and course formats.

This is a great resource for new and seasoned faculty alike. After nearly ten years in academia and completing a one-year higher education certification program during my doctoral studies, this book

gave me loads of new ideas for my syllabi. I likely added another one to two pages to my 'standard' syllabi text, all of which I believe makes my syllabus a much stronger learning tool without adding any fluff material. The lengthy 'examples' section helped a lot and I took some of the basic ideas presented there and tailored them to my courses. If you're a new faculty member trying to develop new syllabi, a mid-career professor seeking to improve your work (especially before department review), or a veteran faculty member hoping to improve your courses, this book will have something for you.

This book was a required text for a PhD Teaching Principles and Methods seminar - basically, teaching soon-to-be instructors how to teach in higher education. One major focus of the seminar was the composition (and execution) of a course syllabus in a class setting. This work provided some helpful insights into the composition of a syllabus focused more on student learning, rather than course content or even instructor performance. This work has several examples for each potential component an instructor might decide to include in his or her syllabus.

I run an annual conference and a sub-group of this conference is a Doctoral Institute for near-graduate or just-graduated PhDs. This book was one of our gifts to them in their mission to become leading educators in the collegiate classroom. I highly suggest this book if you are a junior academic, or have one in your family.

Lots of interesting ideas for creating or updating syllabi for academic courses. There are lots of examples, which give great ideas for alternative wording and approaches. Although it would be useful to anyone working on a syllabus, it is probably most useful for college instructors at the undergraduate level. It would be really great as a department or education center resource for faculty. And it might be particularly good for new faculty or phd students teaching their first courses.

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