



Readings | Assignments | Questions

Unless otherwise noted, all assignments are due the next day.

Before Day 1

Readings

- The Boyer Commission on Educating Undergraduates in the Research University. Reinventing Undergraduate Education: A Blueprint for America's Research Universities. [New York] : The Commission, 1998. <http://naples.cc.sunysb.edu/Pres/boyer.nsf>
- Kiernan, Vincent. "Technology Will Reshape Universities Drastically, Science-Academy Report Predicts." Chronicle of Higher Education, November 8, 2002. <http://chronicle.com/free/2002/11/2002110801t.htm>

Assignments

- Bring 2 copies of the draft syllabus of the course that you plan to work on and revise during the Mellon Institute. For those of you who discussed more than one syllabus in your application materials, we ask that you select only one to work on during this Institute. You will have the opportunity to apply what you have learned to your other courses after the Institute.



Day 1

Readings

- Mervis, J. "Student research: What is it good for?" Science, vol. 293 (1994): 1614-1615.

Assignments

- Develop a flowchart depicting the steps involved in conducting and guiding research in your discipline. Please see the handout entitled **Flow Chart of Research Steps in Your Discipline** for specific instructions.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to edupuis@library.berkeley.edu.

Day 2

Readings

- Read about Classroom Assessment Techniques at:
<http://www.tss.uoguelph.ca/onlineres/cats.htm> and
www.iub.edu/~icy/onlineva.html

Assignments

- Develop a diagnostic assessment of incoming student knowledge/skills mastery/backgrounds.
- Draft a list of what you expect to teach students about research.
- Select classroom assessment techniques that are appropriate for your class for later integration into your syllabus.
- Revise your flowcharts from Day 1 as necessary, based on the work that you have done in Session 2. Bring 4 copies to tomorrow's session.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to edupuis@library.berkeley.edu.

Day 3

Readings

- Association of College and Research Libraries. Information Literacy Competency Standards for Higher Education. Chicago: American Libraries Association, Association of College and Research Libraries, 2000.
- NEA Higher Education Advocate, August 2001 issue



- Abrams, E and J. H. Wandersee. "How to infuse actual scientific research practices into science classroom instruction." International Journal of Science Education, vol. 17, no. 6 (1995) 683-694.
- Toner, C. "Teaching students to be historians: suggestions for an undergraduate research seminar." The History Teacher, vol. 27, no. 1 (1993): 37-51.
- Switzer, P. V. and W. M. Shriner. "Mimicking the scientific process in the upper-division laboratory." BioScience, vol. 50, no. 2 (2000): 157-162.

Assignments

- Referring to the Information Literacy Competency Standards for Higher Education, identify items from the Standards that you want to integrate into your course syllabus, then prioritize to the most important three/five items.
- Evaluate and critique the syllabus for two specified courses (History 138 and Integrative Biology 148). Please see the handout **Guidelines for Syllabus Critique** for specific directions.
- Identify one research project that you currently incorporate or would like to incorporate into your syllabus. Bring 2 copies of this research project description that can be shared with a colleague in the next session.
- Complete the worksheet entitled **Research Project Design** and bring 4 copies to tomorrow's session.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to edupuis@library.berkeley.edu.

Day 4

Readings

- Pregent, R. Charting Your Course: How to Prepare to Teach More Effectively. Montreal: Magna Publications, 1994. Chapters 2 and 6.
- "Planning Your Course: A Decision Guide," and "The Syllabus Checklist." Ithaca, New York: Cornell University, Center for Learning and Teaching. <http://www.clt.cornell.edu/campus/teach/faculty/Materials/CoursePlanningQuestions.pdf>
- "Bloom's Taxonomy," and "Identify Learning Objectives." University of Minnesota. <http://www1.umn.edu/ohr/teachlearn/syllabus/bloom.html>
- Read Chapter 4, "Planning and Implementing Classroom Assessment Projects in Angelo, Thomas A. and K. Patricia Cross. Classroom Assessment Techniques: A Handbook for College Teachers. Second edition. San Francisco: Jossey-Bass Publishers, 1993.



Assignments

- After completing the readings on course and syllabus design, reflect on the current status of your syllabus as it relates to research. Please fill out the handout entitled **Syllabus Evaluation**.
- Complete **Teaching Goals Inventory**. Bring 2 copies.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to edupuis@library.berkeley.edu.

Day 5

Readings

- "If a Tree Doesn't Fall on the Internet, Does it Really Exist?" [Columbia Journalism Review](#) September/October 2002.
<http://www.cjr.org/year/02/5/lenger.asp>

Assignments

- Redesign your course syllabus by (1) mapping out and incorporating the research project that you worked on during Day 4 and the homework on research project design that you did prior to Day 4, and (2) integrating the feedback you received on your syllabus both from your colleague and your own self-evaluation. Bring 4 copies to tomorrow's session.
- Write up a statement that describes the major changes you have made in the syllabus and its research component(s) and your rationale for making those changes.
- Write up a Course Plan (use your handout entitled **Course Plan**) to accompany your revised syllabus.
- Develop a draft of an initial assessment plan for the course.
 - Identify learning outcomes for assessment.
 - Identify assessment questions.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to edupuis@library.berkeley.edu.



Day 6

Readings

- Tollefson, Stephen K. Encouraging Student Writing. Berkeley: University of California, Office of the Assistant Vice Provost, Undergraduate Education, 2002.
- Read the following five articles. Pay special attention to any that present a technology that is unfamiliar to you. Consider ways in which it might be useful in constructing your research assignment. Think particularly about how each of the technologies (and others you are familiar with) can help in each of the following stages of the research assignment: inventing, drafting, collaborating, revising, and presenting.
 - Brown, David G. "Enhancing the Seven Practices." Originally appeared in Syllabus, March 1, 2003 issue.
<http://www.syllabus.com/article.asp?id=7365>
 - University of Oregon. Academic Learning Services. Teaching Effectiveness Program. "Structuring the Technology Into Your Class."
<http://tep.uoregon.edu/technology/consider/structure.html>
 - Bunker, Alison and Rod Ellis. "Using Bulletin Boards for Learning: What Do Staff and Students Need to Know in Order to Use Boards Effectively?"
<http://lsn.curtin.edu.au/tlf/tlf2001/bunker.html>
 - Lloyd, Joan. "How to Rein in PowerPoint Abuse." Orlando Business Journal, December 14, 2001 print edition.
<http://orlando.bizjournals.com/orlando/stories/2001/12/17/smallb1.html>
 - Paquet, Sebastien. "Personal Knowledge Publishing and Its Uses in Research."
<http://radio.weblogs.com/0110772/stories/2003/10/03/personalKnowledgePublishingAndItsUsesInResearch.html>

Assignments

- Email your Library Partner describing your current thoughts about the research assignment and library resources you have considered.
- Continue work on assessment plan. **Due Day 8.**
 - Identify potential assessment tools and processes.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to **edupuis@library.berkeley.edu**.



Day 7

Assignments

- Make changes to your assignment, reflecting the use of technology, if appropriate.
- Revise your syllabus and assignment, incorporating issues related to student writing.
- Revise your syllabus and assignment incorporating assessment activities.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to **edupuis@library.berkeley.edu**.

Day 8

Assignments

- Develop an action plan for discussion with Flora McMartin.
- Email your "action items" (the 2-3 most important things you learned and/or will use from today's session) to **edupuis@library.berkeley.edu**.