Readings | Assignments | Questions

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

Before Day 1

Readings


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


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](http://www.tss.uoguelph.ca/onlineres/cats.htm) and [www.iub.edu/~icy/onlineva.html](http://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

- *NEA Higher Education Advocate*, August 2001 issue


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


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


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

- 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.


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.