

# Teaching Capstone Category 5 Documentation Form

## Student Information

Baylor, Betty

Last Name, First Name

English

Department

2/18/13

Date

## Teaching Capstone Item Documentation

I

Item

SET: "Course Design 101: How to Plan and Construct a Syllabus"

Title

Creekmore/Jones 206

Location (if applicable)

3:30pm

Time

2/18/13

Date

Dr. Chris Rios

Presenter's Name (if applicable)

(please print clearly)

## Item Content

Please specify in the space below how this event or action contributed to your knowledge and/or work toward a Teaching Capstone (250 word max.):

Before this seminar, I thought of a syllabus as a list of requirements and instructions for the class, a way for the students to learn responsibility. While these ideas are not wrong, I learned that the syllabus is far more. It is a guide and a road map but most importantly, it is the document that lays out the goals of the class and how the class time and work will accomplish those goals. In the past, I dashed off a set of goals for my syllabus because it is required but I never thought about how my assignments *fit* those goals. Students care more if they know *why* they are completing a particular assignment. I will be more intentional about either crafting goals that fit the assignments, or probably more importantly, crafting assignments that match my goals. Along with crafting more intentional goals and assignments, I need to make it clearer in the syllabus how these goals and assignments intersect and also verbalize this intersection to the class.

## Teaching Capstone Honor Contract

I, the participant, confirm that I attended the above event or completed the above action at the indicated time, date, and location:

Betty Baylor

Participant's Signature

2/18/13

Date

**Please submit with your final Teaching Capstone Notebook. Indicate the Menu Items that you have chosen for fulfillment of Category 5 requirements and include an Activity Tracking Form (if applicable) for each.**