From: Christine Harrington, Melissa Thomas (2018). *Designing A Motivational Syllabus: Creating a Learning Path for Student Engagement*. Bloomfield: Routledge.

Table 3.1, p. 49

TABLE 3.1
Essential Components of a Motivational Syllabus

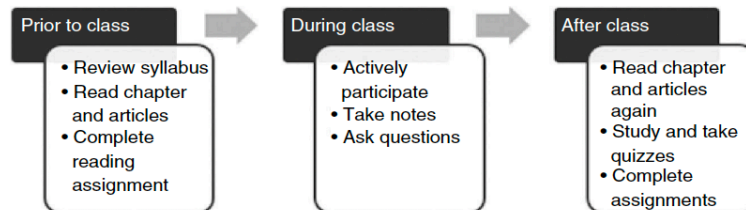| Content Areas	Specific Components
Course information	- Welcome statement - Course name and number - Course description - Purpose, goals, outcomes, and objectives - Location and days, time, and duration - Textbook and supplemental readings - List of topics that will be addressed - Course outline, calendar, and due dates
Instructor information	- Instructor name - Office hours and location - Phone and e-mail address - Brief instructor biography - Brief teaching philosophy statement
Assignment and grading information	- Assignment details - Rationale for assignments, including how assignments link to course learning outcomes - Grading scheme - Weighting of assignments toward final grade - Rubrics
Policies	- Disability policy - Attendance policy - Grading policies, including late and missed work policy - Academic integrity policy - Academic and behavior conduct policy
Resources and supports	- List of campus resources, including contact information for each resource - Tips for being successful in the course

Table 3.2, p. 51

TABLE 3.2
Sample Course Schedule Class Topics and Assignments

Class Date	What's Due Today?	Chapter/Topic	Homework/Reading for Next Class
Tuesday 8/19		Introduction to course and overview of resources (i.e., library databases)	Review syllabus. Read chapter 1 and complete reading assignment.
			Locate article on resilience.
Thursday 8/21	Read syllabus and chapter 1 reading assignment.	History, theory, and research strategies	Complete research summary on resilience article.

Table 5.1, p. 94

Figure 5.1. Your learning experience.

Prior to class	During class	After class
• Review syllabus • Read chapter and articles • Complete reading assignment	• Actively participate • Take notes • Ask questions	• Read chapter and articles again • Study and take quizzes • Complete assignments

Transparent Assignment Design Template for Teachers

This template can be used as a guide for developing, explaining, and discussing class activities and out of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.[1]

Assignment Name
Due date(s):

Purpose: *Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these connect with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this institution.*

Skills:

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:
- *understanding basic disciplinary knowledge and methods/tools*
- *applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context*
- *analyzing*
- *synthesizing*
- *judging/evaluating and selecting best solutions*
- *creating/inventing a new interpretation, product, theory.*

Knowledge:

This assignment will also help you to become familiar with the following important content knowledge in this discipline:
- ...
- ...

Tasks: *Define what actions the students should take. Bloom's Taxonomy Action Verbs may be helpful. List any guidelines or a recommended sequence for students' work. Specify any mistakes to be avoided. If there are sound pedagogical reasons for withholding information about how to do the assignment, protect students' confidence and sense of belonging with a purpose statement something like this: "The purpose of this assignment is for you to struggle and feel confused while you invent and test your own approach for addressing the problem..."*

Criteria for Success: *Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. Engage students in analyzing multiple examples of real-world work before the students begin their own work on the assignment. Discuss how excellent work differs from adequate work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. It is often useful to provide or compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.*

The author developed an earlier version of this template at the University of Illinois, Urbana-Champaign.