

## WHAT SHOULD BE IN A SYLLABUS .....

- Institutional Mandated Statement
- Required material
- Course purpose
- Learning objectives
  - o AACSP
  - o What will this do for you?
- WOWS
  - o Personalized syllabus
    - Interactive in some way (language is important/evaluation)
  - o Choice components
  - o Searchable
  - o Videos/intro/YOU-tube
  - o Poems/quotes
  - o Photographs

## WHAT ARE GRADUATE STUDENTS EXPECTING?

[Many factions to this group]

- Efficiency/Utilitarian
- Prefer learning within the classroom time –  
(busy working professionals)
- Reasonable amount of information  
“little”; “quick”  
Want to know the relevance  
Engage w/in limits
- Want instructions for process. What I should look like
- Value for \$
- Resistance to process requirements that will require them to coordinate times for meeting/working outside of class time.
- Framework  
What is the overall framework?  
How does this “piece”/”part” fit within the larger framework?

### Broad themes

Efficiency  
Utilitarian  
Relevance  
Entitlement

### Economic

PR issues (residency in community- based on student status)  
Delay paying back undergrad loans

## Value for \$

- Many have \$ support from their organization, don't realize organization doesn't have a plan for them with new degree (but they might "expect")
- Want to be engaged, entertaining, kept awake or the case of wining classes
- What the time to be respected.
- In some cases  
Expect to get good grades  
Simply by showing-up  
Want to do the minimum
- Want to be able to understand instructor (accents an issue)
- Resistance to group assignments

## Entitlement

- Want to know what bare minimum is
- Have not always taught through what they want out of degree program (degree itself important, may not have set personal goals)
- To be spoon fed
- Easy access to materials
- Looking for loop-holes, easiest way

## **WE ARE THE UNDERGRADUATES. WE WANT:**

- A ‘reasonable’ workload-Many of us have other commitments such as jobs and athletics
- An active, fun and entertaining
- The content to be relevant to US, to our context and experiences
- The material to make sense on the face of it
- The course to be practical, to help me get a job
- The detailed PowerPoint slides to be posted on blackboard (or comparable technology) – many of us cannot afford to buy the textbook
- A sense of the big picture, the gestalt
- Step-by-step instruction on how to succeed  
We expect that if we follow the rules, do the basics, we will get A’s. Some of us do not understand that A’s are reserved for those who excel.
- Our professors to be credible
- Instant gratification – immediate replies to the emails I send from my blackberry – we want to know when you will be available for us outside of class
- Psychological safety
- To know that our professors understand us and can relate to us and our problems
- Discipline provided by our professors – email reminders of assignments and deadlines, e.g. ( Our “helicopter parents” used to provide that for us.)
- We are open to community involvement (but our busy schedules may make it difficult to find the time).



## **CONSTRAINTS/CONSIDERATION FOR THE WOW FACTOR**

(votes)

- (1) Students are taking other classes/have jobs/athletics
- (3) Structural issues with limitations due to accreditation
- (4) Nearly impossible to integrate w/other classes
- (3) Syllabus structure/issues
- (3) How does it fit into a general course syllabus
- (3) College/school mission ..... branding
- (4) Time issue
- (2) Time spent outside of class
- (5) Average grades
- (6) Cost cutting

Student with disability

Tenure: teach vs research

Resources: a library exercise