

Student-Centered Syllabus Design of Syntax Class at Universities in Erbil-Kurdistan

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ABSTRACT

Minor changes and improvements have been made to syllabi in the universities in Erbil-Kurdistan over the years. Hence, this research aims to bring to light the need for student-centered syllabus in Erbil-Kurdistan. It further aims to find out the degree to which the syllabi of syntax class are student-centered, assess the items mentioned in the syntax syllabi, and identify the frequency range of the existing student-centered factors. Additionally, it identifies the items in the syllabi that need to be modified towards a more student-centered format. Document review is adopted as a quantitative research tool for collecting data. 15 syllabi of syntax class have been collected in 8 public and private universities in Erbil-Kurdistan. To assess the learner-centeredness of the collected syllabi, the researchers adapted Cullen and Harris' (2009) rubric in accordance to the syllabi in the universities in Kurdistan. The results show that syllabi of syntax class in the public and private universities in Erbil-Kurdistan are teacher-centered to a high degree. Moreover, the findings also show that the syllabi of syntax class would sound more student-centered if teachers start working on certain elements in their syllabi, such as accessibility of teacher, learning rationale, teacher's role, student's role, grades, feedback mechanisms, and revision/redoing. The results will benefit all the teachers in Erbil-Kurdistan and show them a clear picture of the state of their syllabi in terms of student-centeredness and encourage them to work on certain aspects in their syllabi to design a more student-centered syllabus.

Keywords: Student-Centered Syllabus, Syllabus Assessment, Syllabus Design, Syntax Class, Teacher-Centered Syllabus.

1. Introduction

In education, considerable importance has been given to the course content while problems related to teacher-student communication and goal setting are taken for granted at the course level. Syllabus is provided to the students as the initial and most formal communication tool between the teacher and the students concerning any course. Syllabus, in traditional times, has been described as a way to form a contract between students and the university because it performed the function of a contract in formalizing and clarifying the responsibilities of the teacher and the students (Eberly, et al., 2001). Meanwhile, syllabus, in modern times, is more than a contract since it plays the dual role of presenting specific information of the course and helping the students create their first impressions of how the class will function (Johnson, 2006). Syllabus is more restricted to the accounts and records of what happens at the classroom level and more narrowly on the selection and grading of content (Rahimpour, 2010).

There are various types of language teaching syllabi that each is designed for a certain teaching situation. Six types of syllabi are put forward by Krahnke (1987) that are, structural, notional/functional, situational, skill-based, content-based, and task-based syllabus. In language teaching and learning, teachers' choice of a syllabus has to be a mindful decision made with full consciousness and knowledge of the type as it affects the students' perception towards the subject.

Since its introduction, student-centered approach to teaching and learning is the most preferred method of teaching implemented in today's time. The kind of syllabus that supports and is designed for this type of teaching method is student-centered syllabus. Student-centered

syllabus is viewed as the first chance of the teacher by which he/she can introduce the learning-centered paradigm that is applied in his/her class and the students will know their role and responsibilities via the syllabus. Student-centered syllabus covers more than just inscribing meeting assignment deadlines and attending classes. It further elucidates the purpose of the course, how learning will be assessed during the course and the roles of both students and teachers in the classroom (Richmond, et al., 2016).

There are several reasons why student-centered syllabus (SCS hereafter) is more compelling to students, for instance, the language used by the teachers in this type of syllabus is much friendlier, uses of images, and incorporating the learner-centered principles like approachability and flexibility. Moreover, SCS creates a seamless image of the teacher with a perfect exemplary teaching characteristics and ready to have a great rapport with the students. The students feel motivated to do well in a course if they are introduced to the course via such a captivating kind of syllabus (Richmond, et al., 2016).

In designing a student-centered syllabus, teachers are given full freedom for designing their own syllabus. Though some teachers believe that syllabus should be designed by those with specific expertise, Rahimpour (2010) asserts that appropriate training should be given to all the teachers so that they would be competent and skillful enough to design their own syllabus. In the meantime, they should perceive the syllabus as open, flexible and negotiable because if they want their syllabi to be more student-centered then the syllabus has to be negotiated by teachers and their students and changes should be made to the syllabus on the basis of the students' needs analysis. Syllabi can be shifted from one-sided contract to a student-centered one via taking students' opinions and viewpoints for finding alternative ways in which students can attain class goals and adding them onto the syllabus (Eberly, et al., 2001).

Contrary to the idea of syllabus being flexible and negotiable, in the previous times, teachers were described as consumers of other people's syllabi and syllabi tended to be underestimated in their value and passed from one generation of faculty to the next without any changes in it (Eberly, et al., 2001). This problem has evoked the need for a new approach to designing syllabus (i.e. SCS design). Public and private universities in Erbil-Kurdistan are equally in need of student-centered syllabus design as the other parts of the world. As yet, the term 'course book' is widely used as a connotation for the term 'syllabus' in the universities of Erbil-Kurdistan. It's high time we made some changes in syllabus (the so called 'course book') in Erbil-Kurdistan because as Eberly, et al. (2001) rightly state that the efforts the teachers put into the writing of the syllabus is directly related to the value students set on the syllabus as a learning tool.

This study aims at identifying the percentage of student-centeredness of the collected syllabi of syntax class from eight public and private universities in Erbil-Kurdistan for the academic year (2021-2022). It further pin points the parts of the syntax syllabi that need to be reformed and redesigned towards a more student-centered model.

2. Literature Review

The field of syllabus design has seen considerable changes in the last decade. This section is devoted to presenting the previous studies concerning the syllabus design. Eberly, et al. (2001) conducted an investigation to describe and identify the content of syllabi in general education. The sample size of their investigation was 145 general education syllabi from the 1997-1998 academic year in Oakland University. A checklist was used to analyze the syllabi. The factors that were analyzed in the syllabi were acknowledgment of general education guidelines, basic course information, required reading, course format, course content, performance evaluation, use of technology, and responsibility for learning. The conclusion drawn in this study is that an established format is used for the syllabi and no changes are made to them despite the initiation

of new faculty and development of new courses. The current study assesses the syllabi based on student-centered factors that need to be available in syllabi.

Johnson (2006) carried out a study to provide an overview of syllabus structure and further provide a checklist by which faculty members and administrators can evaluate and develop the syllabi. Likewise, the present study also assesses the collected data based on a modified rubric and the rubric can be used by instructors or review committees who develop and make improvements to the syllabi in Kurdistan.

Another study, relevant to the syllabus design, was conducted by Cullen and Harris (2009) in which they offer a means for assessing the degree of student-centeredness in teaching practices via a systematic review of course syllabi. They developed a rubric for reviewing course syllabi. They recommend their rubric to be used as a criterion that can serve as a guide for future faculty development. The current study adapted their rubric and modified it according to the syllabi available in Kurdistan.

Richmond, et al. (2016) compared students' perceptions towards the traditional teacher-centered syllabi versus student-centered syllabi via using an experimental design. The sample of the study were 90 students. They were randomly assigned to either student- or teacher-centered syllabi. They were asked to rate the faculty authors using well-validated measures of teaching behaviors. The results showed that students had an evidently positive perception toward faculty using a learner-centered syllabus. The students perceived the instructors who wrote student-centered syllabus as having considerably higher teacher-student rapport than students who receive a teacher-centered syllabus. Though the study in hand does not investigate the students' perceptions towards the instructors who wrote the collected syllabi, it investigates both the degree of student-centeredness and teacher-centeredness in the collected syllabi.

Richmond (2016) as an extension to Cullen and Harris' work (2009), explains the specific elements that need to be available in a student-centered syllabus and provides examples for how teachers can include these elements in their syllabi.

Richmond, et al. (2019) modified Cullen and Harris' (2009) rubric to assess the student-centeredness of 109 syllabi that were sampled from Project syllabus from the years 1999 to 2018. The results show that Project Syllabus, in this 19 years' time span, tended to have become disproportionately student-centered considering all the factors assessed.

3. Research Methodology

3.1. Rational for the Choice of Research Methodology

A quantitative research approach has been adopted in this study. Document review was used as a tool for collecting the data. The main reason to use document review was that the researchers wanted to assess the extent to which the syllabi of syntax class are student-centered and that happens only by collecting the syllabi documents and analyzing them quantitatively. The reason why quantitative approach has been adopted is the nature of the research questions of the study (Dornyei, 2007).

The research questions of the current study are:

1. To what extent the syllabi of syntax class at public and private universities in Erbil-Kurdistan are student-centered?
2. What is the frequency range of each of the SCS components (i.e. factors) of the syntax syllabi collected from the departments of English language at public and private universities in Erbil-Kurdistan?

3. What are the parts of syntax syllabi that need an excessive amount of reform so as to shift it towards a more SCS model?

3.2. Hypothesis of the Study

It is hypothesized that minor changes have been made to the syllabi of syntax class at the public and private universities in Erbil-Kurdistan over the years and it is predicted that they are not student-centered to a good degree.

3.3 Population and Context

This study was conducted in Erbil, the capital city in the Kurdistan Region of Iraq. The population of the study is 15 syllabi of syntax class collected from the departments of English language in 8 public and private universities in Erbil (viz. Salahaddin University, University of Kurdistan Hawler (UKH), Tishk International University, Knowledge University, Cihan University, Lebanese French University, Catholic University, and Bayan University). The total number of syntax syllabi in Erbil were collected and that makes the data and results of the study more reliable. Moreover, only syllabi of syntax class were chosen as the data of the study because syntax tends to be a difficult subject for Kurdish EFL students in the universities in Erbil as this is mentioned by some of the professors who wrote the collected syllabi.

The researchers gathered demographic information of the collected syllabi (as shown in Table 1) including gender of the instructors who wrote the syllabi, institution type, year of syllabus publication, level of class, class name, class hours per week, and type of class format.

As displayed in Table 1, all of the collected syllabi were designed for a face to face syntax class for the academic year 2021-2022. Furthermore, 11 of the collected syllabi were designed for juniors, while only 4 were for seniors. Regarding the institutional type of the collected syllabi, 6 of them were from different colleges of Salahaddin public university (evening and morning study) and 9 of them were from the private universities in Erbil. Additionally, the syllabi were designed for either 2 or 3 class hours per week. Only one of them was designed for four hours per week. Finally, 7 of the collected syllabi were written by male instructors while 8 were designed by female instructors.

Table 1. Demographic information of the 15 collected syntax syllabi in public and private universities in Erbil-Kurdistan

Variable	No. of Selected Syllabi
Class level	
• Junior	11
• Senior	4
Class format	
• Face-to-face	15
Class name	
• Syntax	15
Institutional type	
• 4 year public college or university	6
• 4 year private college or university	9
Gender of instructor	
• Male	7
• Female	8
Academic year	
• 2021-2022	15
Class hours per week	
• 2 hours/week	5
• 3 hours/week	9
• 4 hours/week	1

3.4 Research Instruments and Data Collection

A fully manual analysis has been adopted in this study. Hence, this approach has limitations in that the close reading of long passages of discourse in the corpus of the study (viz. the syntax syllabi) forced the researchers to collect the syntax syllabi in public and private universities in Erbil only as the context of the study due to time and financial constraints. The study is restricted to analyzing the collected data based on Cullen and Harris' (2009) rubric. The rubric was modified by the researchers based on practical reasons (see 3.6).

3.5. Ethical Considerations

While collecting the documents (i.e. syllabi) from the public and private universities in Erbil, the foremost aim of the study was explained to the heads of the departments via an official support letter from the dean of college of education-Salahaddin University directed to all the public and private universities in Erbil. In the letter, they were asked to provide the data needed for the research and anonymity and confidentiality were guaranteed. Fortunately, the researchers were provided with the syllabi in all the public and private universities in Erbil that had syntax course as a part of their curriculum.

3.6 Data Analysis

The collected data were analyzed based on Cullen and Harris' (2009) rubric. To get a concise analysis of the collected syllabi, the rubric was modified and adapted to the syllabi there are in Erbil. Cullen and Harris' (2009) original rubric presents 12 factors that need to be available in a student-centered syllabus and scores the student-centeredness of each factor based on 4 likert scales. The researchers of the current study added 3 more likert scales to each of the 12 factor

so as to adapt it to the syllabi collected in the universities in Erbil. For instance, if the first factor is taken as a sample, Cullen and Harris' (2009) first rating scale for 'teacher accessibility factor' describes the teachers who are available for prescribed number of office hours only. In the modified rubric, the first rating scale added for 'teacher accessibility factor' describes the teachers who are available for prescribed number of class hours only (see Appendix A). The reason why this has been added is that there are teachers working as part time employees in the universities in Erbil and they merely interact with the students in class and have no office hours after class time. After the modifications were done to each of the factors in the rubric, it was revised by 3 professors for validity reasons. Finally, each of the 15 collected syllabi was manually analyzed and assessed based on the modified rubric. Moreover, descriptive statistics were performed using SPSS version 21.0. The reason for performing descriptive statistics is because the researchers needed to calculate the mean for each of the 12 student-centered factors in the collected syllabi.

4. Analysis of Results

Each of the collected syntax syllabi was assessed manually for their degree of student-centeredness via three major domains in the modified rubric of Cullen and Harris (2009). The three domains were community, power and control, and evaluation/assessment. Each domain included further factors (i.e. sub-domains) and the mean for each of the factors was calculated as presented and discussed below.

4.1 Community

The first domain assessed in the collected syntax syllabi was community. By community, it is meant that the teacher, in his/her syllabus, should express his/her desire for creating a community with learners in class. This domain was assessed based on three factors that were accessibility of teacher, learning rationale and collaboration. The accessibility of the teacher assesses the extent to which the teacher is available for the students because a student-centered syllabus should mention the teachers' office hours, email address, phone number, and holding open hours in location other than office. As depicted in Table 2, the results show that the percentage of teacher accessibility mentioned in the 15 collected syntax syllabi was 3.73% student centered.

Regarding the second factor which is learning rationale, a detailed rationale must be provided by the teacher for each assignment or assessment in the syllabus. The syntax syllabi were 1.86% student-centered regarding this factor.

Collaboration, as the last factor in community domain, encourages the incorporation of collaborative learning into syllabi. On the contrary to the previously mentioned factors, collaboration was 26.53% student-centered in the syntax syllabi.

Therefore, these results show that more changes need to be done onto the learning rationale, accessibility of teacher and collaboration respectively in the syllabi of syntax class in the universities in Erbil- Kurdistan for the coming years.

Factors	SCS %	TCS %
1. Community		
Accessibility of teacher	3.73%	96.27%
Learning rationale	1.86%	98.14%
Collaboration	26.53%	73.47%
2. Power and control		
Teacher's role	0.80%	99.20%
Student's role	6.60%	93.40%
Outside resources	19.30%	80.70%
Syllabus focus	37.40%	62.60%
3. Evaluation/assessment		
Grades	5%	95%
Feedback mechanisms	4.93%	95.07%
Evaluation	30.26%	69.74%
Learning outcomes	49.30%	50.70%
Revision/redone	0.80%	99.20%
Total Mean	15.54%	84.46%

Table 2. Result of the degree of learner-centeredness and teacher-centeredness in the collected syntax syllabi

4.2 Power and Control

The second assessed domain in the collected syntax syllabi was power and control. The extraordinary change that is made in a student-centered syllabus is relinquishing control (Richmond, et al., 2016). In this domain of a student-centered syllabus, the teachers reveal that power and control are shared in the classroom. Four factors must be mentioned concerning this domain which are teachers' role, students' role, outside resources, and syllabus focus.

The teacher's role in a student-centered classroom is of a facilitator and this should be conveyed to the students through the syllabus that the teacher's role is one of shared power. The teachers should mention in the syllabi that the students are allowed to participate in developing course principles, choice of assignments and the level of flexibility (Richmond, et al., 2016). This element in the syntax syllabi of Erbil universities ranked 0.80% student-centered which means this factor was rarely mentioned in the syntax syllabi.

In student's role as the second factor, the teachers largely focus on the responsibilities of students in the class, which is generally considered as a powerful tool in boosting students' confidence in the teaching-learning process. In a student-centered syllabus, the teachers should mention that the students are welcomed to present new materials and content in class. As seen in Figure 1, students' role in the collected syllabi has a very low extent of 6.60% student-centeredness.

Speaking of outside resources, the results showed that the teachers of syntax class had a better understanding of it as a tool to make their syllabi more student-centered and showed their

awareness about the importance of outside resources as making their students autonomous. The percentage of the student-centeredness of outside resources was 19.30%.

Concerning syllabus focus, the researchers attempted to understand and assess whether the collected syllabi are focused on teacher-established rules or on policies that are negotiable. This factor showed the highest percentage of student-centeredness in this domain which was 37.40%.

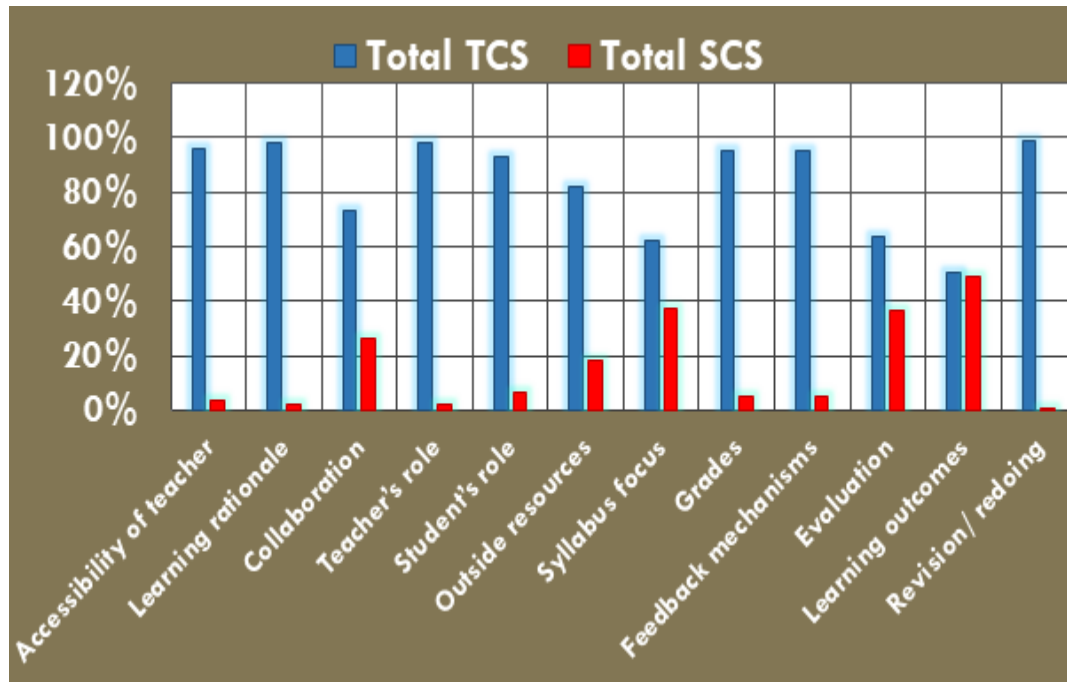


Figure 1. Total student-centered and teacher-centeredness of the 12 factors of syntax syllabi

4.3 Evaluation/ Assessment

As the final domain, the researchers have attempted to assess the process of evaluation and assessment mentioned in the collected syntax syllabi. This domain includes a group of factors viz. grades, feedback mechanisms, evaluation, learning outcomes, and revision/redoing. The factor of evaluation targeted to be 30.26% student-centered. This shows that the teachers of syntax prefer summative evaluation with a bit formative ones included. A student-centered syllabus must mention that students' performance in the classroom will be assessed through summative and formative evaluations including written and oral presentations, group work, and peer evaluation.

In addition, the two factors of grades and feedback mechanism scored almost the same degree of student-centeredness, 5% and 4.93% respectively.

Based on the analyzed data, learning outcomes scored the highest degree of student-centeredness among all the 12 factors which was 49.30%. This showcases that the teachers of syntax class in Erbil universities are aware of the importance of including learning outcomes in their syllabi to a moderate degree.

Lastly, revision and redoing scored 0.80% of learner-centeredness. This result indicates that teachers of syntax class in Erbil-Kurdistan prefer to mark the assignments and written works once without giving the students a chance to redo it.

The overall mean of the 12 factors of syntax syllabi was calculated (see Figure 2) and the result shows that the syllabi of syntax class at public and private universities in Erbil-Kurdistan are nearly 16% student-centered and 84% teacher-centered. This percentage is extremely disheartening and calls for a great deal of hard work in the syllabi of syntax class so as to be redesigned towards a more student-centered model.

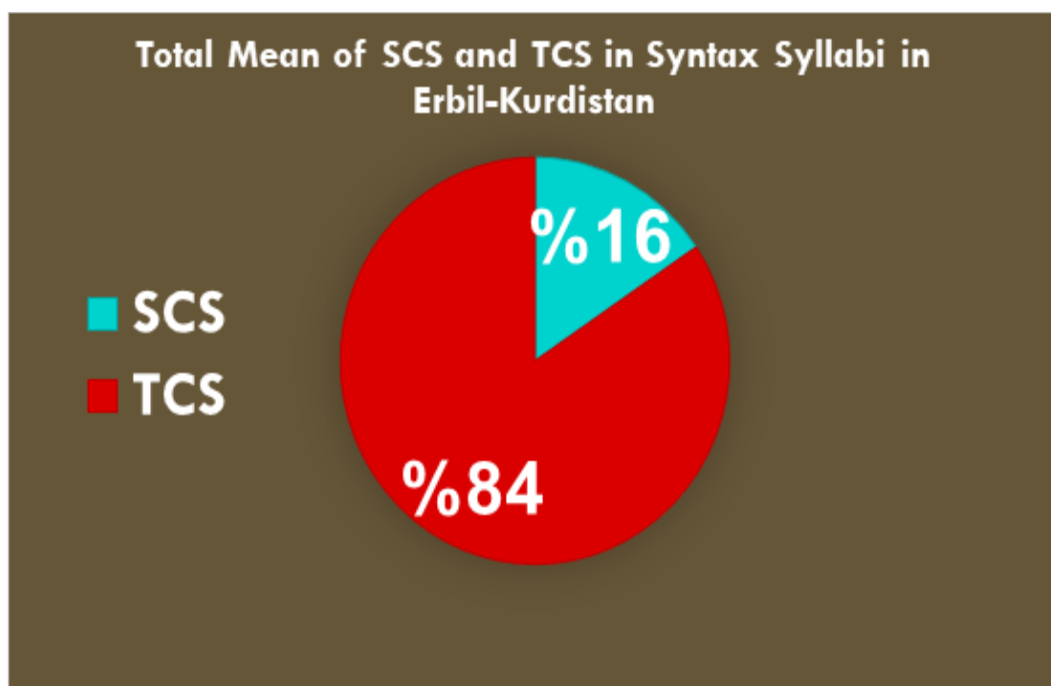


Figure 2. Total mean of student-centered and teacher-centeredness of syntax syllabi at the public and private universities in Erbil- Kurdistan

5. Discussion

The findings suggest that the syllabi of syntax class at the universities in Erbil-Kurdistan to a great extent are teacher-centered in terms of community, power and control, and evaluation/assessment. The student-centered factors that are rarely mentioned in the syntax syllabi are accessibility of teacher, learning rationale, teacher's role, students' role, grades, feedback mechanism, and revision/redoing.

Although some of the other student-centered factors could be found in most of the collected syntax syllabi and showed a tendency towards student-centeredness, they were not consistent enough to make the syllabi student-centered. The factors were collaboration, outside resources, syllabus focus, evaluation and learning outcomes.

Similar to the results of Eberly, et al. (2001), the results of the current study show that an established format of syllabi is used in Erbil-Kurdistan disregarding the new courses and developments happening to the class pedagogies. The results of Richmond, et al. (2019) work show that the Project Syllabi have become more student centered over the years. On the contrary, the current study shows that syntax syllabi in Erbil-Kurdistan in 2022 is still %16 student-centered and needs tremendous amendments.

Though the results of the current study are limited to the syllabi of syntax class at the universities in Erbil, they can be generalized to the syllabi of all the classes in the universities

in Erbil-Kurdistan because the universities provide the same format sample of syllabus to the teachers teaching various courses in different fields.

6. Conclusion

Student-centered syllabus is a trendy design of syllabus in today's time. The current study assessed the extent to which the syntax syllabi of the universities in Erbil-Kurdistan are student-centered. The data of the study were assessed based on 12 student-centered factors. The results of the current study show that the syntax syllabi at the public and private universities in Erbil are not student-centered to a good degree but rather teacher-centered to an exceedingly high degree. Therefore, there is an excessive need for student-centered syllabus design for syntax class at the universities in Erbil.

The student centered factors that had no place in the syntax syllabi were accessibility of teacher, learning rationale, teacher's role, students' role, grades, feedback mechanism, and revision/redoing. In the syntax syllabi, the teachers failed to assure the students of their accessibility in the institution and outside. Multiple means of contact were not provided in the syntax syllabi. Regarding the learning rationale, the same phenomenon could be noticed as the teachers could not provide a satisfactory rationale for the assignments and assessments or topics covered in the course. Moreover, teacher's role and students' role in almost all of the collected syllabi were not identified as the students were not told of their responsibilities in the classroom. The grades factor was among those that scored low degree of student-centeredness as identified in some of the syntax syllabi that grades were used as a means of penalty and there was no reference to various options that students can acquire grades from. Feedback mechanism had no place in the syllabi along with revision/redoing of assignments and quizzes. A student-centered syllabus should not focus on when and how students will lose marks or receive penalties. The teacher has to use a friendly language and mention in the syllabus that options are provided to the students for achieving points.

In consequence, the syntax syllabi at the public and private universities in Erbil-Kurdistan should be redesigned and reformed in a way that would put students' minds at rest via communicating all the necessary student-centered factors in the syllabus.

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Appendix (A) Cullen and Harris' (2009) modified rubric for assessing student-centeredness of syntax syllabi at universities in Erbil-Kurdistan

Factor	0% SCS 100 % TCS	2% SCS 98% TCS	4% SCS 96% TCS	6% SCS 94% TCS	20% SCS 80% TCS	60% SCS %40 TCS	100% SCS 0% TCS
1. Community							
a. Accessibility of teacher	Available for prescribed number of class hours only; teacher-student interaction in class only.	Available for prescribed number of office hours only; disheartens teacher interaction except for emergency	Available for prescribed number of office hours; provides email but discourages contact except for emergency	Available for prescribed number of office hours; provides phone and email but discourages contact except for emergency	Available for more than prescribed number of office hours; offers phone, email, private phone number; encourages interaction	Available for more than prescribed number of office hours; offers phone, email, private phone number or creates Whatsapp, Viber or telegram groups; encourages interaction	Available for multiple office hours, multiple means of access including phone(s), email, private phone number, creates Whatsapp, viber or telegram groups, holds open hours in locations other than office (e.g. library or union); encourages interaction
b. Learning	No assignments or activities	Assignments and activities	Explanation of the mentioned	Explanation of	Rationale provided	Rationale provided for	Rationale provided for

rationale	are mentioned in the syllabus.	are mentioned, but no rationale provided for assignments or activities	d activities and assignments, but no rationale provided for assignments or activities	assignments and activities but not tied directly to learning outcomes	for assignments and activities; tied to learning outcomes	assignments and activities; tied to learning outcomes. Methods, policies and procedures are mentioned, but not tied to learning outcomes.	assignments, activities, methods, policies and procedures; tied to learning outcomes
c. Collaboration	Collaboration prohibited	Collaboration discouraged	Collaboration encouraged.		Collaboration required as a learning tool for helping those who are slow learners.	Collaboration incorporated; use of groups for work and study	Collaboration required; use of groups for class work, team projects; encourages students to learn from one another
2. Power and control							
a. Teacher's role	No shared power. Teachers' role not mentioned at all except that of the 'maker of policies'.	No shared power. Authoritarian, rules are written as directives; numerous penalties; no flexibility in interpretation; not accommodating to differences	No shared power ; while teacher is ultimate authority, some flexibility is included for policies and procedures.	No shared power; while teacher is ultimate authority, some flexibility is included for policies and procedures; some accommodation for differences among students	Limited shared power; students may be offered some choice in weight of assignments or due dates	Limited shared power; students may be offered some choice in types of assignments or weight of assignments or due dates	Shared power. Teacher encourages students to participate in developing policies and procedures for class as well as input on trading, due dates and assignments.
b. Student's role	Student is not told what he or she is responsible for learning	Student is told what he or she is responsible for learning	Student is told what he or she is responsible for learning but encouraged to go beyond minimum	Student is told what he or she is responsible for learning but encouraged to go beyond minimum to gain reward	Student is given responsibility for presenting material to class beyond what is studied, but it won't be	Student is given responsibility for presenting material to class. Some projects rely on student generated	Students take responsibility for bringing additional knowledge to class via class discussion or

			without expecting to gain reward.		required for class.	knowledge	presentation
c. Outside resources	Reference to required textbook is not mentioned. Hence, it is expected that the teacher gives students pamphlets (few pages on each topic) to rely on.	No outside resources other than required textbook. Teacher is primary source of knowledge			Reference to outside resources provided but not required	Outside resources included with explanation that students are responsible for learning outside of the classroom and independent investigation	Outside resources included with explanation that students are responsible for learning outside of the classroom and independent investigation. Students expected to provide outside Resource information for class
d. Syllabus focus	Focus is on policies and procedures . No discussion of learning or outcomes	Weighted towards some reference to content covered	Weighted towards policy and procedures with some reference to content covered		Weighted towards policy and procedures with some reference to content covered. Includes course objectives .	Includes course objectives. Balance between policies and procedures and focus on learning	Syllabus weighted towards student learning outcomes and means of assessment; policies are minimal or left to class negotiation
3. Evaluation/ assessment							
a. Grades	Focus is on losing points ; grades used to penalize	Focus is on gaining points through written tests only.	Emphasizes the accumulation of points disassociated from learning performance	Emphasizes the accumulation of points associated with learning performance	Grades are tied directly to learning outcomes.	Grades are tied directly to learning outcomes; students have some options for achieving points	Grades are tied to Learning outcomes; option for achieving points; not all work is graded
b. Feedback	Mid-term and final test grades	Mid-term and	Mid-term and final test	Mid-term and final test grades		Grades and other	Periodic feedback

mechanisms	only. Students not allowed to see or to retain copies of tests	final test grades only. Students may be allowed to see but not retain copies of tests	grades with minimal other graded work. Tests not cumulative. Students may see but not retain copies of tests	with minimal other graded work. Tests not cumulative. Students may see and retain copies of tests		feedback in the form of non-graded assignments, activities, opportunities to conference with teacher	mechanisms employed for the purpose of monitoring learning (lecture response slips, non-graded quizzes, graded quizzes, tests, papers, SGID or other feedback on learning
c. Evaluation	Tests (not Comprehensive)		Tests and quizzes	Tests, quizzes and other summative evaluation	Summative and formative evaluation, written work required	Summative and formative evaluations including written and oral presentations and group work.	Summative and formative evaluations including written and oral presentations, group work, self-evaluation and peer evaluation
Learning outcomes	No outcomes or goals for course stated				Goals for course stated but not in the form of learning outcomes	Learning outcomes clearly stated	Learning outcomes stated and are tied to specific assessments
Revision/redoing	This factor is not mentioned in the syllabus.	No rewriting or redoing of assignments allowed		Some rewriting or redoing of assignments allowed, but penalized		Rewriting and redoing of assignments allowed	Rewriting and redoing of assignments encouraged

