CREATING A STUDENT GOAL-CENTERED SYLLABUS©

FIRST IMPRESSIONS MATTER

Many instructors have mentioned the challenges they face in motivating students to engage in the classroom. First, instructors need to learn the personal career goals of each student in the class. They also need to learn the reason(s) they are attending university and what they expect to learn by taking this course.

Instructors need to link and demonstrate how the Learning Outcomes of the course will directly support the student's personal career goals and needs. Students who recognize how the course Learning Outcomes help them in achieving their personal career goals are more likely to be engaged and enthusiastic in class.

Instructors need to gain an understanding and consensus from their students on the following questions:
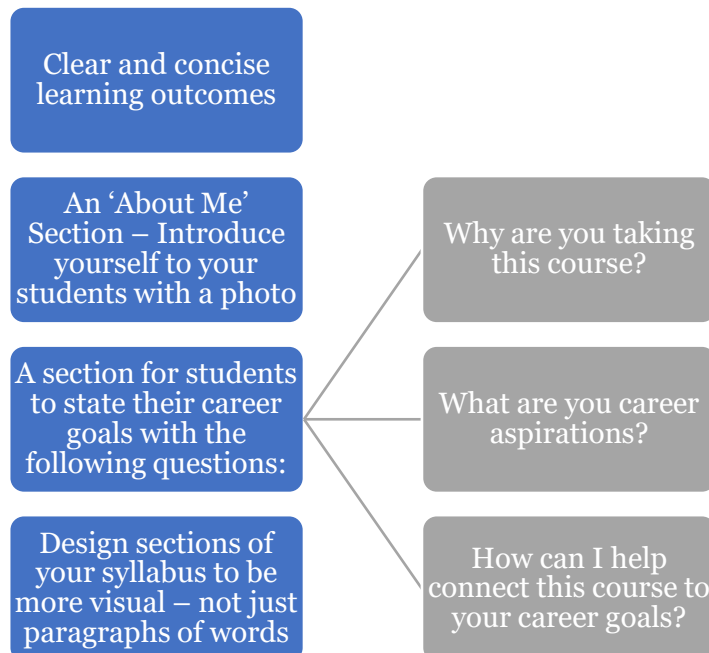
> Why am I attending university? What is my personal career goal?

> Why am I taking this course and what do I hope to learn?

> What content knowledge, work processes, and durable, people (soft) skills are employers looking for in new college graduates?

> How will the successful mastering of the Learning Outcomes of this course help me to achieve my personal career goals?

INFORMATION TO ENHANCE YOUR SYLLABUS

Clear and concise learning outcomes

An 'About Me' Section – Introduce yourself to your students with a photo

A section for students to state their career goals with the following questions:
- Why are you taking this course?
- What are you career aspirations?
- How can I help connect this course to your career goals?

Design sections of your syllabus to be more visual – not just paragraphs of words

In learning and asking your students their career goals and aspirations from the very first day, you are then able to group students accordingly. If you do this in a discussion post, students can also connect better and network with one another.

When you think of a syllabus, it is often a boring, wordy document that puts many instructors and students alike asleep. A syllabus that introduces the instructors, asks the students about themselves, and is visually appealing enhances the students' engagement from day one!

THREE PURPOSES OF A SYLLABUS

A contract that states rules and expectations of the course.

A record to indicate the instructor's name, credits, and schedule of the semester.

A tool to let students know how to be successful in the class.

MAJOR SYLLABI IN USE TODAY			
GENERATION	PRIMARY FOCUS	FEATURES	GRAPHIC STYLE
1.Traditional	Introduction and summary of course	Styled like an abstract	Scholarly, black and white, succinct, text-only. Usually 2-4 pages
2.Contractual	Detailed explanation of obligations for both instructor and student	Explicit explanations of what to do about problems	Scholarly, black and white, effusive, text- only. Usually 8 plus pages
3.Learner-centered	Promising, motivating. Students take an active role in their learning	Provide student with control and choices throughout the course	Text-rich Word Document. Student-friendly explanations
4.Engaging	Captivate and sustain student enthusiasm for learning	Contemporary design features integrated with course outcomes	Purposeful use of graphics, media and color

Source: Adapted from Ludy, Mary-Jon; Brackenbury, Tim; Folkins, John Wm; Peet, Susan H; Langendorfer, Stephen J; and Beining, Kari (2016) "Student Impressions of Syllabus Design: Engaging Versus Contractual Syllabus," International Journal for the Scholarship of Teaching and Learning: Vol. 10: No. 2, Article 6.

STUDENT GOAL-CENTERED SYLLABUS[©]

The development of the new, 5th generation **'Student Goal-Centered' Syllabus** adds the critical, missing section that includes the specific goal(s) of each student and enables them to link those goals with the Learning Outcomes of the course.

Today's students want *__'career-relevant learning'__* that improves their employability and success in the workplace. This includes career-relevant content and intangible, people (soft) skills development.

The Student Goals-Centered Syllabus is centered on 'STUDENT CAREER GOALS, LEARNING OUTCOMES, LEARNING STYLE AND CONTENT presented in a contemporary design using a newsletter or brochure with visually exciting color, and art.

A syllabus is a critical document and communication vehicle designed by the instructor for the student and is frequently the first form of interaction between the instructor and the student.

Student Goal-Centered

- PRIMARY FOCUS
  - Focused on Student Career Goals.
  - Links student Career Goals to the course's Learning Outcomes.
  - Inspirational Platform for Student Engagement.
- FEATURES
  - Provides space for the student to write in their career goals and to link them to the Learning Outcomes.
  - Writing Style: makes promises—not demands.
  - Tone: Compassionate, positive, promising, and motivational
  - Language: Uses only first and second person.
- GRAPHIC STYLE
  - Utilizes exciting, visually appealing images, graphics, charts, art and color to complement and supplement the text
  - Aids in understanding and clarity.
  - Creates higher levels of excitement and engagement in the course.

The student's first exposure to the class is a warm, should be a welcoming video that introduces the professor and explains the above.

STYLE AND FORMAT ESSENTIALS

WRITING STYLE

The Student Goal-Centered syllabus is written in a personal style.

It makes promises—not demands.

This type of syllabus communicates that the instructor is eager to support each student's efforts to master the Learning Objectives and, at the same time, make sure the student understands that she (he) is expected to meet the instructor's expectations for preparation, class participation, appropriate behavior, and meeting all assignment deadlines.

TONE

Many professors use the Contractual Style syllabus. This type of syllabus emphasizes policies and rules and frequently conveys a negative tone.

We want to shift the emphasis from the negative to the positive.

Our goal is to create a *Student Goal Centered Syllabus* that is inviting, exciting and encourages student engagement.

- AVOID: An authoritarian, controlling, directing or disciplinary tone.
- USE: A positive, compassionate, promising, and motivational tone.

RATIONALE FOR DOING COURSE ACTIVITIES AND POLICIES

This is a critical concept to add to the syllabus! Explaining the <u>rationale</u> and <u>future career benefits</u> of being prepared, participation, completing assignments and activities doing each activity is designed to increase enthusiasm and engagement.

LANGUAGE

We should shift our language from the third person to using the first and second person. We should shift from using "the student will…" or "the professor will…" to using "We," "I," and "You." This will result in better student engagement.

Try to focus on appropriate behaviors and less on inappropriate behaviors in the Policies section. Explain the rationale "WHY" for each policy. Use a narrative approach wherever possible. Keep the language as simple as possible.

TIPS FOR CREATING A STUDENT GOAL-CENTERED SYLLABUS©

1	2	3	4	5	6
Break up your syllabus into decipherable sections.	Focus on connecting course content with career skills.	Use a cohesive, clean, unified color scheme.	It should be easy to follow and find information.	Keep your words short and to the point.	Use visual images as much as possible.

DESIGN LAYOUT: NEWSLETTER OR BROCHURE

We recommend that the format of the International Business Course Syllabus take a form of either a brochure or a newsletter.
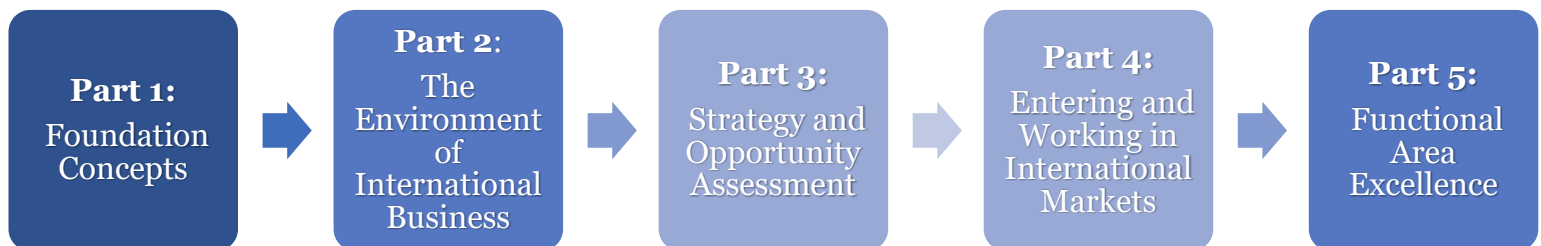
PHOTOS, GRAPHICS AND ART

Include multiple photos throughout the brochure/newsletter to enhance excitement for the course.

PRINT SIZE AND BACKGROUND COLORS

Vary the print size as appropriate. Use various background colors for different sections.

SUMMARY GRAPHIC FLOW CHART TIMELINE

The addition of a Summary Graphic Flow Chart is beneficial. Many students will find this one-page chart a helpful addition to the long narrative of most syllabi. It is a useful tool to bring together, on one page, the flow of all activities of the course in a sequential manner.

Part 1: Foundation Concepts	→	**Part 2:** The Environment of International Business	→	**Part 3:** Strategy and Opportunity Assessment	→	**Part 4:** Entering and Working in International Markets	→	**Part 5:** Functional Area Excellence

GENERATION	PRIMARY FOCUS	FEATURES	GRAPHIC STYLE
Student Goals-Centered Syllabus	Focused on Student Career Goals Links student Career Goals to the Course's Learning Outcomes Inspirational Platform for Student Engagement Serves as a Marketing opportunity to show students how great the course will be	Provides space for the student to write in their career goals and to link them to the Course Learning Outcomes Writing style makes promises—not demands Tone: Compassionate, Positive, Promising, and Motivational Rationale: explains how class activities develop intangible people skills to support progress towards their career goals Language: Uses only first and second person	'Picture Superiority Effect' State-of-the-art newsletter/brochure design. Utilizes exciting, visually appealing video links, photos, images, graphs, charts, art and color Assists the student in understanding and clarity Creates a higher level of excitement and engagement in the course

INTRODUCTION, TEACHING PHILOSOPHY AND COURSE CONTENT

The student must clearly see how their personal career goals directly align with the course Learning Outcomes. Successfully doing this will result in enthusiasm and desire to actively participate in the course. It also shows that the instructor is focused on the needs and desires of the student—not merely delivering content that will be forgotten soon after the final exam.

WELCOME STATEMENT

The first phrase/sentence of any communication sets the stage for the reader and should encourage the reader to want to read/learn more! Think of advertisements you read in the newspaper or online.

Start with a 'welcoming phrase/sentence' expressing how delighted you are to have the student in the course! Make the tone and language warm, inviting and enthusiastic.

> Welcome to class! I am very excited to be instructing you this semester. We have a very exciting semester ahead of us studying the new realities of international business.

INTRODUCTORY VIDEO LINK

An exciting, motivational 3-4 minutes video introducing the course! In two minutes, the instructor introduces herself (himself) and explains how the Learning Outcomes are designed to assist the student achieve their career goals. This is followed by 2 current students who have completed the course making 30 second comments and 2 recent graduates who explain how the course has helped them in their business activities (also 30 seconds each).

STUDENT GOAL(S)

We highly recommend that the first page of the syllabus include a space for the student to write down their reason(s) for attending university and for taking the course.

- What is your primary career goal after graduation?
- What do they want to achieve by taking this course?

> Why are you taking this course? What is your primary career goal after graduation?
> How can I help you connect the course content with your professional aspirations?
>
> _____
>
> _____
>
> _____
>
> _____

COURSE DESCRIPTION

The course description is a short paragraph used to explain, in simple terms, the purpose of the course. It explains why the course exists—its reason for being.
Students who find that the Course Description aligns with their personal career goals will significantly increase their engagement levels in class participation and studying.

> ### COURSE DESCRIPTION
>
> This course covers the global environmental challenges impacting businesses. Topics include globalization forces, country differences in political economy and culture, cross-border trade and investment, regional economic integration, and monetary systems.
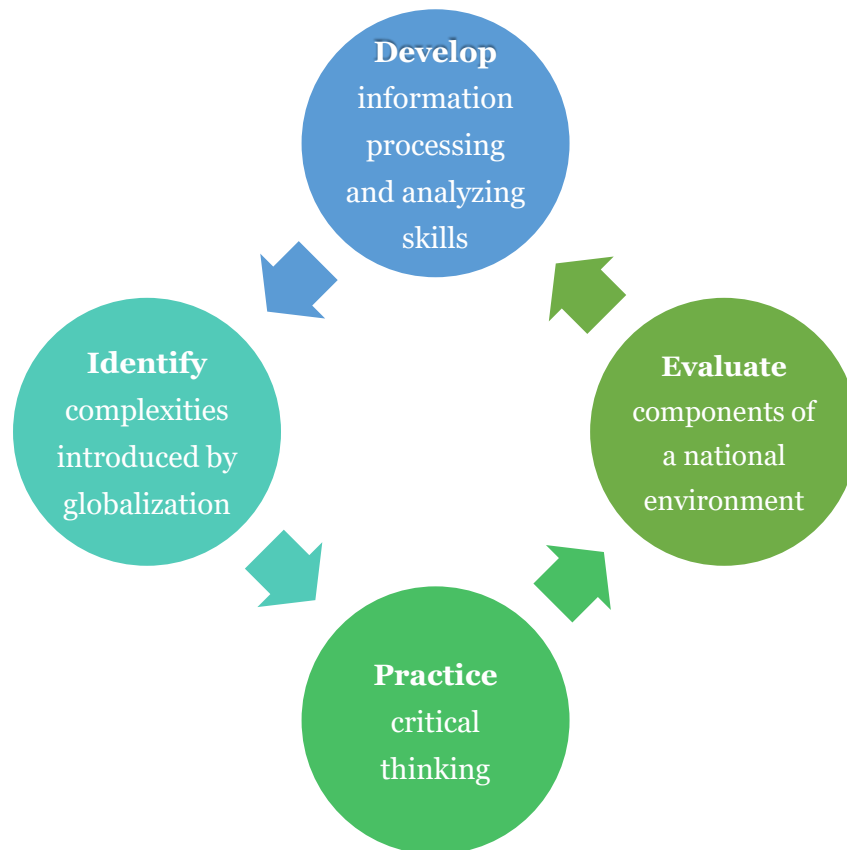
LEARNING OUTCOMES

The Learning Outcomes should link with the student's personal career goals—wherever possible. It is recommended that one Learning Outcome should include the development of Durable People (soft) Skills and International Business Work Processes that can be applied to the work environment.

Student engagement will be enhanced if the student see how the Learning outcomes support their goals and improves their employability and success in the workplace.

Learning Outcomes should be written insuring that they are student-centered and can be measured. They should clearly articulate which actions are done by the student and which are done by the instructor(s).

The instructor should ask the students to mark which outcomes address their goals/needs. Create a classroom discussion and modify the Learning Outcomes as needed based upon the discussion!

LEARNING OUTCOMES OF THE GLOBAL ENVIRONMENT OF BUSINESS

Develop information processing and analyzing skills

Evaluate components of a national environment

Practice critical thinking

Identify complexities introduced by globalization

ROAD TO SUCCESS

We believe this is one of the most important section of the syllabus! This is the section that clearly explains how mastering the Learning Outcomes will provide the content, durable people (soft) skills and work process that are directly linked to the student's career goals for attending university.

INSTRUCTOR CONTACT INFORMATION AND PHOTO

Use the syllabus to reach out to students to tell them how to get in touch with you. Provide office hours and contact information. Include a photograph of the instructor. Consider a 'short field trip to your office' to encourage students to see you.

Contact me via email at
elizabeth.napier@utoledo.edu
You may also request an appointment or join
my virtual office hours at the times below.

VIRTUAL OFFICE HOURS: M & W
10:00 AM to 12:30 PM and by appointment.

WEBEX ROOM:
https://elizabethnapier.my.webex.com/meet/professornapier

ASSISTANT INSTRUCTOR CONTACT INFORMATION AND PHOTO

Provide the contact information and photo of any Assistant Instructors.

INSTRUCTOR EXPERIENCE

Humanize this section. Students want to get to know the instructor before the first class. Students want to know if the instructor has the educational and work experience to qualify them as an authority in the subject. Sharing this builds confidence in the student-instructor relationship.

TEACHING PHILOSOPY

A short statement of your Teaching Philosophy shares your vision of teaching and learning and builds rapport.

My teaching philosophy utilizes a communication-based methodology to frame and solve business problems through the operationalization of hard and soft skills.

COURSE METHODOLOGY

This should elaborate upon your teaching philosophy to include if the course is lecture based, participation based, or a mixture of the two.

PREPARATION AND PARTICIPATION POLICY

It is important to explain the rationale as to WHY this is beneficial to the student.

BOOK AND OTHER MATERIALS DESIGNED FOR YOUR SUCCESS

Include a picture of the text and any online course software. Add several sentences that explain how these are focused on the Learning Outcomes and the student goals of content knowledge, durable, people (soft) skills development and work processes which are designed to increase student employability and success in the workplace.

AVAILABLE RESOURCES, HELP, AND SUPPORT

Students need help and want help! List all available resources.

SUMMARY GRAPHIC FLOW CHART AND TIMELINE

The Summary Graphic Flow Chart the Course Outline and the timeline for the semester. It illustrates the sequencing and progression of the content acquisition, durable people skills development and process knowledge that students will acquire at differing times in the semester.

GENERATION	COURSE CONTENT, GRADING AND TIMELINES	UNIVERSITY POLICIES	LEARNING CENTERED, COMPASSIONATE	VISUALLY ENGAGING COLOR NEWSLETTER/ BROCHURE	LINKS STUDENT GOALS TO LEARNING OUTCOMES, ENGAGING
1 Traditional	X				
2 Contractual	X	X			
3 Learner-Centered	X	X	X		
4 Engaging	X	X	X	X	
5 Student Goals-Centered	X	X	X	X	X

COURSE POLICIES

UNIVERSITY REQUIREMENTS FOR INCLUSION OF CERTAIN SECTIONS

Departments and Universities frequently recommend or require the inclusion of certain sections in the syllabus. They frequently require specific legal language in these sections. It is essential that you review both the department and the university guidelines and follow them.

It is highly recommended that each of these items be carefully worded with special attention to TONE and LANGUAGE. Make the wording friendly and encouraging.

- TONE: AVOID: Authoritarian, Controlling, Directing, and Disciplinary tone.
- TONE: USE: Positive, Promising, Personal and Motivational tone.
- LANGUAGE: Use: the 1st and 2nd person. Avoid use of the 3rd person.

Where appropriate, it is strongly advised to include a 'STATEMENT OF RATIONALE' within each policy and activity section. Provide the student with an explanation as to 'Why do I need to do this?' Gaining consensus on WHY will have a significant impact on compliance.

THE GLOBAL ENVIRONMENT OF BUSINESS

BUAD 2080
FALL 2020
PREREQUISITE: None
Credit Hours: 3

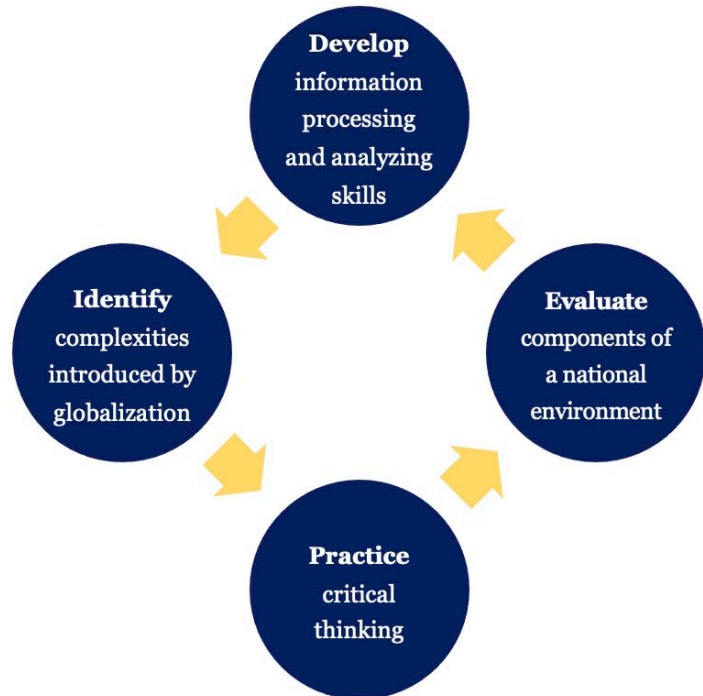**CLASS HOURS/LOCATION**: Monday and Wednesday 12:55 to 2:15 PM (REMOTE)

PROFESSOR: **Dr. Elizabeth Napier**
Office: Stranhan Hall 3013
Email. Elizabeth.Napier@utoledo.edu

VIRTUAL OFFICE HOURS: M & W 10:00 AM to 12:30 PM and by appointment.

WEBEX ROOM:
https://elizabethnapier.my.webex.com/meet/professornapier

REQUIRED TEXTBOOK: *International Business: The Challenges of Globalization*, John J. Wild and Kenneth L. Wild, Ninth Edition, Pearson.

LEARNING OUTCOMES

- **Develop** information processing and analyzing skills
- **Evaluate** components of a national environment
- **Practice** critical thinking
- **Identify** complexities introduced by globalization

COURSE DESCRIPTION

This course covers the global environmental challenges impacting businesses. Topics include globalization forces, country differences in political economy and culture, cross-border trade and investment, regional economic integration, and monetary systems.

YOUR PROFESSOR

Welcome to class! I am very excited to be instructing you this semester. A little about me: I am passionate about corporate social responsibility (CSR), international business ethics, global business strategy, and the internationalization of the firm.

My teaching philosophy utilizes a communication-based methodology to frame and solve business problems through the operationalization of hard and soft skills.

CLASS SESSIONS

The lectures are designed to reinforce and elaborate on the major topics in each chapter. As such, the lectures will not merely reiterate the information contained in the textbook. Rather, the lectures will be used to further explain the key concepts, and to discuss applications. Students are expected to have read the assigned reading (i.e., the chapter content) **prior** to the class session and participate in the class discussion via BlackBoard posts. Although the textbook will complement the lectures, the lectures may expand upon the text, so it is important to be prepared for class.

COURSE EXPECTATIONS

In this class, you are expected to contribute by asking engaging questions, participating in class discussions via BlackBoard, and sharing relevant examples, experiences and news with your classmates. Your grade will be based on the **quality** of your contributions, **not how frequently** you post on discussion boards. Be prepared to discuss the chapters, the international newspaper articles, the cases, the videos, and all other supplemental material. More importantly, you should be able to support your arguments using the text and other readings. Failure to notify the instructor before missing an exam/quiz/assignment will lead to a grade of zero (0). Your instructor is not responsible for briefing you on any missed class.

Exams, Assignments, and Quizzes

EXAMS: Tests are primarily based on the materials covered in the lectures, the assignments, the quizzes, and the textbook. There are two midterm exams and one final exam.
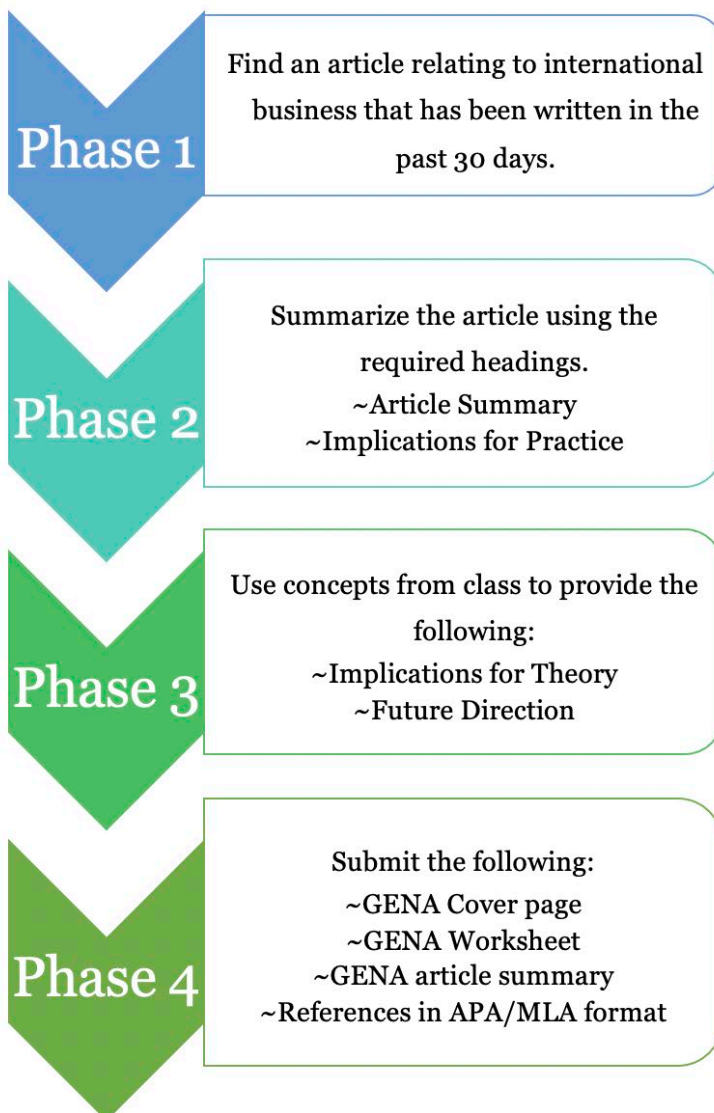
ASSIGNMENTS AND QUIZZES: I will give you assignments and quizzes periodically. Assignments can be in class or after class, while quizzes can be announced or unannounced.

  ***MIDTERM GRADING:** Midterm grades are calculated based upon assignments, quizzes, and tests taken at this point. Please refer to the item, percentage, and grade assignment (above).

  ***FINAL GRADING:** Final grades are calculated based upon assignments, quizzes, and tests taken at the end of the semester schedule. Please refer to the item, percentage, and grade assignment (above).

GLOBAL ENVIRONMENTAL NEWS ANALYSIS (GENA) PROJECT

The global business environment is changing rapidly. The objective of the GENA is to encourage you to keep informed of changes in the global business environment. Everyday events that affect the global strategies are occurring. Your task is to report such news and its implications for theory and practice. By executing this assignment, you will learn to apply theoretical readings to current global business news and understand the implications of current business practices. Specific instructions follow. Please be sure to follow these directions very specifically.

Phase 1
Find an article relating to international business that has been written in the past 30 days.

Phase 2
Summarize the article using the required headings.
~Article Summary
~Implications for Practice

Phase 3
Use concepts from class to provide the following:
~Implications for Theory
~Future Direction

Phase 4
Submit the following:
~GENA Cover page
~GENA Worksheet
~GENA article summary
~References in APA/MLA format

EVALUATION

- Article summary (20pt.)
- Implications for practice (beneficiaries/losers) (20pt.)
- Implications for theory (state theories, and link to news item) (20pt.)
- Future direction/personal prediction based on reading (20pt.)
- Adherence to formatting guidelines and good writing principles (20 pt.)

Format: 700-1,000 words, not including headings, double spaced, 1" margins plus cover page.

DISCUSSION POSTS

At the beginning of the semester you will find an article, write a 1-2-page summary, and post it via BlackBoard Discussion. You will be responsible for finding related articles to expand your analysis, summarizing the related articles, and posting them via assigned dates. In addition, each student is required to read and respond to at least two other student's posts every week. NO LATE POSTS ARE ACCEPTED. Your participation grade is derived from these posts and the breadth and depth of your comment.

In discussions, you may wish to comment on the article, ask questions, suggest additional implications or predictions, and so on. Discussions should demonstrate that you read the GENA report and/or the article it discusses and

NOTES

Comment at least two different times when before the due date of the discussion post. You should comment directly on at least one of the article summaries between Tuesday and Friday of each GENA week. The other comments can be directed at another summary or can be responses to something some replied to you.

Discussion should be substantive (about the course concepts, the implications for international business, etc.) not cosmetic (e.g., NOT "you did a good job writing this up", or "you picked an interesting topic").

BLACKBAORD POST DISCUSSION RUBRIC

I will grade you on your discussion posts in total at the end of the semester based on the following rubric:
Overall depth of your discussion each week

Applying course concepts, you should include relevant material from the book and/or presentations in your post and

TECHNOLOGY REQUIREMENTS

This course uses the Blackboard software platform- provided by UT Learning Ventures. You will need a reliable computer and browser (e.g., Mozilla Firefox or Google Chrome). Free wireless access (all campus) and computers for checkout are available at on-campus (College of Business & Innovation, Carlson Library, and other locations on-campus). All exams will be taken via the Respondus Lockdown Browser.

For help downloading the browser please visit the UT Download center or via the link below.

https://www.utoledo.edu/dl/main/downloads.html

TECHNICAL HELP

For technical issues/difficulties call 419.530.8835. Problems with MyLab should be directed to Pearson help.

Any technical problem in starting or while taking an exam or submitting an assignment will not be considered as a valid excuse for missing the deadline or a valid reason to make-up the exam or any portion of it. Make sure you give yourself ample time to submit assignments and take quizzes and exams using reliable internet connection and computer.

ATTENDANCE

The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Students must perform a daily health assessment, based on based on **CDC guidelines,** before coming to campus each day, which included taking their temperature. Students who are symptomatic/sick should not come to class and should contact the Main Campus Health Center at 419-530-3451. *Absences due to COVID-19 quarantine or isolation requirements **are** considered excused absences*. Students should notify their instructors and these absences may not require written notice.

COURSE COMMUNICATION

All electronic correspondence with the instructor should be through e- mails sent using utoledo email (not through Blackboard messages). I encourage you to communicate fully with me about course content. If you have problems and/or comments, contact me early in the semester. I will also communicate with you on a regular basis, sending reminders, clarifications, and (sometimes) extra materials if you want to go deeper.

INCLUSIVE CLASSROOM STATEMENT

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

If you have the technological skills, consider creating a webpage for your syllabus to provide live, interactive content to engage your students. Many free/cheap website services are available, such as SquareSpace, Wix, etc.

If you need help with your design,
feel free to use this as a template:

http://www.sarahku.com/syllabus

ADVANTAGES OF A STUDENT GOAL-CENTERED SYLLABUS©

Students connect better with the content and the course.

It helps you educate the class who you are and your expectations.

It clearly establishes class content, policies, assignment, and deadlines.

It gives information and a communicative way.
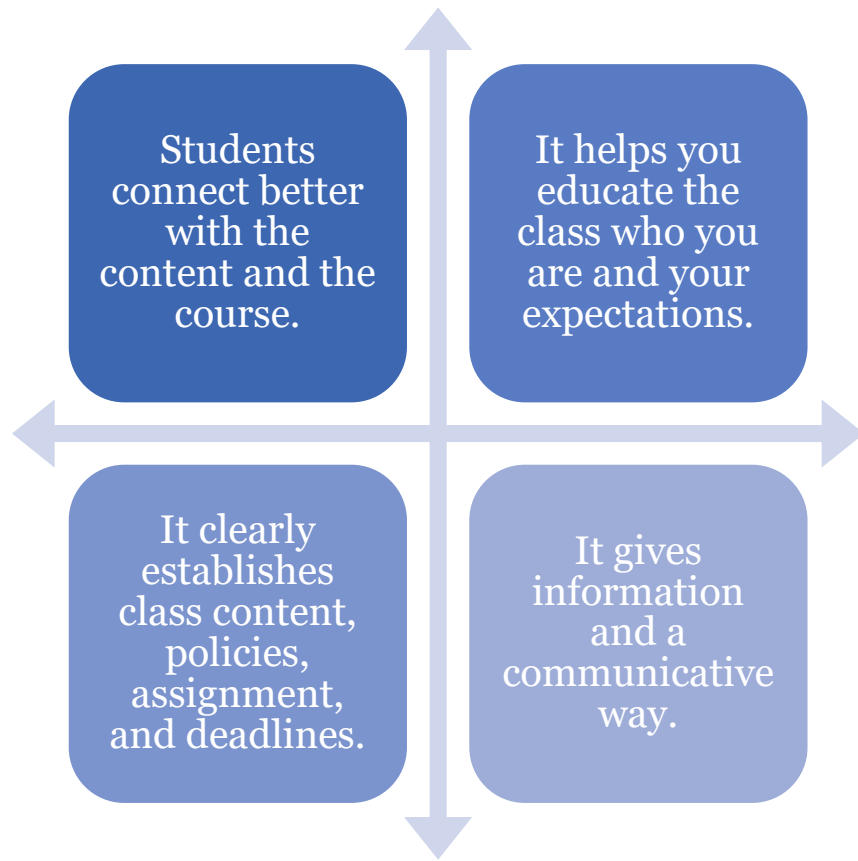
BEYOND THE FIRST DAY OF CLASS
———

- Use the syllabus as a point of reference in each session, especially between chapters or major units.
- Emphasize concepts in the syllabus in assignments and grading. Make sure to connect back to student learning outcomes with the student's career goals.

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Dr. Elizabeth Napier The University of Toledo Elizabeth.napier@utoledo.edu https://www.izzynapier.com/
John Riesenberger Consilium Partners, Inc. jriesen97@aol.com
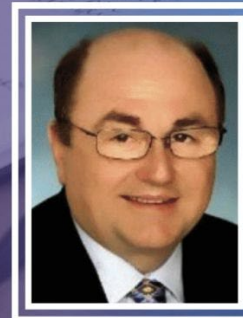
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