New JT Course Proposal

Workshop

October 10\textsuperscript{th} and 11\textsuperscript{th} 2016

11:45am – 1:15pm

Ed Tech Center, SMC
If you have offered your course more than three years in a row, then it's time for a change.

Create a three-year rotation of course proposals that are continuously revised and updated.

Students who enjoyed your first class will want to take more courses from you.

Design courses specifically for an intensive semester (rather than trying to fit a full semester course into four weeks).
Ideas for New Courses should be

- RIGOROUS
- EFFECTIVE
- INNOVATIVE
- CURRENT
- NEW TO YOU
Consider a Problem that you would like to Solve

Think about the course in the form of a question

Why does?

How do?

How can we?
Start from the End

At the end of the course, what should students be able to do? What skills should students master?

Consider what needs to be read, studied, considered, practiced in order to reach their goals?

Create Student Learning Outcomes that build upon each other and move toward a final goal.
What Assessment Tools do I need to Use?

- Exams
- Poster presentations
- Peer review
- Oral presentations
- Writing assignments
- Case studies
- E-Portfolios
- Self Studies
- Blogs
- Debates
Grading Rubrics

- Develop grading rubrics for individual assignments.
- Design rubrics that test various types of learning.
- Interconnect Student Learning Outcomes, Assessment Tools and Grading Rubrics so that they all work together.
Hands-On Learning

- Emphasize student engagement and hands-on learning.

- Create opportunities for students to practice thinking, problem solving, and making for themselves.
Collect evidence of student learning that can be electronically stored in the Jan Term office.

Evidence can be written assignments, exams, e-portfolios, case studies and many other things.
Race is a social phenomenon that affects everyday life, ranging from understandings of self, daily interactions, and navigation of public and institutional spaces. This introductory course explores the relationship between race, place and space (largely based on a U.S. context) and demonstrates how a geographical perspective can deepen student's perspectives on the everyday life issues of race, racism and whiteness. The schedule of readings is divided into four sections: 1) Key Concepts, 2) Histories, 3) Today, and 4) Futures. In the first section, we will spend the first week defining race and racism, learning how place and space are produced, and developing communication skills in learning how to talk about race. Once equipped with these skills, in the next three sections we will begin a chronological exploration of constructions of race, place and space, including histories of colonialism, contemporary issues of mass incarceration and the social justice projects of creating more just futures.
While many tend to think about bureaucracies in emotionally charged terms (for example, Kafka and Orwell) or treat them with sarcastic derision (e.g., Parkinson), bureaucratic organizations are specific social structures possessing well-defined characteristics and following certain logic of behavior and development. They are present in government and business, as well as non-government organizations. Individual entrepreneurs and small businesses have to deal with bureaucracies to survive and thrive. There are four major themes: organizational behavior, organizational boundaries, organizational environment and interaction between organizations. Each theme will be looked at from the point of view of various types of bureaucracies: government, private, and non-profit. We will have a specific discussion of social entrepreneurship and its ability to navigate bureaucratic structures.
CREATIVE ECONOMIES, CREATIVE ENTREPRENEURS, CREATIVE PLACES
– University of London, Goldsmiths

The role of place is central to the creative economy: industries emerge from geographic clusters, entrepreneurs improve their chances by relocating to innovative regions, and governments often pursue creative economies as a development strategy. But what makes a place 'creative'? How do creative economies contribute to regional development? And what roles should creative entrepreneurs play in our cities? This course examines the geographies of creativity: the political economy of creative industries, and the spatial characteristics of knowledge, innovation, and learning. The course considers scholarship on entrepreneurship, industrial and post-industrial development, the global economy of creative/design industries, and debates over 'creative cities' and 'learning regions'. The conversations and assignments focus on the potential for creative professionals and creative industries to contribute to community and economic development.
AUTISM THEORY AND TECHNOLOGY – Mass Institute of Technology

This course Illuminates current theories about autism together with challenges faced by people on the autism spectrum. Theories in communicating, interacting socially, managing cognitive and affective overload, and achieving independent lifestyles are covered. In parallel, the course presents state-of-the-art technologies being developed for helping improve both theoretical understanding and practical outcomes.
This course is designed to help students evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. Students will learn about themselves, their decisions, and their goals to determine how entrepreneurship can play a role in their lives. Students will also be introduced to entrepreneurship from an economic perspective and the concepts of environmentally sustainable practices and social entrepreneurship.
Sample SLOs from Tulane University

- By the end of this course, students will be able to........... ........

- *interpret* poetry in the cultural context of its period" .......

- *distinguish* between conduction and convection" .......

- *apply* structured and semi-structured interviewing techniques in his/her fieldwork" .......

- *calculate* the probability that two sample means will differ by more than 5%" .......

- *explain* which economic and political factors contributed to the outbreak of W.W.II" .......

- *design* an experiment to determine the effect of temperature on..." .......

- *formulate* a resume in the foreign language for a job application abroad" .......

- *evaluate* the usefulness of various anthropological research methods for the study of a specific problem by selecting one of the options and justifying your choice"