



**FORM FOR SUBMITTING FULL PROPOSALS FOR CONSIDERATION  
FOR THE  
2015 ROBERT J. MENGES AWARD FOR OUTSTANDING RESEARCH  
IN EDUCATIONAL DEVELOPMENT**

***Instructions:***

- Boxes will expand to accommodate text
- Total word count must not exceed 2000 words for the body of the proposal (excludes appendices).
- Please be sure to include the word counts in each section, as well as the total for all sections (see below). Proposals without the word counts noted will not be read.
- Incomplete proposals will not be read.

<b>NAME(s) (please indicate key contact):</b>	<b>INSTITUTION(s):</b>	<b>EMAIL of key contact:</b>
<b>Michael S. Palmer*</b> <b>Lindsay B. Wheeler</b> <b>Itiya Aneece</b>	University of Virginia	mpalmer@virginia.edu
<b>SESSION TITLE:</b>	Not Your Granddaddy's Syllabus: Investigating Student Perceptions of Course Syllabi	

**1. RESEARCH QUESTION(S) & WHY THEY ARE IMPORTANT TO THE FIELD:**

Though syllabi have historically served contractual, record-keeping, and communication functions (Slattery, & Carlson, 2005; Parkes, & Harris, 2002), their potential as a learning tool has become prevalent in course design discussions. When framed as such, the document looks and reads much differently than more traditional, content-focused syllabi. But, do these differences matter to students?

The research questions guiding this study include:

1. What differences, if any, exist between students' perceptions of content- and learning-focused syllabi, the courses described by the syllabi, and instructors associated with the courses?
2. In what ways does a student's typical approach to learning influence their perceptions of the syllabus, course, and instructor?

To our knowledge, this is the first study examining the full extent that learning-focused syllabi affect student perceptions.

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**2. DESCRIPTION OF RESEARCH DESIGN:**

This IRB-approved, experimental study used a convergent parallel mixed methods approach, where quantitative and qualitative data were collected simultaneously, analyzed separately, and reported together in the results (Cresswell, 2014). The emphasis was on the quantitative data,

with qualitative data providing additional context.

A total of 127 undergraduate students (Appendix 1) at a medium-sized, public university in the mid-Atlantic region of the United States voluntarily completed an online survey during a two-week window in the spring 2014 semester.

Participants were first asked a series of questions related to how they typically study for their courses (Appendix 2). They then randomly received either a content- (Appendix 3) or learning-focused syllabus (Appendix 4) to read. After reading their assigned syllabus, participants responded to questions about their perceptions of the syllabus, the course described by the syllabus, and the instructor associated with the course (Appendix 2). Additional data collection and instrument development details are described in Appendix 5.

Descriptives and independent *t*-tests were used to ensure the content- ( $n=66$ ) and learning-focused ( $n=61$ ) student demographic data were equivalent and responses could be statistically compared. Quantitative data were analyzed using descriptives, ANOVAs, and Kruskal-Wallis non-parametric tests to understand differences between students' perceptions in the learning-focused syllabus (LFS) and content-focused syllabus (CFS) groups. Split-plot ANOVAs were used to identify differences in students' approaches to learning (deep vs. surface) and syllabus perceptions. Qualitative data were analyzed using a constant comparative approach (Glaser, 1965). Two researchers independently coded the data, compared their coding, and then developed a comprehensive coding scheme that integrated both sets of codes. Appendix 6 further details data analysis procedures.

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### 3. LITERATURE REVIEW & THE RELATIONSHIP OF THE LITERATURE TO YOUR RESEARCH QUESTION(S):

The syllabus is a physical artifact outlining key structural elements of a course, including, for example, general course information, instructor information, policies, and schedule. Whereas the syllabus has traditionally served contractual, record-keeping, and communication functions, some have argued its primary function should be learning tool (see, for example, O'Brien, Millis, & Cohen, 2008). When framed in this way, the syllabus looks and reads much differently than traditional ones. Learning-focused syllabi—developed from principles of backward-integrated course design (Wiggins & McTighe, 2005), educative assessment (Huba & Freed, 2000), active learning (Bonwell & Eison, 1991), and student motivation (Schunk, Pintrich, & Meece, 2007)—are characterized by an engaging, question-driven course description; long-ranging, multi-faceted learning goals; clear, measurable learning objectives; robust assessment and activity descriptions; a detailed course schedule framed in what author Ken Bain (2004) calls “beautiful questions;” an inviting, approachable, and motivating tone; and, a focus on student success (Cullen, & Harris, 2009; Palmer, Streifer, & Bach, 2014). Given that learning-focused syllabi are firmly ground in evidence-based pedagogy and student motivation theories, one might expect students to appreciate and privilege learning-focused syllabi over more traditional, content- and policy-focused ones. But, *does the document matter*, in terms of what students attend to in syllabi, their perceptions of the course described by the document, and the instructor associated with course?

While a number of critics have argued that syllabi have become increasingly authoritative and rule-infested to the determinant of student learning (e.g., Singham, 2007; Tolman, & Lee, 2013),

only a handful of published research studies have shed light on whether and in what ways the document matters. In several of these studies (e.g., Doolittle, & Siudzinski, 2010), researchers found that when reading syllabi students primarily focus their attention on elements related to performance, e.g. grading, policies, and due dates. In another study, one that perhaps comes closest to addressing whether the document matters, Harnish and Bridges (2011) provided evidence that a “syllabus written in a friendly, rather than unfriendly, tone evoked [student] perceptions of the instructor being more warm, more approachable, and more motivated to teach the course” (p. 319).

The current study adds significantly to this literature by systematically probing students’ perceptions of different types of syllabi, the courses described by the syllabi, and the instructors associated with the courses. Our study also examines whether the approach a student typically takes to their learning impacts their perceptions.

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#### 4. FINDINGS: THEIR SIGNIFICANCE & LIMITATIONS:

The data generated from this project are robust and too extensive to include here in their entirety. We present below key findings for each major component of the study: 1) perceptions of syllabus components, 2) perceptions of syllabus, 3) perceptions of course, 4) perceptions of instructor, and 5) the relationship between perceptions of deep vs. surface learners. The supporting data and statistical analyses are found in the appendices. Where appropriate, we have included representative supporting qualitative data.

##### 1. Perceptions of syllabus components (Appendix 7)

- Learning focused syllabus (LFS) participants perceived the instructor information, course materials, course objectives, assessment activities, and tips for success significantly more helpful than content-focus syllabus (CFS) participants. This is consistent with the emphasis learning-focused syllabi place on goals and objectives, assessment of learning, and overall student success.

Supporting data: “I really did not pay much attention to [the syllabus] aside from noticing what kind of information I can assess, like when exams will be and what readings are due on which days” (CFS). “[The syllabus] appears to be a well thought-out and very reliable for students who may be confused on what their future assignments are” (LFS).

- The two components most characteristic of content-focused syllabi—grades and policies—are perceived to be no more or no less helpful than those presented in learning-focused syllabi. In other words, the over-emphasis of policies and grades in content-focused syllabi and, possibly, the under-emphasis of these in learning-focused syllabi appear to be lost on students, at least when the syllabi are not directly compared.

##### 2. Perceptions of syllabus (Appendix 8)

Based on the qualitative analysis, Likert questions related to syllabus perceptions were organized into three categories: *syllabus structure* (e.g. syllabus is well organized), *syllabus tone* (e.g. syllabus is positive, respectful, and inviting), and *syllabus interest* (e.g. syllabus is boring).

- Overall, the LFS group had significantly more positive perceptions of the document than

the CFS group.

- In terms of *structure*, LFS participants found the document significantly more thorough but also more difficult to follow. The difference may be related to two factors: 1) the length of the document, and 2) students' expectations about the purpose of syllabi.

Supporting data: "This syllabus seemed rather long, yet thorough in order to make all class assignments and policies" (LFS) and "The syllabus is a *functional* document that doesn't need frilly writing. The 'what you'll learn along the way' part was unnecessary. Every professor has those aims" (LFS; emphasis added).

- LFS participants had significantly more positive perceptions of the *tone* of the syllabus, particularly aspects related to how caring they perceived the instructor.

Supporting qualitative data: "I thought the tone sounded very personable and friendly" (LFS). "The tone of the syllabus makes the professor seem cold, uncompromising, and unfriendly...I would immediately think the professor is a hard ass – I'd expect a great number of students to drop the class after receiving the syllabus" (CFS).

- LFS participants also found the syllabus significantly more interesting and relevant to their life.

Supporting data: "I like how they emphasize the realistic aspects of learning and participating rather than simply laying out work to be done" (LFS).

### 3. Perceptions of course (Appendix 9-10)

- Overall, LFS participants had significantly more positive perceptions of the course than CFS participants.
- Participants' perceptions of whether the course represented by the syllabus will require more work than their other courses was significantly higher for the LFS participants.
- But, the LFS group expected to learn more important concepts, more important study skills, and to better understand how to think like an expert.
- Overall, LFS participants perceived that the course associated with the syllabus they read will involve less lecturing and more active learning strategies. The CFS group perceived that the course will rely almost exclusively on lecturing.

Supporting data: "1 hr of non-interactive lecture in a large lecture hall. Professor uses PowerPoint and uploads slides after class, perhaps hinting at points that will be covered on an exam" (CFS). "[Students] will need to have a deep understanding of the material, this does not seem like a course where memorizing facts right before the exam would be a good strategy" (LFS).

### 4. Perceptions of instructor (Appendix 11)

- Overall, LFS participants had significantly more positive perceptions of the instructor than CFS participants, specifically; they believed the instructor would be more approachable, caring, encouraging, helpful, and supportive.

Supporting data: "I thought the instructor based on the syllabus seemed very

approachable, and encouraging towards their students. I thought they were also very passionate for their course, and intended on helping their students become better thinkers and students" (LFS). "The instructor seems fairly harsh from this syllabus. Reading the end especially, where work won't be accepted regardless of reasons shows me that this is a professor who isn't out to help or understand the needs of their students. Very cold and robotic structure (while easily read) does not give a positive impression" (CFS).

#### 5. Relationship between perceptions of deep vs surface learners (Appendix 12)

- CFS participants, regardless of approach to learning, had no significantly different perceptions of the syllabus, course, and instructor. On the other hand, LFS participants with a deep approach to learning had significantly more positive perceptions of the learning-focused syllabus and instructor than their counterparts having a surface approach. In other words, LFS participants with more surface approaches to learning did not have as positive perceptions as their deep learning counterparts.

#### Implications

The results presented here suggest that the document—the syllabus—matters. When students read a learning-focused syllabus, they have significantly more positive perceptions of the document itself, the course described by the syllabus, and the instructor associated with the course. Both the quantitative and qualitative data clearly suggests that an instructor has very little to lose by creating a learning-focused syllabus. In fact, they have much to gain. Specifically, students in our study viewed the learning-focused syllabus as a useful, organizing document, the course as an interesting, relevant, and rigorous learning experience, and the instructor as a caring and supportive individual integral to the learning process. In practical terms, this rigorous study provides data to support and guide educational developers work. Not only does it provide evidence for promoting learning-focused syllabi, but our results may also help alleviate some instructor anxiety when shifting toward more learning-focused practices. Differences observed between deep and surface learners who read learning-focused syllabi suggest that instructors need to help *all* students better understand the purpose of the document and how to effectively read and use it as a learning tool.

In summary, this is the first study that examines the full extent to which learning-focused syllabi affects student perceptions. It supports published critiques that claim syllabi should not be the authoritarian, policy-laded, contractual document they have come to be, both in principle and practice.

#### Limitations & Future Work

This study only examined a small number of students from one university, so we cannot make generalized claims about syllabus perceptions for all students. Our study compared two randomly sampled groups, which did not allow for direct comparisons by the same student. We also only sample first- and second-year students in two schools, so findings may not generalize to all disciplines or academic levels. Additional research should examine these aspects as well as the relationship between learning-focused syllabi and the actual classroom environment described by the syllabi.

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<b>1214</b>
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<b>TOTAL WORD COUNT FOR ALL 4 SECTIONS:</b>
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<b>1998</b>
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**Appendix 1: Participant demographic information.**

Group	Gender (%)		Ethnicity (%)						Residency (%)		Alien Status (%)		GPA (SD)	SAT (SD)
	Male	Female	Caucasian	African-American	Asian	Hispanic	Multi	Not reported	In	Out	Native	Non-native		
All (n=127)	50 (39.4)	77 (60.6)	71 (55.9)	7 (5.5)	21 (16.5)	6 (4.7)	7 (5.5)	15 (11.8)	91 (71.7)	36 (28.3)	116 (91.3)	11 (8.7)	3.35 (.48)	1376 (136)

**Participant demographic information for each syllabus group.**

Group	Gender (%)		Ethnicity (%)						Residency (%)		Alien Status (%)		GPA (SD)	SAT (SD)
	Male	Female	Caucasian	African-American	Asian	Hispanic	Multi	Not reported	In	Out	Native	Non-native		
LFS (n=61)	26 (42.6)	35 (57.4)	39 (63.9)	1 (1.6)	9 (14.8)	3 (4.9)	2 (3.3)	7 (11.5)	48 (78.7)	13 (21.3)	57 (93.4)	4 (6.6)	3.33 (.52)	1390* (128)
CFS (n=66)	24 (36.4)	42 (63.6)	32 (48.5)	6 (9.1)	12 (18.2)	3 (4.5)	5 (7.6)	8 (12.1)	42 (63.6)	24 (36.4)	59 (89.4)	7 (10.6)	3.37 (.45)	1360** (144)

\* n=60. \*\* n=53.

**Comparison of participants' general deep and surface approaches to learning.**

General approach to learning	CFS, n=66 (SD)	LFS, n=61 (SD)
Deep	30.00 (6.79)	29.87 (6.04)
Surface	25.94 (7.30)	26.00 (5.77)

Scores based upon participant responses to 10 questions for each approach; sum scores range from 10=not at all true of me, to 50=very true of me.

## Appendix 2: Student syllabus survey.

*Study process (from Biggs, Kember & Leung, 2001):*

1. For each statement, choose the response which best fits your immediate reaction. Do not spend a long time on each item—your first reaction is probably the best one.

Do not worry about projecting a good image. Your answers are CONFIDENTIAL. [Likert: 1= never or only rarely true of me, 2 = sometimes true of me, 3= true of me about half the time, 4= frequently true of me, 5=always or almost always true of me]

- a. I find that at times studying gives me a feeling of deep personal satisfaction.
- b. I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.
- c. My aim is to pass the course while doing as little work as possible.
- d. I only study seriously what's given out in class or in the course outlines.
- e. I feel that virtually any topic can be highly interesting once I get into it.
- f. I find most new topics interesting and often spend extra time trying to obtain more information about them.
- g. I do not find my courses very interesting so I keep my work to the minimum.
- h. I learn some things by rote, going over and over them until I know them by heart even if I do not understand them.
- i. I find that studying academic topics can at times be as exciting as a good novel or movie.
- j. I test myself on important topics until I understand them completely.
- k. I find I can get by in most assessments by memorizing key sections rather than trying to understand them.
- l. I generally restrict my study to what is specifically assigned, as I think it is unnecessary to do anything extra.
- m. I work hard at my studies because I find the material interesting.
- n. I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.
- o. I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.
- p. I believe that instructors shouldn't expect students to spend significant amounts of time studying material everyone knows won't be examined.
- q. I come to most classes with questions in mind that I want answering.
- r. I make a point of looking at most of the suggested readings that go with the lectures.
- s. I see no point in learning material which is not likely to be on the examination.
- t. I find the best way to pass examinations is to try to remember answers to likely questions.

### *Syllabus Perception:*

Read over the syllabus provided and answer the following questions. Feel free to refer back to the syllabus as often as needed. [Students will randomly receive one of two syllabi, "Syllabus 1" or "Syllabus 2" to be inserted here]

### Syllabus

1. What was your initial perception of the syllabus? [textbox]

2. Indicate how much you agree or disagree with the following statements: .  
[likert:1=strongly disagree, 2= disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree]
- The syllabus is well-organized.
  - The syllabus is easily readable.
  - The syllabus makes me want to take this class.
  - The tone of the syllabus is positive, respectful, and inviting.
  - The focus of the syllabus is on learning.
  - The focus of the syllabus is on content and/or policies.
  - The syllabus is condescending to my intelligence.
  - The syllabus is interesting.
  - The syllabus is boring.
  - The syllabus is difficult to follow.
  - The syllabus clearly defines course expectations.
  - The syllabus makes clear how the course content will be important in my life.
  - The syllabus communicates high expectations.
  - The syllabus describes a course which is academically rigorous.
  - The syllabus suggests that there is a lot of busy work in the course.
  - The syllabus projects confidence that students can meet expectation through hard work.
  - There is not enough detail in the syllabus to understand the course expectations.
  - I will likely need to continue to refer to the syllabus throughout the course.
  - The syllabus projects a sense that the instructor cares about me and my learning.
3. Indicate how much each of the following syllabus components help you to get a sense for what the actual course will be like: [likert: [0=not present, 1=not helpful at all, 2=not helpful, 3=somewhat helpful, 4=very helpful]
- Instructor information (e.g. Office hours, email)
  - Course materials (e.g. textbook)
  - Course description
  - Course objectives
  - Assessment activities
  - Schedule, including topics and due dates
  - Policies (e.g. attendance, late-work, honor)
  - Grading scheme
  - Tips for success
4. What component(s) of the syllabus would you revisit the most during the semester?  
[repeat components from #3; likert: 0=not applicable, 1=not all, 2=1-2 times/semester, 3=every few weeks, 4=once a week, 5=more than once a week]
- Instructor information (e.g. Office hours, email)
  - Course materials (e.g. textbook)
  - Course description
  - Course objectives
  - Assessment activities
  - Schedule, including topics and due dates
  - Policies (e.g. attendance, late-work, honor)
  - Grading scheme
  - Tips for success



5. What syllabus component(s) is/are not present on the syllabus that you would be helpful for you to get a better sense of the course? [textbox]
- 6.
7. What would encourage you to continually refer to the syllabus throughout the semester? [textbox]

*Course Perceptions:*

Instructor

1. What are your initial perceptions of the instructor teaching the course represented by the syllabus? [textbox]
2. Referring to the syllabus provided, answer the following questions on your perceptions of the instructor of this course. [likert:1=strongly disagree, 2= disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree]
  - a. The instructor is approachable.
  - b. The instructor cares about my success.
  - c. The instructor encourages student-teacher interaction.
  - d. The instructor is trying to help me discover value in the course content.
  - e. The instructor cares about me as a person.
  - f. The instructor has set high expectation and will help me meet them.

Course

1. What would a student in this course need to do to be successful? [textbox]
2. What would you expect a typical class period to look like for this course? [textbox]
3. Would you want to take this course? [yes/no]  
Why or why not? [textbox]
4. Indicate how much you agree or disagree with the following statements regarding the course represented in the syllabus. . [likert:1=strongly disagree, 2= disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree]
  - a. This course would be very interesting to take.
  - b. This course would require more work than most of my other courses.
  - c. The amount of work in the course will correlate with the amount I learn.
  - a. I expect to learn a lot in this course.
  - b. This course would help me learn important concepts.
  - c. This course would help me learn valuable study skills.
  - d. This course would help me understand how experts in the field approach this topic.
  - e. This course is of personal interest to me.
  - f. This course would teach me knowledge and skills applicable during college.
  - g. This course would teach me knowledge and skills applicable for my future career.
5. Based on the syllabus, how much time do you believe will be devoted to the following for this course? [likert: 0=not applicable, 1=not all, 2=1-2 times/semester, 3=every few weeks, 4=some each class, 5=most of every class]
  - a. instructor lecture
  - b. instructor-led discussion
  - c. student-led discussion
  - d. small group work with peers
  - e. class debates, role plays, or case studies
  - f. student presentations
  - g. time to work on course projects

### Appendix 3: Content-focused syllabus.

#### History 1000: U.S. History since 1865

Monday & Wednesday 2:00-3:15 PM  
University Hall, Room 100

[Instructor Name]  
[Office Location]  
[Instructor Email]  
[Instructor Phone Number]

Office Hours:  
M/W: 12:00-1:00 PM

#### Course Overview

This course emphasizes the major political, social, economic and intellectual developments in the nation from the Civil War to the present and aims to challenge students to critically analyze these developments. The course also examines how events and developments that occurred prior to 1865 influenced the nation's evolution after the Civil War. The course will cover such topics as Reconstruction, the New Deal, the Great Depression, the Atomic Age, the Cold War, and the 60's. Due to the constraints of the semester, the 1970's-80's will only be covered generally, while the 1990's-today will not be covered.

#### Required Texts

There are two books that we will be reading for this course, a textbook and primary source documenting the African American experience during this time period through contemporaneous documents, diaries, visuals, and texts. The textbook is meant to supplement lectures; some material in the text will not be discussed in class and some information from lectures will either not be mentioned at all or touched on only briefly in the textbook. It is expected that each student will have read the assignment in the textbook before coming to class.

- *U.S. History, Volume II: 1865-Present*, online textbook
- *Making Freedom: African Americans in U.S. History*

#### Course Requirements

Each student in the course will be expected to complete three exams and one essay during the semester.

**Exams** – Each exam will consist of three sections: a n identification section, a short answer section, and an essay section. Review sheets will be distributed before the exams to assist students in their preparation. Review sheets will only be distributed in class and will not be sent out electronically to students. *All students are required to bring an unmarked Blue Book to each exam.* These Blue Books will be collected in class on the day of the test and redistributed before the exam begins. The final exam will not be cumulative.

**Quizzes** - Students are required to take a short reading quiz at the start of each class period. Quizzes can only be taken in class and cannot be made up regardless of reason.

**Essay** – Students are required to write one 3-4 page double-spaced essay based on *Making Freedom: African Americans in U.S. History*. The assignment is not a research paper and should be

based on the book alone. The essay is due when we will be discussing the 1960's in class. Students should come ready to discuss the book when they turn in their papers.

Grading Procedures

Grading Breakdown:	Exam 1	25%	Grading Scale:	A 90-100
	Exam 2	25%		B 80-89
	Exam 3	25%		C 70-79
	Quizzes	20%		D 60-69
	Essay	5%		F Below 60

Course Policies and Student Expectations

- Attendance at each lecture is expected. It is essential that students come to class regularly if they hope to perform well in the class. Class will begin promptly at 2:00pm, so be on time.
- Students should come to class prepared for the day's lecture. Preparation includes having completed any assignments that are due, being ready to listen and answer questions during the lecture, and finishing all the assigned readings for the class.
- Once in class, it is expected that students will be attentive, including taking notes, and that students will show respect to their classmates and the instructor.
- No class work will be accepted via email. All papers must be submitted as a hard copy on the date they are due. Late papers will be penalized.
- Quizzes can only be taken in class and cannot be made up regardless of reason.
- Review Sheets and any other handouts will not be sent to students electronically. They must be picked up in class or at the instructor's office.
- Students must bring a Blue Book to each exam.
- Students must turn off all cell phones, watch alarms, etc. in class unless they have extenuating circumstances that they have spoken with the instructor about.
- Cheating in any form, including plagiarism, will not be tolerated. Cheating on any assignment or test will result in a failing grade for the assignment or test and may also result in a failing grade for the course. Please note that each student is responsible for the work he or she turns in. Students who cheat will be reported to the Honor Council.

**Class Schedule**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS (from textbook)</b>	<b>ASSIGNMENTS</b>
2/2	Reconstruction: 1865-1877	Ch 19, p 321-330	
2/7 & 2/9	The Gilded Age: 1870-1900	Ch 20, p 330-342	
2/14 & 2/16	Race, Empire, and Culture in the Gilded Age: 1870-1900	Ch 21, p 342-347	
2/21 & 2/23	The Progressive Era: 1890-1917	Ch 22, p 347-360	
2/28	World War I: 1914-1919	Ch 23, p 360-379	
3/2	Exam 1		<b>Exam 1 Chapters 19-23</b>
3/9	From the New Era to the Great	Ch 24, p 379-391	

	Depression: 1920-1933		
3/14 & 3/16	The New Deal: 1933-1940	C 25, p 391-403	
3/21-23	<b>No Class – Spring Break</b>		
3/28 & 3/30	From Isolation to World War II: 1930-1943	Ch 26, p 403-420	
4/4 & 4/6	The Cold War: 1947-1991	Ch 27, p 420-429	
4/11	Exam 2		<b>Exam 2 Chapters 24-27</b>
4/13	The Politics and Culture of Abundance: 1943-1960	Ch 28, p 429-437	
4/18 & 4/20	The Sixties: 1960-1969	Ch 29, p 437-443	<b>ESSAY DUE</b>
4/25 & 4/27	The Conservative Turn of America: 1968-1989	Ch 30, p 443-456	
5/2 & 5/4	The Challenges of Globalization and the Coming Century: After 1989	Ch 31, p 456-465	
5/7	No class		
5/9	Exam 3		<b>Exam 3 Chapters 28-31</b>

## Appendix 4: Learning-focused syllabus.

### History 1000: U.S. History since 1865

Monday & Wednesday 2:00-3:15 PM  
University Hall, Room 100

[Instructor Name]  
[Office Location]  
[Instructor Email]  
[Instructor Phone Number]

Office Hours:  
M/W: 3:15-4:30  
& by appointment

“If the study of history does nothing more than teach us humility, skepticism and awareness of ourselves, then it has done something useful.”  
M. MacMillan, *Dangerous Games: The Uses and Abuses of History* (2009)

#### A bit about the course...

You probably have studied U.S. history before, exploring the major themes, events, and people who have shaped this country. In your other history courses, you may have learned certain historical information and then been required to write clear, evidence-based arguments about the past. We will do that, but I expect you will find this course to be different in useful and challenging ways.

Together, we will explore how and why individuals chose to act—or not to act—in response to the local, national, and global forces that have shaped the United States since 1865. For example, how did Americans respond to the U.S. acquiring and using the atomic bomb? and, how were they affected by the 20<sup>th</sup>-century tech boom? Historians call this approach *social history*, a major trend in historical analysis over the past few decades. This focus on the lives of ordinary (and not so ordinary) people can help you deeply understand the past. It also might prompt you to reflect on how and why *you* choose to act (or not to act) in response to the local, national, and global forces shaping our world now.

To allow you to experience doing what historians do, you will get to contribute to an oral history project. This project, developed in partnership with a local community organization, will encourage you to ask some big questions about how to do historical research and historical meaning as well as to explore the relationship between personal/local stories and national ones.

#### What you'll learn along the way...

Historians think a lot about how to make valid historical arguments and what counts as historical evidence. This course is designed to help you develop these habits of mind. Specifically, you will learn to:

- make evidence-based historical arguments;
- read, interpret, and critique different types of historical sources;
- conduct, transcribe, and analyze oral history interviews;
- write and speak with clarity and precision about the past;
- reflect on the connections between your life and broad historical trends.

Though the course will be challenging, if you fully engage, work diligently throughout the semester, and continually practice your critical thinking skills, this course may well shape how you understand, think about, and act in the world.

### **How you'll know you're learning...**

Throughout the course, you will have multiple opportunities to explore a variety of historical events, engage in historical thinking, form and develop arguments, and share what you learn through discussion and writing. We will, for example, have frequent in-class discussions, debates, small group activities, and other similar exercises. In addition, the following activities will help guide you through the learning process and help you measure your progress as you move toward deeper understanding.

**In-class Engagement.** Learning is hard! Meaningful learning—the kind of learning that lasts well beyond the test—is really hard. You will have to struggle through complex ideas, reconcile misconceptions, take risks, and continually practice the skills you learn. At times this will be frustrating, but the more you engage, the more you will learn.

At a minimum, engagement in the course means that you read assigned work before coming to class; prepare for, attend, and participate actively in every class session, including during discussions, debates, and small group activities; and complete all in- and out-of-class work to the best of your ability.

Deep engagement, the kind that leads to significant learning (and the kind you should strive for) involves...

- remaining consistently engaged through each class session and the semester;
- connecting your writing and in-class comments to relevant historical evidence;
- being constructive and collegial, especially when you disagree with someone;
- taking a critical but open approach to different or new ideas;
- focusing and helping your peers to focus on the big themes of the course.

Periodically throughout the semester, I will offer you feedback on your in-class engagement. This will include specific comments, suggestion for improvement, and a “grade-to-date.” I may also email you to praise your work or to encourage you to engage more deeply. I welcome the opportunity to discuss with you in person ways for you to meet your own engagement goals.

**Reading Checks.** Every week, you will be given a short out-of-class writing assignment based on the scheduled readings for the upcoming class period, no more than one (1) page, to help you more fully analyze the readings and prepare for class. As already mentioned above, this course is built on the expectation that students want to be active learners, and keeping up with the reading empowers you to take full advantage of class discussions and lectures.

**Oral History Project.** The entire class will conduct an oral history project in partnership with the Hawfields Presbyterian Home (HPH). This oral history project is a priority of HPH, which is eager to preserve the history of elders in the community. It is also essential to our course because it will allow you to practice what historians do—gather, evaluate, and make sense of new historical sources. Doing this project, and doing it well, matters not only for the success of our course, but also to our local community.

You will work in pairs throughout the semester both in- and out-of-class (see the Schedule for details and due dates) to complete the oral history project. Each pair will research relevant local and personal history, develop interview questions, interview one person from the HPH

community, accurately and fully transcribe that interview, analyze the interview for the class, and present a complete audio recording and written transcript of the interview to the HPH community.

Because it is important that we treat our community partners and their history with respect, you will want to do exemplary work on all aspects of this oral history project.

Your pair will be responsible for each of the following stages of the project. These will be spread throughout the semester and it is important for our in-class discussion that these be completed in a timely manner. Check the course schedule regularly for due dates.

1. Oral history group formed – 2 students/group
2. HPH visit, consent forms signed, and interview confirmed
3. Draft interview protocol completed and turned in before class
4. Interview protocol completed and turned in before class
5. Interview conducted and audio file uploaded
6. Interview transcribed completely and accurately – and turned in
7. Interview presented to class
8. Interview and audio recording presented to HPH community
9. Reflective essay due

In addition, you will each produce a critical reflection which captures your developing understanding about how to historical research, about creating history, and about your relationship to and intersection with history. Your personal learning experience is the subject of this 5-7 page essay. Carefully selected samples of your own work and inspirations from course materials should serve as evidence for the arguments you want to make about your learning.

Additional details about the oral history project, including the interview, transcription, reflective essay and grading rubric, will be provided early in the semester.

**Exams.** There will be a mid-term and a final exam in the course. These exams are designed to assess the content knowledge and skills you develop during the semester. In other words, they're your opportunity to demonstrate how much you've learned.

Each exam will consist of three parts:

1. Brief identifications: During the exam, you will be given eleven historical items to identify (e.g. events, people, places), and you will respond to ten of these. You should write about 3 sentences for each identification, explaining the relevant context, details, and significance of that item.
2. Short essays: During the exam, you will be given three essay questions, and you will respond to two of these. You should write about 250 words for each short essay, providing appropriate historical evidence to support your analysis.
3. Longer essay: One week before the exam, you will be given two essay questions. Before the exam period begins, you will write an essay on one of these questions. You should write about 500 words for this longer essay, providing appropriate historical evidence to support your analysis. This is a take-home essay; you are allowed to use any resources we've utilized throughout the semester. Keep in mind, however, that the "answers" will not reside in any of these resources. Armed with solid foundational knowledge (i.e. specific facts, information, etc.), you will discover the "answers" to the questions using the same historical thinking processes utilized throughout the course.

### **How I'll determine your grade...**

Your grade for the course will be based on how well you demonstrate your learning in the following ways:

20%	In-class engagement
15%	Reading Checks
25%	Oral history project
40%	Exams (mid-term and final @ 20% each)

Although the basic requirements and evaluation criteria are explained above, I will share additional details as the semester progresses. If you have any questions before then, please be sure to me.

### **A few things to help you along the way...**

As professor, I am the most important resource available to you! We can meet during office hours or by appointment to discuss any aspect of the course or any difficulties you may be experiencing. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic responsibilities, and I will work with you to ensure your best possible performance in the course.

Learning how to write well is an important goal of this course: you will regularly write for the reading checks, on the exams, and for your oral history reflective essay. You are invited to schedule individual sessions with me to discuss drafts, ideas, my comments on your work, and so forth. Here are a few other ways to get help:

#### *Writing Center*

The writing center offers appointments and drop in services at multiple locations across campus. Good writers know that another pair of eyes on their work is always helpful.

#### *Center for Teaching and Learning*

The Center for Teaching and Learning offers a wide range of student academic support programs and services.

If a disability might hinder your engagement with or performance in this class, please consult with me as soon as possible. I will work with you, and help you work with the University's many resources, to maximize your learning in this course. However, because of privacy issues, it is your responsibility to begin these conversations.

### **A few course policies...**

Due dates are firm, but extensions requested ahead of time are normally granted. In all cases, later work is preferable to plagiarism, which is considered a violation of the honor code. What is plagiarism? Generally speaking, it is any attempt to take credit for work done by another person. All historians, including undergraduates, must rely on the work of others to shape their own knowledge and interpretations. In their writing, they must acknowledge the importance of other works through footnotes and/or direct textual references to influential books, articles, and ideas. Failure to acknowledge the work of others, or transposing sentences, words, and concepts into your own work without using quotation marks or citations can result in plagiarism. Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me. There is no penalty for honest inquiry or confusion!



### What you'll be reading...

The texts I've selected for you to read approach history from the vantage point of a particular person, group, or place – you'll encounter the late 19<sup>th</sup> and early 20<sup>th</sup> century through the eyes of middle class female reformers, the mid-20<sup>th</sup> century from a center of power in Washington, and crucial moments in the more recent past as experienced by residents of one small city. As you read these books, you'll not only be learning historical content but also exploring how individuals are shaped by (and in turn shape) larger historical forces. We also will read a few separate book chapters that raise broad questions about how historians interpret the past. What we won't read is a standard U.S. history textbook. After all, textbooks tend to be boring. We'll read just the good stuff, and draw on these sources during class to explore the larger themes and important people/events in American history since 1865. From my experience, this is unquestionably the best way for you to develop (and complicate) your understanding of the broad narratives over the past century and a half.

These are the texts:

- Baker, Jean H. *Sisters: The Lives of America's Suffragists*. New York: Hill & Wang, 2005.
- Brinkley, Alan. *Franklin Delano Roosevelt*. New York: Oxford University Press, 2010.
- Chafe, William H. *Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom*. New York: Oxford University Press, 1981.

And, these are the articles/chapters, all of which are available on the course website:

- Bess, Michael. *Choices Under Fire: Moral Dimensions of World War II*. New York: Knopf, 2006. Chapter 10: The Decision to Drop the Atomic Bomb: Twelve Questions.
- Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin, 2005. Chapter 1: The Return of Fear.
- Hahn, Steven. *The Political Worlds of Slavery and Freedom*. Cambridge: Harvard University Press, 2009. Chapter 2: Did We Miss the Greatest Slave Rebellion in Modern History?

### What you'll be doing...

The following times and topics are tentative and may shift slightly to foster a more effective learning environment. Nothing will be made due earlier than indicated but some things may be pushed back or eliminated altogether, depending on time. All changes will be announced in class and posted on the course website.

Date	Questions/themes we'll explore...	How to prepare for discussions...	Quick Reminders...
2/2	What big question & themes are worth exploring?		
2/7	Reconstruction: What was actually being reconstructed?	Read <i>Political Worlds of Slavery and Freedom</i> , chapter 2 – on Blackboard	Reading Check
2/9	Gilded Age (growth): Does rapid industrialization change everything?	Read <i>Sisters</i> , Introduction and chapter 1	In-class debate (details will be provided in class)
2/14	Gilded Age (paradoxes): Is all that glitters gold?	Read <i>Sisters</i> , chapters 2-3	Reading Check
2/16	Populists and Progressives: How to reform the country?	Read <i>Sisters</i> , chapter 4	Longer exam essay questions distributed

2/21	U.S. in the world: Should the U.S. have an empire?	Read <i>Sisters</i> , chapter 5 and afterward	Reading Check
2/23	U.S. in the world: Did the Great War change everything?	Read <i>Sisters</i> , chapter 6 and afterward	
2/28	1920s tensions: What was actually roaring?	Read <i>Franklin Delano Roosevelt</i> , pages ix-29	Reading Check
3/2	Depression: What is possible with a broken economy?	Read <i>Franklin Delano Roosevelt</i> , pages 30-62	In-class debate (details will be provided in class)
3/7	Wartime change: Did World War II change everything?	Read <i>Franklin Delano Roosevelt</i> , pages 63-99	Reading Check
3/9	The atomic bomb: Should the US have & use atomic bombs?	Read chapter from <i>Choices Under Fire</i>	Longer essay questions distributed
3/14	Cold War: Was conflict inevitable in the world (and at home)?	Read chapter from <i>The Cold War</i> , on Blackboard	Reading Check
3/16	EXAM 1: This is your opportunity to demonstrate your historical think skills.		EXAM 1: Bring longer essay with you to exam.
3/21-23	No class		Spring break -- no class
3/28	Late 1950s: Was the '50s (not the 60s) the real time of radical change?	Read <i>Civilities</i> , Introduction and chapters 1-3	Reading Check
3/30	Sixties politics and war: Love, bombs, peace, war?	Read <i>Civilities</i> , chapters 4-5	Oral history groups set
4/4	From rights to power: What's the goal of social change?	Read <i>Civilities</i> , chapters 6-8, and "Making Sense of Oral History"	Reading Check
4/6	Oral history project: preparation	<i>Visit Hawfields Presbyterian Home during class</i>	In-class debate (details will be provided in class)
4/11	Morning in America: Was there a "Reagan revolution"?	Read <i>Civilities</i> , chapters 9 and epilogue	Reading Check
4/13	Tech revolution: Did the late 20 <sup>th</sup> century tech boom change everything? <b>AND</b> oral history prep	By 2:30pm, each group emails me a complete draft of interview questions (bring a copy to class)	
4/18	Oral history project: Hawfields Presbyterian Home	Email me your final interview protocol before class, conduct interview at HPH during class time, and upload audio file by 9:00pm.	Oral history interview
4/20	Oral history project: Transcribing interviews	Bring to class your interview notes and, if possible, a laptop; in class you will begin transcription	

4/25	No class		Holiday - no class
4/27	No class		Transcribe - No class
4/28	No class		Transcribe - no class
5/2	Learning from oral histories	By 2:30pm, email me complete transcription, and be prepared for in-class presentation about themes from your oral history interview	Transcript file due
5/4	September 11: Did 9/11 change everything?	No reading	Longer essay questions distributed
5/9	Oral history project: Presentations	Oral history presentation and discussion at HPH during class time	Presentation of oral history to HPH community
5/14	EXAM 2: This is your opportunity to pull all the pieces together.	Final exam, 11:30 a.m. – 2:30 p.m. Bring longer essay with you to exam	EXAM 2

## **Appendix 5: Instrument development and data collection.**

### **General Procedure**

A total of 1,199 undergraduate students were randomly selected to participate in the study and contacted via email to voluntarily complete the online survey during a two-week window in the spring 2014 semester. A total of 127 students consented to complete the survey (10.6% response rate), which took approximately 30 minutes. Participants were first asked a series of questions related to how they typically study for their courses. They then randomly received either a content- or learning-focused syllabus to read. After reading their assigned syllabus, participants responded to questions about their perceptions of the syllabus, the course described by the syllabus, and the instructor associated with the syllabus. Details about the surveys and the development of the syllabi follow.

### **Pre-survey**

The initial “study process” questions included 20 Likert questions on a five-point scale taken from a previously validated instrument (Biggs, Kember, & Leung, 2001). Participants’ responses to these questions identified their emphasis on a ‘surface’ or ‘deep’ approach to learning. Questions included, for example, “My aim is to pass the course while doing as little work as possible” (surface approach) and “I work hard at my studies because I find the material interesting” (deep approach). While the authors of the survey contend these study process questions are context dependent, we found participants reliably responded to questions within each category when asked about their general approach to courses (deep approach:  $n=10$ ,  $\alpha=.782$ ; surface approach:  $n=10$ ,  $\alpha=.816$ ).

### **Syllabus development**

Two syllabi—a content-focused syllabus and a learning-focused syllabus—were developed for the same introductory history course, *United States History Since 1865* (Appendix A and B, respectively). The syllabi were developed by Researcher C, whose expertise is in curriculum development, and a history professor, who had experience teaching this particular US History course. Our development work was guided by the literature on learning-focused course design (Fink, 2013a; Hansen, 2011; Wiggins & McTighe, 2005; Wulff & Jacobson, 2005), evidence-based teaching (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Biggs & Tang, 2007; Blumberg, 2009; Nilson, 2010), and student motivation (Schunk, Pintrich, & Meece, 2007; Svinicki, 2004). In addition we relied heavily on a syllabus rubric designed to assess the degree to which a syllabus achieves a learning orientation (Palmer, Bach, & Streifer, 2014). This rubric is organized around four large-scale criteria: Learning Goals and Objectives, Assessment Activities, Schedule, and Overall Learning Environment, which includes a syllabus’ tone, promise, and inclusivity. These criteria are further subdivided into 14 distinct components. Using the full range of these components, we produced a content-focused syllabus that would score below 5 on the rubric’s 46-point scale (Appendix A) and a learning-focused syllabus that would score above 40 (Appendix B).

Once the syllabi were developed, the US history professor, a panel of two education experts, and two undergraduate students reviewed the syllabi to ensure they accurately represented an introductory US History course and aligned with the definitions of content- and learning-focused syllabi. Modifications to the syllabi were made to address the panel members’ feedback.

### **Post-survey development**

The post-survey contained 80 Likert-style questions and 7 open ended questions and took approximately 30 minutes to complete (Appendix C).

These questions focused on participants' perceptions and were developed specifically for this study. The questions included 6-point agree/disagree Likert questions on:

- perceptions of the syllabus (e.g., the syllabus communicates high expectations)
- helpful components of the syllabus (e.g., instructor information, course objectives)
- perceptions of the instructor (e.g., the instructor is approachable)
- perceptions of the course (e.g., I expect to learn a lot in the course).

Participants also answered open-ended questions in each of these four categories to help triangulate the data. Finally, participants answered Likert questions on a 5-point scale on the time they expected to spend in the course on different classroom activities (e.g., instructor lecture, student-led discussion, and class debates).

The post- survey was reviewed by a panel of two undergraduate students, an expert in teaching and learning, and an expert in survey development and administration to provide face and content validity for the survey (Haynes, Richard & Kubany, 1995; Newman & McNeil, 1998). The feedback from the panel was incorporated before administration of the survey.

## Appendix 6: Data analyses.

The Likert survey questions were analyzed using descriptive and inferential statistics. The open-ended survey questions were analyzed using analytic induction (Erickson, 1986). The qualitative data was triangulated with the quantitative data to increase the trustworthiness of these results (Golafshani, 2003).

### Quantitative data analysis

SPSS software was used to perform the quantitative data analysis. The Likert data were first examined for any missing data, and mean imputation was used to replace one or two Likert responses for a total of seven participants. Mean values were used to describe participant responses to each Likert question for each syllabus group—LFS or CFS. Levine's test was run to identify whether the homogeneity of variance assumption for parametric testing was met for each question. Those questions that violated Levine's test were analyzed using Kruskal-Wallis non-parametric test to identify differences between groups.

A one-way ANOVA was used to detect per-question differences between the LFS and CFS groups. Differences in participants' responses within each group were examined by their study process approach. Participants who had higher 'Surface' sum scores than 'Deep' sum scores were defined as *surface learners*, while participants who had higher 'Deep' sum scores than 'Surface' sum scores were defined as *deep learners*. This resulted in four groups

1. deep learners who received the content-focused syllabus (DCFS);
2. surface learners who received the content-focused syllabus (SCFS);
3. deep learners who received the learning-focused syllabus (DLFS);
4. surface learners who received the learning-focused syllabus (SLFS).

A split-plot ANOVA was run to identify differences in how Deep and Surface learners perceived the syllabi for each of the two groups.

For further analysis, participants' perceptions were also grouped into the three distinct constructs: syllabus perceptions, course perceptions, and instructor perceptions. A high reliability on participants' responses to positive perceptions of the syllabus ( $n=12$ ,  $\alpha=.867$ ), perceptions of the course ( $n=9$ ,  $\alpha=.885$ ), and perceptions of the instructor ( $n=6$ ,  $\alpha=.952$ ) suggested these questions consistently measured the three constructs. The questions comprising each construct were summed to preserve any variance in responses. Correlations and split-plot ANOVA were run for each syllabus group to understand relationships between participants' study processes approach (deep and surface), perceptions (syllabus, course, and instructor), and demographics.

### Qualitative data analysis

The qualitative data were analyzed using a constant comparative approach where the data is coded and compared, and the codes are modified and integrated to create the final coding scheme representing the data (Glaser, 1965). In this study, two researchers Researcher A (Aneece) and Researcher B (Wheeler)—separately analyzed the data to inductively develop a coding scheme for the data. They first individually read participants responses to one open-ended survey question holistically and then re-read responses to identify preliminary codes. A third reading of the responses for the question helped the researcher collapse or expand the codes within their individual coding schemes. After both researchers inductively coded the qualitative data separately, they discussed their coding. The coding categories created by both researchers overlapped on almost all categories for each question. Upon discussion of their coding for each question, the two researchers developed a per question comprehensive coding scheme that encompassed both sets of codes.

As an example, Researcher A identified categories such as 'friendliness', 'caring' and 'available' as coding categories for participants' perceptions of the instructor from the syllabus. Researcher B identified categories such as 'caring' and 'trusting' for the same question. Discussion of these categories revealed they were similar, and the researchers collapsed these smaller categories into a larger category of 'instructor approachability'. The use of two researchers in the data analyses process increased the rigor of the qualitative aspects of the study (Golafshani, 2003). This process was repeated for each open-ended question, and the analyses were complete when the two researchers agreed the data was represented by the combined coding schemes for each question. The coding schemes were then used to inform the organization of the individual Likert questions into larger categories. For example, the Likert questions related to syllabus perceptions were organized into three categories from the qualitative coding scheme; syllabus structure, syllabus tone, and syllabus interest. The integration of qualitative and quantitative data justifies the use of a mixed methods approach in this study.

**Appendix 7:** Components of the syllabus participants would revisit the most throughout the semester.

Category	CFS n=66 (SD)	LFS n=61 (SD)
Instructor info	1.61 (.86)	1.74 (.75)
Course materials <sup>+</sup>	1.11 (1.03)	1.52 (1.15) <sup>*</sup>
Course description	.56 (.59)	.70 (.84)
Course objectives	.61 (.64)	.93 (.95) <sup>*</sup>
Assessment activities <sup>+</sup>	1.95 (.93)	2.27 (1.07)
Schedule	3.48 (.78)	3.62 (.67)
Policies	1.46 (.84)	1.62 (.80)
Grading scheme	1.70 (.88)	1.97 (.93)
Tips for success <sup>+</sup>	1.21 (1.08)	1.20 (.84)

Likert scale from 0=not at all, 1=1-2 times/semester, 2=every few weeks, 3=once a week, 4=more than once a week; <sup>+</sup>violates Levene's Homogeneity of variance ( $p < .05$ ), Kruskal-Wallis test; <sup>\*</sup> significant  $p < .05$ ; <sup>\*\*</sup> significant  $p < .01$ .



**Appendix 8:** Participants' perceptions of content- and learning-focused syllabi.

Construct	Question	CFS n=66 (SD)	LFS n=61 (SD)
Positive perceptions		48.91 (8.54)	57.52 (6.50)**
Structure	The syllabus is well organized	5.36 (.78)	5.18 (.74)
	The syllabus clearly defines course expectations	5.03 (.93)	5.05 (.69)
	There is not enough detail in the syllabus to understand the course expectations	2.83 (1.13)	2.13 (1.06)**
	The syllabus is easily readable <sup>+</sup>	5.24 (.88)	4.34 (1.20)**
	The syllabus is difficult to follow <sup>+</sup>	1.89 (.91)	2.65 (1.23)**
	The focus of the syllabus is on learning <sup>+</sup>	4.06 (1.25)	5.23 (.67)**
	The focus of the syllabus is on content and/or policies	4.86 (1.01)	4.31 (1.15)**
I will likely need to continue to refer to the syllabus throughout the course <sup>+</sup>		4.56 (1.34)	4.89 (.93)
Tone	The tone of the syllabus is positive, respectful, and inviting <sup>+</sup>	4.17 (1.24)	5.05 (.90)**
	The syllabus projects a sense that the instructor cares about me and my learning <sup>+</sup>	3.65 (1.20)	5.13 (.87)**
	The syllabus is condescending to my intelligence <sup>+</sup>	2.89 (1.44)	2.46 (1.06)
	The syllabus communicates high expectations <sup>+</sup>	4.38 (1.20)	4.89 (.86)*
	The syllabus projects confidence that students can meet expectations through hard work <sup>+</sup>	3.98 (1.18)	4.93 (.91)**
The syllabus describes a course that is academically rigorous <sup>+</sup>		4.00 (1.25)	4.98 (.70)**
Interest	The syllabus is boring	3.70 (1.18)	3.52 (1.15)
	The syllabus suggests that there is a lot of busy work in the course	3.18 (1.46)	3.48 (1.36)
	The syllabus makes clear how the course content will be important in my life <sup>+</sup>	2.86 (1.36)	4.57 (.97)**
	The syllabus is interesting	3.30 (1.16)	3.85 (1.00)**
	The syllabus makes me want to take this class.	3.55 (1.32)	3.77 (1.13)

Likert scale from 1=Strongly disagree to 6=Strongly agree; overall positive perception from 12=not positive at all, to 60=very positive; <sup>+</sup>violates Levene's Homogeneity of variance (p<.05), Kruskal-Wallis test; \*significant p<.05; \*\*significant p<.01.

**Appendix 9:** Participants' perceptions of the course described by the syllabus.

	CFS, n=66 (SD)	LFS, n=61 (SD)
Sum course perceptions	30.91 (8.20)	35.16 (6.88)**
This course would be interesting to take <sup>+</sup>	3.38 (1.33)	3.80 (1.11)
This course is of personal interest to me	3.03 (1.53)	2.77 (1.40)
The amount of work in the course will correlate with the amount I learn	3.83 (1.08)	4.20 (1.00)
I expect to learn a lot in this course	3.89 (1.05)	4.54 (.92)**
This course would help me learn important concepts	3.70 (1.05)	4.28 (1.07)**
This course would help me learn valuable study skills	3.50 (1.17)	3.93 (1.12)*
This course would help me understand how experts approach this topic	3.33 (1.19)	4.41 (1.02)**
This course would teach me knowledge and skills applicable during college <sup>+</sup>	3.39 (1.38)	4.08 (1.01)**
This course would teach me knowledge and skills applicable for my future career	2.85 (1.36)	3.15 (1.15)

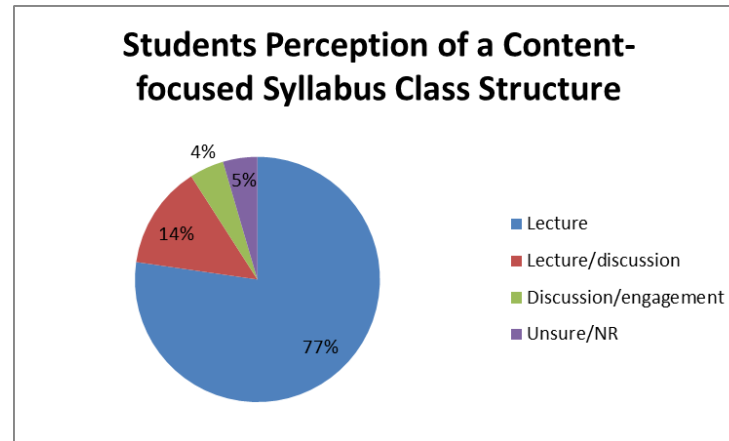
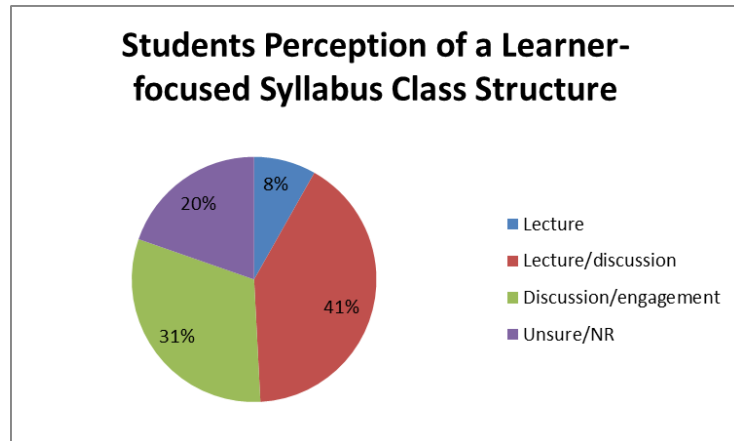
Likert scale from 1=strongly disagree to 6=strongly agree. Sum of course perceptions from 9=negative course perceptions to 54=positive course perceptions; <sup>+</sup>violates Levene's Homogeneity of variance ( $p < .05$ ), Kruskal-Wallis test; \* significant  $p < .05$ ; \*\* significant  $p < .01$ .

**Appendix 10:** Participants' perceptions of the time spent on the course activities.

	CFS, n=66 (SD)	LFS, n=61 (SD)
Lecture <sup>+</sup>	3.85 (.64)	3.26 (.84)**
Instructor-led discussion <sup>+</sup>	1.95 (1.22)	3.10 (.60)**
Student-led discussion	.80 (1.08)	2.52 (.85)**
Group work	.63 (.88)	2.39 (.82)**
Debate	.64 (.93)	2.18 (1.04)**
Student presentations	.52 (.94)	1.64 (.86)**
Working on course projects	.52 (.99)	1.31 (.87)**

Likert scale from 0=not at all, 1=1-2times/semester, 2=every few weeks, 3=some each class, 4=most of every class; <sup>+</sup>violates Levene's Homogeneity of variance ( $p < .05$ ), Kruskal-Wallis test; \*\*significant  $p = .000$ .

Coded participant perceptions of course activities based on open-ended responses to the question, "What would you expect a typical class period to look like for this course?"



**Appendix 11:** Student perceptions of instructor associated with the course described by the syllabus.

	CFS, n=66 (SD)	LFS, n=61 (SD)
Sum instructor perception	21.70 (5.70)	29.89 (3.80)**
Instructor approachable	3.50 (1.14)	5.11 (.78)**
Instructor cares about student success	3.83 (1.12)	5.06 (.82)**
Instructor encourages student-teacher interaction	3.48 (1.21)	5.02 (.72)**
Instructor helps student discover value in course	3.70 (1.04)	5.15 (.79)**
Instructor cares about student as a person	3.23 (1.08)	4.57 (.85)**
Instructor sets high expectations but helps students achieve them	3.95 (1.03)	4.98 (.74)**

Likert scale from 1=strongly disagree to 6=strongly agree; sum instructor perception score from 6=negative perception of instructor to 36=positive perception of instructor; \*\* significant  $p < .001$  using Kruskal-Wallis test for all individual items.

**Appendix 12:** Relationship between perceptions of deep vs surface learners.

	SCFS (n=27)	DCFS (n=39)	SLFS (n=18)	DLFS (n=43)
Sum Syllabus Perceptions	48.48 (6.70)	49.21 (9.69)	54.89 (6.37)	58.62 (6.29)*
Sum Course Perceptions	26.03 (6.27)	28.56 (7.64)	29.00 (6.43)	32.35 (5.95)
Sum Instructor Perceptions	21.07 (5.84)	22.13 (5.64)	28.33 (2.87)	30.54 (3.62)*

SCFS = Surface approach for content-focused syllabus; DCFS = Deep approach for content-focused syllabus; SLFS = Surface approach for learner-focused syllabus; DLFS = Deep approach for learner-focused syllabus; Levine's test not significant for all variables; \* significant,  $p < .05$ .

**Appendix 13:** References (includes additional references supporting this research but not cited herein).

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