



Leading a Coordinated Course

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Session Agenda

- Setting up a coordinated course
- Training instructors for a coordinated course
- Addressing challenges in a coordinated course
- Conducting assessment and updating a coordinated course
- Sharing of resources

Anonymous Poll

What is exciting to you about your coordinated course?

(Short answer response)

Anonymous Poll

From your perspective, what are concerns related to coordinated courses?

(Short answer response)

Establishing a Coordinated Course

Designing
the Syllabus

Course
Culture

Support &
Resources

Instructors

Designing the Syllabus

- When are major course concepts taught?
- How are course concepts taught?
- How much flexibility will there be in the course layout?
- Is there diverse representation in course examples, problems, activities, and readings?
- Is the syllabus accessible?
- How will the syllabus be shared with students and instructors?

Creating a Course Culture

- What kind of course leader or instructor will you be?
- Who will mentor instructors?
- Who will correct teacher and student misbehaviors in the coordinated course?
- Who will be available to support the teaching staff of the coordinated course?
- Who will be involved in the continued training of instructors?

Support & Resources

- Who in your discipline has a well-established and successful coordinated course? How about in other departments on your campus?
- Make friends 😊
- What support(s) (financial, course release, etc.) are available to course coordinators and faculty?
- What are the duties associated with course coordination in your department?
- How will course coordination and/or coordinated course instruction potentially impact your retention, tenure, and/or promotion?

Course Instructors

- Who will staff the coordinated course?
 - Tenure track faculty
 - Lecturers
 - Graduate Teaching Associates (GTAs)

Instructor Development

Pedagogy

Mentoring

Grading &
Feedback

Pedagogical Training

- Given your course and campus culture, what are appropriate learning approaches that could be implemented in this coordinated course?
- What scholars and teaching philosophies do you incorporate in your teaching?
- How will great teaching for this coordinated course be modeled for instructors?
- What examples and resources can you provide to instructors for developmental purposes?

Grading Standards & Feedback

- For coordinated course assignments, who will create rubrics?
- Will the teaching staff have the opportunity to get together virtually or face-to-face for a grading session to ensure consistency in grading?
- Will partial credit be available to students? How will this be determined?
- What should written feedback for students enrolled in the coordinated course look like?
- How should instructors provide feedback aligned with the course expectations and culture?

Mentoring

- What kind of mentor are you?
- What should course instructors expect in terms of mentoring?
- Who will be assigned to providing constructive criticism to instructors?
- How will morale be maintained within the teaching team?

Challenges in Leading a Course

Student
Concerns

Instructor
Concerns

Planning &
Advocating

Emotional
Labor

Tough
Conversations

Dealing with Challenges

- Who will address student concerns related to the coordinated course?
- Who will address instructor concerns related to the coordinated course?
- Who will be the advocate for the coordinated course on campus?
- Will the responsibility for course coordination rotate throughout the department, or remain with a single person?
- What resources are in place within the department or college to support course coordination and instruction?
- Who will facilitate difficult dialogues related to course effectiveness, assessment, and concerns?

Anonymous Poll

How will you promote a culture of great teaching in your coordinated course?

(Short answer response)

Anonymous Poll

What are qualities of a successful course coordinator?

(Short answer response)

Assessing and Updating the Course

Examine
Assignments

Student
Feedback

Faculty
Feedback

Student
Success

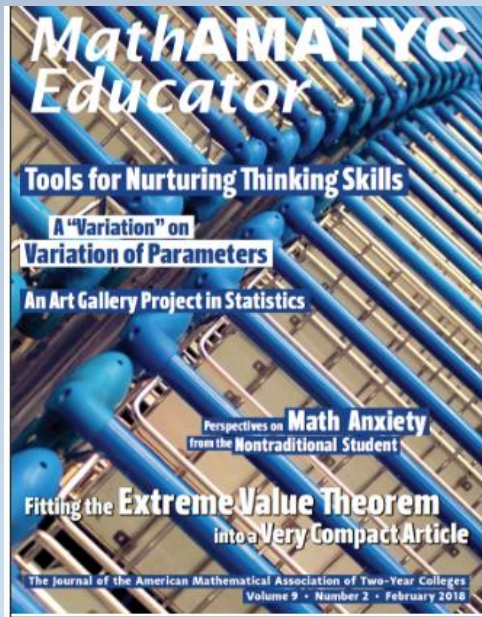
Best Tips for Assessment

- Use your assignments!
- Ask for student and faculty feedback through online anonymous surveys
- Apply for IRB this summer for faculty and student focus groups to share experiences and ideas for the course
- Use national and disciplinary assessment tools for measuring student learning and course success

Use Your Disciplinary Resources



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ESSENTIAL CONCEPTS & COMPETENCIES:

Disciplinary Frameworks for
Teaching, Learning, & Assessment



NATIONAL
COMMUNICATION
ASSOCIATION



AMERICAN
MATHEMATICAL
SOCIETY

Advancing research. Creating connections.



international
communication
association

Written Communication
VALUE Rubric

Additional Resources for Course Coordinators

- Books & Websites
 - Coordinating the Communication Course: A Guidebook (Fassett)
 - First Day to Final Grade, Third Edition: A Graduate Student's Guide to Teaching (Curzan & Damour)
 - What the Best College Teachers Do (Bain)
 - [CSU Institute for Teaching and Learning www.calstate.edu/itl/resources/](http://www.calstate.edu/itl/resources/)
- Other Course Coordinators
 - Share honestly, be generous, and receive advice!



Thank You!



Additional Resources for Quant. Edu

- Dingman, Shannon W., and Bernard L. Madison. 2011. "Twenty-First-Century Quantitative Education: Beyond Content." *Peer Review* 13 (3): 15–18.
- Gaze, Eric, et al., Quantitative Literacy and Reasoning Assessment (QLRA): <http://serc.carleton.edu/qlra/index.html>.
- Grawe, Nathan D. 2012. "Achieving a Quantitative Literate Citizenry: Resources and Community to Support National Change." *Liberal Education* 98 (2): 30–35.
- Grawe, Nathan D., Neil S. Lutsky, and Christopher J. Tassava. 2010. "A Rubric for Assessing Quantitative Reasoning in Written Arguments." *Numeracy* 3 (1), <http://services.bepress.com/numeracy/vol3/iss1/art3>.
- Rocconi, Louis M., Amber D. Lambert, Alexander C. McCormick, and Shimon A. Sarraf. 2013. "Making College Count: An Examination of Quantitative Reasoning Activities in Higher Education." *Numeracy* 6 (2): Article 10. Available at: <http://scholarcommons.usf.edu/numeracy/vol6/iss2/art10>.