The Graphic Syllabus and the Outcomes Map: Communicating Your Course Creatively

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Participant Objectives
By the end of this session, you will be able to communicate to your students 1) the topical organization of your course using a graphic syllabus and 2) their learning process through the course using an outcomes map. Both graphics will facilitate students’ learning of course material.

Why Design These Graphics?
Text syllabi fail because they depend strictly on students’ familiarity with the words.
How Some Students See a Syllabus

**BLAH 300: “Something I Gotta Take”**
- Week 1: Overview of Something I Gotta Take
- Week 2: The Composition of Apple Peel
- Week 3: Introduction to Giraffe Consciousness
- Week 4: Cooking with Sugar and Eggs
- Week 5: Sugar and Eggs continued
- Week 6: The Modern Car: The Carburetor
- Week 7: The Modern Car: Seat Belts
- Week 8: Advanced Giraffe Consciousness, Introduction to Pineapples
- Week 9: The Relationship between Pineapples and Buses etc., etc., etc.

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**Why Design...? continued**

- **Learning styles:** visual, kinesthetic, concrete, holistic/global, “Divergers,” “Intuitive Feelers”
- Better **retention & retrieval** of material received 1) in two modalities and 2) visually (more efficient, less working memory and fewer cognitive transformations)
- **“Big picture”** of key concepts and their interrelationships; ready-made structure for knowledge processing and storage

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**Why Design...? continued**

- Model tool for enhancing cognitive activities involving memory, planning, and organizing.
  - For **students:** note-taking, outlining, problem solving, and organizing & summarizing material
  - For **you:** re-examine and tighten your course design ...
    - and have some creative fun!
Graphic Syllabus

= flowchart, diagram, or picture showing the organization of and interrelationships among your course topics – that is, how your course structures the subject matter and its body of knowledge.

Types of Course Structures

- Competition/Complementarity
- Parallelism
- Process
- Chronology (Sequence)
- Categorical Hierarchy
- Self-Created
ME 404: Manufacturing Processes and Their Application, Professor Laine Mears
**Variations in Graphic Syllabi**

**Shape of enclosures**
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**Shading** of key enclosures, activities, assignments, etc.

**Colors** of enclosures and connecting lines

**Type size, face, features (bold, italics)**

**Arrangements**
Graphic Metaphor

Type of graphic syllabus that compares topical course organization to some object.
Outcomes Map

= flowchart or diagram of the sequence of and interrelationships among your student learning outcomes - that is, your students’ learning process.
Cautions!

- Avoid overcomplexity.
- Course flows in **ONE** direction following **TIME** through semester. No recursive relationships.
- Structure of **course topics or the learning process** – not the field, a theory, a model, etc.
- Don’t forget to refer to it frequently!
Outcomes Map - MGT 312: Managerial Decision Modeling, Fall 2006, Mohamed Raja

Project Evaluation and Review Techniques (PERT)

- Define the terminolgy used in modern modeling
- Explain and describe the applications of different terminolgy
- Apply the PERT probability model to formulate the problem
- Determine the critical path
- Evaluation / Maintain the model to adapt user requirements
- Evaluate / Reform "PERT" assessment capability

Formulation

- Define the problem
- Develop a model

Solution

- Develop an optimal solution

Interpretation

- Analyze the results using sensitivity analysis
  - Generate a spreadsheet report

- Calculate the findings
- Calculate the findings