

“The Craft of Teaching”: Learning, Assessment & Quality Assurance in Undergraduate Education Designing and Conducting Courses for Effective Learning in a Course- Credit Semester System

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These three examinations demonstrate the principles of:

- Depth (shorter answers)**
- Breadth (longer answers)**
- Integrative thinking (essay)**

The examinations are illustrative of on-going continuous assessment in that they are administered at the conclusion of each third of the semester.

SELECTED MODEL SYLLABI.....72

The Syllabi were prepared by members of the Faculty who participated in the Workshops on Continuous Assessment held in May-June 2009. They are illustrative of the effort to incorporate:

- A. Clear statement of purpose for the course**
- B. Course Goals**
- C. Course Objectives**
- D. Continuous Assessment and**
- E. Detailed indicators of grading for continuous assessment**

Admin 205: Financial Accounting
Economics 201: Principles of Economics
Physics 113: Mechanics and Thermal Physics
Geography 205: Principles of Cartography
English 361: Children's Literature
Home Science 203: Principles of Food

Introduction

In 1992, the University of Ghana inaugurated a “course-credit/semester system” to serve the tertiary education goals of the nation. That system was merged into the existing system for degree programs of the University and created a hybrid entity for recording credits earned toward degree completion while still preserving the structure of grouping disciplines for entering students as a means of monitoring progress toward degree.

This hybridized system came under increasing strain as the number of enrolled students rose dramatically. In 2007, the University convened an external Visitation Review panel which reported its findings in December of that year. Among the recommendations was the proposal that greater understanding of the course-credit/semester system was needed by the entire University and that it should be made to work more effectively to respond to the burdens of overly large classes and complex matters of scheduling both courses and examinations using the existing grouping of disciplines, particularly in the Faculties of Arts and Social Studies.

A subsequent report submitted to the Visitation Review Implementation Committee (VRIC) recommended restructuring the degree programs from three to four years, using a 120 credit requirement for degree completion and moving away from the constraining features of the “grouped disciplines” approach that had characterized past practice. That recommendation was accepted in May, 2009, and the Colleges, Schools and Faculties then engaged in the design of new degree structures to be spread over a four year period. The previous practice of using the first year of study as a “prep year” was discontinued, and all academic work from the beginning of the first year was to be counted in determining progress toward degree. Perhaps more importantly, these reforms were developed to permit more comprehensive use of “continuous assessment” and enhance quality assurance in undergraduate learning.

The Purpose of the Manual:

This Manual has been prepared specifically for the Faculty at the University of Ghana to support the presentation of courses of study that meet standards established by the University for “continuous assessment” of student performance and “quality assurance” in the academic programs of each College, School and Faculty. The Visitation Review Panel and the implementing agent, the Visitation Review Implementation Committee agreed that there must be a comprehensive understanding of the course-credit/semester system that achieves three basic goals:

- A. All courses should be designed, conducted and completed within a single semester,
- B. All courses should have clear procedures for continuous assessment for improved learning and reduced reliance on a single end-of-semester examination as a means for evaluating the level of a student's mastery of course materials, and
- C. All courses should introduce an approach to end-of-semester examinations that would permit submission of final grades for the course within thirty days of the examination.

A critical variable in achieving these goals has been the need to reduce the size of classes to manageable numbers in order that continuing assessment, academic quality and submission of final grades can occur. Programs for reducing class size commenced in August of 2009 and are scheduled to be campus wide in August of 2010.

The content of this Manual has been developed from materials presented in a series of workshops conducted in May and June, 2009. Participating faculty contributed many thoughts and observations to make the information presented here descriptive of the realities of teaching at the University of Ghana. The model syllabi provided were prepared by participants in those workshops to demonstrate how organization of a course of study can appreciably:

1. influence the manner of teaching
2. improve the sequencing in the presentation of information, and
3. permit better assessment of student work.

Primary emphasis has been placed on planning, managing, presenting, assessing and evaluating larger classes as it is clear those classes of up to three hundred students will continue to be a routine feature of University life for the foreseeable future.

The narrative emphasizes the "craft of teaching" in a setting that is respectful of the model of education now being used and its British origins, sensitive to the pressures placed on students as they enter the world of academia and cognizant of faculty who must not be unduly burdened as they pursue their own professional development.

Reading this Manual and utilizing its examples of best practices should permit the reader to gain a fuller sense of the real obligations of teaching at the university level and an appreciation of teaching as an "art" requiring continual attention to the purposes of learning, the manner in which ideas are presented and the means for engaging students to take an increasingly active role in their own intellectual development.

The Organization of the Manual:

The Manual is divided into two parts. **Part One: The Learning Environment** considers the setting for education at the University of Ghana, the elements of the teaching craft, the importance of academic language, the significance of how students absorb new ideas and the students themselves as individuals who must be respected while encouraging them to reach ever higher standards of academic competence. **Part Two: The Tasks of Teaching** is more practical and concentrates on the preparation of the course syllabus, the dynamics of teaching a class, sound techniques for conducting continuous assessment in classes of various size and the attention and care that must be given to the examination process

When Lecturers are well prepared and excited about their work, their enthusiasm energizes students and encourages a mutual passion for learning. Conversely, the Lecturer who lacks that passion for teaching demonstrates neither respect for students nor the academic traditions being upheld. It results in disappointment for the young people gathered to learn and compromises the likelihood that future university faculty will emerge from those students who are enrolled in baccalaureate learning.

Synecotics: An Invitation to Continually Assess the Content of the Manual:

With this understanding, the reader is invited engage in an exercise in “synectics” – the process of examining and testing the validity of ideas presented, finding new ideas to be inserted into the nooks and crannies of the text and improving the narrative for future readers. Each year, the Manual should be edited and updated as the University changes to a four-year undergraduate degree program and new pedagogies emphasizing expanded use of communications technology become more commonplace. If that happens than the teaching at the University of Ghana will also improve to the benefit of future generations of students.

And as a note on origins of this narrative, many of the thoughts and ideas are the distillation of more than four decades of classroom teaching and a quarter of a century of academic administration where the impact of both good and poor teaching have been witnessed in terms of how the quality of instruction influences the academic setting in which it occurs and the lives of thousands of young men and women who are the future of the community.

Part One:

The Learning Environment

Section One:

A Commitment to Teaching Excellence

- **How is the focus on teaching changing in the University?**
- **What does excellent teaching require?**
- **How has the responsibility for students changed?**

The appointment of a lecturer to the Faculty of Instruction at the University of Ghana carries with it certain expectations about the abilities of the appointee. It is presumed that he or she is competent in terms of command of the subject matter of a discipline. Less clear is the ability of the appointee to teach effectively so that students are able to demonstrate mastery of a subject at the end of a semester. To be capable of producing such results, a lecturer needs to constantly improve a specific craft," the craft of teaching."

Teaching is an art form demanding sensitivity to a broad range of variables. It must take cognizance of the lecturer's own skills and capacity for communication. It must have an understanding of the students who will absorb the information conveyed by the lecturer. The content of the language used in teaching is of equal importance to other factors in that there is a real likelihood that lecturer and student speak different languages for learning. Finally, at the University of Ghana teaching occurs in a cross-cultural setting where learning combines African, British, American and European traditions for teaching, each with a particular approach to higher learning.

On the University of Ghana campus the value of good teaching has a long and distinguished history and the "craft" of teaching must be of pre-eminent importance to preserve that legacy. The application of that craft must be adjusted to the environment in which the learning will occur. The dramatic growth of enrollments at the University over the past two decades has resulted in very large classes. While 70% of all classes remain under one-hundred students in size, the remaining classes can be very large and will remain so for some time to come. Even with the current programs to reduce the size of these big classes, the limitation on the number of lecture halls will result in at least two hundred classes enrolling up to three hundred students in each of those classes each semester. Lecturers must perfect their craft with these conditions in mind.

Affirming a Commitment to Excellence:

The University community has endorsed a Mission Statement that obligates this place of learning to make every effort to insure a student's academic experience is both positive and productive. Overall, the campus intent is to achieve a record of excellence. For purposes of this essay, excellence is defined as: *"A sustained record of quality performance over time as measured by evaluation of the instructional record."* This excellence is distinguished from brilliance with the latter being a momentary or short-lived achievement. A superb lecture may be brilliant. Excellence is the quality of instruction achieved over the length of an entire semester or consecutive semesters

The Changing Standards of Accreditation in Ghana: The Focus on Student Learning:

There is a current shift in the manner in which accrediting agencies are developing or emphasizing revised standards for evaluating institutions of higher education. The primary focus has shifted from summative measures to formative measures. The National Accrediting Board has taken note of these changes and incorporated them into its policy definitions. Internationally, no longer do accrediting agencies merely count Ph.D.'s on a college or university faculty, the size of library collections, the assets in the institutional endowment, the record of consecutive balanced budgets or the total value of the buildings and facilities on the campus. The new and revised standards must be focused on student learning and provide means for validating that students are indeed learning what the university says they should be learning.

At the level of classroom instruction, this means each course syllabus must set forth goals and describe measurable objectives for confirming how those goals have been achieved.

The Compatibility of Effective Teaching and Serious Research:

The current conditions at the University of Ghana do not work in favor of combining teaching with research. The number of enrolled students and the total number of lecturers creates exceptionally large classes that make adequate time to devote to research prohibitive in many cases, especially for junior lecturers. There is a new effort to clarify contract conditions by the Academic Council to improve understanding of the obligation for both research and teaching.

Teaching and research should not be and, indeed, are not mutually exclusive activities. The classroom, particularly the undergraduate classroom, is an ideal place for generating ideas that may eventually be incorporated into an individual's research agenda. Undergraduates are not reluctant to ask probing questions for fear of being embarrassed by not having read widely in a particular field of knowledge. The undergraduate classroom is a place to test thoughts that are

not really ideas yet; thoughts that are only “ideas of ideas” and may mature into something that will ultimately find their way to the printed page.

The key is that students must be in a setting where they feel comfortable about asking questions and voicing comments. This is an essential feature of continuous assessment.

It must be always held in mind that while matters of teaching load, faculty support for research and time for research are important, these concerns are separate from the responsibility to always be attentive to “the craft of teaching,” and, are therefore a separate set of goals for the campus.

Appreciating and Valuing the Student:

The students who come to the Legon campus are the privileged few emerging from Ghana’s secondary schools. An analysis by former Vice-Chancellor Addae-Mensah in the 2000 Danquah Memorial Lectures revealed over seventy percent of the students admitted came from the fifty top high schools. As enrollments have mushroomed in subsequent years this ratio may have shifted marginally, but not significantly. For those thousands of students who do not come from the top fifty high schools, the transition to life on the Legon campus is a gigantic cultural step in their lives. There is palpable uncertainty and anxiety. There is also a determination to try.

Having dedicated themselves to achieving good results on secondary exams, they must now learn how to manage time in an environment of greater personal freedom and seek to get the best from University life where the temptations are significant. Because these conditions exist, lecturers should know they do not automatically acquire respect when they set foot in a classroom for the first time at the start of a semester. Faculty members should accept the responsibility to:

- Earn student respect through the way they practice the craft of teaching.
- Demonstrate full command of their material.
- Answer questions fully and satisfactorily.
- Avoid creating ambiguity as to the work assigned and methods of evaluation.

Once the course of study is set, it should be fulfilled. It is reasonable to expect the lecturer has a clear purpose tied to each specific goal or performance objective that is the reason for each cluster of material presented in a course. Constantly seeking feedback greatly assists in meeting student expectations and moving the instructional process toward achieving stated goals.

An Endeavor Worth Perfecting

The expectations held for the faculty of instruction are and should be necessarily high. Craftsmanship is never a finished process. Improvement of the instructional art is always possible. Congruent with effort for Academic Quality Assurance, this commentary on teaching as a craft is suggestive in nature as to basic principles. It represents a vision of what has been and continues to be expected in terms of instructional excellence on the Legon campus. Further, it must characterize all of encounters with students and be apparent in attention to the details of teaching, attention that results in sharing of understanding of insight, awareness, knowledge, wisdom and passion for inquiry.

Section Two: Encouraging “Engaged” Student Learning

- **How has the model for learning changed?**
- **What is the importance of this change?**
- **Can “passive” learning be replaced by active student engagement?**

The University of Ghana is committed to the collective endeavor of improving the quality of undergraduate education. In so doing, the University is seeking to reinvigorate a condition of “engaged learning” that has been a hallmark of the undergraduate experience. During the past two decades, however, that ideal form of learning has been compromised by the increase in the size of classes. Where the size of classes, most notably at the 100 and 200 levels, rose into the hundreds, the ability to maintain a sense of “engaged learning” was less possible.

A key feature supporting “engaged learning” in former times was the significant smaller student population graduated from fewer high schools in Ghana and eligible for university admission. The number of students successfully completing “O” level and “A” level examinations insured the size of entering classes at the University was small. In retrospect, this model of education was a 20th century model that was adequate for its time. It was not designed to accommodate the enrollment pressures building in the last decades of that century and come to full flower in the opening decade of the 21st century.

In England the model of limited enrollments and “exclusion” from university entrance began to change nearly a century ago. The fact that Britain is home to the most extensive “open university” in the world is sufficient evidence to demonstrate how the old “exclusionary” system of university admissions had been abandoned. And while England changed, the historic system once developed in former colonial possessions is still practiced.

The reality of tertiary education in Ghana today is a collision of old structures and more than 500 high schools that vastly increase the number of graduates eligible to university admission. Moreover, there is no likelihood that the numbers of young men and women eligible for admission will diminish. The Ghanaian Council on Tertiary Education has established an ideal

goal of the 19:1 student teacher ratio for the country's universities. At the University of Ghana, the current student/teacher ratio is 39:1, crystallizing the need to increase the number of qualified University lecturers.

A massive infusion of new University lecturers is unlikely as the total number of lecturers increases by about 3% per year. Consequently, the University needs to employ alternative means for more "active" or "engaged" learning and reduce the patterns of "passive learning" that currently occur in too many large classes where students can only record lecture notes, hope for handouts on the readings before the end of the semester and subject themselves to a final examination that is the sole criterion for determining mastery of a particular subject.

The Agenda for Change:

An agenda for promoting improvement of undergraduate instruction has begun. Pilot projects for reducing class size commenced in August 2009, projects for implementing techniques in classes of various sizes so that "continuous assessment" of student performance could be available in all classes by the opening of the 2010-2011 academic year. The goal is to have no class larger than 300 by August of 2010. With changed conditions for instruction, students will be better positioned to participate more fully in the learning process and, indeed, take greater personal responsibility for their won learning. This is important as the use of internet rapidly expands the capacity for acquisition of knowledge and information outside the lecture hall and forces further changes in the role that lecturers must play in the educational process.

Fortunately the University is well positioned to implement change by a committed faculty working with the best students produced by the national secondary school system. These are students familiar with the use information technology and the ability to navigate the internet system to discover virtually anything they need to know. They are the new "knowledge generation" whose learning must be guided and shaped so the university experience produces well trained graduates and not individuals with random awareness but less coherent understanding of their world.

Section Three: Helping Students to Learn Academic Language

- **What is “Academic” Language?**
- **Do I ever stop to ask if students understand me?**
- **Have I ever stopped to think about the importance of learning this “new” language so students can show their real potential?**

Several years ago an essay in the *Chronicle of Higher Education*, the weekly journal of university education in the U.S., drew attention to the fact that most of America’s university students arrive on campus with no awareness of what constitutes “the intellectual life.” Once enrolled, those students encounter lecturers who have dedicated their lives to acquiring the knowledge and the skills that enable them as teachers and researchers to pursue that “intellectual life.” This creates a challenging learning environment in which lecturers and students are, essentially, speaking different languages.

This condition of language incompatibility can be found on the University of Ghana campus. New students – “freshers” – arriving to begin baccalaureate studies are confronted by the same linguistic barriers that challenge new students in America. The vocabulary of academia spoken by faculty is different. Even familiar words can have different meanings. This condition imposes a distinct challenge that falls on the shoulders of the lecturer. He or she must not only seek to communicate the content of a particular course or discipline; they must translate their material into language the new student can fully grasp so the intellectual arguments being made are fully understood.

More than 60% of the students admitted to the University of Ghana graduated from the country’s top fifty high schools. They have demonstrated they are academically able to do excellent work. They may have achieved those records, however, without being introduced to a structured view of intellectual phenomena. The students who are likely to be most ready to absorb the “language of intellectual life” are those who have distinguished themselves in the sciences. It is in the sciences with the focus on defined experiments that the scientific method and the rules of research are learned sooner than in the more normative disciplines of the humanities. For students intending to study in the arts and social studies, grasping the vocabulary of the language of intellectual life may present a greater challenge. This means the labor in teaching the

substance of those disciplines carries a greater burden for the lecturer in humanities and social science.

The advantage for the lecturer at the University of Ghana is two-fold. First, the students admitted have a predisposition to want to learn the new language. Their futures are going to depend on it. Secondly, they are by virtue of admission, the brightest in the land. They must be considered able, observant and increasingly insightful about the world in which they have grown up. There is no doubt that once they begin to learn a new “language of intellectual life” they will experience excitement when being able to fit their own experiences and insights into frameworks of understanding that grant coherence to knowledge. Indeed, it is to be hoped that they may value the encounter with “the intellectual language” and the life it describes even more as a consequence of life in the real world. This latter reality will be most apparent in the contributions to classroom discussions provided by mature students who bring a special resource to University life.

The Teaching of the Intellectual Language:

The predisposition to learn a new “academic” language is a necessary but not sufficient condition to insure that students will fully profit from their university experience. They must still be taught, and that is the task of the competent lecturer as he or she goes about practicing the “craft of teaching.” How great is the challenge? An early benchmark can be determined by having each student in a class provide a sample of their writing on the first day of that class. Even a simple question being answered will demonstrate the competence of the students to communicate in English in effective expression of ideas. If that sample is to be framed in even rudimentary academic language, the lecturer is asking the student to do two things: (1) translate thoughts into grammatically correct English, and (2) present thoughts in an “alien” format of the academic language of university life.

Indeed, this condition is not dissimilar to asking a French-speaking Togolese to pass an examination in English on a technical subject. Essentially, the student in a first year class or the French-speaker from Togo is making a double translation in order to meet the requirement. The strain of double translation will soon be apparent as the test goes forward. The content of answers suffers under the pressures of focusing on translation. And a grade that depends on the content will correspondingly be reduced because of these conditions.

The work of skilled TOEFL (Teaching of English as a Foreign Language) teachers involves adapting traditional methods of instruction in creative ways to accomplish his or her goal of making the student able to converse in English. An analogy can be drawn to university lecturers as they adapt strategies for conveying a new “academic language” that will draw students into an understanding of what constitutes “the intellectual life.” This is the “TOIL” (Teaching Of the

Intellectual Language) that must be fundamental part of successful university teaching – a “craft” to be endlessly perfected.

Unlike the successful TOEFL teacher, the university lecturer has an especially difficult task. He or she must not diminish the academic content in order to achieve understanding. It is of no purpose to “teach down” to a lower level of understanding. By use of example that is congruent with student understanding and repeated references to a theoretical perspective in varying contexts, the lecturer must bring the student up to the level where a student can fully benefit from the content of the discipline. Aware that teaching young university students is a combination of providing new information and translation of that information into a vocabulary that is easily recognizable to “freshers”, a lecturer understands that teaching is much, much more than just having a competence in his or her discipline. The university lecturer is in reality a scholar/linguist, especially to students just embarking on their intellectual odyssey in university life.

The Importance of ‘Early Learning’ of Intellectual Language:

Having defined the duality of languages used in academic settings, the value of early mastery of a new academic vocabulary becomes apparent. The more rapidly a new university student begins to use his or her new academic vocabulary, the more quickly they will grow in terms of intellectual mastery of new ideas. This is not inconsistent with small children as they learn to read. The differences in reading competence may be small at the age of four or five, but for those students who concentrate on reading that gap widens rapidly diligent peers to a point where by the end of primary school the gap is so great it will be significant in determining who does well on Secondary School Examinations. Correspondingly, the emphasis placed on teaching a new language in the first year of a university degree program will result in verifiable dividends as a student enters the more serious levels of inquiry in the last two years of a degree program. Early mastery of the “intellectual language” has ‘spill-over’ effects as a student begins to explore more widely and go beyond the bounds of a course syllabus to roam the Internet and discover ever larger insights.

The University of Ghana is already acknowledging the importance of linguistic dualism in the requirement that entering students enroll in a course in academic writing/business writing or scientific report writing. But these courses are only a foundation effort. The real teaching of academic writing will come only through exposure to the language used by the lecturer in the classroom. Constant repetition of ideas in new contexts with the expectation that the student can repeat those ideas in a written format combines speaking, listening and writing. All three are necessary to achieve mastery of a new language. And the key role is played by the lecturer.

Mastery of Academic Discourse and Early Discovery of Future Academicians:

When asked, nearly every member of the teaching or research faculty at the University of Ghana can tell a story of an encounter with a professor during their undergraduate years which was an “inspirational moment” that ultimately led to a career in academia and their current presence on the University faculty. For some it came as early as a first year zoology course. For others it was delayed until much later and “discovery” did not come until they were completing their baccalaureate degree. The important point is that all had that significant moment.

It is important to the future of the University to expand the scope of its programs in graduate education and train young academicians at the master’s and doctoral level so they will become a new generation of lecturers for the University. The key is to discover these future faculty members as early as possible in their young academic careers. Again, the first year of study is crucial.

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The rewards of constantly seeking to perfect skills in the teaching of the “intellectual language” are great. They are experienced when a student’s academic vocabulary begins to grow exponentially with each new text mastered and each lecture absorbed in which the lecturer has taken care to assure that the content has truly been understood. There are the rewards that come as the student begins to make the connections of empirical and theoretical information to produce new insights about the subject under consideration. When those moments occur, the labor in the classroom is translated into results that inspire the passion to seek further and offer the prospect that a new researcher academician has embarked on a career that will flourish on Legon Hill and he or she yet inspire new generations of “freshers” who have yet to arrive on campus.

Section Four:

Students and the “Intellectual Point of Purchase”

- **How do I get students to fully understand complex ideas?**
- **When can I be assured that students have ‘got it’?**
- **If I “sell” one idea, how quickly will I “sell” the next one?**
- **What is the “feedback loop” in “intellectual purchases?”**

For every lecturer the task of teaching has a complexity of doing several tasks simultaneously that may even be considered contradictory. Fundamentally, the lecturer is engaged in conveying information about a subject that will (1) expand the student’s intellectual frame of reference, (2) influence the manner in which student’s absorb information and (3) apply new information to a student’s own perceptions of the world. This is most effectively done within the frameworks of structured inquiry which has guided scholarly inquiry for generations.

Essentially, the lecturer is providing frameworks for organizing and placing information in convenient order for ease of recall and for developing linkages between information absorbed in one context and its relationship to other data that might previously have seemed unrelated. This ordering of inquiry is accomplished by a table of elements, a model of the DNA strand, a form for literary analysis, a theory of social change, or a paradigm on the functioning of an economy. There are theories, partial theories, hypotheses untested, speculations in formal frameworks, and ordered approaches to considering philosophy. Students need to learn such theories, but they should also be introduced to shortcomings of theory.

The task of the lecturer is to make a student aware of the value of the various methods for ordering information or conducting research while at the same time insuring the student preserves a critical skepticism that encourages reflection on the applicability of a theory to a particular setting. The student should know that use of one theoretical perspective may not yield understanding but another theory might be productive.

This is the contradictory dimension of teaching. The lecturer must show the student that there are various ways of ordering or organizing inquiry. This involves making the student aware that the methods used to conduct inquiry must be examined as to their appropriateness for the task. Consider the following example: an American researcher was embarked on a study to determine why the Chagga tribe in Tanzania was so entrepreneurial while the Meru tribe, living in reasonable proximity to the Chaggawith the same cultural characteristics, displayed no interest in entrepreneurial ventures. The researcher applied all the known social science techniques in seeking to discover the basis of this differentiated behavior. No research tool yielded measurable results that could confidently establish the basis for such contrasting behavior. Essentially, the

tools of social science were not sophisticated enough to yield conclusions. The researcher needed new and better tools that academicians are constantly designing. The researcher still produced an accepted doctoral dissertation predicated on the grounds that he had exhaustively pursued a thesis that existing techniques of social science could neither validate nor refute.

The Conveyance of Ideas:

Having acknowledged that organizational frameworks for understanding can be flawed, the lecturer needs to draw student's attention to those frameworks that have been tested and are a way of encouraging understanding. He or she is seeking to get students to accept new ideas about ways of looking at things. He is seeking acceptance of ideas so that students can grow in terms of intellectual strength. **The point at which a lecturer gets an idea across so that students understand and embrace it is "the intellectual point of purchase (IPOP)."** Once that is reached, the student can begin to seek linkages in empirical data that might previously not have been apparent.

In a more prosaic way of looking at this exchange between lecturer and student, the lecturer is "selling" ideas. The students are the customers who have invested their time and energy to be accepted to the University and are committing their time and thought to education. They are the "customers." And old adage about salesmanship is that, "Selling begins when the customer says 'No!'" If a lecturer finds that students are not getting the ideas being conveyed, he or she must seek a new way of explaining the idea being presented. This might be a different example or an image that is more easily understood. The task is to get to the place where student's heads nod and it becomes clear that the "purchase" of a theory, concept, paradigm, hypothesis or array of empirical data has occurred and new ideas about the human condition, the physical universe or the creativity of mankind is now "purchased."

The Accumulating Pace of New "Purchases"

Already aware of "the teaching of intellectual language" as part of the craft of teaching, the lecturer must link his or her world to the student's world so they understand the material and its applications. Once the "intellectual point of purchase" is accomplished, the student begins to "buy in" to the wisdom and knowledge being offered, and the rate of future "sales" of elements of "the intellectual life" accumulate more rapidly as a student pursues that special "academic venture" of celebrating his or her own intellectual power. It is a process that grows exponentially as new insights emerge from accumulated purchases of elements of the intellectual life.

The “Feedback” Loop in Making “Intellectual Sales”

This notion of the “intellectual point of purchase” is an easily understood image of the work of lecturers. It also is a way of demonstrating how difficult that work can be. It lends importance to the need for clarity in the presentation of lecture material. It demonstrates the importance of “feed-back” from students to determine if the “purchase” is actually occurring and it requires continual assessment of student work to insure the lecturer is achieving his or her goals and objectives as a teacher. In so doing, the goals and objectives of the course are being realized.

Section Five:

The Importance of Ethical Principles in Teaching

In May and June of 2009, a series of workshops on continuous assessment and quality assurance were held for faculty members of the various colleges, schools and faculties. The following essay was shared in each of those workshops. It was the opinion of the faculty participating in those workshops that his essay should be shared with every member of the University of Ghana faculty. For that reason and because the essay has a number of general commentaries on the behavior that should be expected of any individual holding appointment to the faculty of instruction, the essay is presented here in its entirety;

The essay was prepared to serve Canadian universities but it bears being shared widely. Clearly, competence in the subject matter taught is an ethical issue. We should know how to be effective as teachers. There is value in guidance on how to deal with sensitive topics and issues. We must be concerned with student development in the university environment. There can be unanticipated issues when dual relationships with students emerge. In an era when assurance of preservation of individual rights is prominent, questions of confidentiality are paramount. We must respect our colleagues and the institution and we must make our assessments of students valid.

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ETHICAL PRINCIPLES IN UNIVERSITY TEACHING

by

**Harry Murray, Eileen Gillese, Madeline Lennon
Paul Mercer and Manlyn Robinson**

Preamble

The purpose of this document is to provide a set of basic ethical principles that define the professional responsibilities of university professors in their role as teachers.

Ethical principles are conceptualized here as general guidelines, ideals or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of university teaching.

The intent of this document is not to provide a list of ironclad rules, or a systematic code of conduct, along with prescribed penalties for infractions, that will automatically apply in all situations and govern all eventualities. Similarly, the intent is not to contradict the concept of academic freedom, but rather to describe ways in which academic freedom can be exercised in a responsible manner.

Finally, this document is intended only as a first approximation, or as food for thought, not necessarily as a final product that is ready for adoption in the absence of discussion and consideration of local needs. Ethical Principles in University Teaching was developed by the Society for Teaching and Learning in Higher Education.

The Society for Teaching and Learning in Higher Education believes that implementation of an ethical code similar to that described herein will be advantageous to university teachers (e.g. in removing ambiguity concerning teaching responsibilities); and will contribute significantly to improvement of teaching. For these reasons, STLHE recommends that the document be discussed thoroughly at universities, with input from professors, students, and administrators, and that universities consider adopting or implementing ethical principles of teaching similar to those described in this document.

Principle 1: Content Competence

A university teacher maintains a high level of subject matter knowledge and ensures that the course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies.

This principle means that a teacher is responsible for maintaining (or acquiring) subject matter competence not only in areas of personal interest but in all areas relevant to course goals or objectives. Appropriateness of course content implies that what is actually taught in the course is consistent with stated course objectives and prepares students adequately for subsequent courses for which the present course is a prerequisite. Representativeness of course content implies that for topics involving difference of opinion or interpretation, representative points of view are acknowledged and placed in perspective. Achievement of content competence requires that the teacher take active steps to be up-to-date in content areas relevant to his or her courses; to be informed of the content of prerequisite courses and of courses for which the teacher's course is prerequisite; and to provide adequate representation of important topic areas and points of view.

specific examples of failure to fulfill the principle of content competence occur when an instructor teaches subjects for which she or he has an insufficient knowledge base, when an instructor misinterprets research evidence to support a theory or social policy favored by the instructor, or when an instructor responsible for a prerequisite survey course teaches only those topics in which the instructor has a personal interest.

Principle 2: Pedagogical Competence

A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.

This principle implies that, in addition to knowing the subject matter, a teacher has adequate pedagogical knowledge and skills, including communication of objectives, selection of effective instructional methods, provision of practice and feedback opportunities, and accommodation of student diversity. If mastery of a certain skill (eg., critical analysis, design of experiments) is part of the course objectives and will be considered in evaluation and grading of students, the teacher provides students with adequate opportunity to practice and receive feedback on that skill during the course. If learning styles differ significantly for different students or groups of students, the teacher is aware of these differences and, if feasible, varies her or his style of teaching accordingly.

To maintain pedagogical competence, an instructor takes active steps to stay current regarding teaching strategies that will help students learn relevant knowledge and skills and will provide equal educational opportunity for diverse groups. This might involve reading general or discipline-specific educational literature, attending workshops and conferences, or experimentation with alternative methods of teaching a given course or a specific group of students.

Specific examples of failure to fulfill the principle of pedagogical competence include using an instructional method or assessment method that is incongruent with the stated course objectives (e.g. using exams consisting solely of fact- memorization questions when the main objective of the course is to teach problem-solving skills); and failing to give students adequate opportunity to practice or learn skills that are included in the course objectives and will be tested on the final exam.

Principle 3: Dealing With Sensitive Topics

Topics that students are likely to find sensitive or discomfoting are dealt with in an open, honest, and positive way.

Among other things, this principle means that the teacher acknowledges from the outset that a particular topic is sensitive, and explains why it is necessary to include it in the course syllabus. Also, the teacher identifies his or her own perspective on the topic and compares it to alternative approaches or interpretations, thereby providing students with an understanding of the complexity of the issue and the difficulty of achieving a single "objective" conclusion. Finally, in order to provide a safe and open environment for class discussion, the teacher invites all students to state their position on the issue, sets ground rules for discussion, is respectful of students even when it is necessary to disagree, and encourages students to be respectful of one another.

As one example of a sensitive topic, analysis of certain poems written by John Donne can cause distress among students who perceive racial slurs embedded in the professor's interpretation, particularly if the latter is presented as the authoritative reading of the poem. As a result, some students may view the class as closed and exclusive rather than open and inclusive. A reasonable option is for the professor's analysis of the poem to be followed by an open class discussion of other possible interpretations and the pros and cons of each.

Another example of a sensitive topic occurs when a film depicting scenes of child abuse is shown, without forewarning, in a developmental psychology class. Assuming that such a film has a valid pedagogical role, student distress and discomfort can be minimized by warning students in advance of the content of the film, explaining why it is included in the curriculum, and providing opportunities for students to discuss their reactions to the film.

Principle 4: Student Development

The overriding responsibility of the teacher is to contribute to the intellectual development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

According to this principle, the teacher's most basic responsibility is to design instruction that facilitates learning and encourages autonomy and independent thinking in students, to treat students with respect and dignity, and to avoid actions that detract unjustifiably from student development. Failure to take responsibility for student development occurs when a teacher comes to class under-prepared, fails to design effective instruction, coerces students to adopt a particular value or point of view, or fails to discuss alternative theoretical interpretations (see also Principles 1, 2, and 3).

Less obvious examples of failure to take responsibility for student development can arise when teachers ignore the power differential between themselves and students and behave in ways that

exploit or denigrate students. Such behaviors include sexual or racial discrimination; derogatory comments toward students; taking primary or sole authorship of a publication reporting research conceptualized, designed, and conducted by a student collaborator; failure to acknowledge academic or intellectual debts to students; and assigning research work to students that serves the ends of the teacher but is unrelated to the educational goals of the course.

In some cases, the teacher's responsibility to contribute to student development can come into conflict with responsibilities to other agencies, such as the university, the academic discipline, or society as a whole. This can happen, for example, when a marginal student requests a letter of reference in support of advanced education, or when a student with learning disabilities requests accommodations that require modification of normal grading standards or graduation requirements. There are no hard and fast rules that govern situations such as these. The teacher must weigh all conflicting responsibilities, possibly consult with other individuals, and come to a reasoned decision.

Principle 5: Dual relationships With Students

To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.

This principle means that it is the responsibility of the teacher to keep relationships with students focused on pedagogical goals and academic requirements. The most obvious example of a dual relationship that is likely to impair teacher objectivity and/or detract from student development is any form of sexual or close personal relationship with a current student. Other potentially problematic dual relationships include: accepting a teaching (or grading) role with respect to a member of one's immediate family, a close friend, or an individual who is also a client, patient, or business partner; excessive socializing with students outside of class, either individually or as a group; lending money to or borrowing money from students; giving gifts to or accepting gifts from students; and introducing a course requirement that students participate in a political movement advocated by the instructor. Even if the teacher believes that she or he is maintaining objectivity in situations such as these, the perception of favoritism on the part of other students is as educationally disastrous as actual favoritism or unfairness. If a teacher does become involved in a dual relationship with a student, despite efforts to the contrary, it is the responsibility of the teacher to notify his or her supervisor of the situation as soon as possible, so that alternative arrangements can be made for supervision or evaluation of the student. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the classroom, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the teacher to prevent these risks from materializing into real or perceived conflicts of interest.

Principle 6: Confidentiality

Student grades, attendance records, and private communications are treated as confidential materials, and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.

This principle suggests that students are entitled to the same level of confidentiality in their relationships with teachers as would exist in a lawyer-client or doctor-patient relationship. Violation of confidentiality in the teacher-student relationship can cause students to distrust teachers and to show decreased academic motivation. Whatever rules or policies are followed with respect to confidentiality of student records, these should be disclosed in full to students at the beginning of the academic term.

In the absence of adequate grounds (i.e., student consent, legitimate purpose, or benefit to student) any or the following could be construed as a violation of confidentiality: providing student academic records to a potential employer, researcher, or private investigator; discussing a student's grades or academic problems with another faculty member; and using privately communicated student experiences as teaching or research materials. Similarly, leaving graded student papers or exams in a pile outside one's office makes it possible for any student to determine any other student's grade and thus fails to protect the confidentiality of individual student grades. This problem can be avoided by having students pick up their papers individually during office hours, or by returning papers with no identifying information or grade visible on the cover page.

Principle 7: Respect for Colleagues

A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.

This principle means that in interactions among colleagues with respect to teaching, the overriding concern is the development of students. Disagreements between colleagues relating to teaching are settled privately, if possible, with no harm to student development. If a teacher suspects that a colleague has shown incompetence or ethical violations in teaching, the teacher takes responsibility for investigating the matter thoroughly and consulting privately with the colleague before taking further action.

A specific example of failure to show respect for colleagues occurs when a teacher makes unwarranted derogatory comments in the classroom about the competence of another teacher...for example, Professor A tells students that information provided to them last year by

Professor B is of no use and will be replaced by information from Professor A in the course at hand. Other examples of failure to uphold this principle would be for a curriculum committee to refuse to require courses in other departments that compete with their own department for student enrolment; or for Professor X to refuse a student permission to take a course from Professor Y, who is disliked by Professor X, even though the course would be useful to the student.

Principle 8: Valid Assessment of Students

Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.

This principle means that the teacher is aware of research (including personal or self reflective research) on the advantages and disadvantages of alternative methods of assessment, and based on this knowledge, the teacher selects assessment techniques that are consistent with the objectives of the course and at the same time are as reliable and valid as possible. Furthermore, assessment procedures and grading standards are communicated clearly to students at the beginning of the course, and except in rare circumstances, there is no deviation from the announced procedures. Student exams, papers, and assignments are graded carefully and fairly through the use of a rational marking system that can be communicated to students. By means appropriate for the size of the class, students are provided with prompt and accurate feedback on their performance at regular intervals throughout the course, plus an explanation as to how their work was graded, and constructive suggestions as to how to improve their standing in the course. In a similar vein, teachers are fair and objective in writing letters of reference for students.

One example of an ethically questionable assessment practice is to grade students on skills that were not part of the announced course objectives and/or were not allocated adequate practice opportunity during the course. If students are expected to demonstrate critical inquiry skills on the final exam, they should have been given the opportunity to develop critical inquiry skills during the course. Another violation of valid assessment occurs when faculty members teaching two different sections of the same course use drastically different assessment procedures or grading standards, such that the same level of student performance earns significantly different final grades in the two sections.

Principle 9: Respect for Institution

In the interests of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.

This principle implies that a teacher shares a collective responsibility to work for the good of the

university as a whole, to uphold the educational goals and standards of the university, and to abide by university policies and regulations pertaining to the education of students.

Specific examples of failure to uphold the principle of respect for institution include engaging in excessive work activity outside the university that conflicts with university teaching responsibilities; and being unaware of or ignoring valid university regulations on provision of course outlines, scheduling of exams, or academic misconduct.

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The authors are indebted to the following for ideas that were incorporated into the present document:

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Part Two:

The Tasks of Teaching

Section Six: Filling “The Intellectual Toolbox”

- **What is the “intellectual toolbox?”**
- **How much time do I spend on planning what tools to provide?**
- **Are my lectures organized enough so the tools are understood?**

As the agenda for reform of undergraduate has progressed, one of the concerns of the University of Ghana has been the design of individual courses of study so (1) the subject can be taught in a single semester, (2) graded in a timely fashion, and (3) enable students to graduate without undue delay. This means a course of study for a semester must be carefully planned while taking into account the size of the class as teaching is not a “one size fits all” exercise.

Critical Initial Choices in Course Design

Planning a semester of teaching requires attention to many issues. Notably, although the lecture is the classic method of university teaching, it is not an ideal mode for providing information to students. There is clear evidence the rapid fall-off rate in capacity to recall lecture material. Unless the content of lectures is affirmed by other activities of “engaged learning” students soon lose touch with the knowledge gained. Therefore, the Lecturer must think through what he or she wants to present and strategies that can be used to insure information is retained for much longer periods of time.

BASIC QUESTIONS:

1. **How can I most effectively use 1500 minutes which is the limit of lecture time provided for the course?**
2. **What information must be included in my course of study for the semester?**
3. **How much time should I spend on each topic on the syllabus to insure that student can fully understand what he or she must know?**
4. **How will the information selected for 1500 minutes of lecture in General Education Courses (University requirements) fit with the other courses in the major field of study, cognate disciplines or be a sound foundation for future learning?**
5. **What material must I eliminate because it is not essential (even though it may be interesting)?**
6. **Will the course of study I am planning be of sufficient interest to encourage students to continue study the discipline further?**

- 7. How much time am I committing to the course for preparation, teaching, in-class assessment of student performance, final examination and submission of grades in a timely fashion? Am I over doing what is included in this course and my capacity to do all planned activities effectively?**

Equipping the Intellectual Toolbox

In teaching a course, the Lecturer is preparing the student to engage in “academic work.” Like a carpenter or a plumber, academic work requires the use of appropriate tools. These “academic tools” are techniques of inquiry and analysis. They are theories, partial theories, sequences of problem solving, paradigms, theses, hypotheses, and the capacity for identification of variables – independent and dependent. In the same fashion that a carpenter needs a hammer, level, saw, square, plane and nail set, the student engaged in “academic work” needs to have a usable set of academic tools in his or her “intellectual toolbox.” A student’s ability to master the application of these “tools” will be dependent on how quickly he or she has mastered the “intellectual language” of University life. And as a student’s familiarity with the use of the “tools” in his or her “intellectual toolbox” grows, he or she will more quickly reach new “Intellectual Points of Purchase” in expanding academic skill and performance. Carpenters and plumbers become more skillful through the use of their tools. It is the same for students. The key is for the lecturer to provide them with tools they need and explain the use of those tools with clarity.

Lecturer’s Choices and Preferred Designs

Every Lecturer acquires preferred paradigms for undertaking their own intellectual work, “tools” they find most comfortable for analyzing information and building ideas into communicable frameworks of understanding. The clearer these models are the easier it is to explain things to students. However, there is a caution to be extended in this process. The lecturer should not impose too narrow a range on the ways of analyzing data as to constrain ability to gain understanding of a problem. In fact, the lecturer should be constantly adding to the range of “tools” made available to students in order to create the broadest array of techniques for looking at academic issues. The search should be constant for new paradigms in related disciplines that can be applied to process of inquiry a student can use. Very simply, the lecturer should plan to equip the student with the fullest “intellectual toolbox” as can be provided in the course of a semester of study.

Planning Lectures

There are too many stories of lecturers who are constantly reliant on “old yellowed notes” of lectures delivered routinely and without amendment for many years of teaching. That approach

is the opposite of what should and ought to constitute effective teaching by a dedicated lecturer. Each time a course is presented, the lecturer is provided with an opportunity to review and amend his or her lectures, incorporating new information, excluding old examples that are no longer relevant, clarifying points that previously were presented in a manner that was confusing to students and placing emphasis on material that must be absorbed as fundamental to understanding the discipline.

Each academic lecture should be prepared like an academic paper. It should have an academic purpose that is explained to the listener and linked to the goals for the course and, even more precisely, to the performance objectives set out for the course. The clarity with which the lecture is prepared will eliminate “floundering” in the midst of a lecture. If a Lecturer displays the least bit of uncertainty in the presentation of ideas, students are attentive to that fact. Such uncertainty causes students to question the “believability” of the material being presented. The clearly thought out, well-prepared lecture avoids the likelihood of such uncertainty arising. The good lecture is a means for letting students observe how the Lecturer thinks or approaches analysis of a topic.

Finally, lectures must be sequenced in terms of the sharing of information. The theoretical information provided should build on previous material presented. There needs to be a careful balance between normative and empirical material. How much theory to make information clear and how much empirical data to explain the importance of theory needs to be included? This is the fact-value dichotomy. And it needs to be carefully considered in planning the content of a lecture.

The actual language of lectures is also important and care must be taken in the selection of words. The lecturer must not talk beyond the comprehension of his or her listeners but must also be constantly bringing students to new and higher levels of understanding. The carefully chosen example or analogy is often helpful but must be done with care to insure the use of such techniques serve the purpose of making the content of the lecture clearer. Declarative sentences are best on all occasions. By “reading” the audience, the lecturer can gain a sense of how words have been absorbed. When it is apparent that understanding has not been achieved, the pause to reaffirm the importance of a point is important and the lecture should be amended for the next time it might be used. When the planning for the course has been done with care and the “intellectual toolbox” filled so students can engage in academic work, the next step is the preparation of the syllabus that is the “roadmap” for the student as he or she engages in a semester of study.

Section Seven: The Fundamental Importance of a Precise Syllabus

- **Why is a detailed syllabus so important?**
- **What is so value of clearly stated goals and performance objectives?**
- **How does a clear syllabus help me as well as the students?**

The obligation now more often set forth by accrediting agencies to establish goals for student learning does not usually precisely define how that learning shall be achieved or measured. Therefore, it is critical for the University to require that there be defined learning objectives for each course that permit both continuous assessment and end of semester examination to determine levels of mastery of defined goals. The responsibility falls to the lecturer to prepare both goals and learning objectives for each course as a basic part of the syllabus.

Learning objectives can be written in formats provided by professional accrediting agencies or by following departmental guidelines for preparing learning objectives. However, if a department or college does not provide a set of learning objectives set for each course, the lecturer has a responsibility to incorporate learning objectives of his or her own design into the course description.

The provision of learning objectives has a demonstrable impact on the capacity of students to perform at a high level. When goals and objectives are clear, students focus their attention and seek to meet the standards set. They are fully aware that the grade they earn will be tied to their competence in mastering each objective.

The Syllabus as “Contract”:

It may not be seen as such when a Lecturer is preparing a syllabus, but, in the mind of the student, the syllabus is a form of contract. It defines the expectations that the Lecturer has for the student. It should identify with specificity the work to be accomplished by the student. It sets dates and deadlines when work is to be completed. Most importantly, it defines the commitment the lecturer is making to the student. The stating of goals and learning objectives define the expectations lecturers have for student performance and for themselves.

Avoid Changing the Contract!

What lecturers should NOT do is change the syllabus during the course of the semester unless that is completely unavoidable. If for some reason that becomes necessary, a copy of the amended syllabus should be provided to the Head of Department coincident with its being provided to the students registered in the course. Changing the syllabus and course requirements in mid-course is perhaps the leading source of complaint from students regarding the quality of instruction being provided by a lecturer.

It bears restatement that students do not appreciate or readily accept ambiguity regarding the “contract” they have entered into with the lecturer. They do not want that “contract” to be breached by surprise changes made during the semester.

The Clarity of Purpose, Goals and Performance Objectives in the Course Syllabus:

To meet the requirements of Ghana National Accreditation Board and, in some cases, individually accredited disciplines, it is apparent there is a need to insure a logical means for emphasizing “the craft of teaching” must be successful. For that to happen there are certain items that should be built into the syllabus given to each student at the beginning of a semester. These items are:

A. Stating the Purpose of the Course:

The Statement of Purpose is a one paragraph description of what the Lecturer sees as the academic and scholarly purpose of the course. It may also contain a statement of why this is important and its linkage to the wider world of Ghana, Africa and the world. It serves to inform the student as to why they are undertaking inquiry into the subject material of the course.

B. Each Syllabus Must State the Goals to Be Achieved:

After stating the purpose of the course, the Lecturer should clearly state the goals that he or she seeks to achieve in the course. The number of goals should be a minimum of five but no more than nine. These should be declarative sentences that describe ends to be achieved and presented as follows:

“The Goals for this course are..... (then list)

C. Each Syllabus Must State the Performance Objectives to Be Achieved by the Student:

Having stated the general purpose of the course and the more precise goals to be achieved, the Lecturer should then proceed to the statement of learning objectives for the course. These are more explicit statements of information to be acquired and analysis to

be performed. These performance objectives inform the student as to specific expectations that are the means by which goals are fulfilled. These objectives should be placed in a format such as: **“The student should be able to.....**

- 1. Identify and describe.....**
- 2. Write an essay on.....**
- 3. Compare and contrast.....**
- 4. Discuss ()’s concept of () and contrast with ()’s ideas regarding.....**
- 5. Write a description of.....**

The number of objectives should be sufficient to measurably assist the student in achieving the defined goals of the course.

D. Each Syllabus MUST State the Means by Which Evaluation Will Be Done to Determine Achievement of Goals & Objectives As Well As Mastery of Material

The syllabus should clearly state the means to be used to measure the students’ achievement of the goals and objectives of the course. This should be divided into two parts. Part One would describe the “continuous assessment” that will occur. This can include tests, essays, papers, or other exercises that permit measures of mastery of the content of the course. Part Two of the course evaluation should be a short description of expectations that will need to be fulfilled on the final end-of-semester examination.

The lecturer should also state the value of each exercise and activity so that the student knows the worth of each portion of the work.

E. And, Of Course, Basic Information

The syllabus should state the instructor’s name. It should also give a telephone, e-mail and fax contact point. It should indicate: the course name, term and number, year, department name and the day and time of office hours.

MODEL SYLLABUS TEMPLATE

Directions: All lecturers should include each of the points (I. – IX.) in the development of his or her syllabus for an individual course. Copies of completed syllabi should be e-mailed to the Head of Department’s administrative staff no later than three weeks prior to the commencement of the semester for duplication in sufficient copies so all students will be provided a syllabus on the first day of classes. All course syllabi must be kept on file and available for posting on University websites. The Syllabus should include:

- I. COURSE NUMBER AND TITLE: + Semester and year**
 - II. LECTURER’S NAME AND CONTACT INFORMATION: Name, department, day and time of office hours, phone number, an e-mail address**
 - III. COURSE DESCRIPTION: This is a one paragraph statement which sets out the Lecturer’s vision for the course and what is to be gained from the learning of the subject matter. This statement should not exceed 10 lines.**
 - IV. COURSE GOALS: This should be a listing of the “goals” to be achieved as a result of the learning in the course. The number of goals should be a minimum of four and no more than ten. These goals should be written in declarative statements in the affirmative voice.**
 - V. COURSE LEARNING OBJECTIVES TO ACHIEVE LISTED GOALS:**
At the conclusion of this course, the student should be able to....
 1. Write an essay on..., 2. Define and describe... 3. Compare and contrast...
 4. Examine critically....., 5. Etc.There can be as many “Learning Objectives” as necessary to fulfill capacity to master the listed goals of the course.
 - VI. COURSE CONTENT AND METHODS OF INSTRUCTION: This section describes:**
 1. Methods of presentation: lecture, discussion, use of intranet/internet
 2. Listing of the weekly lecture topics including the title of each lecture and the readings that a student should have completed in preparation for the lecture
 - VII. TEXTS AND INSTRUCTIONAL MATERIALS:**
 1. TEXTS: listing of reading assignments by specific dates in the semester
 2. MATERIALS: other materials including internet searched, journals, periodicals or reference materials
 - VIII. CONTINUOUS ASSESSMENT, GRADING AND EVALUATION: There should be a very precise statement on grading policy, explicating how the 30% of the final grade will be determined by “continuous assessment” and how the student can earn an optimum grade: quizzes, class participation, written submissions and attendance policy. There should also be a statement regarding the final examination.**
 - IX. PLAGIARISM: A very clear statement on plagiarism indicating the penalties including failure of the course that will result if plagiarism including undocumented use of internet materials is detected**
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What Characteristics Define A Good Syllabus:

The well-prepared syllabus has a number of characteristics that make it useful, insures the Lecturer has clear command of his expectations for the course and is of great assistance to the students. The good syllabus:

- **Defines expectations clearly**
- **Specifies work to be accomplished**
- **Eliminates ambiguity in the statement of requirements**
- **Defines the obligation of the lecturer in terms of time, scheduled meetings, and responsiveness to student needs**
- **Displays precision in the statement on grading of the work**
- **Clearly shows the weight of the various assignments**
- **Provides clarity on academic rules such as plagiarism**

Section Eight: Lecturing to Large Classes

- **How can I be effective when lecturing to larger classes?**
- **How must my lectures be changed for large audiences?**
- **What words are more useful so large audiences will understand content?**

The size of the room in which lectures are delivered can change so many of the dynamics about the manner in which a course is presented. This has to be taken into consideration in preparing to be effective in teaching and to providing students with a course that will be meaningful and contribute to their further development. The starting point is an understanding that the lecture format is not a good way of conveying information. Even the most dynamic lecturers can hold audience attention for only twenty to thirty minutes unless there is enormous care and attention given to how the lecture is delivered.

Lecture Halls in New “N” Block and Jones Quartey Are NOT for Seminars

When planning a lecture it is important to ask what will the student in the last row of seats gain from this lecture? Looking out across rows and rows of faces, there is a need to remember that a connection must be made with everyone in that audience. This means overcoming the poor acoustics in Jones Quartey and speaking over the noise that flows in through open doors, especially as the next class gathers near the time a lecture is ending. What is required is an approach to lecturing that is significantly different from lectures presented in medium sized classrooms or in smaller seminars. It is not an easy thing to accomplish, but nonetheless it is an obligation that comes with the teaching.

Lecture Content and Big Audiences

As the size of a class grows, the content of a lecture must become less complex and easier to understand. In a space with poor acoustics where much of the audience is more than fifty meters away from the lectern, the lecturer must avoid complex presentations and stick very closely to the outline of the lecture so that students will have a sense of continuity in the thoughts being presented. Straight declarative sentences are best. Jokes are less effective. This may seem boring but the need is to reach the far corners of the room. Strategic location of Graduate or Tutorial Assistants around the room can offer some indicator if the message is being heard.

What must be avoided is evidence of too many students taking no notes, doing alternative activities like text messaging and a general disconnection from the purposes of the lecture.

Use of Language: Word Choice Counts When Seeking to Make Students Understand

The number of students enrolled in the course also changes the vocabulary of a lecture. The words chosen must be unambiguous as to meaning. Simpler is better. The diction must be flawless. The sentences should be complete. The degree to which the lecture is written out in an extensive outline, the better it will be. The careful design keeps the lecturer on track and the audience will also stay on track. There should be avoidance of “academic language” when it is not absolutely necessary. This is especially the case in teaching “freshers.” The speech patterns of the lecturer are also important. Stay away from terms like paradigm, correlation, hypothesis and other such words until there needs to be pauses in presentation to insure that certain ideas have been absorbed. It is a delight to observe a lecturer who speaks slowly, clearly and without ambiguity in the choice of words. It is also preferred that there be pauses after each new thought to get some measure of the audience. Observing a lecturer who has a sense of presence, clear diction, a streamlined message and careful attention to choice of words in presenting ideas is to appreciate how teaching can be done even in large lecture halls. In “N” Block and Jones Quartey it becomes a requirement.

Keep “Reading” the Audience

All good lecturers are constantly attentive to their audience. They can sense when ideas have been absorbed or “the Intellectual Point of Purchase” has not been made. In the biggest of lecture halls, there needs to be a sense of looking beyond the first eight or nine rows to see if the message is being carried beyond the point of immediate eye contact. The sound systems in the large lecture halls are more than adequate to be heard to the outer reaches of the lecture hall, but even the best sound system cannot compensate for presentations that are not clear in the shaping of idea, clear in the choice of words, clear in the diction of the presenter and characterized by a sense of presence on the stage.

Section Nine:

Methods of Continuous Assessment in Larger Classes

- **Am I ready to change the style of my teaching?**
- **Can I shift from just lecturing to focusing on continuous assessment?**
- **What techniques am I willing to try to be effective?**

A key purpose for the academic reform has been the commitment to reinvigorate “active” or “engaged” learning that comes with creation of conditions where continuous assessment is possible. The development of a four-year degree program will eventually reduce the number of course enrollments and modestly shrink the size of classes. In the interim, the reformatting of the daily academic schedule and creation of the 150 minute class permits combining of lecture and continuous assessment into a single once a week class. This approach also accommodates the existing grouping of disciplines and the limited number of large lecture halls available for classes ranging up to a maximum of 300 in size.

It is an approach necessitating the development of different strategies for continuous assessment depending on the size of the various classes. The most challenging of these different strategies is one designed for the very largest classes (200-300). The medium sized classes (100-200) provide options for continued use of the tutorial system as well as introduction of “blended” learning employing both the intranet/internet technology as part of the regular course of instruction and allowing for some expanded options on continuous assessment. With smaller classes (10-100) there is a wide range of opportunities for continuous assessment activities. Collectively, the University is positioned so that each class can be offered with a distinct strategy for continuous assessment of student performance.

Organizing Larger Classes

The 2009 student assessment of teaching revealed that the primary concern of students is for increased communication between Lecturer and students so the students can experience a greater sense of connectivity with their teachers. To create this condition smaller groups must be created:

- **Larger classes (200-300) can be divided into “cohorts” of up to 30 students each by giving each student a card which states “Cohort # and instantly creates groups that can be assigned specific tasks in class that promote “active” or “engaged” learning.**

- **Cohorts should be sub-divided into “study groups” of up to ten students each for purposes of sharing information that insures information in lectures is fully absorbed and understood. This is a form of “deutero” learning or “learning to learn” where the sharing of information affirms an individual’s command of the content. This means the card provided at the first class would state, for example, “Cohort #1 – Study Group A or B or C.**
- **The “cohort/study group” format can also be used for medium sized classes as part of “blended learning” strategies.**
- **The division of larger and medium sized classes into the “cohort/study group” format provides a means for assigning graduate assistants or tutorial assistants specific clusters of students with whom they can work to assist the learning process.**
- **The “cohort/study group” format allows better maintenance of attendance records which are critical in determining if a student is eligible to “sit” the final examination at the conclusion of the semester.**
- **The “cohort/study group” format permits more detailed inquiry of student satisfaction with instruction as part of the overall work of the Academic Quality Assurance Unit to insure teaching is being done effectively and productively.**

The combination of a well designed syllabus, a large class divided into smaller clusters of students for enhanced communication and study groups where students take a greater role in “engaged” learning establishes the environment where continuous assessment can occur. It is an approach that is less ideal than a small class or the historic tutorial system, but it can achieve University goals until such time as the numbers of faculty available to teach increases to a point where the exceptionally large class will be more of a rarity.

Assessment Methods for Larger Classes

Once students are provided with a well-designed syllabus that offers clear guidance as to their obligations for a semester of study and been organized into “cohorts” and “study groups” they will be ready to engage in a number of activities that can be used to assess understanding and justify 30% of the final grade earned for the semester. A few of the possible activities are described with the understanding that ultimately each Lecturer will develop or create new strategies that work for doing assessment in larger groups. None of the strategies suggested is reliant on high levels of technology.

The Short Quiz:

Even the largest of classes can engage in requiring students to take short quizzes several times a semester. These should be short answer exercises and take up no more than 30 minutes of the class time allotted for continuous assessment in a given class. The grading time for an individual student's quiz response should be no more than 1 minute. The grading of a quiz for 300 students should be no more than 5 hours. Quizzes can be set for specific dates on the syllabus or unannounced. Unannounced quizzes can serve as a means for encouraging regular attendance.

The Discussion Group:

The use of discussion groups is designed to allow students to react to lecture material immediately following a lecture. For this activity, a single "cohort" can be positioned in the front of a lecture hall for a discussion with the lecturer and the other cohorts remain as an audience. A thirty minute discussion session can cover an extended range of topics and insure the Lecturer is aware of how students are absorbing the course materials. If a course featured ten "discussions" over the course of a semester, each student would participate at least once. If the selection of a "cohort" to participate in a discussion is random, the use of the discussion group also serves as a means for encouraging regular attendance. There is no formal individual grade for this activity but the student's attendance is recorded against the listing of students in that particular cohort.

Partnering and Pairing or "Pair Shares":

This technique is a quick means for gaining feedback on how lecture material has been understood by a student right after the delivery of a lecture. Students are asked to divide into "pairs." A study group of ten would create five pairs. A class of 300 has 150 pairs. In each pair, one student quickly describes what he or she remembers from the lecture without reference to notes. The second student writes this down. Both students sign and put their student ID number on the sheet of written responses. The graduate assistants or tutorial assistants collect these materials.

The topics for a "pair shares" exercise can be done in various ways:

EXAMPLES:

- **Tell your partner the five most important things you heard in the lecture!**
- **Tell your partner the four things that were least clear to you in the lecture!**
- **Tell your partner the three things in the lecture that caught your interest and you would like to know more about!**

All of the responses are collected and the graduate assistants or tutorial assistants (1) record the students in attendance based on the signed responses in the “pair share” exercise, (2) summarize the leading responses to the query posed, and (3) share the outcomes with the Lecturer for reference in affirming points in future lectures.

The use of “pair shares” or “partnering and pairing” need not be done after every lecture or can be done by only half of the cohorts at the end of a particular lecture. In total, there can be a minimum of six “pair share” responses for a semester that can be used in determining a grade for continuous assessment.

The “pair shares” exercise is a form of “deutero” learning in which by explaining something or recalling something to a partner, the student is affirming their command of the material and will more likely strengthen recall for later use on an end of semester examination.

In combination, “pair shares” do several things:

- **Moves learning from a summative to both formative and summative approach**
- **Promotes “deutero” learning which is more engaged and active as contrasted to passive learning of simple lecture systems**
- **Provides immediate feedback on the clarity of the lecture materials to the Lecturer**
- **Serves to encourage regular attendance since these exercises are not announced in advance and may only involve selected cohorts on a given date.**

The out of class time for the Lecturer is nil in terms of grading these exercises. The assignment of points will be based on submission of all required pairs for the semester or a percentage of the requested pairs.

Reflective Writing:

Reflective writing is a form of assessment that has come in to wide use in both the UK and the US. It involves writing personal reactions to an issue or topic (see the article “*Reflective Writing – Some Initial Guidance for Students*” by Professor Jenny Moon, University of Exeter, in the attachments). To quote Dr. Moon: “Reflection lies somewhere around the notion of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting.” For purposes of the larger class, reflective writing is an ideal way of promoting engaged learning. By asking a student to write a page in which they summarize their thoughts on a topic, the student is moved away from passive learning to a more active format of inquiry.

Several times a semester, in a larger class, students can be assigned a reflective exercise to be completed during the “continuous assessment” class time. This exercise can take no more than 20-30 minutes. The students might be asked to write on such topics as:

- **What is the nature and significance of the lecture you have just heard to you personally?**
- **What other information do you feel you need to fully understand the information in the lecture you have just heard?**
- **How do you think others in your “study group” might respond to the ideas in this lecture?**

To provide an example of how surprising responses arise from these reflections on lectures, consider the comment of a “fresher” enrolled in Linguistics 111 when asked to write on “How does linguistics have an impact on your life?” The response was:

“I was very disappointed when I received my admission letter and was given linguistics. I thought linguistics is all about how to speak different languages. In fact, with the little introduction I have in this course, I now know that the University should have made it a core course. *It helps me to read my Quran very fluently and accurately*” (emphases added).

The lecturer simply cannot know what the outcomes of reflection will be, but in this example it is clear the student is actively engaged in processing information, has formed judgments as to how linguistics helps personally and has arrived at a larger conclusion that the course is valuable and should be shared with all entering students. This is a significant outcome for eight lines on a page.

These types of exercises can be done by all students several times a semester. All students need not do a “reflection” on the same day. It might be assigned to “cohorts” 1-5 in one class while “cohorts” 6-10 are doing a “pair share.” The reflection with the student ID would encourage regular attendance. Reflections are best read only by the Lecturer to preserve some measure of anonymity. However, the graduate assistant or tutorial assistant can record that a reflection was completed. Placing a reflection in an envelope with only the ID # on the outside of the envelope would be preferred.

If the Lecturer chooses, he or she may assign a longer reflection paper (2 pages) which can be formally graded. A template for grading of reflective writing is provided in the attachments. The grading of a 2-page reflection might take as much as 10 minutes. This would require 50 hours of grading time and may not be suitable to a 300 student class. It can however be done as a one-time exercise in medium sized classes or multiple times in smaller classes.

- Discussion 2 points
- Unannounced reflections 8 points
- Pair Shares 4 points
- Assigned longer reflection 4 points
- TOTAL: 30 points
- **FINAL EXAMINATION:** 2-3 hour examination designed for breadth, depth and integrative thinking. Grading time: 5-6 per hour. Total grading time 50-60 hours. Value: 70% of final semester grade.

**MODEL for IMPLEMENTING CONTINUOUS ASSESSMENT: MEDIUM SIZED CLASSES
(100-200 STUDENTS)**

Procedures:

- Divide class into “cohorts” (up to 30 students each) and “study groups” within each “cohort” (up to 10 students each)
 - Take time at the initial class to go over each item in the syllabus and place emphasis on the student being responsible for their own learning, for helping their classmates in certain exercises, for being in attendance and for submitting all required material.
 - Clarify if the class will involve (A) tutorial sessions, (B) “blended learning” or (C) 150 minute class with in-class continuous assessment.
1. For classes with tutorial sessions, all activities listed below can be overseen by the assigned Graduate Assistant or Tutorial Assistant. Quizzes, discussions, “pair shares”, and reflections are done in the tutorial session with results submitted to the Lecturer. Reflections should be in sealed envelopes.
 2. For classes with “blended learning”, the intranet/internet activities replace one hour of in-class lecture and continuous assessment is done as described below.
 3. For classes scheduled in 150 minute sessions, continuous assessment is done as described below.
 - Indicate there will be 2 UNANNOUNCED quizzes during the semester that will take twenty minutes to complete. The value of each quiz is 6 POINTS. Total of 12 points for quizzes. (Grading time is 1 minute per quiz; 5 hours)
 - Indicate there will be 10 discussion exercises, each involving a “cohort” selected at random. Every student will participate in one discussion or be recorded as being present/absent in one discussion. The value of participation is 2 POINTS.
 - Indicate there will be 4 “reflections” randomly assigned to various “cohorts” during the semester. Submission of each reflection will be worth 2 POINTS. The four reflections will be worth 8 points.
 - Indicate there will be 4 “pair shares” during the semester and participating cohorts will be selected at random. The value of the “pair shares” will be 1 POINT each. The “pair shares” are worth a total of 4 points.
 - Indicate there will be 1 assigned reflection paper based on internet research and personal response to that material. The reflection will be three written pages of a minimum of 500 words. The assignment will be submitted during the 10th week of the semester and will be graded and returned in the 13th week of the semester. The value of the longer reflection piece will be 4 POINTS. (Total grading time 40-50 hours)
- **CONTINUOUS ASSESSMENT:**

- Quizzes 12 points
 - Discussion 2 points
 - Unannounced reflections 8 points
 - Pair Shares 4 points
 - Assigned longer reflection 4 points
 - TOTAL: 30 points
 - **FINAL EXAMINATION:** 2-3 hour examination designed for breadth, depth and integrative thinking. Grading time: 5-6 per hour. Total grading time 50-60 hours. Value: 70% of final semester grade.
-

MODEL for IMPLEMENTING CONTINUOUS ASSESSMENT: SMALLER CLASSES (10-100 students)

Procedures:

- Classes with fewer than 10 students should be cancelled unless they are a required course in the major at the 400 level.
 - Divide class into “cohorts” (up to 15 students each) and “study groups” within each “cohort” (up to 5 students each)
 - Take time at the initial class to go over each item in the syllabus and place emphasis on the student being responsible for their own learning, for helping their classmates in certain exercises, for being in attendance and for submitting all required material.
 - Clarify if the class will involve (A) tutorial or laboratory sessions, (B) “blended learning” or (C) 150 minute class with in-class continuous assessment.
1. For classes with tutorial sessions or laboratory sessions, all activities listed below can be overseen by the assigned Graduate Assistant, Tutorial Assistant or Lab Assistant. Quizzes, discussions, “pair shares”, and reflections are done in the tutorial session with results submitted to the Lecturer. Reflections should be in sealed envelopes.
 2. For classes with “blended learning”, the intranet/internet activities replace one hour of in-class lecture and continuous assessment is done as described below.
 3. For classes scheduled in 150 minute sessions, continuous assessment is done as described below.
 - Indicate there will be 2 UNANNOUNCED quizzes during the semester that will take twenty minutes to complete. The value of each quiz is 6 POINTS. Total of 12 points for quizzes. (Grading time is 1 minute per quiz; 5 hours)
 - Indicate there will be 10 discussion exercises, each involving a “cohort” selected at random. Every student will participate in one discussion or be recorded as being present/absent in one discussion. The value of participation is 2 POINTS.
 - Indicate there will be 4 “reflections” randomly assigned to various “cohorts” during the semester. Submission of each reflection will be worth 2 POINTS. The four reflections will be worth 8 points.
 - Indicate there will be 4 “pair shares” during the semester and participating cohorts will be selected at random. The value of the “pair shares” will be 1 POINT each. The “pair shares” are worth a total of 4 points.

- **Indicate there will be 1 assigned reflection paper based on internet research and personal response to that material. The reflection will be three written pages of a minimum of 500 words. The assignment will be submitted during the 10th week of the semester and will be graded and returned in the 13th week of the semester. The value of the longer reflection piece will be 4 POINTS. (Total grading time 40-50 hours)**
- **CONTINUOUS ASSESSMENT: Quizzes = 12 points, Discussion = 2 points, Unannounced reflection = 8 points, Pair Shares = 4 points, Assigned longer reflection = 4 points - TOTAL: 30 points**
- **FINAL EXAMINATION: 2-3 hour examination designed for breadth, depth and integrative thinking. Grading time: 5-6 per hour. Total grading time 50-60 hours. Value: 70% of final semester grade.**

Section Ten:

Examinations: Comprehensive, Effective & Graded In a Timely Manner at the End of A Semester

- **Is there a better means of testing than just essay questions?**
- **How can I be sure students know all the material?**
- **How can I get exams graded in an expeditious manner?**
- **What are the key things an examination must do?**

The University has identified the reform of the examination process in terms of timely completion of grading as a critical agenda item. Too often examination results and the submission of grades are delayed into the following semester and, in rare cases, even beyond the next semester. As a consequence this failure to submit grades in a timely manner has administrative and financial impact on the University and on the lives of students.

Completion of all grading of exam scripts within 30 days of the examination period is the goal of the University.

Accomplishing the University goal will require the use of alternative testing formats that contrast with the historic writing of essays as the only approach to assessing mastery of material. Exams should still form part of the examination process where appropriate and other forms use to assess widely the student's level of competence.

The manner in which exams are constructed and the attention to the issue of timely grading are addressed to assist the Lecturer in fulfilling this goal of the University.

The Role of Examinations in Effectively Measuring Student Competence:

The construction of a challenging but fair examination is not an easy task. It requires consideration of many variables. It must be attentive to the (1) purposes of giving an exam, (2) differing formats to produce desired outcomes within the context of an examination, (3) time it will take to complete the examination and (4) expectations of an early completion of the grading process. There should also be a continual review of the questions to insure the fairness of the examination as it is presented to the student.

The Purpose of Examinations:

Examinations should be considered “an extension of the learning process.” This means the student can learn as much by writing an exam as attending a lecture. The manner in which questions are presented can help the student more fully understand the material in the course. He or she can actually learn a great deal just by being required to integrate information into an essay that might have previously seemed unconnected. The premise of an examination is to draw out student:

- understanding of all the material
- awareness of the relationships between different parts of the subject matter, and
- in-depth knowledge of the empirical and normative dimensions of the course in order to use them effectively in other academic settings.

If a student can demonstrate all command of the material in all three of these formats, the student has mastered the course.

The Keys to Construction of an Examination:

Constructing an examination begins with the student. It involves several elements:

- knowledge base of the student based on his or her exposure to the discipline and the material.
- level of the student’s command of the “intellectual language” as revealed in ability to rapidly answer some critical short.
- capacity of the student to use “tools” from his or her intellectual “toolbox” to analyze situations presented on the examination.
- clarity of the language in the test instrument to insure that the manner in which material is stated does not confuse or compromise the student’s potential.

Each draft of an examination should be read with these four factors in mind and examined carefully to insure attention has been to all four of these variables.

The Clarity of Language in Preparing Examinations

It is a well-founded premise that students are very low risk takers when it comes to academic matters. If an examination question is ambiguously stated or the material requested is not precisely defined, students will avoid answering such a question when given a choice. Most importantly the Lecturer should perform an “item analysis” following the examination to identify questions that were not chosen by students to answer. The discovery of questions answered by few or none of the students taken the test means the lecturer has failed in one or two ways:

- The material was not covered sufficiently during the semester, or
- The question is unclear as to what is being requested or ambiguous regarding how the material requested should be presented.

In either case, students will not attempt such questions and the Lecturer is left to correct his or her teaching of the topic and rephrase the question should it ever be used in a future examination. Therefore, in preparing an examination, the instructor should pay careful attention to how questions are stated and be precise in defining what information is requested.

To restate the point, very careful attention should be given to the construction of all examinations. A good examination might be reasonably expected to produce an array of grades ranging from A's to D's. If all students receive similar grades, the examination may not be discriminating as to levels of mastery of material.

Time Commitments in the Grading of Exams

An informal survey conducted among more than a hundred member of the faculty established that if an exam is entirely an essay format, the number of examination that be graded in an hour is between 3 – 4 an hour. If the general premise is accepted that no more than 90 hours should be spent in grading exams at the end of a semester, the faculty member would be able to grade a total of 3.5 exams x 90 hours = 315 examinations. The number of examinations to be evaluated in each semester is approximately 150,000. However, the responsibility for grading is not evenly distributed among all faculty members. In the undergraduate programs in arts and social studies, individual faculty members can be obligated to grade as many as 600 examinations.

The goal should be to have no individual faculty member responsible for more than 500 examinations by sharing the evaluation process more equitably among the faculty in a particular department. It would be the responsibility of the Head of Department to establish the shared obligations of cooperation in examination grading to insure no faculty member has more than 500 exams to mark. In this role, the

Secondly, there should be use of alternative formats in test construction to increase the number of exams it is possible to grade in an hour from 3.5 to 5.0.

If those conditions can be met, then a faculty member grading 500 examinations would complete the task in a maximum of 100 hours or 3.3 hours a day over a 30 day period.

When establishing the University standard, it should be announced that the results of all examinations would be published on January 15th and June 30th of each academic year.

It would be the responsibility of the Head of Department to report to his or her Dean that the University standard has been fulfilled.

The Components of an Examination:

The well-constructed examination seeks to discover three things: (a) demonstration of “breadth of knowledge” over all the materials presented in the course, (b) depth of knowledge in terms of theoretical or empirically significant analytic criteria for understanding how to use material presented in the course, and (c) evidence of “integrative” thinking or capacity to link ideas absorbed in the course into meaningful analyses of complex problems or issues.

Breadth of Understanding:

To quickly establish a student's command of materials in the course, essays are not particularly helpful. It is far more effective to request short answers of no more than two or at most three sentences to define, describe or give the importance of a particular item. Very quickly, a student might answer eight to ten such items in no more than 20-30 minutes while providing a good index of mastery of all the material covered in the course. The quality of these responses will be an indicator of mastery of "the intellectual language." Economy of language is much preferred in the presentation of responses.

Depth of Knowledge:

This portion of the examination is devoted to conceptual thinking and places emphasis on the application of concepts or theoretical materials to empirical situations. There can be test items emphasizing "compare and contrast," briefly describe _____'s theory of _____, apply the theory of _____ to a research the analysis of data on _____. An ability to quickly respond to six to seven such items from a choice of eight or nine and establish that he or she does know the material in the course and how it is used. Again, the mastery of "the intellectual language" improves performance and economy of language is much preferred. The student can be advised to use no more than six to eight lines of script. This portion of an examination can be completed in 40-50 minutes.

Integrative Thinking:

Integrative thinking is the "third level of academic development." Students gradually develop this ability during the course of their undergraduate education. First year students are able to provide descriptive responses. As students move further into their academic careers, they become more capable of applying theory to empirical data to establish the manner in which inquiry is conducted. The final or "third" stage is the ability to see the linkage between disparate information and apply material learned in one setting to other settings. This is the point where students bring in information learned in other courses to buttress arguments made in presenting integrated responses to an a complex question requiring an essay response.

This is where the historic purpose of essays is preserved and the student is given range to demonstrate how they have linked together information. To insure the student provides the information sought, the essay topic needs to be shaped with great care. It should be broad enough to see if the student can see the linkages and narrow enough so that the student does not engage in a "fishing expedition" for what he or she thinks might be an acceptable response.

Confronted with the choice of answering two topics out of three presented, it must be assumed the student chooses the two he or she knows best. The examination must state the response will be assessed on clarity of thought and precision in making statements (both conditions designed to eliminate "fishing" for solutions). Again, mastery of "the intellectual language" and command of all the "tools" in the academic toolbox should be on display.

This third part of the examination should be completed in 60-70 minutes. In combination the examination can be completed in 2 to 2.5 hours and has been structured to be graded in a considerably shorter period than would be the case if the examination were comprised exclusively of essay topics.

Section Eleven:

Working with Graduate Assistants & Tutorial Assistants

- **Have I been using Graduate and Tutorial Assistants effectively?**
- **Have I fulfilled a role as mentor to Graduate Assistants?**
- **Have I given sufficient attention to training Graduate Assistants
And Tutorial Assistants?**

The availability of Graduate Assistants(GA's) and Tutorial Assistants (TA's) should be considered a resource for the lecturer and for the students. They can play a critical role in the educational work of the University. The roles that GA's and TA's can play are described below as well as the constraints that are reasonable in terms of what the GA should not do.

The Primary Responsibilities of GA's and TA's

The primary responsibility the GA or IA is to assist and support the Lecturer. The GA and the IA can be critically instrumental in making sure that the lecturer is aware of how the lectures are being absorbed by the students. The GA and the IA can have a vital responsibility in identifying (a) material that is fully understood, (b) material that has not been wholly absorbed and needs further clarification and (c) material that was clear to some students but not understood by a majority of students and needs to be restated.

The GA and the IA are the major lines of communication between the students and the Lecturer, most notably in the very large classes where tutorials are not scheduled. The student evaluations of classroom work carried out by the Academic Quality Assurance Unit in March of 2009 were clear in identifying the key concern of students: a need for greater communication with the lecturer. The GA and the IA are very important in collecting student concerns about clarity of course materials and keeping lines of communication open.

Ways in Which the GA and the TA Can Demonstrate Responsibility

Being aware of the critical nature of one's role in the instructional process and carrying it out are two different things. Being responsible can be seen in many ways:

- Monitoring attendance in class or tutorials

- Overseeing exercises in “partnering and pairing.”
- Collecting and transmitting “reflection statements.”
- Posing questions to students in discussion.
- Encouraging students to engage in active learning by interacting with each other regarding course materials.
- Listening carefully to lectures, “Listening with a ‘second’ ear!” to hear how students might be hearing the lecture, picking out phrases and words that might need to be clarified.

How the GA and the TA Can Enable Active Learning

Clearly the intellectual and academic distance between the lecturer and the student has increased. The conditions of years past when the student body was very much smaller and the linkage to lecturers could be more direct in much smaller tutorial sessions has been dissipated as enrollments doubled and more than quadrupled. The distance from the back row of seats to the lectern in Jones Quarte Hall is measured in more than feet or meters. It is a much greater distance and encouraged more passive learning.

The GA or the IA can play a role in overcoming this passive style of learning and encouraging a more active style of learning. In technical or academic terms, what the GA or the IA is doing is to encourage the *duetero learning* which is most simply defined as “learning to learn.” One of the easiest ways to make sure a person knows something is if he/she can explain it to another person. For one student to explain some material from a course to another student and to do so accurately is to ensure that the student doing the explaining has mastered that material. In so doing a student is expanding his or her capacity of engaging in learning in order to learn even more. Once something is mastered, it leads to interest and further inquiry to know even more.

The degree to which a GA or an IA can encourage this “positive” and “duetero” learning to occur, the greater will be the sense of satisfaction in the role of supporting the work of the Lecturer.

The GA as An Apprentice for A Role in Academia

Graduate Assistants ought to consider their appointment as an apprenticeship for possibly taking up a career as a University lecturer. They should be encouraged to observe closely the instructional process, how lectures are prepared and delivered, what techniques in lecturing are effective in gaining and keeping students’ attention. Universities too often devote very little attention to the “craft of teaching.” The opportunity to hold an appointment as a Graduate Assistant should be seen as a place for the GA to observe closely the process of teaching and gain insight into what he or she would do as a University lecturer at some future time.

Making Sure the GA or TA Realize He/She is “A Guide on the Side, NOT a Sage on the Stage!”

With a clear understanding of (a) responsibilities, (b) importance of becoming a professional in the teaching discipline, (c) need to enable positive learning, (d) the role of the syllabus as a contract in learning, and (e) the need for ethical principles in teaching, the GA or the TA approach their tasks. Whether conducting tutorials, assisting in the lecture hall or working to assist students in the laboratory, there needs to be a constant reminder that GA's and TA's do not assume the role of the lecturer. The assistant is a “Guide on the Side” and NOT “A Sage on the Stage.” The GA or TA is important to encouraging students to talk to each other, to work with each other, to engage in meaningful conversation and to recommend ways that material may be mastered more effectively.

Rules to Share with GA's and TA's: What NOT to Do!

There are certain things which a GA or an IA may be tempted to do which would generally be unwise. Most importantly, the lecturer can be most helpful by reminding the GA or the TA to:

- Not attempt to be a lecturer in a small group or tutorial
- Not pretend to intellectual strength they do not have. If they do not know the answer to a query, they should indicate they will supply information at a later date.
- Accept what they do not know and to encourage students to find out the answer elsewhere with phrases like, “That's a good point. Why don't you Google that and report back to the class!”

Section Twelve:

Personal Quality Assurance of Teaching Effectively

- **How much time do I spend examining my teaching at the end of a semester?**
- **Do I go over each lecture to edit and amend it for greater future effectiveness?**
- **Did I review my “tools” for continuous assessment to see what worked? Have I done an item analysis of each question on my final exam?**

The completion of a semester does not mean that the task of teaching a course is over. Much remains to be done in order to achieve a personal sense of “academic quality assurance.” The University has made a commitment to insure that the teaching is of a high standard by creating the Academic Quality Assurance Unit. The survey of student perceptions of teaching commenced in March of 2009 is just one step in the process of focusing on the importance of teaching. Actions by the Academic Council to have greater scrutiny of teaching in the review of faculty for possible promotion means that personal responsibility for “quality assurance” has to be a priority for each member of the faculty.

Reviewing the Syllabus

The place to start a personal review of teaching is with the syllabus. Here are some of the questions that need to be asked in conducting a review of the syllabus:

- Was it clear to the students?
- Did students have questions about their various assignments?
- Was it presented with clarity?
- Were the readings properly linked to the weekly lecture topics on the syllabus?
- Was the list of goals clear or should it be amended?
- Were the Performance Objectives sufficient to effectively help the students in understanding important material and preparing for in class activities and for the final examination?
- Did the students pay attention to admonitions about the penalties for plagiarism?

The conduct of this review will result in a much improved syllabus the next time a course is taught.

Reviewing the Lectures

While the lectures are still fresh in the mind, it is a sound idea to review those materials. Think over how the 1500 minutes allotted for lecture were used. Ask some questions:

- Was each lecture well organized so students could follow the narrative?
- Was the lecture followed in each case or did was there too much diversion from the topic?
- Did diversions from the topic result in not being able to cover all the topics for the semester as had been intended?
- Were the examples used really illustrative of the point being made or should they be edited and changed?
- Did the lectures each have a conclusion?
- Would the students see that the lectures were expanding understanding beyond the text and understand that lectures have a role for drawing information from various sources together?
- What good questions, really good questions, did students ask that suggest that portions of lectures need to be re-written?

Item Analysis of Assessment Materials

In the same manner the syllabus and lectures need to be reviewed for quality assurance purposes, the materials used for continuous assessment or final examinations need to also be reviewed.

Some of the important questions to ask are:

- Were exercises in “pairsharing” effective? Did students provide information on how clear the lectures were?
- Were the quizzes effective in getting an index of how well the material in the course was being understood?
- Were the questions used on each quiz clearly stated or do they need to be rewritten?
- Was the use of “reflective writing” helpful? Did it assist in establishing a link between the class materials and how the course has had an impact on the student?
- Were there questions on the final examination that were not chosen by students? Was the manner in which the questions were stated very clear or ambiguous?

Sampling Student Opinion to Determine “Mastery” of Course Material

In addition to the surveys of student opinion about the course that are now a routine part of University operations, there is a value in asking the student’s opinion regarding how they feel about the learning that has occurred. Taking a small sample of no more than ten percent of the students enrolled in the course, it would be useful to ask student to rate their mastery of the various performance objectives. Each of the Performance Objectives can be rated on a scale of

1-5 with the lowest number being does not feel confident to discuss the topic and the highest number being a sense of real understanding. In conducting this review, the student should also be asked about how much time they spend studying each week. A form that can be used in conducting such a review is part of the Attachments in this Manual.

“Have I Achieved My Purpose, Goals and Objectives?”

When considering the course in its entirety, there is the larger question of “Have I achieved my purpose, goals and objectives?” A summary assessment should be written and kept on file for future use when applying for promotion or other opportunities within the University.

ATTACHMENTS

**A COMPLETE COURSE MODEL:
SYLLABUS,
PERFORMANCE OBJECTIVES
&
THREE EXAMS USING THE “BREADTH, DEPTH AND
INTEGRATIVE THINKING” APPROACH TO TEST DESIGN**

MODEL SYLLABUS:

“University of South Florida Sarasota”

AFH 3200 Africa Since 1850

Fall 2004 AFA

SYLLABUS

Lecturer: Professor P. L. French

Office: PMC 112

Office Phone: (941) 359-4504 **E-mail:** French@sar.usf.edu

This course fulfills the general education requirement for historical perspectives or *ALAMEA* perspectives.

Introduction:

This course has been designed to focus primarily on the colonial period in African history from the division of Africa by the European colonial powers at the Berlin Conference of 1884-85 until the post-colonial period that has created dozens of new countries in the African continent. To fully understand the European intrusion into Africa and its impact on modern Africa, it is of equal importance to understand the peoples and cultures of Africa. The course has been designed to fulfill many of the objectives of an upper division course. The readings have been selected to co-ordinate with rather than duplicate the lecture presentations. The research design component is consistent with upper division work.

Course Goals:

- A.** To have a comprehensive understanding of the African continent as a setting for European colonial rule including the impact of geography, climatology, ethnology, and anthropology as it relates to the indigenous peoples of Africa, most notably sub-Saharan Africa.
- B.** To have an understanding of the nature of colonial rule and the diversity of policies practiced by colonial powers that influenced the lives of Africa's peoples and impacted the transformation of culture.
- C.** To gain an understanding of the manner in which African peoples developed the skills and political orientations to seek political power and ultimately independence from the various colonial rulers.
- D.** To understand the nature of the post-colonial state and post-colonial regimes in African nation states and appreciate the challenges to state formation in developing lands.
- E.** To develop an understanding of the role of Africa in the world in the post-colonial period and the limitations placed on African states by changing world conditions.
- F.** To be able to describe in comprehensive terms the future challenges that will confront Africa as a consequence of indigenous cultural variables and patterns of colonial rule.

Course Objectives:

To assist students in reviewing materials presented in the course and to prepare for examinations, the performance objectives are provided in a subsequent section.

Class Format:

The class will consist of a combination of lectures where discussion is encouraged. There will be two examinations and a final examination. Prior to each examination there is a review of material to insure understanding of material discussed. Students will be required to complete a research project using one of three choices or formats. The choices are:

- A research design for a major paper
- An operational experiment design in which the student prepares a report as if serving in the role of a development officer for UNDP (UN Development Program)
- A single country analysis of current conditions in Africa as an operational report on the future of the country selected based on the review of selected variables.

Class Attendance:

Regular class attendance is expected. A portion of the grade is based on attendance and involvement in class discussion. Class attendance will be recorded.

Grading and Evaluation:

Grading will be done on the standard USF system that incorporates (+) and (-) grading on letter grades. The grading system is as follows:

A+ - 97-100	B+ - 87-89	C+ - 77-79	D+ - 67-69	F – 59 or below
A - 93-96	B - 83-86	C - 73-76	D - 63-66	
A - - 90-92	B- - 80-82	C- - 70-72	D- - 60-62	

The three examinations will count for 75% of the course grade. The lowest exam score = 20%, the middle exam score = 25% and the highest exam score = 30%.

The research exercise = 20%

Attendance and class participation = 5%

Plagiarism: While the research exercises do not lend themselves to plagiarism since they are extensively focused on the creative energies of the individual student, students are advised to be fully aware of the nature of plagiarism and the penalties for plagiarism. The University now has the “Turnitin” software available to all faculty members, a software tool that is very precise in identifying incidences of plagiarism. Students should specifically note that use of the Internet carries with it the obligation to document all sources used.

Class Topics:

INTRODUCTION

August 23: Lecture: "The Scope of Africa's Impact" Lecture:
"The Setting for African History"

I. UNDERSTANDING TRADITIONAL SOCIETY

August 30: Lecture: "Integration of Function to Survive in A Harsh
Environment"

Lecture: "Traditional African Cosmologies"

Readings: Oliver and Atmore, pp. 1-99.

Achebe, Part One, chapters 1 - 13

September 13: Lecture: "Organization of African Societies & Kingdoms"

Lecture: "Egypt, the Mediterranean and Axum" Lecture: "The
States of Western and Central Sudan" Lecture: "Arabs,
Arabism and Islam"

September 20: Lecture: "Somaliland and the Horn of Africa"

Review of Performance Objectives October--1: First
Examination

September 27: **First Examination**

III. THE COLONIAL PERIOD

October 4: Lecture: "The Dynamics of Culture Change"
Discussion of Research Requirement

Readings: Oliver and Atmore, chapters 9-13

Achebe, chapters 14-25

October 11: Lecture "Doctrines of Imperialism"

Lecture: "The Outcomes of the Scramble for Africa"

October 18: Lecture: "The Colonial Policies of European States"

October 25: Lecture: "The Changing Dynamics of the 20th Century"
Review of Performance Objectives

November 1: **Second Examination**

November 8: Lecture: "Rise of African Nationalism"

Lecture: "The Crumbling of Colonial Power"

IV. THE POST-COLONIAL PERIOD

November 15: Lecture: "Criteria for Assessing Change"

Readings: Oliver & Atmore, Chapters 17 to Epilogue
Naipaul, Bend in the River

November 22: Lecture: "Ideologies and Political Protest"

Lecture: "The Weakness of the African State
System"

November 29: Lecture: Africa in the Post Cold War World

Lecture: The Uniqueness of the South African
Experience
December 6; **Final Examination**

Readings Review:

PART ONE: THE PRE-COLONIAL PERIOD

Oliver and Atmore, Africa Since 1800, Chapters 1- 8 Achebe, Things Fall Apart, Part I

PART TWO: THE COLONIAL PERIOD

To assist in organizing the readings, the readings have been placed in general subject areas and descriptions related to policies of particular colonial powers.

Topics:

- European Trading Interests, p. 100
- Anglo-French Rivalry in West Africa p. 101
- Conflicts in Europe, p. 110
- Policies of Colonial Powers, pp. 124-126
- The Role of the Settler, pp. 137 - 141
- Impact of Colonial Rule, pp. 142-151
- Last Years of Colonial Rule, pp. 190 - 201

The French in Africa:

- French advance down the Niger p. 111
- French Madagascar, pp. 118-119
- French West Africa, pp. 126-128
- French Policy of Association, pp. 158 -159
- Pan-Islam and French Rule in the Maghrib pp. 163- 167
- Morocco, Lyautey and Abdel Krim pp. 167-168
- Beginnings of Nationalism in the Maghrib pp. 168 - 170

The British in Africa:

- Lord Salisbury and the Restoration of British Initiative, pp. 108-109
- The British in the Gold Coast and Nigeria pp. 111-114
- Rhodes and Central Africa, pp. 119 - 123
- British West Africa, pp 128- 130
- Mandates, Dual Policy and education pp. 152- 158
- Colonialism and Nationalism, pp. 159 - 162
- Egypt and the Sudan, pp. 170 - 173

The Belgians in Africa:

- King Leopold and the Congo, pp. 103 - 106
- The Realm of the Concessionaire Company, pp. 131 - 136

Germany in Africa pp. 106 – 108

Achebe, Things Fall Apart, Part II

PART THREE: INDEPENDENCE AND AFTER

British Areas of Influence:

- Egypt and Sudan, pp. 202-207
- Ethiopia and Somalia, 207-210 (includes Italy and France)
- Ghana and West Africa, pp. 218 - 222
- Influence of Nkrumah, pp.225
- Kenya, Uganda and Tanganyika, pp. 225-230
- The Central African Federation, pp. 237 - 241
- Rhodesia to Zimbabwe, pp. 246 - 249

French Areas of Influence:

- The Maghrib, pp. 211 - 216
- French West Africa, pp. 222-225
- Madagascar, pp. 234 - 235

Belgian Area of Influence: The Congo pp. 230 - 234

Italian Area of Influence: Libya pp. 210 211

Portuguese Areas of Influence: Angola and Mozambique, pp. 241 - 246

South Africa:

The Boer War. 123

South Africa, 1902 - 1939, pp. 177 -189

The Long Road to Independence in Southern Africa, pp. 250 – 265

Politics of Independent Africa pp. 266 - 279

Economics and Society, pp. 280 - 291

V.S Naipaul, A Bend in the River

PERFORMANCE OBJECTIVES

THE STUDENT SHOULD BE ABLE TO.....

INTRODUCTION

1. Identify some of the commonly held myths about Africa and describe why an understanding of African culture is central to the study of African history
2. Write an essay on the impact of the environment on African history with references to topography, geology, climate and natural resources.

I. UNDERSTANDING TRADITIONAL SOCIETY

3. Identify the major classification of African peoples indicating how they are distinguishable from each other and the areas in Africa where they are likely to be found.
4. Offer comprehensive definitions of society and culture and explain the meaning of the definitions.
5. Write an essay on the challenges to survival of African societies, the sources of their decline and how African's societies' great strength can also be its greatest weakness.
6. Write an essay identifying the key features of traditional African philosophy, describing how ancestor worship functions as a central feature of traditional belief systems.
7. Write an essay on the significance of "nommo" and its relationship to other cultural perspectives.
8. Describe how Africa can absorb external cultural elements and technologies without compromising traditional belief systems.
9. Describe the forms of state organization: segmentary, hierarchical and pyramidal, and indicate the strengths and weaknesses of these systems
10. Locate and identify the sites of Key African kingdoms or societies including: Kush, Axum, Ghana, Almoravid, Mali, Songhai, Ashanti, Hausa, Oyo, Benin, Lozi, Lunda, Mutapa, Luba, Baganda, Bunyoro, Ankole, Rwanda, Burundi, Zulu, Lesotho, and Swazi
11. Describe how the peoples of Axum and Ethiopia remained unique among African societies and Kingdoms.
12. Briefly describe the organization of Somali peoples in the Horn of Africa
13. Describe the impact of Islam on Africa in the Sudanic states, the Sahara and north Africa until the end of the 18th century.
14. Identify the significance of UthmanFodio in 19th century west Africa
15. Describe the condition of African and European interaction in the west African coastal areas in the first half of the 19th century.
16. Describe the process of interaction between the Portuguese and Africans in the 19th century, including the changing patterns of trade.

17. Describe the importance of Msiri and TippuTib in the establishment of Arab influence in central Africa in the 19th century.
18. Describe the pattern of trade in the Congo basin in the 19th century.
19. Describe the sources of conflict between Boers and Zulu and indicate the impact of Shaka on southern African history
20. Describe the significance of Moshesh in southern African history and on the spread of Sotho and Ngoni peoples.
21. Describe the reasons the Boer community engaged in the Great Trek and indicate what the outcomes were.
22. Describe the role of Seyyid Said on the expansion of Arab influence in eastern Africa in the first half of the 19th century.
23. Identify the location of the Interlacustrine region and the rationale for KabakaMutesa to promote Christianity
24. Describe the British hopes and fears for the east African region under Sultans Majid and Barghash
25. Write an essay on the significance of Muhammad Ali in the revitalization of northeast Africa, the conquest of the Sudan and his relationship to Europeans
26. Describe the role of the Khedive Ismail in shaping African history and the Red Sea
27. Describe how Ethiopia re-emerged as a consolidated Kingdom
28. Write an essay on the nature of Ottoman rule in North Africa in the first half of the 19th century
29. Describe the status of trans-Saharan communication in the first half of the 19th century.
30. Write an essay on how concepts associated with Muntu are reflected in the life of Umuofia.
31. Describe the nature of the justice system in Umuofia using reference from the text to illustrate concepts
32. Describe how society in Umuofia is organized to insure survival but also not able to resist threat.

II. THE COLONIAL PERIOD

33. Distinguish between the types of societies described by Reisman and then indicate the contrast between “consensus” and “symbiotic” societies and the importance for understanding change in Africa
34. Write an essay describing how the concept of societal epigenesis helps explain how the legs supporting traditional society are undermined by the various forces of colonialism.
35. Define the concept of imperialism as provided by William Langer and then comment on the economic motivation for imperialism as described by Lenin
36. Describe the political motivations for imperialism in Africa in the latter part of the 19th century
37. Write an essay on the cultural, sociological, and psychological impulses to engage in imperial behavior with reference to William Graham Sumner and Joseph Schumpeter

38. Write an essay on the Belgian approach to colonialism contained in the concept of “Platonism.”
39. Write an essay on French colonialism as described in the concept of “Cartesianism” and indicate how the principle was compromised in moving from assimilation to association.
40. Write an essay on British colonialism as contained in the concept of “Empiricism” and defined by Lord Lugard in pursuing the “Dual Mandate.”
41. Write a brief essay on the nature of Portuguese and Italian colonialism, indicating how it contrasted with French and British colonialism in its orientation to colonial peoples.
42. Write an essay on colonialism as practiced by the French and the British was a self-destroying phenomenon.
43. Write an essay defining politics, political power and the stimulus for nationalist politics based on “value-environmental dis-synchronization.”
44. Write an essay on nationalist change in Africa using the Chalmers Johnson model of revolutionary change
45. Describe the specific “battles” that colonial peoples engaged in along the road to winning their independence.
46. Describe the focus of French imperialism in the 1880’s
47. Describe the focus of British imperialism in the 1880’s
48. Describe the motivation for engaging in imperialism and the successes achieved by German imperialism in the 1880’s
49. Describe the thrust of French imperialism across northern Africa
50. Describe the thrust of British imperialism in northern Africa and the importance of the Fashoda incident
51. Describe how the British and German ruled over the Sultanate of Zanzibar in the late 19th century
52. Briefly review British rule in central Africa at the end of the 19th century
53. Identify the three distinct periods of colonial rule between 1885 and 1960 and describe the pattern of colonial rule prior to 1914
54. Describe how the French ruled their territories in the pre-World War II period
55. Contrast the nature of British colonialism in west and east Africa with the implementation of the “dual mandate” policy
56. Describe the impact of missionary education on African society and its impact on the development of early nationalism.
57. Describe the significance of Lord Lugard in colonial history and the concept of the “dual mandate.”
58. Describe the nature of the mandate system and how it demonstrated effort to solve diplomatic issues with the use of African territory.
59. Describe the French policy of “association” and the impact on early nationalism
60. Describe the concept and courses of the Pan-Islamic movement
61. Describe French rule in the Maghrib and the importance of General Lyautey
62. Write an essay on the beginnings of early nationalism in Morocco and Tunisia

63. Describe the nature of British rule in Egypt and its impact on the development of nationalism after World War I
64. Describe how Britain ultimately acquired colonial control over the Sudan
65. Describe the nature of Italian colonial control in modern Libya and the manner in which King Idris came to power.
66. Describe the place of Ethiopia and Haile Selassie in the history of the League of Nations.
67. Write an essay on the outcomes of the Second World War for Africa
68. Write an essay on how the intrusion of colonial missionaries and the officer link Achebe's novel to the concept of symbiotic and consensual cultures.
69. Write an essay describing how Umuofia's accommodation of western influence reveals the self-destructing nature of African culture.

III. THE POST-COLONIAL PERIOD

70. Write an essay describing how Deutsch's "social mobilization model" can be used to illustrate the change in societies in Africa during the nationalist period.
71. Write an essay on the types of power possessed by the colonial ruler that the African nationalists sought to gain
72. Write an essay on the nature of ideology, the components of ideology in the nationalist period and the role of the ideologist in the post-independence world.
73. Write an essay on the incomplete political structure in Africa using the Easton model and the problems of political organization in the colonial and post-colonial periods.
74. Write an essay on the nature of political elites in Africa using the Weber model and discuss why the rational-legal authority emerges as significant in the post-independence politics.
75. Write an essay on the problems of maintaining parliamentary rule and the emergence of one-party democracy, military alternatives and the patrimonial state.
76. Write an essay on capability analysis and the weakness of African governments.
77. Write an essay describing why the military overthrew the Egyptian monarch Farouk and indicate the roles played by Generals Naguib and Nasser
78. Briefly describe the manner in which General Abboud came to power and the divisions that exist in Sudan society
79. Describe the creation of modern Somalia
80. Describe how King Hassan achieved power in Morocco
81. Describe why the French capitulated in granting Tunisian independence but resisted on the issue of Algeria with reference to the FLN and the OAS
82. Write an essay on the role of Kwame Nkrumah and the CPP in the creation of independent Ghana
83. Write an essay on how Britain prepared Nigeria for independence and its later impact in encouraging civil war in the country
84. Write an essay on the unevenness of political preparation for independence in French West Africa and the significance of Leopold Senghor and Sekou Toure

85. Write an essay on the significance of Julius Nyerere in the creation of Tanganyika and the maintenance of political order in the country
86. Write an essay on how the Congo descended into political violence with the grant of independence in 1960.
87. Write an essay on the British motivation for creating the Central African Federation and indicate why it was unsuccessful
88. Write an essay describing how the Portuguese from Africa was substantially different from the other colonial powers and indicate the issues of competing nationalist groups in the Portuguese colonies
89. Write an essay on the foreign policies of African states in the Cold War and after.
90. Describe the process of military dominance and use an example of Uganda or Lubyia
91. Write an essay on the causes leading to the economic and political decline in African states in the 1970's – 1990's
92. Describe how the Boer War, the 1910 Union and the Smuts/Hertzog alliance influences the creation of the Apartheid regime in South Africa.
93. Write an essay describing how Apartheid is an integrated philosophical, theological, economic and social belief system
94. Describe the nature of the Apartheid system and the role of the Supression of Communism Act
95. Write an essay on the role of the African National Congress in South African politics.
96. Briefly describe the role of President deKlerk in the transformation of South Africa
97. Write an essay on how Naipaul's *Bend in the River* illustrates the conditions in post-independence Africa described in #91 above as reflected in the changing conditions of the City at the Bend in the River
98. Write an essay on the challenges for commercial survival experienced by Salim and Nazruddn in Naipaul's novel indicating how this reflects conditions described in A Oliver and Atmore's chapter 22.
99. Write an essay on how the experiences of Salim, Metty, Ferdnand and Indar are illustrative of cognitive dissonance in post-colonial Africa.
- 100th and Last: Write an essay on how the rule of "The Big Man" is illustrative of the patrimonial state in post-colonial African states

Models of Three Examinations
Prepared for the Syllabus in African History

These three examinations demonstrate the principles of:

- Depth (shorter answers)
- Breadth (longer answers)
- Integrative thinking (essay)

The examinations are illustrative of on-going continuous assessment in that they are administered at the conclusion of each third of the semester.

FIRST EXAMINATION

Part I: Shorter Answers (36 Points)

Directions: A. Complete the map quiz on the attached sheet (required) 10 points

B. Complete four (4) of the following seven items:

1. List the dominant ethnic types in Africa and their primary location on the continent
2. Briefly describe the importance of Muhammad Ali in the revitalization of northeast Africa
3. Identify the person who opened up Central Africa for King Leopold and describe the pattern of trade that developed.
4. Describe briefly the role of the Khedive Ismail in the shaping of African history
5. Identify the Kabaka Mutesa and his influence on the missionary impact in east Africa
6. Briefly describe the impact of Islam on the Sudanic kingdoms in Africa
7. Describe the dominant physical and climatological characteristics of Africa

Part II: Longer Answers (36 Points)

Directions: Complete three (3) of the following items.

1. Provide a comprehensive definition of “society” and “culture” and describe the fundamental goal of all societies
2. Describe the nature of “segmentary” organization in African society, indicating how its strength could also be its weakness.
3. Describe the importance of Seyyid Said in shaping 19th century history east African history
4. Describe how Europeans interacted with west African coastal societies in the 19th century
5. Describe the distinctive nature of Axum and Ethiopia, indicating how Ethiopia re-emerged as a consolidated kingdom in the 19th century
6. Describe the achievements of Msiri and Tippu Tib and their importance to African history

Part III: Essay (26 Points)

Directions: Complete ONE of the following two topics.

Topic “A”: Write an essay describing the basis of the conflict between Boers and Africans in southern Africa indicating how the Zulu were more successful in warfare than other African societies. Thirdly, describe the basis of the disputes that led the Boers to make the “Great Trek” and describe the outcomes.

Topic “B”: Write an essay giving examples of how muntu, kintu, hantu and kuntu are reflected in the life of Umuofia and then describe how the concepts of ancestor worship in Muntu are reflected by practices carried out by the people in Umuofia.

SECOND EXAMINATION

Part I: Shorter Answers (36 Points)

Directions: Complete four (4) of the following six items

1. Describe briefly the “Fashoda Incident” including place and impact on European diplomacy.
2. Describe and contrast the difference between “Platonism” and “Empiricism” in African colonialism
3. Describe how the concept of “societal epigenesis” relates to colonial rule and traditional society in Africa.
4. Describe the origin of the “mandate system” in 1919 and its application to Africa.
5. Briefly describe the political motivation of British, French, and German imperialism in Africa at the end of the 19th century
6. Briefly describe how Britain maintained control over Egypt and the Sudan at the end of the 19th century

Part II: Somewhat Longer Answers (36 Points)

1. Describe the impact of Haile Selassie and Ethiopia on the League of Nations and diplomacy in Europe prior to the second World War.
2. Illustrate the concepts of “symbiosis” and “consensus” in societal confrontation as exhibited by Umuofia’s confrontation with colonialism
3. Describe the sociological and psychological arguments used to explain imperialism
4. Explain the concept of “Cartesianism” as a basis of French colonial policy and then identify the inconsistencies as France moved from “assimilation” to “association”
5. Identify the role played by General Lyautey in shaping French colonial policy in North Africa and summarize on the development of early nationalism in Tunisia
6. Describe the nature of colonial rule in the shaping of modern Libya and the manner in which King Idris came to power.

Part III: Essay (28 Points)

Topic “A”: Write an essay describing the (1) forces in colonial Africa bringing about change in the inter-war period, (2) sources of nationalism in Africa (3) the “self-destructing” dimension of French and British colonial policy and (4) the “value-environmental dissynchronization” between colonies and their colonial rulers. Use the Chalmers’ Johnson model for extra credit.

Topic “B”: Write an essay on British colonial policy that (1) describes Lord Lugard’s “Dual Mandate” policy as a guide for colonial rule, (2) indicate how this policy was applied in West Africa, (3) describes why there was less success in applying Lugard’s policy in east and central Africa, and (4) describes how Britain resolved its relationship with the Sultan of Zanzibar in East Africa

THIRD & LAST EXAMINATION

RECEIVING FINAL GRADES: If you wish to have a report on your course grade at an early date, please put your e-mail address on your examination.

Part I: Shorter Answers (40 Points)

Directions: Complete four (4) of the following seven items.

1. Describe why the military overthrew the monarchy in Egypt after World War II and specifically describe the role played by General Nasser in the transition.
2. Describe how Sultan/King Hassan consolidated his power in Morocco during the 1950's and specifically identify the referred to as the "Green March."
3. Identify the organizations with the titles FLN and OAS and describe their importance in the process of eventual independence for Algeria.
4. Describe who Kwame Nkrumah was and then describe the role of the Convention People's Party in accelerating the pace of nationalist events in creating an independent Ghana.
5. Describe why Nigeria posed significant problems to the British in creating a framework for independence and indicate how the solution utilized caused later problems for the country once independence was achieved.
6. Describe the motivation of the British in creating the Central African Federation and then indicate some of the reasons why the experiment ultimately failed.
7. Describe the concept of "non-alignment" in the shaping of African foreign policy and its relationship to Cold War politics.

Part II: Somewhat Longer Answers (39 Points)

Directions: Complete three (3) of the following six items.

1. Describe the Karl Deutsch "social mobilization model" and indicate which are the most critical population groups to be transformed and why in the movement for African societies toward nationalist involvement
2. Describe the components of ideology in the nationalist period in Africa and the reasons for the decline of the role of the ideologist and ideology in the post-independence period
3. Utilizing the David Easton model for looking at the functions of political systems, indicate why both the pre- and post-independence political framework in African states could be considered "lopsided" in terms of serving the needs of the society and where power tended to concentrate as a result.
4. Describe Max Weber's typology of elites as applied to post-independence Africa and indicate among which group power tends to concentrate and why.
5. Using both the lectures and the text, describe the problems of maintaining parliamentary systems and the reasons for the emergence of military regimes in post-independence Africa.

6. Identify and describe at least five of the six “crises of development” as articulated by Lucien Pye and describe how they are illustrated by conditions existing in post-independence Africa.

Part III: Essay (21 Points)

Directions: Complete one (1) of the following two topics. The essay will be evaluated on the basis of (a) command of material, (b) clarity of thought and (c) clarity of writing.

Topic “A”: African Realities and *A Bend in the River*

Write an essay that describes how V. S. Naipaul’s novel illustrates (1) social, economic and political conditions of urban life in post-independence Africa, (2) indicates how Salim and Indar experience cognitive dissonance as marginalized people in Africa, and (3) describe the performance of “The Big Man” as illustrative of the pattern of rule in African states, mentioning actual examples that compare to the “Big Man” in independent African countries.

Topic “B”: The Unique Place of South Africa in Continental History

Write an essay that describes how the creation of the Union of South Africa and the Smuts/Hertzog alliance of the 1930’s laid the foundation of the National Party’s “Apartheid” regime. Second, describe how it could be logical for Afrikaners to maintain their political position because of belief in Apartheid as an integrated economic, philosophical, and theological system, indicating how that system had such coherence. Finally, describe how the African population organized against the regime and the critical choice eventually made by F. W. deKlerk.

THE END

You have done much work – *kazinyingi*. Now, take time to experience the joy of the holidays. Save moments to reflect on the meaning of the season. Plan great goals for the New Year. “*Kwaheriyakuo nana, mwanafunzi!*” - *Mwalimu*

Selected Model Syllabi

The Syllabi were prepared by members of the faculty who participated in the Workshops on Continuous Assessment held in May-June 2009. They are illustrative of the effort to incorporate:

- a. Clear statement of purpose for the course**
- b. Course goals**
- c. Course objectives**
- d. Continuous assessment, and**
- e. Detailed indicators of grading for continuous assessment**

Admin 205: Financial Accounting

Economics 201: Principles of Economics

Physics 113: Mechanics and Thermal Physics

Geography 205: Principles of Cartography

English 361: Children's Literature

Home Science 203: Principles of Food

COURSE NUMBER AND TITLE: Semester/year
ADMN 205: Financial Accounting 1: FIRST SEMESTER 2009/2010

I. LECTURER'S NAME AND CONTACT INFORMATION

DR Joseph MensahOnumah

Room G10, Department of Accounting

Office Hours: Mondays – Thursdays, 10.00am – 5.00pm

Mobile Phone No.: 0208165117

Email Address: jmonumah@ug.edu.gh

II. COURSE DESCRIPTION AND PURPOSE

The Financial Accounting I which is the first module of the course at level 200 focuses on the elementary knowledge of bookkeeping and financial accounting.

The course introduces students to the concept of bookkeeping and explains the fundamental meaning of a transaction. The module teaches students the generally accepted accounting concepts and principles that are followed in recording transactions and preparing financial statements of organizations, especially business organizations. Students are introduced to the entity concept and the two other concepts, the accounting equation and the double entry, which are applied in the recording of transactions. The accounting equation is discussed to identify the assets of the entity which are contributed either by owner(s) capital contribution, or from external sources, known as liabilities. The double entry principle is discussed which leads to two entries of the same value, the debit and credit, of a transaction. Students are taught other accounting topics which facilitate the proper recording and valuation of all transactions of the organisation and which lead to the final preparation of the basic financial statements of the sole trading organization in the form of the trading, profit and loss accounts and the balance sheet.

The purpose of the course is to equip students with the basic knowledge of financial accounting.

III. COURSE GOALS

The course is intended to equip students with knowledge to enable them

1. apply the principles and concepts of financial accounting in a very elementary way
2. identify and analyse various forms of transactions
3. show the differences between assets, liabilities, capital, revenues and expenses
4. prepare the primary books of accounts
5. differentiate between the various forms of ledgers

IV COURSE LEARNING OBJECTIVES TO ACHIEVE LISTED GOALS

At the conclusion of this module, the student should be able to:

1. Understand bookkeeping and accounting and the various aspects of accounting,
2. Know the forms of business organizations that use accounts as a tool,
3. Understand the concepts, conventions and principles of financial accounting,
4. Use the accounting equation to analyse and record values of transactions
5. Show how to prepare the books of accounts
6. Understand the elementary knowledge of recognizing transactions, income, expenses and valuing assets and liabilities
7. Prepare a trial balance,
8. Prepare elementary financial statements for a sole trading organization

IV. COURSE CONTENT AND METHODS OF INSTRUCTION

A. COURSE OUTLINE

Week 1 Introduction to Course

- i Definition and purpose of accounting
- ii Relationship between bookkeeping and accounting
- iii Sub-fields or specialised areas of accounting:
Financial Accounting, Management Accounting, Cost Accounting, Tax Accounting, Auditing, Governmental/Public Sector and Private Sector Accounting.
- iv Forms of organisation that use accounting – Sole Trading Enterprises, Partnerships and Limited Liability Companies
- v. Basic financial statements and their users

Reading: Chapter 1 of Frank Wood's *Business Accounting Vol. 1*

Week 2 Fundamental rules for the recording of financial transactions and preparation of financial statements: The Generally Accepted Accounting Principles (GAAP)

Reading: Chapter 10 of Frank Wood's *Business Accounting Vol. 1*

Week 3 Methods of recording transactions

- i. The accounting equation and the double entry methods
- ii. Recording transactions through the accounting equation

Reading: Chapters 1 & 2 of Frank Wood's *Business Accounting Vol. 1*

Week 4 Recording transactions through the double entry;
The ledger as the main book of accounts, and the journal as the subsidiary book of accounts; the kinds of ledgers; the general ledger and the subsidiary ledgers (purchases and sales ledgers)

Reading: Chapters 11, 14 and 15 of Frank Wood's *Business Accounting Vol. 1*
Week 5 Transactions analyses, recording in the general journal, the special journals/day books and their posting; balancing accounts in the ledger

Readings: Chapters 11, 14 – 17 of Frank Wood's *Business Accounting Vol. 1*

Week 6 Preparing the cash book, the petty cash book and their postings

Readings: Chapters 12, 13 and 18 of *Frank Wood's Business Accounting Vol. 1*

Week 7 Preparation of control accounts

Reading: Chapter 31 of *Frank Wood's Business Accounting Vol. 1*

Week 8 Preparation of bank reconciliation statements

Reading: Chapter 30 of *Frank Wood's Business Accounting Vol. 1*

Week 9 Revenue and capital expenditures

Readings: Chapter 24 of *Frank Wood's Business Accounting Vol. 1*

Week 10 Accounting for depreciation

Readings: Chapters 26 and 27 of *Frank Wood's Business Accounting Vol. 1*

Week 11 Accounting for bad & doubtful debts,

Readings: Chapter 25 of *Frank Wood's Business Accounting Vol. 1*

Week 12 Adjusting entries for prepayments and accruals

Readings: Chapter 28 of *Frank Wood's Business Accounting Vol. 1*

Week 13 The trial balance; the preparation of financial statements of a sole trading organisation; the trading, profit and loss accounts and the balance sheet; the adjusting and closing journal entries to prepare the trading, profit and loss accounts;

Readings: Chapters 6, 7 – 9 and 28 of *Frank Wood's Business Accounting Vol. 1*

B. METHODS OF INSTRUCTION

The course will be organised through lectures, which is the main means of

instruction. The lectures will be interspersed, when appropriate, with discussions and quizzes.

Other tutorials will be given which will involve separate class for solution of problems with a teaching assistant.

V. TEXTS AND INSTRUCTIONAL MATERIALS

a. Textbooks

The main text which is used for the course is the *Frank Wood's Business Accounting Volume 1* by Frank Wood & Alan Sangster (Eleventh Edition).

Students can use other relevant textbooks.

b. Students can also go to the websites of other authors of accounting textbooks for materials from textbooks to support the lectures.

c. Other Resources

These can be other relevant periodicals and reference materials which students can use to support the lectures.

VI. GRADING AND EVALUATION

Assessment

The course will be examined through

- interim assessments, possibly two, each assessment to cover 15% of the marks for the course, adding up to 30%, and
- end-of-semester examination which will cover 70% of the final marks

VII. PLAGIARISM

Students are being cautioned against plagiarism of any form. Appropriate penalties would be applied against any student who is caught in any plagiarism.

**DEPARTMENT OF ECONOMICS
UNIVERSITY OF GHANA**

ECON 201: PRINCIPLES OF ECONOMICS

Course Instructors: Dr. S. K. K. Akoena and Mr. W. A. Rahaman

Office phone: (021) 501485

Contact hours:

E-mail:Dr. S.k.k Akoena: sakoena@ug.edu.gh

Mr.W. A. Rahaman:wassiuw@yahoo.co.uk, warahaman@ug.edu.gh

Lecture Times:

Venue:

COURSE DESCRIPTION

This course deals with some of the basic theories in Microeconomics with the aim of providing fundamental understanding of these basic theories. The course is divided into four main parts. Part one provides a brief explanation of why economics is considered as a social science. In this regard issues such as positive and normative statements, the Law of Large Numbers, methods of economics and the epistemological rules of science are discussed. Part two concentrates on the theory of consumer choice where theories such as the marginal utility theory, the indifference curve theory and revealed preference theory are considered. The theory of the firm is considered in part three while part four concentrates on market and pricing decisions of firms. In discussing these issues, students are encouraged to relate theory to practice and also to reason on the basis of sound economic theory.

COURSE GOALS

The course is design with the following goals:

- To provide an understanding of consumer choice theory with particular emphasis on marginal utility and indifference curve theory.
- To introduce students to the Revealed Preference Approach to consumer choice theory so as to prepare them for an in-dept analysis of this theory at the final year.
- To provide students with the theoretical foundations that they need to understand the downward sloping nature of a demand curve.
- To provide students with the understanding of the nature of a firm's short and long run production and cost curves
- To help students understand the optimal pricing decisions of firms
- To provide students with the basics for an in-depth analysis of the various market structures

COURSE OBJECTIVES

After the successful completion of this course the student should be able to do the following:

- clearly explain why economics is considered as a social science
- explain the theory of large numbers
- use the marginal utility theory to explain the downward sloping nature of a demand curve
- use the indifference curve theory to explain the downward sloping nature of a demand curve
- explain the law of diminishing marginal return and show how this law explains both short run production and cost curves
- explain how long run cost curves are derived from short run curves
- explain the various market structures and show how price and output decision are determined under each market structure

REFERENCE TEXTS

The basic text for this course is S R. G. Lipsey, K. A. Chrystal (2004) *Economics*, 10th Edition, Oxford University Press (L&C) and a complementary text is A. Koutsoyiannis (1979), *Modern Microeconomics*, 2nd Edition, MacMillan Press Limited (K). This is fairly old text but contains detailed traditional treatment of the materials treated in the course. Students are advised to get a copy of any of this text book since most of the things that will be discussed will come from these books. Handouts on some of the topics will be given to students when the need arises.

GRADING AND EVALUATION

The grading for the course will be based on class assignments, class tests and a final examination. The class assignments and the class tests will constitute 30% of the total marks for the course while the final examination takes 70%. The class test which will be held on an announced date will constitute 20%. The examination will be a mixture of multiple choice and written answer questions.

COURSE DELIVERY

The course will be delivered through a one and half hours lecture followed by one hour tutorials each week. The course will be delivered in an interactive manner and students are expected to make contributions in class. Specific learning outcomes/objectives and prescribed readings will be for each week of the course.

COURSE OUTLINE

1. ECONOMICS AS A SOCIAL SCIENCE(L&C chapters 2)Week 1

Positive and normative statements; the scientific approach; the Law of Large Numbers; how economists set out their theories; the epistemological rules of science; is economics really a science? - a preliminary discussion; why economists often disagree

2. CONSUMER CHOICE THEORY

2A. DEMAND ANALYSIS: MARGINAL UTILITY THEORY (L&C chap.6; K chap.2)Week 2

The concept of utility and marginal utility; the law of diminishing marginal utility; maximization of utility; derivation of the consumer's demand curve; the paradox of value.

2B. DEMAND ANALYSIS: INDIFFERENCE THEORY AND REVEALED PREFERENCE THEORY Weeks 3 & 4

(i) INTRODUCTION

The budget line; shifts in the budget line: changes in money income; proportional changes in all money prices; money income and real income; changes in relative prices

(ii) INDIFFERENCE THEORY (L&C chap.7; K chap.2)

Diminishing marginal rate of substitution; consumer equilibrium; price consumption curve; income consumption curve; income effect; substitution effect; derivation of the consumer's demand curve (price effect); inferior good; Giffen good; demand function;

(iii) REVEALED PREFERENCE THEORY (handout)Week 5

Consumer equilibrium; income effect; substitution effect; derivation of the consumer's demand curve (price effect); inferior good; Giffen good; other exceptions to the law of demand

(iv) DEMAND ANALYSIS: ISSUES ARISING (L&C chap.6, 7; K chap.2)Week 5

Individual and market demand; consumers' surplus; the demand function (determinants of demand)

3. THEORY OF THE FIRM

3A. PRODUCTION AND COSTS IN THE SHORT-RUN (L&C chap.8; K chap.3)

Weeks 6 & 7

The production function; marginal and total products; the law of diminishing returns, marginal, total and average product curves; Cost concepts; short-run cost curves; shifts in short-run cost curves

3B. PRODUCTION AND COSTS IN THE LONG RUN (L&C chap. 9)Weeks 8 & 9

The long-run; the principle of substitution; cost curves in the long-run: relationship between long-run and short-run curves; innovation and technological change

4. MARKETS AND PRICING

4A. COMPETITIVE MARKETS (L&C chap.10; K chap. 5)**Week 10**

Market structure and firm behaviour; assumptions of perfect competition; demand and revenue; short-run equilibrium; long-run equilibrium; the long-run industry supply curve; the appeal of perfect competition

4B. MONOPOLY (L&C chap.11; K chap.6, 7)**Week 11**

Single-price monopoly (review): cost and revenue in the short-run; short-run monopoly equilibrium; long-run monopoly equilibrium; price discrimination

4C. OTHER MARKET STRUCTURES (BRIEF DISCUSSION) (chapter 12)

Week 12

Monopolistic Competition and Oligopoly

5. SUMMARY OF COURSE

Week 13

Department of Physics
PHYS 113 Mechanics and Thermal Physics
First Semester, 2009/2010

Instructors:

Name	Mr M Baidoe-Adeleye	Mr G B Hagan	Mr M N Y H Egblewogbe
E-mail	merkin_adeleye56@yahoo.com	gbhagan@ug.edu.gh	nanayaw@ug.edu.gh
Room No	38, Dept. of Physics	54, Dept. of Physics	15, Dept. of Physics
Office hours	TBD	TBD	Weds. and Thurs. 1600 – 1830 hrs

Course Description and Purpose

PHYS 113 is an introductory course that is meant to provide students in the Physical, Mathematical, and Earth Sciences with fundamental information in Mechanics and Thermal Physics, which will form the basis for later courses in Classical Mechanics and Thermodynamics for students in Physics. The course is also structured to provide sufficient information for students who pursue other science subjects to gain a working knowledge in Mechanics and Thermal Physics.

In the “Mechanics” section, the concepts of momentum, forces, and energy will be presented. Newtonian gravity will be studied as an application of the concept of a “field” force. In the “Thermal Physics” section, the macroscopic and microscopic approaches to thermodynamics will be introduced. The concept of an ideal gas will be used as the framework for establishing the relationship between the state variables of a thermodynamic system, and the nature of work done in a thermodynamic system will be studied.

Course goals:

At the end of this course, students will:

1. Understand the vector nature of momentum and forces.
2. Develop the ability to solve problems involving conservation of momentum.
3. Be able to derive and use Newton’s laws of motion.
4. Understand the conservation of energy and can apply the principle in problem-solving.
5. Understand the nature of the “tension force”, friction and their relation to other forces.
6. Understand circular motion and be able to solve problems in non-uniform circular motion
7. Become familiar with the concepts and equations of rotational motion
8. Understand the basic concepts of Newtonian gravitation.
9. Be able to distinguish between the microscopic and macroscopic definitions of thermodynamics.
10. Understand the difference between temperature and heat.
11. Understand what is meant by thermal equilibrium.
12. Be able to define and explain the zeroth and the first law of thermodynamics.
13. Understand what is meant by a “thermodynamic process” and know the different types.
14. Become familiar with the concept of work done in thermodynamic processes.

15. Understand the gas laws and how they can be applied.

16. Be able to derive and apply the equations of state from the kinetic theory of gases.

In addition, the students will acquire the understanding and skill required to (set up and) solve problems in all the topics covered.

Course/ performance objectives:

The student is expected to acquire sufficient understanding of the course in order to solve problems in every topic that is discussed in class. In addition, some topic-specific objectives are as follows:

1. At the conclusion of the section on Vectors:
 - (a) Distinguish between vector and scalar quantities.
 - (b) Write down the laws of vector addition and multiplication.
 - (c) Resolve a vector into its components in the cartesian plane.
2. At the conclusion of the section on Linear Momentum:
 - (a) Show that momentum is separately conserved in the i, j, k directions.
 - (b) Write down the law of conservation of momentum and its applications and explain why the application of this law is sometimes **not sufficient** in determining the solution to a problem involving collisions.
3. At the conclusion of the section on Motion:
 - (a) Write down Newton's three laws of motion, and explain each law with examples. In particular, the student should be able to set up apparent counter-examples to Newton's third law, and to explain why such examples are only "apparent".
 - (b) Write down the differences between motion at constant velocity and motion at constant acceleration.
 - (c) Derive from Newton's second law, or, at least, write down the equations of linear motion.
4. At the conclusion of the section on Force:
 - (a) Explain the vector nature of force and give examples showing this.
 - (b) Explain the "superposition of forces" and "equilibrium".
 - (c) Set up Newton's second law of motion for different problems. [The instructor should also introduce the solution of problems by calculus methods (but solving such is not required). Students who are up to it should be able to set up differential equations for certain problems in kinematics and dynamics, and should write an essay on determinism and the second law of Newton.]
 - (d) Explain why tension is a "special" kind of force.
5. At the conclusion of the section on Work and Energy:
 - (a) Define kinetic energy, potential energy, and show their relation to an applied force.
 - (b) Write down the law of conservation of energy and state its applications.
 - (c) Distinguish between conservative and non-conservative forces.
6. At the conclusion of the section on Circular Motion:
 - (a) Distinguish between uniform and non-uniform circular motion.
 - (b) Identify the different types of acceleration involved.
 - (c) Analyse the motion of a conical pendulum and circular motion in a vertical plane.
7. At the conclusion of the section on Rotational Motion:
 - (a) Explain the concept of center of mass and moment of inertia.
 - (b) Write down the equations of rotational motion and state the possible applications.
 - (c) Explain the concept of energy in rotational motion.
 - (d) Derive the relationship between torque and angular momentum.
8. At the conclusion of the section on Newtonian Gravitation:
 - (a) Explain what is meant by gravitation.
 - (b) Apply Kepler's and Newton's law of Gravitation to planetary orbits.

- (c) Explain gravitational potential and what is meant by a “uniform gravitational field”.
9. At the conclusion of the section on Temperature and Heat:
- Write down the macroscopic and microscopic descriptions of thermodynamic systems.
 - List the types of thermometers and their applications.
 - Explain the meaning of “thermodynamic system” and list the different types of systems.
 - Explain what is meant by “thermal stress” and write down the effects.
10. At the conclusion of the section on the Kinetic Theory of Gases:
- Describe matter in terms of its molecular properties.
 - Write down the assumptions made in order to derive the ideal gas equation.
 - Explain the statistical nature of molecular speed distribution.
 - Define the equations of state and state their applications.
11. At the conclusion of the section on the First law of Thermodynamics:
- Explain the concept of heat capacity.
 - Describe the conditions under which a gas is capable of doing work.
 - Distinguish between cyclic and non-cyclic processes.
 - Identify the different types of thermodynamic processes.

Course Content and Methods of Instruction

Class notes for this course are provided at the beginning of the semester as an aid to instruction. These will be made available online at <http://nextgen.ug.edu.gh> along with class exercises and solution sets. Students will be informed on how to register on the learning pages during the first lecture.

Students are expected to

- attend all lectures and participate actively in class discussions,
- submit all class exercises and attend all tutorial sessions,
- write the mid-semester exams and the end of semester exams.

Class hours

Tuesdays, Wednesdays, Thursdays at 7.30 AM

Texts and Instructional Material

Hugh D Young and Roger A Freedman. *Sears and Zemansky's University Physics: with Modern Physics*. 11th Edition. Pearson Education/Addison Wesley (2004)

Grading and Evaluation

The final grade will be made up from the class exercises (10%), interim assessment score (20%) and from the final exam (70%). The lowest passing grade is a C (40%). Class exercises will typically be given out during the Thursday class and students are expected to submit solutions by Friday of the following week.

Plagiarism

Students are advised to do independent work on their class exercises, and to desist from copying solutions from their colleagues, from books, or from the Internet, even though these should be used in research and further reading. By submitting their personal work, students help the instructors identify areas in which the student may require further assistance. Where material is taken from other sources, it **must** be duly referenced.

Class Topics

Mechanics

Lecture 1

Properties of Vectors (Chapter 1)

The nature and properties of vectors. Analytical and geometrical representations of vectors Basic elements of vector algebra including vector multiplication. The three-dimensional Cartesian coordinate system.

Lecture 2

Linear Momentum (Pages 283 - 306)

Definition of linear momentum. The conservation law for linear momentum. The consequences of the conservation law and application to collisions. The co-efficient of restitution. (More on collisions after discussing the conservation of energy).

Lecture 3

Problem-solving session/tutorial.

Lecture 4

Motion (Chapters 2 and 3)

Displacement, velocity, acceleration. Motion with constant velocity. Motion with constant acceleration. Free fall.

Lecture 5

Newton's laws. The connection between the third law and the conservation of momentum. The laws of rectilinear motion derived from Newton's second law.

Lecture 6

The equations of motion as parametric equations in time. Projectile motion.

Lecture 7

Problem-solving session/tutorial.

Lecture 8

Force (Chapters 4 and 5; Pages 283-289)

The addition of forces. Conditions for equilibrium and the case of acceleration. Tension as a “transmitted force”. Impulse.

Lecture 9

The motion of masses connected by a taut string. Friction as a dissipative (non-conservative) force.

Lecture 10

Problem-solving session/tutorial.

Lecture 11

Work and Energy (Chapters 6 and 7)

Work done by constant and varying forces. The relationship between work and kinetic energy derived from Newton's second law. The general definition of potential energy.

Lecture 12

Derivation of formulae for elastic potential energy and gravitational potential energy. Force as the gradient of a potential.

Lecture 13

The conservation of mechanical energy as a natural consequence of the relationship between the kinetic and potential energy. The role of dissipative forces. Conservative and non-conservative forces.

Lecture 14

The conservation of energy as a general principle of Physics. The earlier discussion on collisions will be completed by including the conservation of kinetic energy.

Lecture 15

Problem-solving session/tutorial.

Lecture 16

Circular Motion (Pages 98-101; 181-188)

Circular motion. Uniform and non-uniform circular motion.

Lecture 17

Motion of a conical pendulum. Circular motion of a particle in a vertical plane.

Lecture 18

Rotational motion (Pages 306-311; Chapters 9 and 10)

Centre of mass and moment of inertia.

Lecture 19

Angular velocity and acceleration. Rotation with constant angular acceleration. Rotational equations of motion.

Lecture 20

Torque, angular momentum, and rotational kinetic energy.

Lecture 21

Problem-solving session/tutorial.

Lecture 22

Gravitation (Chapter 12)

Kepler's laws. Newton's law of Universal gravitation. The significance of the smallness of the Universal gravitational constant.

Lecture 23

Gravitational potential energy and the case of a particle moving in a uniform gravitational field. The escape velocity of planets.

Lecture 24

Problem-solving session/tutorial.

Lecture 25

Thermal Physics

Temperature and Heat (Chapter 17)

Definitions of quantities such as temperature and heat. Distinction between the macroscopic and microscopic descriptions of thermodynamic systems. The zeroth law of thermodynamics.

Lecture 26

Different types of thermometers, their mode of operation, and their advantages and disadvantages. Temperature scales and conversions between units.

Lecture 27

Definition of “Thermal equilibrium”. The meaning of “thermodynamic system”. Closed systems, open systems, and isolated systems. The concept of a “thermometric property” and different thermometric properties.

Lecture 28

The effect of a temperature change on matter (thermometric properties). The thermal expansion of solids. The coefficient of expansivity. Thermal stress and its effects.

Lecture 29

Problem-solving session/tutorial.

Lecture 30

Heat as a form of energy. Calorimetry. Phase changes. The transfer of heat by conduction, radiation, and convection.

Lecture 31

The Gas Laws

Properties of an ideal gas. Charles’ Law, Boyle’s Law, Gay Lussac’s Law. The Kelvin temperature scale (absolute temperature).

Lecture 32

The Kinetic theory of Gases (Chapter 18)

Equations of state. Molecular properties of matter. Derivation of the ideal gas law.

Lecture 33

Distribution of molecular speeds. Collisions between molecules. Mean free path.

Lecture 34

Problem-solving session/tutorial.

Lecture 35

Heat capacity of gases. Equipartition of energy. Heat capacity of solids. Phases of matter.

Lecture 36

First law of thermodynamics (Chapter 19)

Thermodynamic systems. “Internal Energy”. Cyclic and non-cyclic processes. Work and heat. Isothermal, isobaric, isochoric (isovolumetric), and adiabatic processes.

Lecture 37

Heat capacities of an ideal gas. The ratio of heat capacities, γ . Adiabatic processes for an ideal gas.

Lecture 38

Problem-solving session/tutorial.

Lecture 39

Review of semester’s work.

UNIVERSITY OF GHANA, LEGON
PRINCIPLES OF CARTOGRAPHY

GEOG 205:

First Semester 2009/2010

SYLLABUS

Instructors:

S.K. Kufogbe: Office Phone: 021-500394, Email: skufogbe@ug.edu.gh

G. Yiran: Office Phone: 021-500394, Email: yiranab@yahoo.com

Introduction

The course focuses on concepts and procedures used in discovering and applying relationships within and among maps. It covers fundamental principles, concepts, techniques and methods of cartography and their historical development.

Course Goals:

By the end of the course, students would have acquired mapping tools and skills to be able to make appropriate use of topographic and digital mapping data.

Course Objectives:

- Explain the various types of maps and their functions
- Examine the relationship between the structure and functioning of the map as a communication system
- Review historical development of cartography with emphasis on the effects of new technologies
- Explain basic cartographic processes in the design and construction of maps
- Explain the basics of geographic and projected coordinate systems and their spatial properties
- Discuss the basic principles and techniques for mapping

Class Format:

The class will consist of the following:

Series of lectures and readings

Practical work/assignments

Attendance is compulsory for all lectures and practical work

Each student is expected to provide an individual set of basic mathematical set for practical work

Grading

The examination will account for 100% of the total grade. In this Pilot Scheme, however, there will be Continuous Assessment which will form 30% of the final examination mark

The grading scale

70-100 = A

65-69 =A-

60-64 =B+

55-59 =B

50-54 =B-

45-49 =C+

40-44 =C

35-39 =D

0-29 =Fail

Incomplete Grades

A **Grade I** (for incomplete) shall be awarded to a student who is unable to complete a course for reasons adjudged by the Board of Examiners as satisfactory. Such a student shall be expected to complete the course the very next time the course is available

A **Grade X** (for incomplete) shall be awarded to a student who is unable to complete a course for reasons adjudged by the Board of Examiners as satisfactory.

Rules of Scholarship

The University has rules that guide scholarship and it is expected that each student is well aware of these rules and academic integrity which compel the student to be honest in all activities including the taking of examinations.

Organization of the Course

The course is organized around a number of broad themes including;

- definitions and concepts of cartography with emphasis on the recognition of the map as a communication system (Monmonier, 1996; Robinson et. al. 1995; Peterson 1995; Robinson and Petchenik, 1976);

- a review of the historical development of cartography and the changing technologies from ancient to modern times with understanding of computer basics for mapping (Burrough and McDonnell, 2000).
- the cartographic process and issues of map coordinates, projections and their relevance are also covered (Robinson et. al. 1995; McCoy, 2005; Steede-Terry, 2000; Kaplan, 1996)
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Lecture/Class Topics

Definitions and Concepts of Cartography

Lecture: Introduction: Definitions of Cartography, Spatial and Non-spatial Data
Concepts, Classification of Maps, Functions of Maps

Monmonier, M. (1991, 1996) How to Lie with Maps, University of Chicago Press

Robinson et al 1995, Elements of Cartography 6th Edition, John Wiley & Sons, New York

The Map as a Communication System

Lecture: **The Model of Communication, Communication in Cartography, The Structure and Functioning of Communication in Cartography, Noise in the Cartographic Communication System, Feedback Mechanisms**

Robinson et al 1995, Elements of Cartography 6th Ed., John Wiley & Sons, New York

Michael P. Peterson 1995 Interactive and Animated Cartography, Prentice Hall,

Historical Development of Cartography

Lecture: **The Changing Concepts and Perceptions of the Map, Mapping During Historic Times, The Changing Technologies of Mapping During the Modern Period, Impact of the Changing Technologies**

Robinson et. al. 1995, Elements of Cartography 6th Ed., John Wiley & Sons, New York

Mid-Semester Course Assessment (6/7th Week)

The Cartographic Process

Lecture: **Introduction to Generalization Concepts in Mapping, Selection Processes, Classification, Simplification and Exaggeration, Manipulations, Symbolization Methods, Map Reproduction Processes, Components of the map and their placement**

Robinson et al 1995, Elements of Cartography 6th Ed., John Wiley & Sons, New York

Keates, J.S. (1989) Cartographic Design and Production, 2nd Ed. Longman

Muehrcke, P.C. (1978) Map Use (Reading, Analysis and Interpretation), Wisconsin

Map Projection and Transformation

Lecture: **Understanding Coordinate Systems, Map Projections, Properties of Map Projections, Classification and Properties of Map Projections, Description of Some Commonly Used Map Projections, Choosing a Map Projection**

Robinson et al 1995, Elements of Cartography 6th Ed., John Wiley & Sons, New York

Ilife, J. 2005. Datums and Map Projections for Remote Sensing, GIS, and Surveying, Whittles,

Understanding Computer Basics for Mapping

Lecture: Concepts and Principles of Computer Mapping, Computer Hardware for Mapping, Computer Software and Data for Mapping, Geographical Data Bases for Computer Mapping, Data Capture and manipulating, Techniques for Mapping, Impacts and Challenges of Computer Mapping

Robinson et al 1995, Elements of Cartography 6th Ed., John Wiley & Sons, New York

Basic Texts

Arthur H. Robinson, Joel L. Morrison, Philip C. Muehrcke, A. Jon Kimerling and Stephen C. Guptill 1995, Elements of Cartography 6th Edition, John Wiley & Sons, New York

Robinson, A.H., B.B. Petchenik (1976): The Nature of maps: Essays toward understanding maps and mapping, University of Chicago Press (Chapter 2; The map as a communication system)

Additional Reading:

Burrough, P.A. and McDonnell, R.A. (2000) Principles of Geographic Information Systems for Land Resource Assessment, Oxford University Press Inc. N.Y.

Campbell, J. 2001. Map Use and Analysis 4th Ed. McGraw Hill Inc. New York

Ilife, J. 2005. Datums and Map Projections for Remote Sensing, GIS, and Surveying, Whittles, Scotland

Kaplan E. D. Ed. (1996) *Understanding GPS: Principles and Applications*, Artech House Publishers, Boston

Keates, J.S. (1989) Cartographic Design and Production, 2nd Ed. Longman Scientific, Harlow Essex

McCoy, R. M. (2005) *Field Methods in Remote Sensing*, The Guilford Press, N.Y

Monmonier, M. (1991,1996) How to Lie with Maps, University of Chicago Press

Michael P. Peterson (1995) Interactive and Animated Cartography, Prentice Hall, Englewood Cliffs, New Jersey

Muehrcke, P.C. (1978) Map Use (Reading, Analysis and Interpretation, J.P. Publications, Box 4173, Madison, Wisconsin

Steede-Terry, K. (2000) *Integrating GIS and The Global Positioning System*, ESRI Press, Redlands, California, USA

UNIVERSITY OF GHANA
DEPARTMENT OF ENGLISH

ENGL. 361: CHILDREN'S LITERATURE
FIRST SEMESTER 2009 - 2010 No. of Credits: 3

Course Description

This course surveys the development of children's literature from its oral folk tale beginnings through nursery rhymes, literary folk tales, modern fantasy, realistic fiction, and historical fiction to informational books. Students also learn about poetry, prose, illustrations and elements of fiction; enabling them to discuss plot, setting, characterization, theme and style. The course therefore introduces students to a wide variety of children's books and emphasizes extensive reading in a bid to familiarize students with the major genres of children's literature. Students will be required to read mainly the classics of Ghanaian children's books and a few of the world classics for children.

Course Objectives

The children's literature course is intended to guide students to become aware of the current trends in children's literature and to appreciate the important role literature plays in children's lives as part of their total educational experience. At the end of the course, students will have gained an increased understanding of young people - their development; the way issues in the world around them influence both their literature and their response to it. The course will also equip students with the skills of establishing the criteria for selecting and evaluating children's books.

Required Reading

1. deGraft Hanson, J.O. *The Golden Oware Hunters*. Tema: Ghana Publishing Corporation, 1993 [YA]
2. _____. *Amanfi's Gold*. Accra: Ghana Universities Press, 1997. [YA]
3. Sutherland, Efua *Tahinta* Accra, Afram Publications. 2000.
5. Dzomeku, F.B.K. *The Sacred Grove*. Quick Service Books Limited. 1990
6. Dankyi-Mensah, Isaac. *The Two Hunter Friends*. Accra: Quick Service Books, 1986.
7. Korama, Abenaa. *Children's Conversations*. Accra: Adwinsa Publications, 1995.

8. Aidoo, Ama, Ata. *The Days*. Accra: Smartline Publications, 2006.
9. Asare, Meshack. *Nana's Son*. Accra: Sub-Saharan, 2000.
10. _____. *Noma's Sand*. Accra: Sub-Saharan, 2002.
11. _____. *The Cross Drums*. Accra: Sub-Saharan, 2008.
12. Blay, Comfort. *Esuon in the City* Accra: Sedco Publishing Ltd., 1989.
13. Nkoso, E. *The Cock's Comb*. Accra: Adwinsa Publications, 1986.
14. Vormawor, Patience. *Katey and his Catapult*. Accra: Adwinsa Publications. 1983.
15. *The Pied Piper of Hamelin*
16. *The Wonderful Wizard of Oz*
17. *The Ugly Duckling*

The course will be taught as a combination of lectures and student seminars. Students/groups of students will be given specific topics and books to research and present in class.

In addition to the reading assignments for each week, students will be required to read and comment on the skills and techniques of **ONE** specific author, of their choice, using **THREE** of his or her books. This assignment will be due in the 8th week beginning 5th October 2009.

Students are also required to write one children's story, which will be submitted at the last meeting of the semester. These assignments form part of the final grade students earn at the end of the semester. Students who desire to keep a copy of the stories they submit, should make two copies and keep one for themselves. Under NO circumstances should students come back seeking to retrieve the assignments they have submitted.

Class participation is paramount and prompt submission of assignments is recommended.

COURSE OUTLINE

Week 1 August 17 - 21

Introduction

Definitions

- Children
- Literature
- Books
- Authors
- Illustrators
- Publishers
- Booksellers
- Parents

- Librarians
- Teachers

Week 2 August 24 - 28

The History and Development of Children's Literature

- a. oral stories/folktales/fairy tales/myths/legends
- b. nursery rhymes
- c. chapbooks, battledores, hornbooks

Week 3 August 31 – September 4

Major Genres of Children's Literature and their Characteristics.

- a. poetry
- b. prose
- c. picture books
- d. informational books

Week 4 September 7 - 11

Some World Classics of Children's Literature

Week 5 September 14 - 18

Evaluation and Selection of Children's Books

Week 6 September 21 - 25

The Development of Children's Literature in Ghana

- a. Efua Sutherland (Read *Tahinta* and listen to the tape)
- b. MeshackAsare (Read the Asare books on the reading list and be ready to discuss them)

Week 7 September 28 – October 2

Authors of Children's Books in Ghana

- a. J. O. deGraft Hanson (Read and prepare his books for discussion)
- b. Peggy Appiah
- c. AbenaaKorama

Week 8 October 5 – 9 (Assignments Due)

Seminar Week

Week 9 October 12 – 16

Seminar Week

Week 10 October 19 – 23

Bringing Children and Books Together

- a. Reading Aloud
- b. Storytelling
- c. Dramatization
- d. Puppetry
- e. Drawing.

Week 11 October 26 – 30

Adolescent and Young Adult Books

Week 12 November 2 – 6

Gender representations in Children's Literature

Week 13 November 9 -13

The Value of Children's Literature in Society

Week 14 November 16 – 20

Revision

Recommended Background Reading

deGraft Hanson, J. O. *Children's Literature: The Ghanaian Experience*. Accra: Ghana Academy of Arts and Sciences, 1993.

*Huck Charlotte, S, Susan Hepler, Janet Hickman and Barbara Z. Kiefer. *Children's Literature in the Elementary School*. 7th ed. Boston: McGraw Hill Education, 2001.

*Lynch-Brown Carol and Carl Tomlinson. *Essentials of Children's Literature*. Boston: Allyn and Bacon, 1999.

Khorana, Meena.(ed.) *Critical Perspectives on Postcolonial African Children's and Young Adult Literature*. Westport: Greenwood Press, 1998.

Rothlein, Liz & Anita Meyer Meinbach. *Legacies: Using Children's Literature in the Classroom*. New York: HarperCollins, 1996.

Reynolds, Kimberley ed. *Modern Children's Literature: An Introduction*. Houndmills, Basingstoke: Palgrave MacMillan, 2005.

Yitah Helen & Komasi Mabel, "Children's Literature in Ghana: A Survey." in *Children's Literature*. Vol. 37, 2009.

Hunt, Peter ed. *Understanding Children's Literature*. London and New York: Routledge, 2005

(Photocopies of the asterisked texts are available at the Cold Room at the Student Reference Library at the Balme.)

UNIVERSITY OF GHANA
COLLEGE OF AGRICULTURE AND CONSUMER SCIENCES
HOME SCIENCE DEPARTMENT, SCHOOL OF AGRICULTURE

COURSE SYLLABUS HOSC 203: PRINCIPLES OF FOODS (3 CREDITS)
FIRST SEMESTER, 2009/2010

Instructor: Dr. Angelina O. Danquah

Office Hours: 2:00 – 3:00pm Wednesdays

Phone: 0277499231, E-mail: adanquah@ug.edu.gh

COURSE DESCRIPTION

This course will focus on the principles underlying the selection and preparation of food to satisfy consumer demands. It will examine the chemical composition of foods which forms the basis for understanding nutrients present in foods and how they are affected by food preparation techniques. This will involve the properties and interactions of food ingredients. Particular attention will be paid to the composition, types and functional properties of the various foods. The course will examine selection of foods based on money at hand, quality and nutrient content.

COURSE GOALS

1. Provide an insight into the chemical composition and structure of foods.
2. Identify kinds of foods.
3. Introduce the students to the concepts of food selection which will allow the production of foods that are both nutritious and esthetically pleasing.
4. Examine storage stability of common foods.
5. Identify key functional properties of various foods.
6. Look at some processing techniques and their effect on nutritive value.
7. Examine various uses of the different types of food .

COURSE LEARNING OBJECTIVES TO ACHIEVE LISTED GOALS

At the end of the course, the student should be able to

1. Write an essay on the kinds of molecules in the cells of foods.
2. Describe the composition and structure of foods.
3. Compare and contrast various classes of foods.
4. List the properties of foods
5. Describe quality characteristics of foods
6. Select foods based on the economy, quality and nutrient content
7. Suggest storage techniques for freshness.

COURSE CONTENT AND METHODS OF INSTRUCTION

The course will consist of lectures and reading assignments followed by group presentations on assigned topics. There will be two interim assessments as well as pop quizzes and the final examination.

OUTLINE

I. INTRODUCTION

The Chemical Composition of Foods

II. FRUITS AND VEGETABLES

Composition and Structure; Classification; Nutritional Value, Selection and Storage

III. LEGUMES, NUTS AND OILSEEDS

Composition; Properties; Nutritional Value, Uses.

IV. MILK AND MILK PRODUCTS

Components; Processing; Products. Nutritional Value

V. FATS AND OILS

Overview; Structures of Fats in Foods; Properties; Functional roles.

VI. EGGS

Formation; Structure and Composition; Quality and Safety; Functional properties

VII. STARCH AND CEREALS

Structure; Functional Properties of Starch; Types, Structure and Composition of cereals; Milling Techniques

VIII. FLOUR AND FLOUR MIXTURES

Composition; Types; Roles of Ingredients

IX. MEAT, POULTRY AND POULTRY

Classification; Structure; Pigment; Factors affecting Quality; Meat Cuts and Selection

READING MATERIALS

1. Foods – Experimental Perspectives by Margaret McWilliams
2. Basic Foods by June C. Gates
3. Food and Nutrition by Anita Tull
4. The World of Food by Eva Medved
5. Introductory Foods by Benion and Hughes
6. Internet Searches
7. Journals, etc.

GRADING AND EVALUATION

The interim assessments, pop quizzes, assignments will account for 25%. Class attendance and participation is 5%. Final examination is 70%.

