

2009-2010 2010-2011 2011-2012 2012-2013 2013-2014

1 - 10 of 27 results for: **ctl** [printer friendly page](#)**CTL 53: Working Smarter**

College-level strategies and skills in time management, reading, speaking, writing, and test preparation. Students explore learning preferences to develop strategies in different academic settings.

Terms: [Sum](#) | **Units:** [2](#) | **Grading:** [Satisfactory/No Credit](#)

Instructors: [Townsend, L. \(PI\)](#)

[Schedule for CTL 53](#)

Filter Results:

term offered

- Autumn
 Winter
 Spring
 Summer

number of units

time offered

days

UG Requirements (GERs)

component

career

CTL 100: The Next Three Years: Making the Most of Stanford

This course is designed for frosh approaching the end of year one at Stanford. The goal is to help you think more broadly and more deeply about the remainder of your Stanford undergraduate education, reflecting on what you have learned so far. Weekly meetings will consist of presentations and discussions, emphasizing an integrated approach to making the most of Stanford. The course will include guest lecturers and background readings. Aspects of a student's life that will be discussed include coursework, residential life, personal health and development, extracurricular groups, different types of relationships (friends and close others, teacher-student, advisor-advisee, peer mentoring), community and public service, and career development. The course should build your knowledge of and ability to use the many resources at Stanford designed to assist you in all these areas, as well as connecting you with the experiences of other students, helping you to peer into your own future.

Terms: [not given this year](#) | **Units:** [1](#) | **Grading:** [Satisfactory/No Credit](#)

CTL 120: Peer Tutor Training

Goal is to help students become effective peer tutors for course material already mastered by articulating aims; developing practical tutoring skills including strategies for drop-in sessions; observing experienced tutors; discussing reading assignments; role playing; and reflecting on experiences as a peer tutor intern. Prerequisite: consent of instructor.

Terms: [Aut](#) | **Units:** [1](#) | **Grading:** [Satisfactory/No Credit](#)

Instructors: [Randazzo, T. \(PI\)](#)

[Schedule for CTL 120](#)

CTL 125: From the Page to the Stage: The Performance of Literature

The oral interpretation of literature as performance art and mode of literary analysis. Focus is on contemporary and local expression including topics such as the Spoken Word Collective at Stanford, the ensemble performance of short works of fiction by San Francisco's Word for Word Performing Arts Company, and the storytelling art of Awele Makeba which combines theater, oral history, and music. No performance experience necessary.

Terms: [not given this year](#) | **Units:** [3](#) | **Grading:** [Letter \(ABCD/NP\)](#)

CTL 130: Beyond Stereotype Threat: Claiming a Rightful Place in an Academic Community (PSYCH 125)

Stereotype threat as mitigating the quality of a student's test performance; its impact on academic success at Stanford. How to reduce the impact of stereotype threat on Stanford students.

Terms: [not given this year](#) | **Units:** [3](#) | **Repeatable for credit** | **Grading:** [Letter or Credit/No Credit](#)

CTL 175: Intertextuality, Interpretation, and Performance

Literary and performance theories from the late 20th century to the present. The performative link between writing and speech. Students apply theories in critical writings, performances, and intertextual assemblages. How to find and refine one's own voices in writing and vocality.

Terms: [not given this year](#) | **Units:** [4](#) | **Grading:** [Letter \(ABCD/NP\)](#)

CTL 199: Independent Study

Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

Terms: [Aut](#), [Win](#), [Spr](#), [Sum](#) | **Units:** [1-3](#) | **Repeatable for credit** | **Grading:** [Letter or Credit/No Credit](#)

Instructors: [Allen, D. \(PI\)](#); [Clerici-Arias, M. \(PI\)](#); [Denman, M. \(PI\)](#); [Dunbar, R. \(PI\)](#) ... [more instructors for CTL 199 »](#)

[Schedule for CTL 199](#)

CTL 221: Practicum for fellows in the Stanford-SJSU Preparing Future Professors Program

Nine weekly one-hour sessions consisting of discussions of: (1) the previous week's SJSU shadowing experiences and (2) readings related to session themes.

Terms: [Win](#) | **Units:** [1](#) | **Grading:** [Satisfactory/No Credit](#)

Instructors: [Summit, J. \(PI\)](#)

[Schedule for CTL 221](#)

CTL 224: Fundamentals of College Teaching in the Humanities and Humanistic Social Sciences

For teaching assistants in the humanities and humanistic social sciences. Topics include current research on learning and

36-724 Applied Bayesian Methods Spring 2002

Syllabus, Course Policies & Schedule

INSTRUCTOR: Michele DiPietro
Cyert Hall 108
dipietro@stat.cmu.edu
268-1287

TA: Philip Lee
Old Student Center 218
plee@stat.cmu.edu
(412) 268-1889

OFFICE HOURS: By appointment (Email is the best way to contact me)
TA OFFICE HOURS: Tuesday 3:00 - 5:00 PM
WEB PAGE: On BlackBoard
<http://www.stat.cmu.edu/blackboard>

LECTURES: Monday, Wednesday 11:30AM-12:50 PM CFA 212

COURSE DESCRIPTION

If you know Bayes' theorem you know (almost) everything there is to know about Bayesian statistics. Why then a whole course in Bayesian methods? For a long time, Bayesian statistics was nothing more than an intellectual exercise, not good for data analysis and shunned by "real" statisticians. It wasn't until the 1950s that the Bayesian approach started to gain some respect, thanks to Jeffreys, Savage, DeFinetti, and others. Even after it became more popular, the Bayesian approach was severely limited because of its computational unfeasibility. Whereas frequentist estimation relies on maximization of the likelihood, Bayesian estimation depends on the posterior distribution, which can be derived only through integration, a more challenging operation. With the advent of numerical integration and Markov Chain Monte Carlo (MCMC) techniques, the posterior distribution can be explored via simulations and very complex problems can be tackled. Therefore, this is an exciting time to study Bayesian statistics, both for the momentous advances and the research possibilities that are still open. The focus of the course will be on parametric methods, and even though the Bayesian approach can be embedded in a decision-theoretic framework, the emphasis of the course is decidedly applied (but still making use of mathematical statistics). Topics in this 7-week course will include:

- Philosophical considerations regarding the Bayesian and frequentist approaches
- Methods for deriving prior distributions, including noninformative priors
- Prior-posterior analysis, including Empirical Bayes methods, asymptotics, and
- Simulation methods, including Monte Carlo integration and MCMC
- Bayesian inference, including point estimation and credible intervals
- Diagnostics and model checking, including sensitivity analysis, Bayes factors and other model selection techniques
- Predictions

OBJECTIVES

Upon successful completion of the course, students should be able to:

- Build models for data
- Apply Bayesian inferential techniques to extract evidence from the data
- Write computer code to carry out required simulations
- Evaluate the adequacy of their model
- Communicate their results in writing to stakeholders

PREREQUISITES

I assume you are familiar with mathematical statistics at the level of 36-705 (Intermediate Statistics) and linear regression at the level of 36-707 (Linear Regression). This course also involves a fair amount of computing. While you are free to use any package or language you are comfortable with (Matlab, C, C++, BUGS or others), I will use S-plus in my handouts or in the code I will provide for you. For this reason, I will also assume familiarity with S-plus at the level of 36-711 (Statistical Computing).

TEXTBOOKS

There are no required textbooks. There are two *recommended* textbooks, the first for the theoretical part and the second for simulation methods:

Carlin, B. P., and Louis, T. A. (2000). *Bayes and Empirical Bayes Methods for Data Analysis*. Chapman and Hall.

Robert, C. P., and Casella, G. (1999). *Monte Carlo Statistical Methods*. Springer.

In addition, I will occasionally hand out in class some material from

Kass, R. E., and Wasserman, L. *A Short Course in Bayesian Statistics* (in preparation).

COURSE POLICIES

ATTENDANCE: Attendance is expected at all classes. Because there is no required textbook, the lectures will weave together different sources; students will be responsible for everything covered in class, therefore participation is in your best interest.

HOMEWORK: Six homework assignments will be handed out on Wednesdays; they will be due in class one week later (the following Wednesday).

Re-grade requests must be submitted in writing to the instructor, with a brief paragraph explaining the nature of the problem.

COLLABORATION: Collaboration among students is expected and even encouraged as an additional learning opportunity. However, the write-up of each problem has to be your own. My suggestion is to work on the assignment first and then ask around if you are stuck or to compare methods.

CHEATING AND PLAGIARISM: Cheating and/or plagiarism will not be tolerated. Please see the CMU Student Handbook, p. 7-8, for definitions of cheating and plagiarism, and the severe consequences of such behaviors or read the University Policy on Academic Integrity online at gollum.mac.cc.cmu.edu/univ_policy/documents/Cheating.html

WRITING: Statisticians never work alone: they always analyze data for other professionals, or are involved in article and grant writing (not to mention thesis writing!). Clear communication is crucial to interdisciplinarity and fund raising. For these reasons most homework assignments will include the writing of a report. You are expected to tie together all the evidence from your analysis in a coherent fashion, appropriate style and good grammar. Your grade will be affected by the clarity of your writing.

FINAL EXAM: There is no final exam.

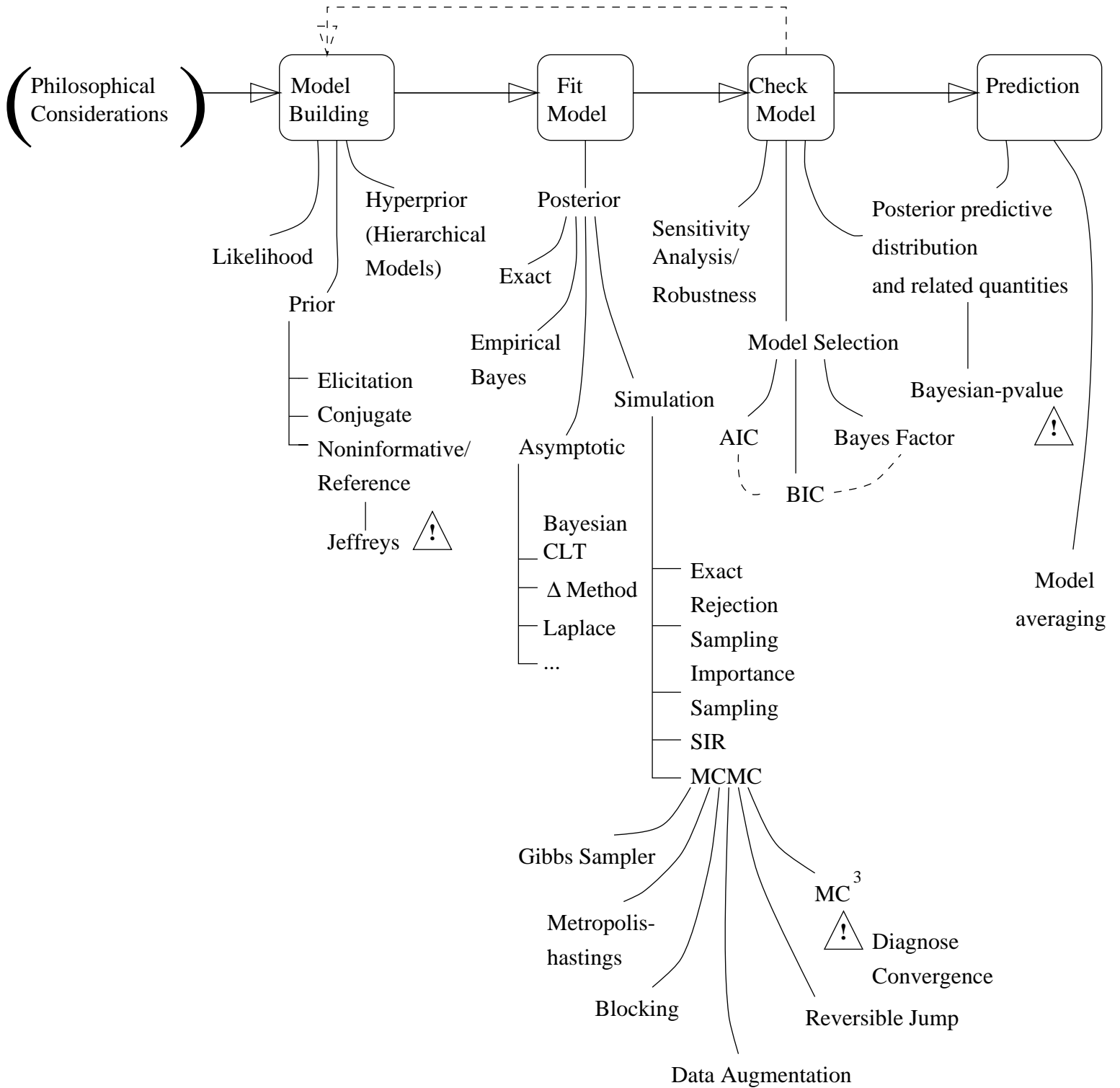
SOFTWARE AND WEB RESOURCES

- I will assume everyone in the course has an account on the Statistics Department workstations. If you are not a member or guest of the department you should be able to get by with an Andrew account, but you will be somewhat on your own.
- BUGS (Bayesian inference Using Gibbs Sampling) is an S-Plus-like system for posterior simulation of hierarchical models. Information and documentation on BUGS, including download and install information is available at <http://www.mrc-bsu.cam.ac.uk/bugs/welcome.shtml>.
- Most of the data sets used in the Carlin and Louis book are available online at <http://www.biostat.umn.edu/~brad/data.html>.
- All the handouts, assignments and solutions for this course will be store on the class Web site, <http://www.cmu.edu/blackboard>.

TENTATIVE SCHEDULE

Date	Title	Topic
1/14	Through the looking glass	Bayes' Theorem; pros and cons of Bayesian and frequentist approach; examples
1/16	American π	Priors: elicitation, conjugate, and non-informative/reference
1/21	What do Martin Luther King and Thomas	Bayes have in common?
1/23	With a little help from my friends	Empirical Bayes; posterior analysis and inference
1/28	You can leave your hat on	Asymptotic approximation of posteriors: Bayesian central limit theorem and delta method
1/30	You are the weakest link. Goodbye.	Rejection sampling and other simulation methods
2/4	The Full Monty [Carlo]	Importance sampling and sampling importance resampling
2/6	[Markov] Chain of fools	MCMC methods: Gibbs sampler and Metropolis-Hastings algorithm
2/11	Oh Behave!	Improving and diagnosing convergence
2/13	Hey buddy, my Y 's are up here!	Data augmentation and efficient simulation
2/18	Supermodel (You better work!)	Hierarchical models
2/20	May the Schwarz be with you!	Bayes factors and other model selection techniques
2/25	Does this model make my tails look fat?	Posterior predictive distributions and model checking
2/27	Steel magnolias	Robustness and sensitivity analysis

GRAPHIC ORGANIZATION OF THE COURSE



ディプロマ・ポリシー（育成する人材像）

学部で育成する人材像

- 人間愛に基づき、あらゆる文化背景の人々を理解し、共感を持って接することができる態度を持つ。
- 自己を見つめ、生涯にわたって自己の人間形成をはかりつつ、自律的に行動する態度を持つ。
- 事象への関心を深め、幅広く学問を探究し、批判的思考力を持つ。
- 看護を必要としている個人・家族・地域社会に対して、対象に応じて系統的に看護実践でできる基本的知識と技術及び態度を持つ。
- 看護職の一員としてリーダーシップを発揮し、責務を遂行する能力を持つ。
- 日本および国際社会における看護の機能と役割を広い視野で多面的にとらえ、保健医療・福祉システムの中で責任を担う姿勢を持つ。
- 看護の専門職性および看護学の発展に寄与しようとする意欲を持つ。

大学院で育成する人材像

建学の精神に謳う指導者の育成は、学部で育成する人材像を土台として、看護学研究科での研鑽を要する。

- 修士 看護学の分野における高度な専門性を要する看護実践や看護教育に携わり、看護実践を変革していける人材。
- 博士 看護学分野における研究者として、自立して研究活動を行うに必要な高度の研究能力および基礎となる豊かな学識を備え、看護学を牽引できる人材。

カリキュラム・ポリシー

学部

- 教養科目、基礎科目、専門科目の3科目群からカリキュラムを構築する。
- 教養科目では、広く人間を見る視点を養うことを主眼とし、建学の精神であるキリスト教について学び、かつグローバルな人材育成のため英語力の強化を図る。
- 看護を「人間と環境との相互作用により、最適な健康状態を生み出すことをめざす働き」と考え、人間、環境、健康・看護の4概念とそれらの関係に基づき、基礎科目から専門科目を積み上げて学修できるよう配置する。
- 学修方法を身につけられるように、各科目では主体的な学びを推進する。

大学院

- カリキュラムは、専門科目を学び深めるために必要となる看護学の基礎的理論や研究技法、ならびに関連諸科学の理論や技法を学ぶ基盤分野と、専門分野から構成する。
- 修士課程においては、教育・研究者を育成するコースと、高度実践家を育成するコースを設け、それぞれの目的に応じた科目を配置し、指導教員のもとで修士論文の作成または課題研究と高度な実践能力の育成を行う。
- 博士課程では、研究者・教育を育成するために、基盤分野、専門分野を学んだ上で、博士論文を作成する。

アドミッション・ポリシー（期待する入学者像）

学部

- 人に対する関心や思いやりをもつことができる人
- 人と人の関りを大切のできる人
- 人の悩みや苦しみを感ずることができる人
- 探究心旺盛な人
- 世界の人々の健康に関心がある人

大学院

- 本学の建学の精神に共感する人
- 関心ある看護現象を解き明かす意欲をもっている人
- 自ら学ぶことができる人
- 物事を論理的に考えることができる人
- 自分の考えを正確に表現できる人
- 物事を柔軟に考えることができる人
- 変化を楽しみ、変化を起こす意欲をもっている
- なお、修士課程の高度実践家育成コースは、看護職の免許を有する者に限る

<http://www.slcn.ac.jp/guide/vision/policy.html>

聖路加看護大学 – 大学案内 – 特徴とビジョン – 教育理念

アドミッション・ポリシー：入学者受入方針

カリキュラム・ポリシー：教育課程編成・実施方針

どのような目標（能力、人間性、知識など）を達成するために、どのような内容を、どのような方法で学ぶ

ディプロマ・ポリシー：学位授与方針

学位を取得し、大学を卒業するにあたって、どのような力が身につくのか（能力、人間性、知識など）を記したもの

カリキュラム・ポリシーとディプロマ・ポリシーの関係

大学はその理念に基づきディプロマ・ポリシーを作成し、ディプロマ・ポリシーを達成するための道筋であるカリキュラム・ポリシーを作成する。カリキュラム・ポリシーは、具体的なカリキュラム（各講義やシラバス）となって、学生の学習と結びつく。

organization. I structured it to show how functionalism and conflict theory don't contradict each other as much as they address different issues (types of inequality) using different methodological strategies. It's not surprising that the theories have seemingly contradictory findings that depict very different social orders—one based in value consensus and the other in elite-class domination.

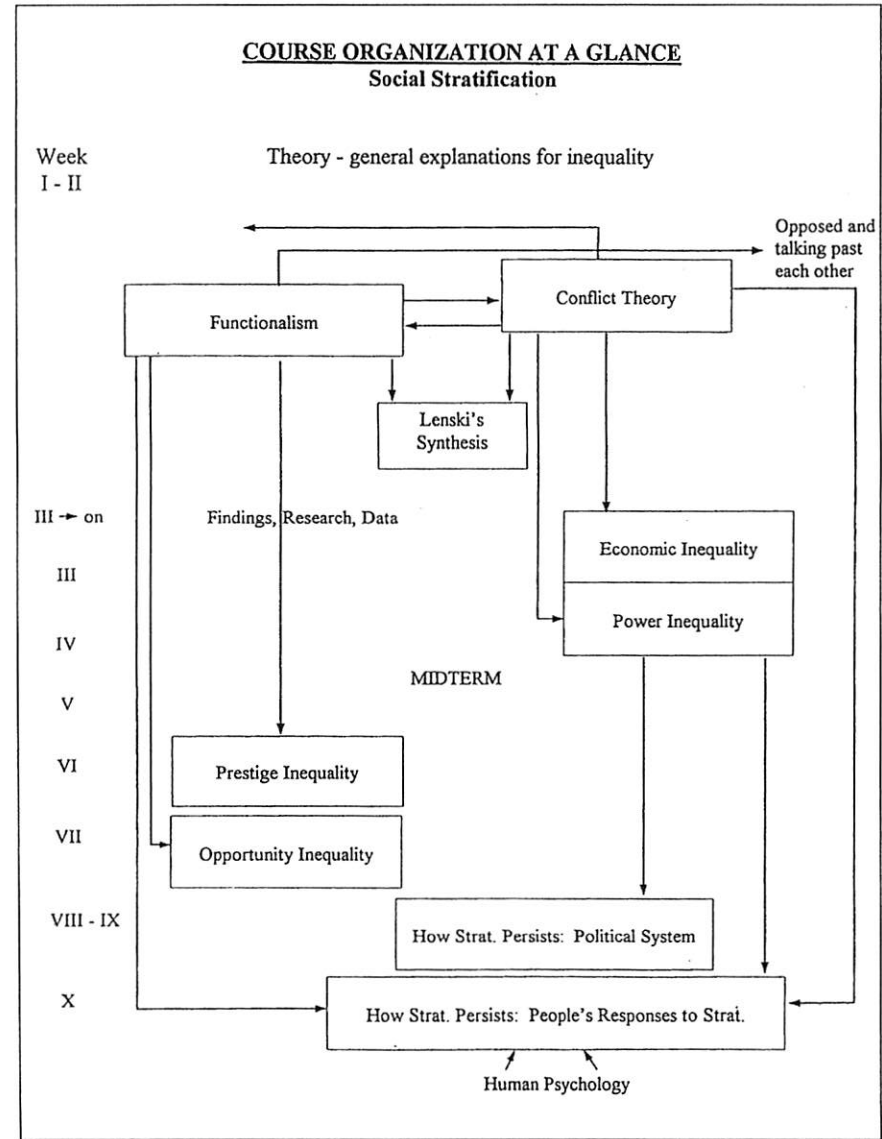
The course topics are listed in Figure 3.2 just as they appeared in the text syllabus, only without the reading assignments. If you cannot discern the course structure from the list, you are not alone; neither could my students. The structure was invisible to everyone but me. After teaching the course a few times, I channeled my frustration into drawing a flowchart of the substantive organization of the course, shown in Figure 3.3, and distributed the flowchart to the class along with the text syllabus. I noticed that the students actually studied the document and referred to it during the term. I also referred to it as we progressed through the topics.

Figure 3.2
Weekly Topics in SOC 123:
Social Stratification,
Dr. Linda B. Nilson, Circa 1980

Week-by-Week List of Topics, Quarter System

- Weeks 1 & 2: What Social Stratification Is—Across Species, Through History, and According to Consensus Theory (Functionalism), Conflict Theory, and Lenski's Attempt at Synthesis
- Week 3: Inequalities in Wealth and Income
- Week 4: Inequalities in Power
- Week 5: Review and Midterm
- Week 6: Inequalities in Prestige; Measurements of Socioeconomic Status
- Week 7: Inequality of Opportunity for Wealth, Income, Power, and Prestige: Social Mobility and Status Attainment
- Weeks 8 & 9: How Modern Stratification Persists: The Political System—Wealthfare, Welfare, and Pluralistic Representative Democracy
- Week 10: How Modern Stratification Persists: People's Beliefs and Subjective Responses to Stratification
- Week 11: Final Examination

Figure 3.3
Graphic Syllabus of SOC 123: Social Stratification,
Dr. Linda B. Nilson, Circa 1980.
Type of Organization: Competition and Complementarity



Nilson (2007)

Figure 3.8
 Graphic Syllabus of HSCI 441: Community Program Planning,
 Dr. Vicki J. Ebin, 2005.
 Type of Organization: Process

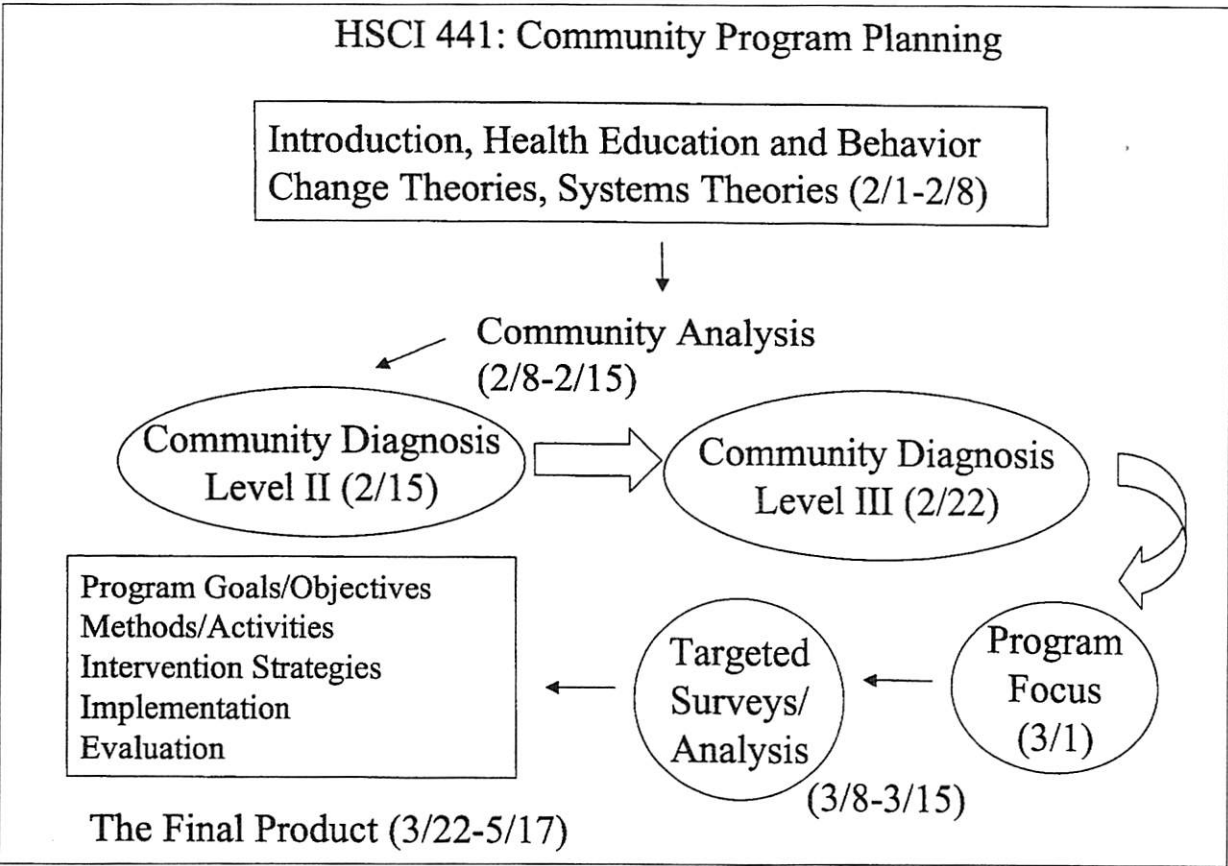


Figure 3.9
 Text Syllabus of HSCI 441: Community Program Planning,
 Dr. Vicki J. Ebin, 2005

DATE	TOPIC	ASSIGNMENT
2/3	Introduction and course overview; Foundations of health education practice Community and Systems	
2/10	Planning models; Social Assessment and Participatory Planning * Form Project Planning Teams	Chapters 1, 2
2/17	Epidemiological Assessment; Health, Behavior, Environment	Chapter 3
2/24	Educational and Ecological Assessment	Chapter 4
3/3	Developing needs assessment surveys; Applications in Community Settings	Chapter 6
3/10	Needs assessment surveys (con't)/Survey analysis Program Goals and Objectives; Finalize Phase 1 of Team Project Paper	
3/17	Midterm	
3/24	Spring Break!	
3/31	Cesar Chavez Day Observance, no class	
4/7	Continue Goals & Objectives, Administrative & Policy Assessment Applications in Occupational Settings	Chapter 5 Chapter 7
4/14	Applications in Educational Settings- California Comprehensive School Health Education; Applications in Health Care Settings	Chapter 8 Chapter 9
4/21	Program Implementation, Social Marketing and Budgets	
4/28	Program Implementation (con't)	
5/5, 5/12	Program Evaluation	Chapter 5
5/19	Program Planning: Bringing it all together . . . <i>Course Review</i> * Team Project Paper due at beginning of class	
5/26	Final Examination . . . Class meets at 5:30 p.m. SHARPI!	

Figure 3.13

Graphic Syllabus of Freshman Seminar: Free Will and Determinism, Dr. Linda B. Nilson, 1996.

Type of Organization: Sequence/Chronology

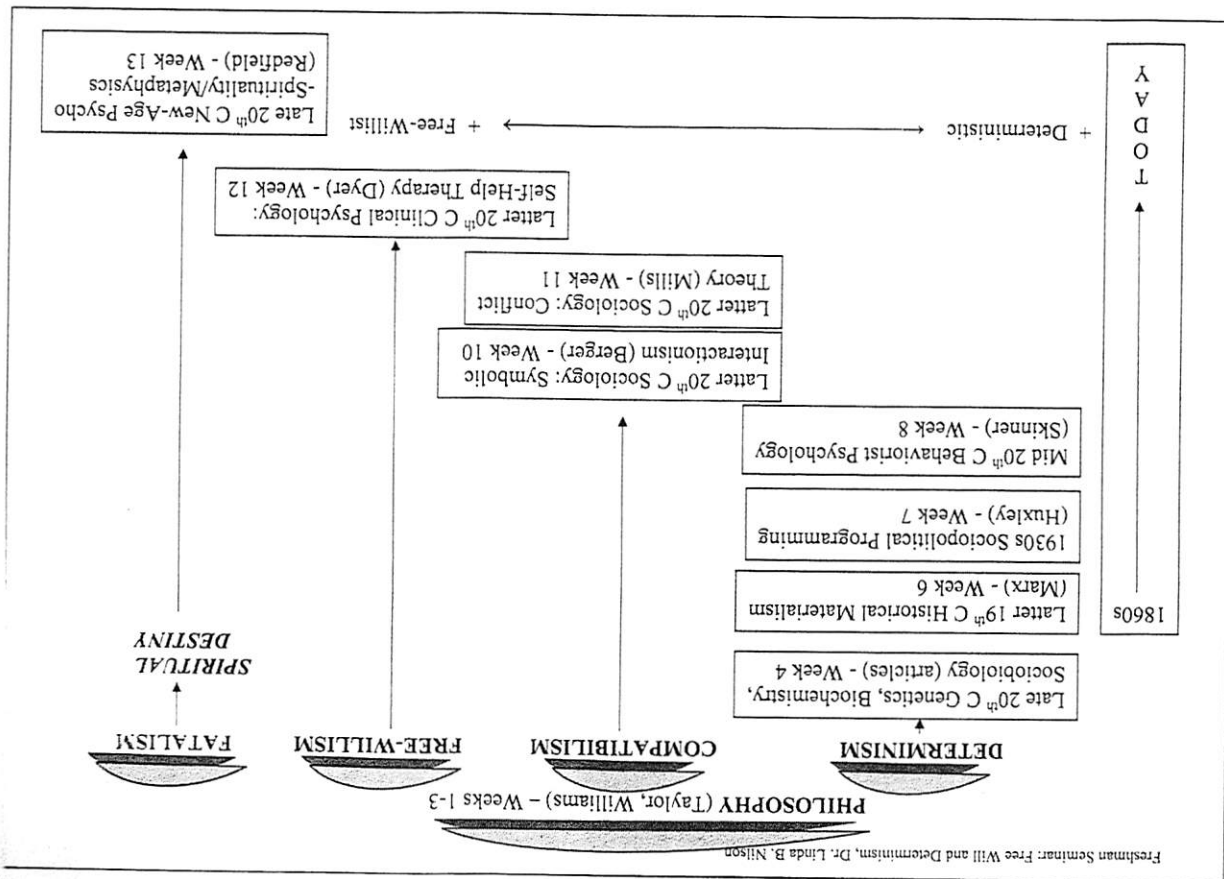
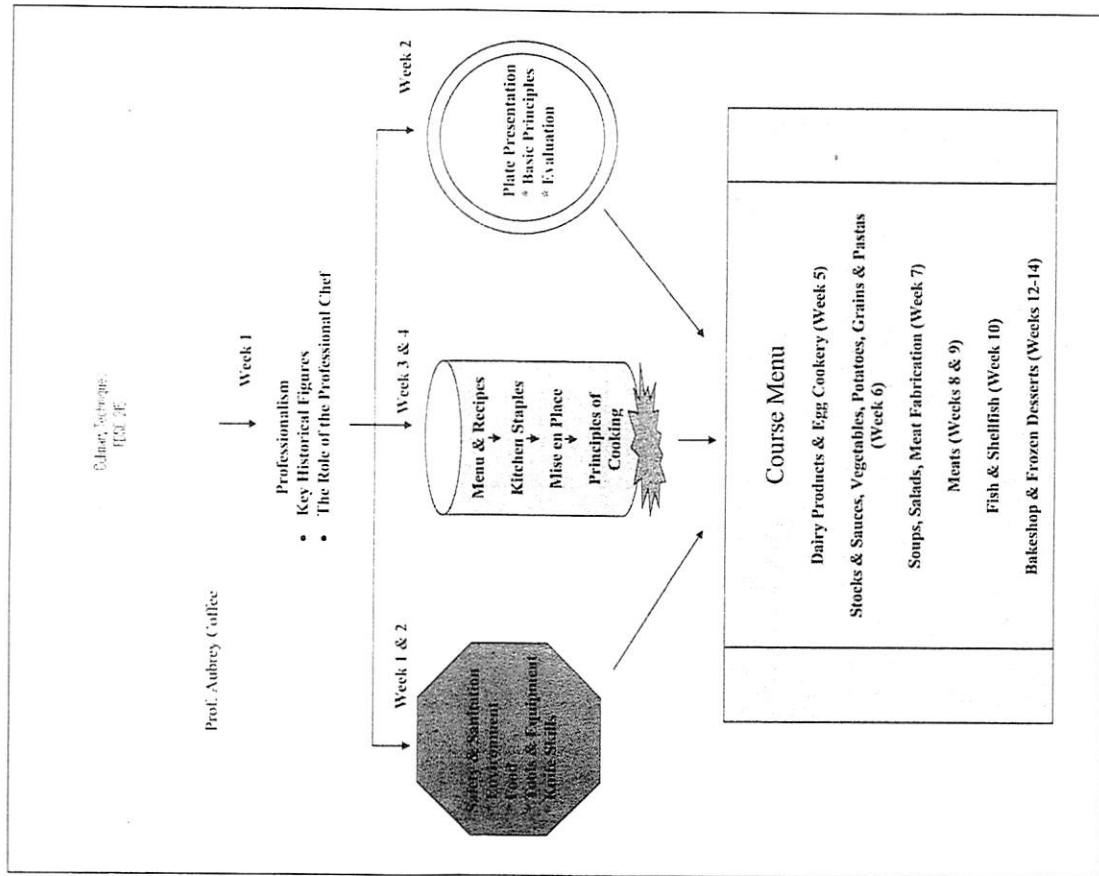


Figure 3.12

Graphic Syllabus of FDSC 215: Culinary Techniques, Dr. Aubrey Coffee, 2006.

Type of Organization: Sequence/Chronology

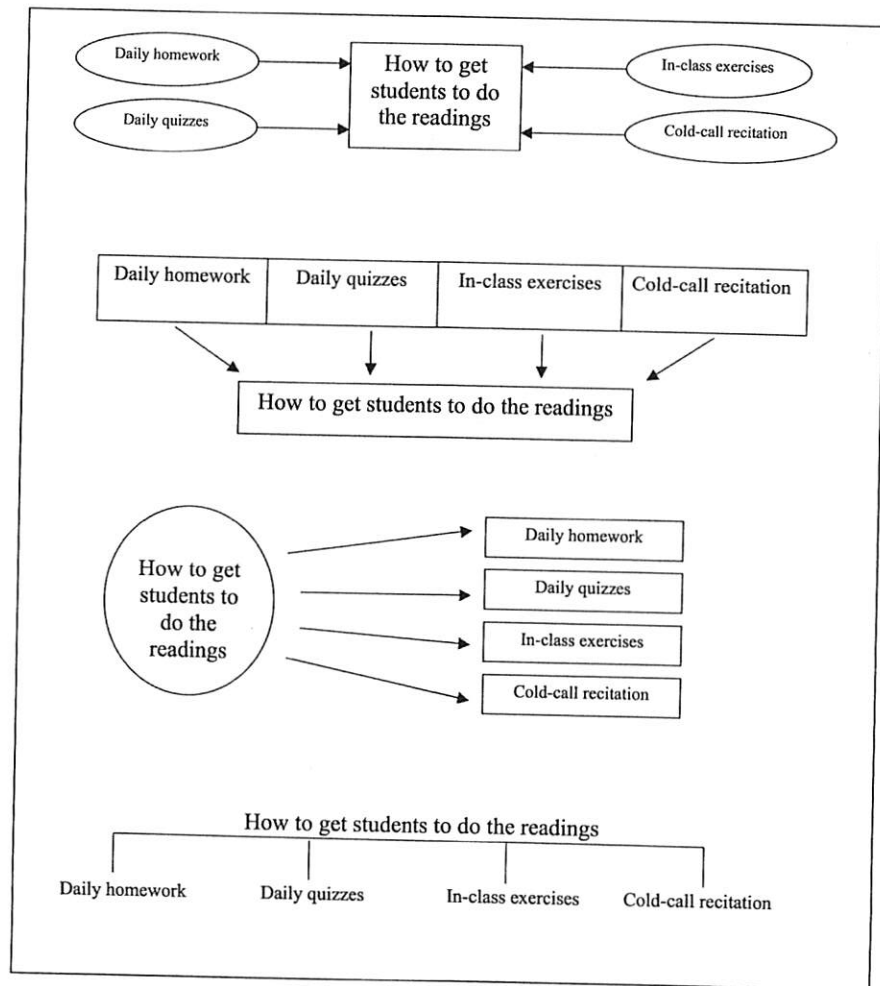


presentation topics in a plate-like figure, and the “course menu” in a rectangle that resembles a menu. The enclosures themselves serve the purpose of icons that help carry the verbal message. A hexagon signals caution, and given the shape of a question mark, triangles are prime spaces for inserting questions.

A few graphic syllabi also use shading or color to define groups of related topics or to set off tests and assignments from topics, for example Dr. Spitler’s HLTH 380: Epidemiology in Figure 3.7. Of course, color is not evident in this book, but if Dr. Spitler’s syllabus is in your imagination, you might con-

Figure 3.17 (page 1)

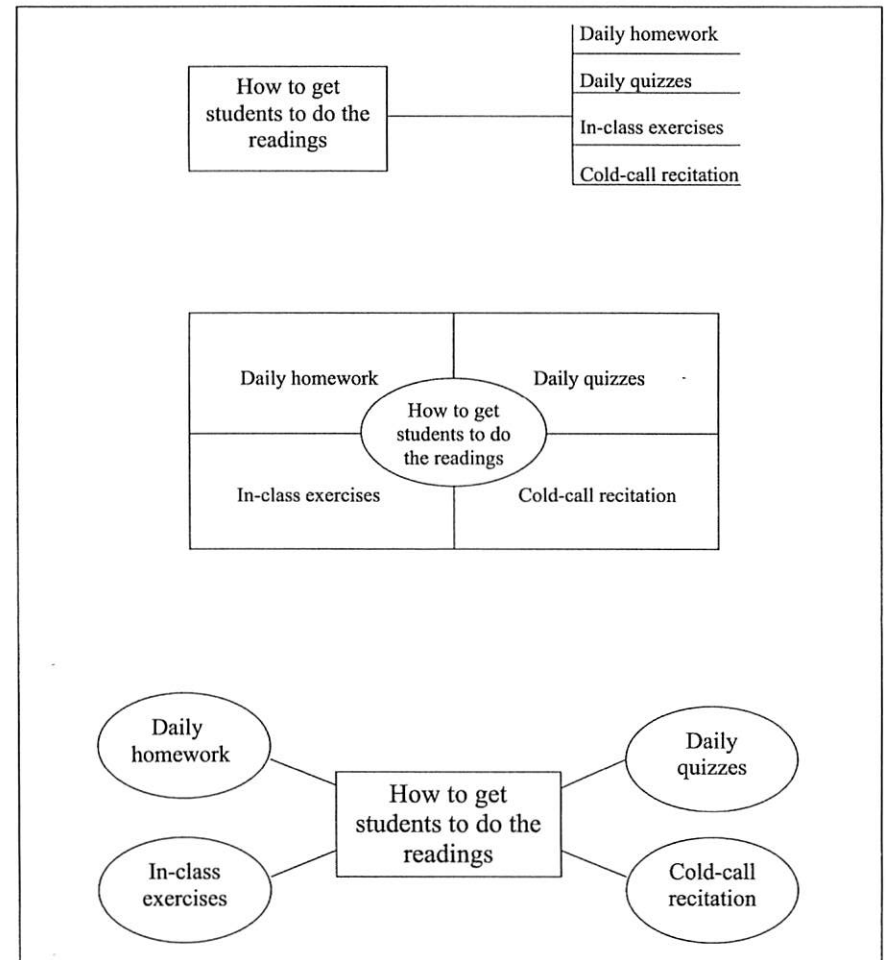
Variations of Graphic Arrangements of Information



sider varying the colors of the enclosures and even the connecting lines and arrows. Borders around enclosures are yet another way to differentiate key topics from others.

Variations in type can also help distinguish major topics from subordinate ones. Most of the graphic syllabi shown here do this by varying type sizes and styles (bold, italics, underlining) and by inserting standard word processing graphics. None of these graphic syllabi use different fonts, but this is an option. Similarly, more important connecting lines may be thicker than others and less important lines, broken or dotted.

Figure 3.17 (page 2)



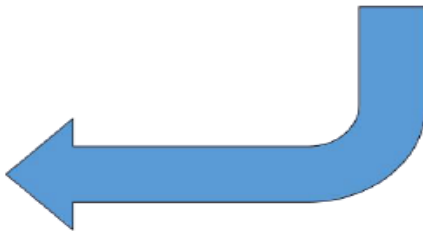
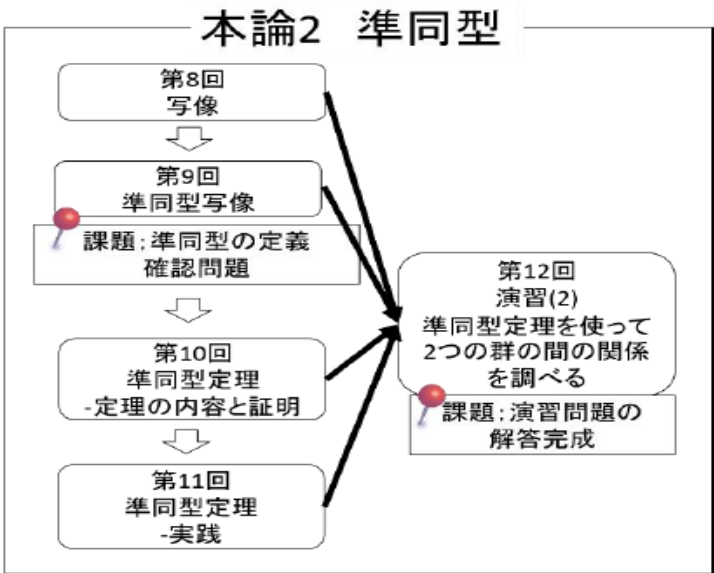
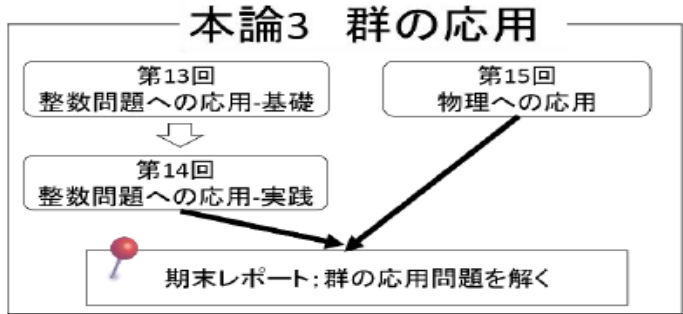
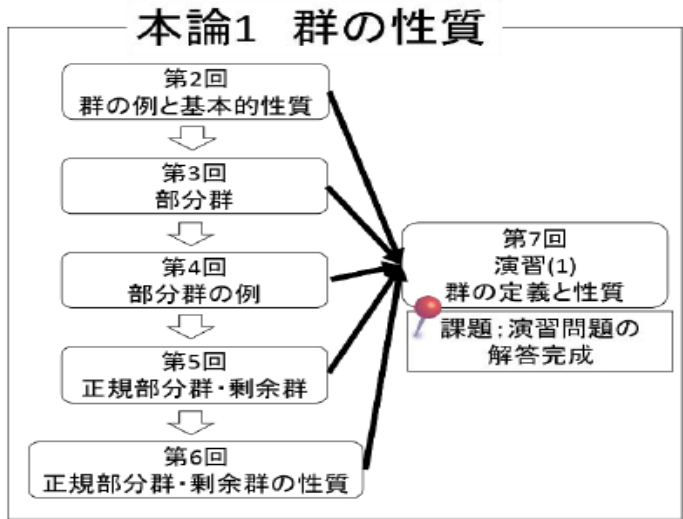
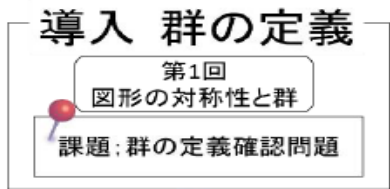
- A graphic syllabus can be defined as..

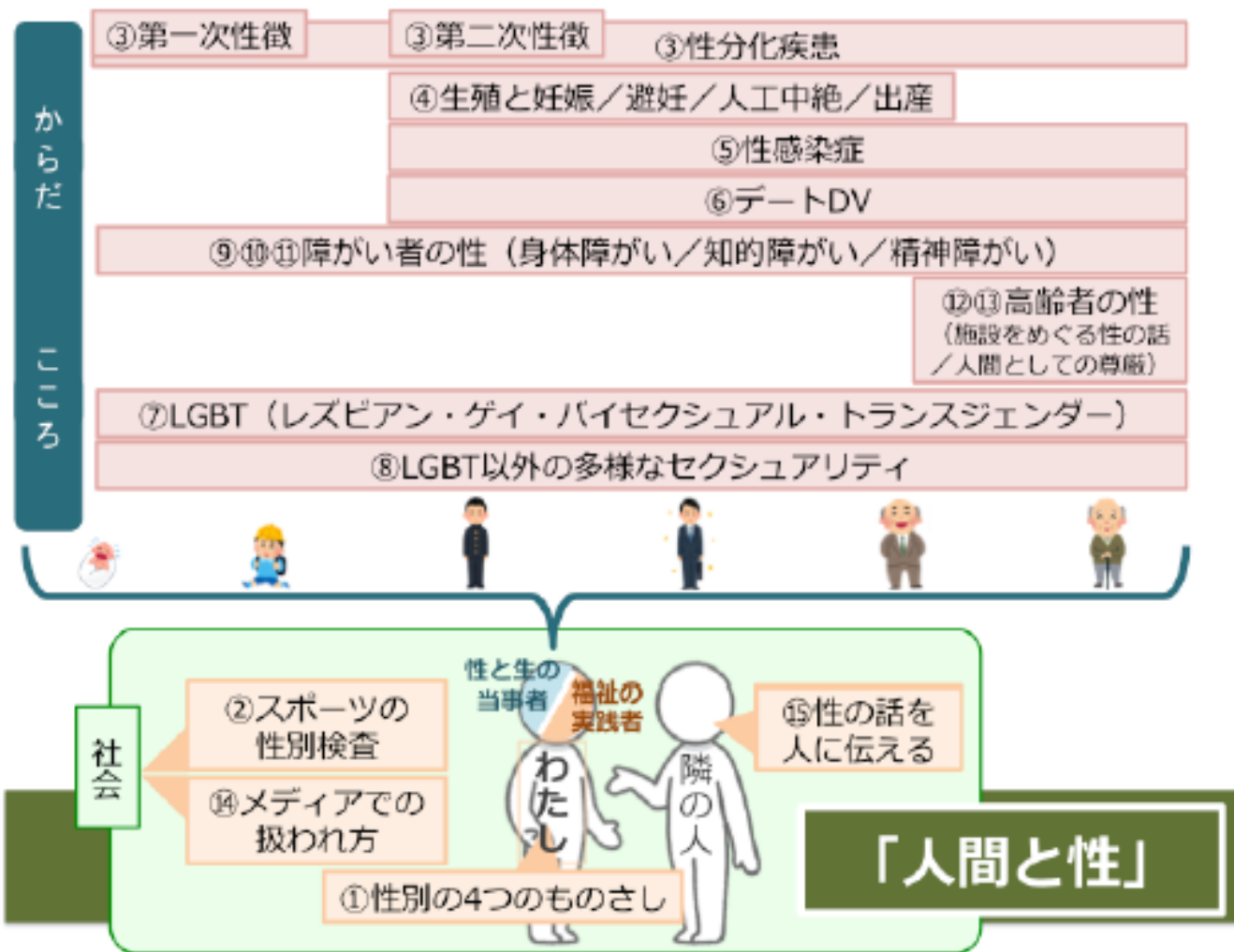
A **flowchart** or **diagram**

that displays

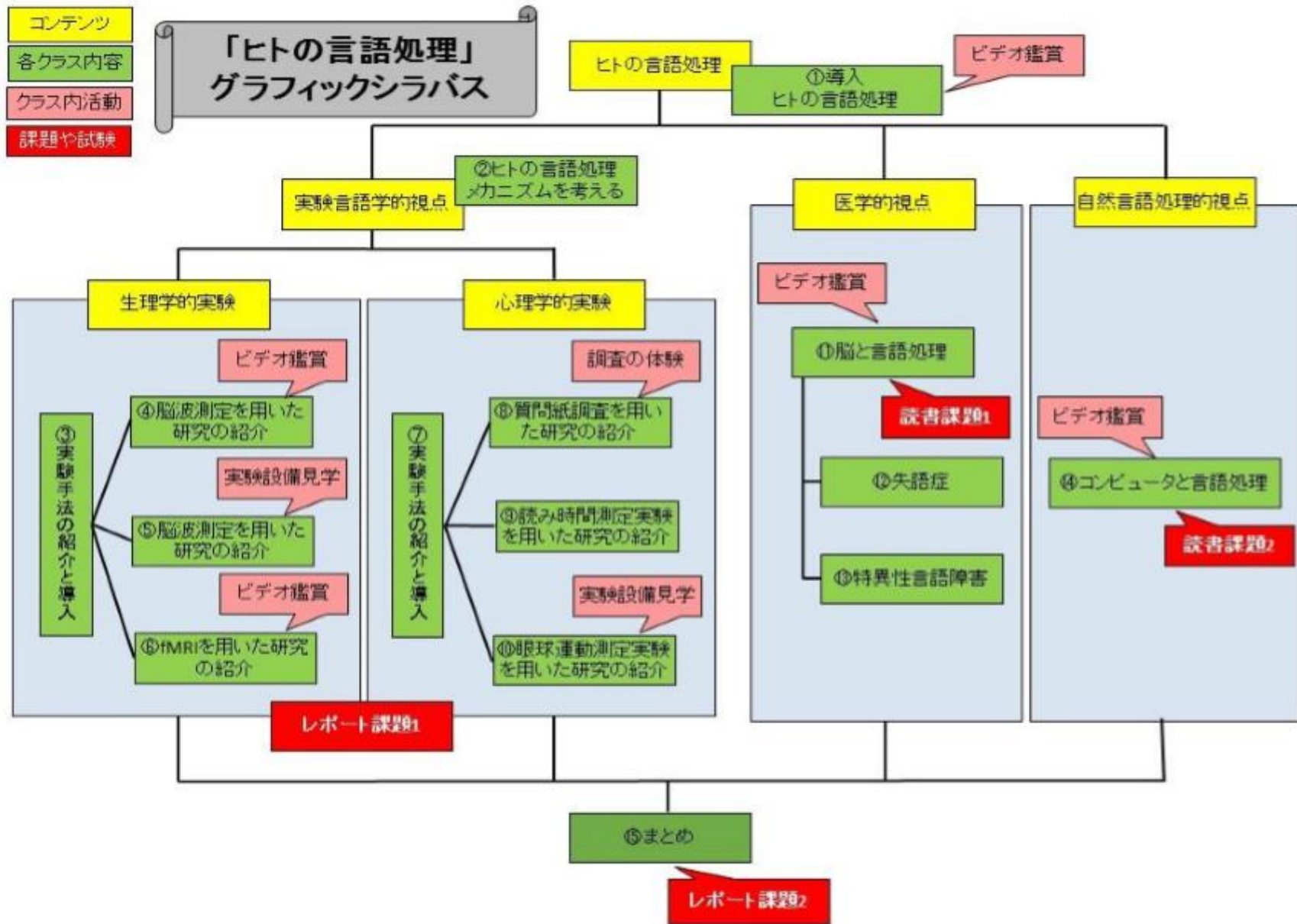
**the sequencing and organization of
major course topics**
through the semester

(Nilson,2007)





「性」に関することというと、一般的には思春期・青年期～成人期初期の、「若い時限定の話」と捉えられがちです。また、「自分にはあまり関係ない」と考える人もいます。しかし、社会の中で生きる誰もが「性との当事者」で



時代区分	政治・ 国際秩序	民族運動・ ナショナリズム	少数民族・ ユダヤ人	大衆運動・ 社会主義	歴史認識・ 記憶の政治	地域認識
中世～近世	第2回：歴史の背景 多民族帝国	民族運動の始まり	第13回：テーマ史	第4回 社会主義の始まり		第1回：地理的背景
第一次世界大戦	第3回 ヴェルサイユ体制	民族自決の原則	少数民族問題	ロシア革命 ドイツ革命		「中核論」
戦間期	第6回 国際連盟		少数民族の保護		戦犯者の編年	
	第5回 反ヴェルサイユ体制	ファシズム 軍国主義				
	第7回	ナチズム	ドイツ人問題 「ユダヤ人問題」			
第二次世界大戦	第8回 モロトフリッペン トロツキ条約 ポーランド分割 バルト編入					
	第9回 敦刻尔克		ホロコースト			
冷戦期	第10回 中・米政の「解放」		イスラエル建国		「解放」と「支配」 戦後における第二次 大戦の位置	
	第11回 国際連合 冷戦 雲解け 中ソ対立 アルバニア決議			スターリン批判 雲解け 中ソ対立		
冷戦終結	第12回 ベレストロイカ 冷戦終結 ベルリンの壁崩壊	東欧諸国の民主化 歌う革命		ベレストロイカ ソ連解体		「中核論」の再来
ポスト冷戦期	中・米政＝ ロシア関係 中・米政＝欧米関係 EU・NATO東方拡大				中・米政における 記憶の政治	
			イラク戦争			

Appendix B: Blank Scoring Sheet

Award each essential component (gold) three points, important components (silver) two, and less-important components (white) one, regardless of the strength of evidence. For example, raters should place a 3 in the appropriate strength-of-evidence column for component #1 and a 2 in the appropriate column for component #10. After scoring all components, sum and scale each column by the appropriate factor: multiple the strong evidence subtotal by 2, the moderate evidence subtotal by 1, and the low evidence subtotal by 0.

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink's dimensions of significant learning			
	2. Course level learning objectives are clearly articulated and use specific action verbs			
	3. Learning objectives are appropriately pitched			
Assessment Activities	4. Objectives and assessments are aligned			
	5. Major summative assessment activities are clearly defined			
	6. Plans for frequent formative assessment with immediate feedback			
	7. Assessments are adequately paced and scaffolded			
	8. Grading information is included but separate from assessment; it is aligned with objectives			
Schedule	9. Course schedule is fully articulated and logically sequenced			
Classroom Environment	10. Tone is positive, respectful, inviting			
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning			
	12. Communicates high expectations, projects confidence of success			
	13. Syllabus is well organized, easy to navigate, requires interaction			
subtotals		x2 =	x1 =	x0 = 0
		TOTAL		/46

Learning Activities	14. Classroom activities, assessments, and objectives are aligned			
	15. Learning activities are derived from evidence-based practices			
	16. Learning activities likely to actively engage students			
Subtotal		x2 =	x1 =	x0 = 0
		Total		/12

Content-focused syllabi typically fall in the range 0–16, transitional 17–30, and learning-focused 31–46 (or 0–18, 19–40, and 41–58, respectively, when using the supplemental rubric).