

HULA-ETTLE Code Book

*Humanities and Liberal Arts Assessment-
Emergent Trends in Teaching and Learning Ethics
Code Book V3.0*



The HULA Research Team
Project Zero
Harvard University
June 2019

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Part I

Introducing HULA

Part I Introducing HULA

I.1 Introduction

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Founded in 2012, the Humanities and Liberal Arts Assessment (HULA) research team has taken on the project of understanding the theories of learning and human development that lie at the heart of the humanities. HULA’s methodology rests on two beliefs: 1) that the humanities is an assemblage of craft practices that professional humanists— individuals who hold advanced degrees in humanities subjects and/or work in the professional domains of the humanities— have been passing on for millennia through master-apprentice relationships; and 2) that humanities practices operate according to what we call a “principle of economy.” We use this phrase to highlight the fact that humanistic pedagogy and participant engagement can operate on many different learning pathways simultaneously and foster human development along multiple dimensions simultaneously. The core HULA research effort is to make explicit the implicit craft knowledge and practices of humanistic disciplines and engagement. By illuminating the craft knowledge of the humanities, accounts of the goals, methods, and the mechanisms by which those goals can be achieved, we develop a basis for constructing assessment instruments that are developed organically out of instructors who engage with humanities disciplines own practices and self-understandings. Analysis of these methods that operate according to the principle of economy can reveal what we call the “Pedagogical Wealth Index” of each.



NOTE: HULA seeks to illuminate when and how humanities practices happen, even when engaged by those who are not master humanists or when humanities subjects and practices occur outside the context of a traditional humanities discipline. For instance, in our studies of ethics instruction, HULA’s work involves identifying where ethics instruction is happening across a campus, including courses taught by instructors who may or may not identify themselves as humanists, such as in the sciences, professions, and law.

I.2 HULA, The National Ethics Project (NEP), and Emergent Trends in Teaching and Learning Ethics (ETTLE)

To date, HULA has worked with partners such as grant-making institutions and grantees, internal institutional committees and task forces in higher education, and other not-for-profit educational and cultural organizations. The National Ethics Project (NEP) is a mixed-methods and institutionally diverse research project that seeks to understand comprehensively where and how ethics instruction occurs in the United States by focusing on the key perspectives of students, instructors, and institutions. The project is led by a collaborative research network

that brings together institutions, educators, practitioners, and analysts to illuminate areas of need and to develop high-impact Interventions. The NEP began by linking Harvard University, Stanford University, and the University of South Florida. It has since evolved into a more expansive network and continues to develop new initiatives. Analysts across these founding institutions sought to understand the scope, qualities, and impact of ethics education on college campuses. The National Ethics Project engaged HULA to study ethics instruction on an institutional level, and from the perspectives of instructors and their students. HULA's role has been 1) to develop tools for identifying courses in which ethics instruction is occurring; 2) to develop new methodologies for studying ethics education that begin from instructors' own accounts of their work and students' articulations of their experience; 3) to combine both qualitative and quantitative research methods to illuminate instructional goals and student learning experiences that can then be translated into the vocabularies of cognitive science and learning theories; and 4) to develop assessment instruments whose purposes are to identify areas of alignment and misalignment between instructors' learning goals and students' learning experiences.

HULA's methodology is applicable to ethics, no matter where ethics instruction is occurring because, regardless of course subject, ethical reasoning and reflection have deep connections to humanistic learning, stemming from their roots in philosophy and theology. Also, ethics education rests on the "principle of economy" (see above) of learning that is operational in liberal arts and humanities education more broadly; that is, ethics education can foster cognitive, metacognitive, affective, and inter-subjective learning simultaneously.

HULA has been involved with two NEP projects embraced under the umbrella title, "Emergent Trends in the Teaching and Learning of Ethics" (ETTLE): "Communication Ethics, Media Literacy, and Civic Agency: A pilot study of the National Ethics Project (NEP) at The Citadel," and 2) HULA-ETTLE at Harvard University. We conducted these pilot studies to develop tools to better understand where and how ethics instruction is occurring in such institutions as The Citadel and Harvard University. Specifically, we created new instruments for identifying courses in which ethics instruction was occurring, new instructor and student facing surveys, and new qualitative coding methods, including the development of a HULA-ETTLE coding scheme. Through these projects we also developed new mechanisms for training the quantitative and qualitative analysts, and for gaining institution, instructor, and student buy-in. Both studies involved 1) developing, testing, and refining search tools for identifying courses that included instruction of ethical concepts, practices, and/or theories; 2) developing, testing, and refining assessment instruments for collecting data from both faculty and students; and 3) developing, testing and refining analytic methodologies, including qualitative, thematic, and quantitative approaches to processing and understanding the data collected. Data from course descriptions, course syllabi, voluntary instructor surveys, voluntary student surveys, and additional course-related materials was collected, cleaned, and analyzed.

Parts I.3 and I.4 provide an overview of HULA-ETTLE’s definitions of key terms and concepts, analysis procedure and workflow, including: the syllabi search tool, the Instructor Learning Theory Survey (ILTS), codes. HULA’s general quantitative and qualitative data analysis (QDA) procedure. Parts II.1 and II.2, discuss archive acquisition, preparation for coding, and curation. Parts III.1 and III.2, cover the syllabus as artifact of study and excerpting procedures. Parts IV.1 throughout IV.10 define and discuss the six code categories and their sub-categories, as well as providing training on their application to syllabi. Part V discusses HULA’s Process for establishing inter-rater reliability in the coding team.

I.3 Definitions - As we describe HULA’s work through the code book, we use several terms repeatedly. These are presented in this section.



Artifact

We use the term “artifact” to refer to the products of instructors, master humanists, or elements of humanities-based instruction that we study. These may be material artifacts generated by their research, creative, pedagogic, and performative practices, descriptions of those practices, or their results. These sorts of materials may include books, essays, studies, surveys, lesson plans, syllabi, comments on student work, samples of student or participant work, grant proposals, evaluations, videos, etc.



Archive

We use the term “archive” to refer to a collection of artifacts (defined above). Each artifact in the archive is a single document. The ETTLE archive consists of Faculty Surveys and selected course syllabi. Only syllabi were coded with the ETTLE coding Schema.



ETTLE Search Tool

The artifacts included in the ETTLE archive were identified by a search tool that was designed to identify occasions of ethics instruction, irrespective of the discipline or course type in which they appeared, across the Harvard campus. The syllabi in the ETTLE archive reflect a sample of courses identified by the search tool.



Qualitative data analysis (QDA)

QDA involves tailored use of a large and eclectic range of methods and procedures (see Qualitative Data Analysis: [A Methods Sourcebook](#)). HULA uses a combination of metadata tags called “descriptors” and thematic “codes.” The “descriptors” are attached to each artifact while the “codes” are applied to excerpts within each artifact. Descriptors identify key features of the artifact itself (for instance, source, date, or demographic information); codes describe

salient contents in the artifact. This combination of the stable metadata of descriptors with the varied descriptive data from coding permits analysts to identify and analyze meaningful patterns and relationships within individual archives as well as across archives.



Quantitative analysis

Thematic code application underwent quantitative data analysis to explore specific research questions. Samples of findings and analysis that we have experimented with are offered in Part VI.2 in more detail. The small size of the ETTLE data set prohibits the HULA-ETTLE team from making generalizable conclusions



Descriptors

Descriptors are metadata tags (information that identifies the artifact as a whole so that it can be compared and analyzed with other artifacts); those metadata tags indicate dates, locations, demographic information about participants, etc.



NOTE: Descriptor Categories vary according to the research questions being investigated and the kinds of artifacts comprising the archive. The ETTLE archive contains uniform types of artifacts: syllabi from the same institution and semester— Harvard University, Fall 2018. The descriptors document that information as well as if the course was considered part of Harvard Ethical Reasoning Requirements and which school or department the course was offered in.



Codes

Codes are thematic labels used to identify salient elements in the artifacts.

Code generation, definition, and application evolves with the acquisition of new types of archives



Parameters and Notes

Parameters and Notes are supplied when necessary within a code family or to a specific code to help guide coders in their application of the codes.



Markers

A Marker is provided for most codes. Markers are identified words (including synonyms of the word), syntax, or concept triggers for the application of specific codes. Markers in the ETTLE project is an emergent and continually evolving category whose purpose is to facilitate ease and uniformity in coding. Many of the code families contain terminology used in a variety of educational and non-educational settings, and markers allow coders to narrow their thinking about a code to that which is in line with HULA's interpretation.



Non-Examples

Non-examples are provided for most codes as support for understanding parameters of code application as well as interpretation of Markers. Non-examples are exceptions based on context or use. Non-Examples in the ETTLE project is an emergent and continually evolving instructional category the purpose of which is to further help guide coders in their understanding of code application in the ETTLE archive.



Inter-Rater Reliability (Inter-class correlation)

In ETTLE research, inter-rater reliability refers to the consistency of code application among different coders using the same coding schema. Establishing acceptable inter-rater reliability is critical in qualitative research to ensure objectivity. That is, different analysts using the same coding schema should apply the same codes to a given artifact. In the context of the ETTLE code schema, the most appropriate index of inter-rater reliability is the intra-class correlation (ICC), which is well suited for interval data (Hallgren, 2012).



Pedagogical Wealth Index

The Herfindahl–Hirschman Index (HHI) was used as the basis for the calculation of Pedagogical Wealth Index (PWI) scores for the PDE, PCD, and IPD families. To aid interpretation, HHI scores were subtracted from 1 to form the PWIs, so that higher scores would indicate greater diversity in the represented codes. The PWI scores were the sums of the squared proportions of each code to the total number of codes applied from the family.

I.4 Overview of HULA-ETTLE Analysis

HULA-ETTLE uses both qualitative and quantitative approaches. The two approaches work together to create a more comprehensive picture of where and how ethics instruction is occurring in higher education, to develop assessment tools accordingly, and to analyze the results of those assessment tools. Quantitative strategies may influence the extraction and organization of information to be archived and analyzed and identify frequencies of coding application, which are then examined for qualitative themes including patterns that illuminate learning theories and developmental pathways. In turn, thematic analysis influences the development of assessment tools for greater accessibility, relevance, and efficacy. HULA-ETTLE acquired data from two main data sources: 1) from the coding of syllabi identified by the ETTLE Search Tool, and 2) from instructor and student survey data.

HULA-ETTLE Data Analysis Procedure and Workflow

The six phases of the HULA-ETTLE research workflow are: (1) Development and use of a search tool that identifies material relevant to where and how ethics instruction is occurring in higher-education; (2) Development of an instructor learning theory survey (ILTS) to identify primary goals, methods and expectations of instructors selected by the search tool (3) Acquisition of an archive of syllabi from courses identified by the search tool; HULA analysts, or through faculty survey responses; (4) Development and application of HULA-ETTLE codes to the syllabi in order to identify the craft logic or dominant outcomes instructors aim to achieve, their methods of reaching those goals, and their articulations of the means by which they expect those methods to work; (5) Identification of both learning theories and criteria of successful intellectual and human development implicit in syllabi from courses identified by the search tool; (6) identification of existing assessment instruments that effectively assess the learning outcomes identified as important to humanist practitioners; and (7) development of new assessment instruments for the implicit learning outcomes illuminated by HULA's coding procedure as well as for those that instructors explicitly articulate via the ILTS and for which there are no suitable pre-existing instruments.

The ETTLE Search Tool: Identification of with courses with ethics-related content:

Consistent with the position that ethics are taught across the curriculum (Hastings Center, 1980), not just (or even primarily) in required ethics courses or those focused on ethics, we developed a strategy for detecting ethics-related courses based on their titles and descriptions in a course catalog. This strategy used iterative qualitative and quantitative methods to arrive at a list of terms both the ETTLE and NEP teams thought valuable (but not exhaustive) guides in identifying where ethics instruction is occurring. Please see Part II: Archive Management for more information about the development of the tool, its limitations, and the results it yielded.

HULA-ETTLE Instructor Learning Theory Survey (ILTS)

Through a survey designed to provide a standardized summary of the methods and goals of instructors identified by the search tool as engaging in ethics instruction, instructors were invited to submit the syllabi from their selected course for coding. The submitted syllabi were coded and analyzed in the ETTLE archive.

HULA-ETTLE Coding Schema

The ETTLE coding schema is grounded in educational theory, psychology, philosophy, and political theory. It seeks to illuminate pathways between instructor goals and methods for short-term intellectual capacities development and skills engagement and greater human development by identifying inputs, processing methods and mechanisms engaged by the instructor, and long-term or extra-curricular relevance expressed in the syllabus. (For detailed explanation of the coding schema and codes see [Part IV: Coding: Understanding the Codes](#)).

Part II

HULA-ETTLE

Archive Management

Part II HULA-ETTLE Archive Management

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II.1 Archive Acquisition: Development and Deployment of Syllabi Search Tool

Consistent with the position that ethics are taught across the curriculum (Hastings Center, 1980), not just (or even primarily) in required ethics courses or those focused on ethics, we developed a strategy for detecting ethics-related courses based on their titles and descriptions in a course catalog made available to the research team in a spreadsheet. This strategy used iterative qualitative and quantitative methods to arrive at a list of terms both the ETTLE and NEP teams thought valuable, but not exhaustive, guides in identifying where ethics instruction is occurring.

Examination of the list revealed two general problems: Too many courses were selected inappropriately because of keywords being used in different contexts. For example, “responsibility” often appeared in course descriptions in the context of student’s assignments, and “values” appeared in the context of mathematics (e.g., “eigenvalues”). The other general problem was the failure of the search to identify courses related to important ethical issues, such as environmental protection and discrimination. To address these problems, we began an iterative process of expanding and refining the list of keywords.

We started the process of expanding the keyword list by querying NEP team members and HULA analysts to propose new terms, and then checked the resulting list of courses manually to identify false positives. In order to limit the number of false-positives, keywords were given weights so that terms less central to ethics and/or more commonly used did not lead to a course’s selection unless they appeared alongside other keywords. So, while “ethic” and “moral” were retained as keywords leading to automatic inclusion, 55 terms (e.g., justice, cruelty, duty) were given half that weight, and an additional 44 terms (e.g., exploit, harm, negligence) were given a quarter the weight of “ethic” and “moral.”

To further extend the reach of the tool beyond the conceptual understandings of ethics shared by the NEP team, all entries under the headings of “ethics” or “moral” in the Cambridge Dictionary of Philosophy (1997) and Stanford Encyclopedia of Philosophy (www.plato.stanford.edu), including names, were included in the search. In sum, these terms included 125 unique terms given half weight, 63 names given half weight, and 17 terms given a quarter weight.

Many of the terms and names included in the search did not appear in the course catalog. Of the 180 terms given half weight, 87 (48.33%) appeared at least once across the three semesters; and 26 (41.26%) of the 63 names appeared. Of the 60 terms given a quarter weight, 54 (90.00%) appeared at least once. A full list of the terms is provided in Appendix A.

II. 2 Archive Preparation and Curation

The HULA-ETTLE archive consists of the 55 syllabi collected via the course catalogue search tool and instructors' voluntary contribution of their syllabi as part of the ILTS. The syllabi were re-named for export organization and stored securely on three cloud-based digital platforms, accessible only to CITI certified team members. All HULA team members are CITI certified, making it unnecessary to redact useful identifying information from the syllabi during coding and analysis. Any published finding is either de-identified (if individual syllabus) or anonymized in aggregate findings, making it unnecessary to redact useful identifying information from the syllabi during coding and analysis. Any published finding is either de-identified (if individual syllabus) or anonymized in aggregate findings.

Part III
Coding:
Understanding
the Artifact

Part III Coding: Understanding the Artifact

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III.1 The Syllabus

Syllabi are a unique kind of artifact in that they are a description of instructor goals, methods, mechanisms, assessment methods, and expectations of the student authored by the instructors themselves. Syllabi provide direct access to how instructors describe their own practice in relation to a particular course.

However, instructors do not approach the construction of their syllabi uniformly. For example: some instructors detail each course section or session in the course, including the variety of materials to be used and their human development aims; some restrict their description to a general overview; some instructors imbed their expectations of students' commitments and behaviors in their general course descriptions, some in separate sections, some under their descriptions of how they will perform assessments, and others scatter them throughout their syllabus; some syllabi are one page long, and others are 20-plus pages long.

For this reason, we created a code family to capture the components of a syllabus that make up the genre of syllabus in general: course norms; course objectives; instructor availability; curriculum (dates, readings, or other assignments, etc.); and criteria and methods of evaluation. To some extent, the genre of the curriculum, in its design, reflects the basic craft logic that structures the HULA coding process. HULA-ETTLE coders look for the goals, methods, mechanisms, and assessment practices of instructors. Yet syllabi do not always reflect perfect intentionality and each component of the syllabus often blends attention to several elements of craft logic. The section on "course objectives," for instance, often both lays out goals and says something about the methods and mechanisms by which those goals will be achieved.

III.2 Excerpting Procedures

All of the syllabi are excerpted for their relevant Syllabus Construction code and Craft Logic elements. Importantly, each Syllabus Construction excerpt may include multiple Craft Logics and this may require double or triple excerpting particular passages so that only one Craft Logic code applies to each excerpt.

After applying those primary, or first tier codes, coders proceed with the standard HULA methodology, coding each Craft Logic + Syllabus Construction excerpt for the four code families (perceptual inputs; psychological capacities deployed; intellectual/personality development; and human development), relying on definitions and parameters in the code book to anchor their interpretations and bringing hard cases to the coding team meetings for discussion.

Part IV

**Understanding the
Codes**

Part IV Understanding the Codes

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IV.1 General Overview

Codes are thematic labels that capture elemental data in each artifact. Coders select excerpts within artifacts and apply codes to them in accordance with their collective interpretation of the data and the definitions of the individual codes (see parts IV.3-IV.7 for detailed descriptions of each code family and codes, training exercises, and Q&A)

The qualitative coding structure has two levels. Coders answer first order (or top level) questions and second order (or second level) questions.

First order questions capture both “elements of craft” and “elements of structure.” “Elements of craft” are the goals, methods, and mechanisms (or causal explanations offered about the relationship between methods and goals) that structure the instructor’s practice. This combination of goals, methods, mechanisms, and assessment methods constitutes the craft logic inherent in the instructor’s practice. We comb our archive for excerpts that call out these elements of craft. Analysis of these elements of craft can help us illuminate the learning pathways that undergird instructor practices as they relate to humanistic theories of human development.

Elements of Structure designate structural components common to syllabi and locate the Craft Logic that appears with that component accordingly. Syllabi are constructed of the following elements: “Course Description,” “Availability/Accessibility” of the instructor, “Session/Section” breakdowns of the course process, and “Behavioral Norms,” such as honesty policies or other directions relating to the student’s behaviors within the class context.

Second order codes capture perceptual, psychological, and intellectual capacities engaged by the course materials or activities or explicitly identified by the instructor, and upon analysis, reveal learning pathways between the instructor’s craft logics and the broader element of human development the instructor may be aiming for.

IV.2. Syllabi Coding Process Overview

Coding involves three steps. First, coders create excerpts bounded by a single Craft Logic and identify the element of Craft Logic expressed in the excerpt (goal, method, mechanism, and assessment). Second, coders then identify which component of the syllabus that Craft Logic appears in (Course Description, Session/Section, Behavioral Norm, etc.). Each Craft Logic code is paired with a Syllabus Construction code, indicating where in the structure of a syllabus the Craft Logic element appears. Finally, coders identify the perceptual forms of intake, psychological forms of processing, intellectual and personality development, and long-term existential, civic or vocational goals expressed in the excerpt.

When coding syllabi, coders ask: (1) What element of the craft is captured by this excerpt? (2) In what component of the syllabi does it appear? (3) What perceptual domains are described or implied as being engaged? (4) What psychological capacities are described or implied as being deployed? (5) What types of intellectual or personality capacity are described or implied as being developed? (6) What domains of longer term human development are explicitly or implicitly aimed for by the instructor in this excerpt?

HULA's ETTLE syllabi codes are presented at length in parts IV.3. For now, here is the list of codes used across the ETTLE archive.

Craft Logic + Syllabus Construction Codes:

TABLE of Craft Logic + Syllabus Construction Coding Labels

	GOAL	METHOD	MECHANISM	ASSESSMENT
Course Description	CL_G_CD	CL_M_CD	CL_Mech_CD	CL_A_CD
Prerequisites	CL_G_P	CL_M_P	CL_Mech_P	CL_A_P
Availability/Accessibility	CL_G_A	CL_M_A	CL_Mech_A	CL_A_A
Course Session	CL_G_CS	CL_M_CS	CL_Mech_CS	CL_A_CS
Behavioral Norms	CL_G_BN	CL_M_BN	CL_Mech_BN	CL_A_BN
Other	CL_G_O	CL_M_O	CL_Mech_O	CL_A_O

Perceptual Domains Engaged (PDE)

The Perceptual Domains Engaged codes are: *Aural, Visual, Behavioral Modeling, Kinesthetic, Memory, Verbal-Aural, Verbal-Textual, and PDE Undetermined*

Psychological Capacity Deployed (PCD)

The Psychological Capacities Deployed codes are: *Cognitive-Analytical, Cognitive-Imaginative, Cognitive Recall, Cognitive-Undetermined, Metacognitive, Affective, Intersubjective, and Kinesthetic*

Intellectual and Personality Development

The Intellectual and Personality Development Codes are: *Literacy-Basic, Literacy-Advanced, Communicative Skill, Critical Thinking, Understanding, Appreciation, Creativity, Practical Judgment, Kinesthetic Developmental, and Personality Factors*

Human Development

The Human Development Codes are: *Civic, Vocational, and Existential.*

IV.3. HULA Codes and the ETTLE Project

HULA’s codes are designed to bring to light and to formalize the implicit understandings of humanistic craft practice wherever they occur. The HULA team helps illuminate the skeletal structure of humanities crafts: the goals, methods, mechanisms, and techniques of assessment. Once one identifies these “elements of craft,” one can ask questions about the human development project to which that element of craft is connected. The second-order HULA codes (for perceptual domain engaged, psychological capacities deployed, intellectual and personality capacities developed, and long-term human development) are meant to cast a wide net to catch the elemental learning pathways that instructors pursue and to invite key questions about those pedagogic practices. The codes are meant to be expansive enough in their combinatorial possibility to permit the potential identification of a vast array of purposes and methods within fields of activity identified by the ETTLE search tool as occasions of ethics instruction, and therefore, as belonging to the field of humanistic practice.

The HULA code structure is designed to make it possible to identify the learning pathways that connect the engagement of the student’s perceptual faculties to modes of activity and the deployment of distinct psychological capacities, and from there to types of short-term and long-term development (intellectual and personality capacities in the nearer term; general forms of human development, such as existential, civic or vocational, in the longer term). HULA-ETTLE seeks to discover which learning pathways, from within a vast set of possibilities, are more commonly selected by those instructors identified as engaging with humanities in the form of ethics instruction.

Each of the following chapters in Part IV is dedicated to one of the code categories and to information relevant to that code category about code application. The first-order codes capture the elements of craft and the parts of syllabus construction in which they appear, and the second-order codes capture salient features of those elements of craft, which, taken together, permit the identification of the learning pathways to which they are connected.

Each of the following chapters in Part IV also contain an overview of the code family, code definitions, application guidelines such as parameters, cautionary notes, Markers, Non-Examples, training excerpts and additional training aides, such as commonly observed patterns of application and sample questions and answers.



CODE LIST

FIRST ORDER



Craft Logic Codes

- [Goal](#)
- [Method](#)
- [Mechanism](#)
- [Assessment Method](#)



Syllabus Construction Codes

- [Prerequisites](#)
- [Course Description](#)
- [Course Session](#)
- [Behavioral Norms](#)
- [Accessibility/Availability](#)
- [Other](#)

SECOND ORDER



Perceptual Domains Engaged Codes

- [Aural](#) (musical, non-linguistic auditory)
- [Behavioral](#) (modeling or demonstration)
- [Kinesthetic](#)
- [Memory](#)
- [Verbal-Aural](#) (linguistic input or output)
- [Verbal-Textual](#) (reading and writing)
- [Visual](#)
- [PDE undetermined](#)



CODE LIST *continued...*

SECOND ORDER

Psychological Capacities Deployed Codes

- [Cognitive-Analytical](#)
- [Cognitive-Imaginative](#)
- [Cognitive-Undetermined](#)
- [Cognitive-Recall](#)
- [Metacognitive](#)
- [Affective Domains](#)
- [Intersubjective](#)
- [Kinesthetic](#)

Types of Intellectual/Personality Development Codes

- [Literacy- Basic](#)
- [Communicative Skill](#)
- [Creativity](#)
- [Practical Judgment \(outside of the classroom\)](#)
- [Critical Thinking](#)
- [Literacy- Advanced](#)
- [Personality Factors](#)
- [Understanding](#)
- [Appreciation](#)

Types of Human Development Codes

- [Civic](#)
- [Existential](#)
- [Vocational](#)

IV.4 FIRST ORDER CODES: Craft Logic and Syllabus Construction

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General Description: In the ETTLE project, HULA code application is driven by creating excerpts that contain a single Craft Logic and applying codes that simultaneously identify the element of Craft Logic in the excerpt and the context in the syllabus in which the Craft Logic element appears.

There are four Craft Logic codes: Goal, Method, Mechanism, and Assessment Method. We break the syllabus context into six Syllabus Constructions: Prerequisites, Course Description, Behavioral Norms, Course Session, Availability/Accessibility and Other.

Each excerpt is first created by identifying the appropriate beginning and ending points for a “Craft Logic in context” code. Coding for both of these elements together allows for a more efficient and logical coding experience as well as analysis and interpretation of the data. These Craft Logic codes—contextualized according to Syllabus Construction labels—lead to combined options of Craft Logic-Syllabus Construction labels as the primary, or first-tier, codes. As such, each of the Craft Logic codes is paired with one of the Syllabus Construction labels, resulting in the possibility of applying the relevant Craft Logic plus Syllabus Construction label from among four times six or 24 options. For example: an excerpt may be coded with Method-Course Description, or Method-Behavioral Norms; Mechanism-Accessibility/Availability, or Goal-Course session, etc.



General Parameters: These primary categories might overlap with each other, i.e. within a portion of the syllabus, two or more Craft Logic-Syllabus Construction labels may apply. For example, if an opening paragraph of a syllabus is excerpted in its entirety to preserve the integrity of the content and continuity within context, then it is possible that the portion of the syllabus contains goal statements as well as method statements. In such a case, the entire portion would be excerpted twice and coded according to the distinct Craft Logics it contains, i.e., once with “Goal-Course Description” and another with “Method-Course Description.” These excerpts are discrete units and bear individual identity even when they overlap.



NOTE 1: All secondary codes are applied to each of these units excerpted by distinct Craft Logic.



NOTE 2: It is possible that a single Craft Logic excerpt involves more than one Syllabus Construction label. For instance, an accessibility statement may also involve directions to the student about how they are expected to comport themselves during class. In such cases, that portion of the syllabus is excerpted once, for a single craft logic, e.g., method, and then method is applied twice to that excerpt: first with the method + the accessibility/availability label, and

second with method + the behavioral norms label (see chart below for naming conventions). Both method-accessibility/availability and method-behavioral norms should be applied to the single excerpt. Although only one Craft Logic code may be applied to a single excerpt, on analysis a single excerpt with more than one Syllabus Construction label, e.g., method-accessibility/availability and method-behavioral, will be analyzed as a single method with elements of both accessibility/availability and behavioral norms.

Following is a description of each of the Craft Logic and Syllabus Construction categories and examples of conditions that warrant their application.

IV.5 Craft Logic Code Definitions

[Return to Code List](#)



Goal



This code is applied to excerpts describing an aspirational or desired outcome for the work being done; this is the strategic endpoint being aimed at by the syllabus writer or the instructor. Goals can be short-term, mid-range, or long-term outcomes towards which the course or instructor aims, either explicitly or implicitly.



Markers: Use of terms such “goal,” “aim,” “strives to,” or “result.” In syllabi, often course descriptions and session/section descriptions contain implicit goals with use of process terms such as “explore,” “investigate,” “understand,” “appreciate,” “develop,” “generate,” “equip,” and “analyze.” In these cases, the difference between a goal, a method, and a mechanism must be discerned by surrounding context.



Non-Examples: Lists of texts or activities; use of process terms above when in context, they are describing a method (e.g., “We will analyze the case-studies with the goal of extracting typical behaviors”).



Method



This code is applied to excerpts describing activities, assignments, readings, and approaches, described by the instructor as part of their program.



Markers: Any text that answers “what” questions about the course, including lists of research questions or methods, readings or other activities, information about the instructor, including availability or accessibility or status, and, often, statements indicating the norms and behaviors the instructor expects or demonstrates, e.g. “Please do not bring your laptop,” or “I expect you to engage in civil discourse, even concerning provocative topics.”



Non-examples: Since both the Assessment and Mechanism codes imply a method, assignments, grading rubrics, or any other excerpt containing markers for assessment should not also be excerpted and coded for method; likewise, the same is true of excerpts containing mechanistic markers.



Mechanism



This code is applied to statements in the syllabus that causally connect the method and/or assessment statements to a goal, i.e., a desired result or anticipated learning taking place during the course or as a result of the course. Mechanism excerpts should indicate the “why” and “how” a method is anticipated to achieve a desired outcome. Mechanisms have an implied Method involved and should not be double excerpted for method. Mechanisms are always in relation to a goal, and therefore, are most often found nested within larger excerpts.



Markers: Method statements that directly connect methods to goals such as, “The reading and assignments in the course will be intensive in order to _____”; method statements that imply causality such as, “You must be brave in your sharing of ____ connected to a statement such as, “Openness with me and your other students is essential for getting the most out of this course.” Often, in context, mechanisms can be indicated by the addition of intensifier descriptors attached to a behavior or activity: “Be sure to try to deeply understand the perspectives offered in the reading and bring your own

perspective to bear on the discussion.” Because mechanisms by definition connect methods to goals, they are often only understood via their relationship to surrounding statements or in isolation from the rest of an excerpt.



Non-Examples: General mechanistic language that does not relate to either the work of the instructor or the goal being pursued by the course (i.e. “Societies change over time due to shifting demographics of the populace”). Excerpts that only talk about mechanisms for assessment submissions, setup of office hours, processes for applying for deadline concessions or any other procedures that do not directly relate to the learning during the course do not qualify for this code. Other formulations that are explanatory, but that should not automatically be assumed to contain the causality required for the mechanism code are those such as, “through,” “due to,” “because,” “by,” “then,” (e.g., “These theoretical debates are examined through an analysis of cases.”)



NOTE: Mechanisms imply a method. Any excerpt containing or implying causal language should be coded as mechanism. Coders do not need to add a method code to any excerpts labelled mechanism. Remember, Each excerpt can have only one Craft Logic code.



Assessment



This code applies to instances in which an instructor describes methods of evaluation or assessment of students in the course as well as anything related to the course (including the course itself or the instructor). In all cases, descriptions of rubrics, grade percentages, other methods of evaluation, and writing assigned and submitted to an instructor are an Assessment, whether for a grade or not. Like Mechanism, applying the Assessment code always indicates a method as well; as such coders do not double excerpt for method when Assessment is applied.



Markers: Words such as “assessment,” “grade,” “evaluation”; Grading breakdowns, (i.e., “The paper will count for 50% of your final grade”); any reference to rubrics, assignments of papers (with or without grade percentages), tests, quizzes, explicit references to any behavior that will impact the student’s grade (i.e., “a percentage of your grade will be deducted if you do not speak respectfully during heated debates,” or “I will evaluate you on your eagerness to learn.”).



Non-Examples: Without further context, words such as “expectation,” “dislike,” “want,” and other expressions that may indicate a professor cares about an element of the student’s performance, but which do not give the analyst enough cues to assume that element will actually factor into the instructor’s assessment or if it does how it might.



NOTE: Statements explicitly denying or rejecting assessment or valuation of a student activity in the course (e.g., “you will not be graded on this”) are always coded as Assessment.

Craft Logic: Common Occurrences

- Sentences describing the course’s aim, often occurring at the beginning of syllabi or in summary sections often contain statements that should be coded with Goal.
- Statements about aspirations, developments, or learning goals are coded as Goal.
- The title of the course, instructor contact information, schedule of meetings course outlines, and thematic description of sessions and sections are all considered Method. Sometimes, the course description may begin with questions or lists of topics; if they are not followed by a statement describing the overall goal, those elements are coded Method.
- Statements about learning process, expected in-class behavior, and class-oriented behavior are coded as Method.
- Descriptions of percent or points involved in grading or evaluation are coded as Assessment.
- Statements or descriptions about the learning theory and content provided by the instructor are coded as Method, and often double excerpted when they include either Goal or Mechanism markers.
- Description of percent or points involved in a course’s overall grade is considered an Assessment.

IV.6 Syllabus Construction Code Definitions

[Return to Code List](#)

Syllabus Construction Labels capture the different components of Syllabus Construction. Codes in this category are: Prerequisites, Course Description, Behavioral Norms, Course Session, Availability/Accessibility and Other. Please see Part IV.1.3 for additional information about the application of Craft Logic and Syllabus Construction codes.



Prerequisites



This label is applied literally and only to portions of a syllabus labeled by the instructor as “prerequisites” or in which the word “prerequisites” appears.



Non-examples: Optional Readings, Required Readings, or any other assignments.



NOTE: The Prerequisite codes also applies to negative statements such as, “There are no prerequisites for this course.”



Course Description



This label captures where in the syllabus the major elements of the course purpose, methods, contents, and requirements are described. Course Description often includes a combination of general language about the central themes of the course, questions to be taken up, the texts to be studied, description of the assignments to be completed, and background information.



Markers: The use of “course description”; “overview,” “required readings,” goal oriented language (see “goal” in Craft Logic); lists of questions, themes, subjects, or canonical titles or subjects.



NOTE: The entire syllabus is, in some sense, a reflection of the course description. Use of this label should be restricted to instances of clearly distinctive craft logics.



Course Session



This label is applied to portions of the syllabus that present the organization of the course. Some instructors organize their syllabus by session or day. Others group sessions by week or into units based on themes. We follow the instructor's organization style and excerpt accordingly. This code is applied according to titled and/or natural breaks in the syllabus. Those breaks may be indicated by given dates (e.g., "xx/xx will cover"); themes (i.e., Utilitarianism in corporate decision making, Utilitarianism in the research lab, Utilitarianism in the social domain), class type or instructor type (Teaching Fellow, Professor, Guest, Lecture, Discussion), or by use of formatting that implies temporal, thematic, or class type distinctions.



Markers: "Session," "Section," "Week X," and natural breaks in the syllabus layout, such as page, paragraph, or other formatting styles indicating a separation of theme, time, activity, method, material, etc.



NOTE: Instructors often include other syllabus constructions in descriptions of the course sessions and sections (e.g., in a description of a section dedicated to studying cruelty in Ancient Rome, the instructor may include a Behavioral Norm component such as, "The topics this week are emotionally challenging. If you anticipate finding the discussion unbearable, please come see me prior to the section for other arrangements").



Behavioral Norms



This label captures the professor's expectations of student conduct and gives directives for interaction with the material and other students both in and out of the classroom, as relevant to the class itself. This includes directives the instructor provides about the atmosphere and rules of the classroom (e.g., no cell phones/laptops, etc.) and other kinds of requirements for participation in the course (e.g., academic eligibility, academic honesty, assignment formatting, rules for late assignments). The Behavioral Norms code should also be applied to excerpts describing explicit expectations about interpersonal and personal conduct.



Markers: Statements including words such as, “you,” “me,” “I,” “students,” “required,” “expect,” “must,” “behavior,” or “attitude,” formatting instructions (e.g., please use MLA formatting for your papers).



Non-Examples: Excerpts only involving disability access and discussion of professional ethics (what someone should do in a particular discipline or profession outside of the classroom, which may or may not pertain to a student or participant in the classroom or related to class activities).



Availability/Accessibility



This label captures where in the syllabus an instructor provides information relating to the professor’s availability or to any institutionally related issues of practical, physical accessibility. This information maybe in the form of instructions for contacting the instructors, parameters or expectations about contacting them, or information about resources relating to physical disabilities, learning needs, or mental health needs.



Markers: Disability, Special Needs, Office Hours, locations, and contact information for instructors, information about access to materials.



Non-Examples: statements concerning non-practical, process, or physical information about accessibility (e.g. “I want all students to feel welcome to share their thoughts”).



Other



This label captures rare contents or elements in a syllabus that do not fit in any of the other 5 categories.

In our training and in this archive, this code was not applicable.

Syllabi Construction and Craft Logic: Common Occurrences

[Return to Table of Contents](#)

Common Patterns of Alignment between Craft Logic and Syllabus Construction Codes in Syllabi

- Course Session + Method
- Course Session + Assessment
- Availability + Method
- Course Description + Mechanism
- Course Description + Method
- Course Description + Goals
- Behavioral Norms + Method
- Behavioral Norms + Mechanism
- Availability/Accessibility + Method
- Availability/Accessibility + Mechanism

TABLE of Craft Logic + Syllabus Construction Coding Labels used by coders in qualitative data analysis software

	GOAL	METHOD	MECHANISM	ASSESSMENT
Course Description	CL_G_CD	CL_M_CD	CL_Mech_CD	CL_A_CD
Prerequisites	CL_G_P	CL_M_P	CL_Mech_P	CL_A_P
Availability/Accessibility	CL_G_A	CL_M_A	CL_Mech_A	CL_A_A
Course Session	CL_G_CS	CL_M_CS	CL_Mech_CS	CL_A_CS
Behavioral Norms	CL_G_BN	CL_M_BN	CL_Mech_BN	CL_A_BN
Other	CL_G_O	CL_M_O	CL_Mech_O	CL_A_O



NOTE: This chart shows Syllabus Construction codes attached to Craft Logic as used in the ETTLE 2018 project. For instance, CL_G_CS indicates that the excerpt contains the Craft Logic of Goal, and is in a Course Session element of the syllabus. These represent the naming conventions and abbreviations the coders used to code the Harvard, Fall 2018 syllabi. Data outputs of the project will reflect this naming convention.

Craft Logic and Syllabus Construction: Training Excerpts

Below, we present a random sample of Craft Logic and Syllabus Construction Excerpts from the ETTLE 2018 Project and provide short notes on the creation and coding of these excerpts.

CODE APPLICATIONS:

GOAL

COURSE DESCRIPTION



Excerpt 1:

This course offers an introduction to major concepts and theories in comparative politics, as well as the basic tools of comparative analysis. It examines competing theoretical approaches (Modernization, Marxist, cultural, institutionalist, and agency-centered) to four major phenomena in world politics: (1) economic development; (2) democratization; (3) revolution; and (4) ethnic conflict. It also explores recent debates about the role of political institutions, civil society, and the state in shaping political outcomes.

From Artifact: D 2452331.doc

CODE APPLICATIONS:

METHOD

COURSE DESCRIPTION



Excerpt 2:

This course offers an introduction to major concepts and theories in comparative politics, as well as the basic tools of comparative analysis (goal). It examines competing theoretical approaches (Modernization, Marxist, cultural, institutionalist, and agency-centered) to four major phenomena in world politics: (1) economic development; (2) democratization; (3) revolution; and (4) ethnic conflict. It also explores recent debates about the role of political institutions, civil society, and the state in shaping political outcomes.

From Artifact: D 2452331.doc

CODE APPLICATIONS:

METHOD

COURSE DESCRIPTION



Excerpt 3:

These theoretical debates are examined through an analysis of cases (this is how the method will be achieved, through case studies) from across the globe, including Africa (Congo, Liberia, Rwanda, South Africa), the Americas (Chile, United States), Asia (China, India, South Korea, Taiwan), Western Europe (Italy, Germany, Great Britain, Sweden), Eastern Europe (Russia, Yugoslavia), and the Middle East (Iran, Iraq, Lebanon).

From Artifact: D 2452331.doc



NOTE: Excerpts 1 and 2 are representative of Course Description Syllabus Construction that contain two Craft Logic elements: Goal and Method. The contents, therefore, should be excerpted twice, once for each distinct Craft Logic. Excerpt 3 is representative of causal language (through an analysis) that signifies methods in this context, not mechanism. Code Applications: Method-Availability/Accessibility

CODE APPLICATIONS:**METHOD****AVAILABILITY/ACCESSIBILITY****Excerpt 4:**

- Gov. 94 of
- Law and Politics in Multicultural Democracies
- Instructor: Dr. XXX
- Office Address:
- 6 X Street 2nd floor Room 20
- E-mail: xxx@xxx.xxx.xxx
- Office Hours By appointment on Mondays, 10am-12pm

Fall, 2016

Tuesdays 2-4pm

Tel: xxx-xxx-xxxx

*From Artifact: 2673613.docx***CODE APPLICATIONS:****MECHANISM****BEHAVIORAL NORMS****Excerpt 5: Requirements and Expectations:**

Each student is expected to attend all sessions, prepare all the readings prior to each session and contribute by active and thoughtful participation. Be sure to allow plenty of time to complete all the assigned readings and to give them adequate attention, otherwise you will find it difficult to keep up with the seminar's themes or prepare the individual assignment. Moreover, some of the sessions include oral exercises that draw directly on the readings. Failure to prepare will limit your ability to substantially contribute to these discussions. The goal is development through active participation, which relies on devoted reading and analysis practices.

*From Artifact: 2673613.docx***CODE APPLICATIONS:****GOAL****BEHAVIORAL NORMS****Excerpt 6: Requirements and Expectations:**

Each student is expected to attend all sessions, prepare all the readings prior to each session and contribute by active and thoughtful participation. Be sure to allow plenty of time to complete all the assigned readings and to give them adequate attention, otherwise you will find it difficult to keep up with the seminar's themes or prepare the individual assignment. Moreover, some of the sessions include oral exercises that draw directly on the readings. Failure to prepare will limit your ability to substantially contribute to these discussions. The goal is development through active participation, which relies on devoted reading and analysis practices.

From Artifact: 2673613.docx

NOTE: Excerpts 5 and 6 represent content that contains two Craft Logic Elements: Goal and Mechanism. The content is double excerpted and coded to reflect the distinct Craft Logics. In this case, both Craft Logics belong in the Syllabus Construction Behavioral Norms.

CODE APPLICATIONS:**ASSESSMENT****COURSE DESCRIPTION****Excerpt 7:**

Each student will submit a term paper (15-20 pages) by Thursday, December 1st at 2pm. Students may write on a topic of their choosing relevant to the interaction of law and politics, upon prior agreement with me. To jumpstart your term paper and allow for its revision in a friendly and non-graded setting, several stages will precede its final submission on the last day of class. A one-paragraph statement of your topic is due by Tuesday, October 18. An optional one-page outline of your paper is due on Tuesday, November 1st. The outline should introduce the topic, state the thesis/research question, and preview the relevant literature, data, research design, preliminary conclusions and bibliography (not included in the one-page limit). On Monday, November 14, I will hold optional individual meetings to discuss your outline, refine your ideas and to set forth a plan for a successful completion of the final paper. Finally, you will hold a 10-minute presentation of your work-in-progress in class on either on November 22 or November 29.

From Artifact: 2673613.docx

CODE APPLICATIONS:**GOAL****COURSE DESCRIPTION****Excerpt 8:**

Overview: The course explores the relation of art, popular culture, and civic life, drawing on studies in history, philosophy, art, literature, sociology, and photography.

From Artifact: 2678984.doc

CODE APPLICATIONS:**ASSESSMENT****COURSE DESCRIPTION****ASSESSMENT****BEHAVIORAL NORMS****Excerpt 9:**

Regular attendance, participation, helping lead class discussions, writing response papers (weeks 1-6), and an oral presentation of your research collectively account for 50 percent of the grade. The response papers (2 double-spaced pages) are due at 8 pm on the evening prior to the seminar and should be posted on the course website and emailed to discussion leaders. Guidelines for writing response papers are posted on the course website, and we will review them in class.

The final research paper (20-25 pages) is on a topic of your choice and counts for 50 percent of the grade.

From Artifact: 2678984.doc



NOTE: This excerpt contains a single Craft Logic element, Assessment, and is within two components of the Syllabus Construction: Course Description, and Behavioral Norms.

CODE APPLICATIONS:	GOAL	COURSE DESCRIPTION
	GOAL	BEHAVIORAL NORMS



Excerpt 10:

This course will seek to understand the unfolding development processes in India through explorations of the lives, politics, and cosmologies of poor and working people. The course will examine debates on growth, development, and ecology; experiences of migration, work, slums, and cities (Delhi and Mumbai); and the ethical ideals, political activities, and cosmological visions of working people. The course will draw on a range of sources, including ethnographies, economics, religious studies, narrative nonfiction, novels, Hindi cinema, and documentaries.

From Artifact: 3808517.doc edited for clarity

CODE APPLICATIONS:	METHOD	COURSE DESCRIPTION
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Excerpt 11:

This course will seek to understand unfolding, development processes in India through explorations of the lives, politics, and cosmologies of poor and working people. The course will examine debates on growth, development, and ecology; experiences of migration, work, slums, and cities (Delhi and Mumbai); and the ethical ideals, political activities, and cosmological visions of working people. The course will draw on a range of sources, including ethnographies, economics, religious studies, narrative nonfiction, novels, Hindi cinema, and documentaries.

From Artifact: 3808517.doc



NOTE: The contents of the Course Description in excerpts 10 and 11 contain two distinct Craft Logic elements: Goal and Method and therefore, must be excerpted for each.

CODE APPLICATIONS:**ASSESSMENT
ASSESSMENT****COURSE DESCRIPTION
BEHAVIORAL NORMS****Excerpt 12:**

Course Requirements and Grading:

1) Attendance, Participation, and Weekly Response Papers (50%)

Note: Please do not use laptops, iPads, cell phones, or other electronic devices in class. Bring hard copies of the readings and your response papers for class meetings.

Response Papers:

Each week, by Sunday, 5 pm (no extensions), students will upload a response paper to the Discussion page of Canvas (1 single-spaced page maximum, 12 point font, Word attachment; in weeks with film viewings, responses may be slightly longer). In these papers, students should offer critical reflections on the readings and questions for class discussion. Please avoid descriptive summaries. These assignments will not be individually graded.

Note: All films will be available for viewing at the Lamont LRC (<https://lrc.fas.harvard.edu/>).

2) Paper (50%)

Students will write a review of one single-authored book on the syllabus. The review should include three elements: exegesis of the book's argument or narrative, your critique of this argument or narrative, and your recovery of what you believe can be learned about and from India from the chosen book.

From Artifact: 3808517.doc



NOTE: This excerpt contains one Craft Logic element, Assessment, and occupies two Syllabus Constructions components, Course Description and Behavioral Norms.

CODE APPLICATIONS:**METHOD****COURSE DESCRIPTION****Excerpt 13:**

These theoretical debates are examined through an analysis of cases from across the globe, including Africa (Congo, Liberia, Rwanda, South Africa), the Americas (Chile, United States), Asia (China, India, South Korea, Taiwan), Western Europe (Italy, Germany, Great Britain, Sweden), Eastern Europe (Russia, Yugoslavia), and the Middle East (Iran, Iraq, Lebanon).

From Artifact: Copy of 2452331.doc

CODE APPLICATIONS:	GOAL	COURSE DESCRIPTION
	Excerpt 14:	<p>Through court cases and by other means, we will examine the debate in the United States over what it means to be patriotic and whether patriotism requires Americans to say, or prohibits them from saying, certain things – and look at how the standards have changed over the years.</p> <p><i>From Artifact: 2687562.docx</i></p>

CODE APPLICATIONS:	METHOD	COURSE DESCRIPTION
	Excerpt 15:	<p>Through court cases and by other means, we will examine the debate in the United States over what it means to be patriotic and whether patriotism requires Americans to say, or prohibits them from saying, certain things – and look at how the standards have changed over the years.</p> <p><i>From Artifact: 2687562.docx</i></p>

	NOTE: Excerpts 14 and 15 represent content that contains two Craft Logic Elements: Goal and Method. The content is double excerpted and coded to reflect the distinct Craft Logics. In this case, both Craft Logics belong in the Syllabus Construction Course Description.
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CODE APPLICATIONS:	GOAL	COURSE DESCRIPTION
	GOAL	BEHAVIORAL NORMS
	Excerpt 16:	<p>One important thing to know about this seminar is that I do not have a set of predetermined opinions that I am trying to convince you to agree with. Also, although the ability to engage in rhetoric is often useful and impressive, the emphasis here will be on thoughtful analysis, rather than frequent restatement of strongly held opinions. I am interested in your formulation of your own nuanced positions on the basis of the assigned readings, the writing you do, and the discussions we have in class. Hopefully, we will manage to surprise each other once in a while.</p> <p><i>From Artifact: 2687562.docx, Location: 3428 - 3999</i></p>

CODE APPLICATIONS:**METHOD****COURSE DESCRIPTION****METHOD****BEHAVIORAL NORMS****Excerpt 17:**

One important thing to know about this seminar is that I do not have a set of predetermined opinions that I am trying to convince you to agree with. Also, although the ability to engage in rhetoric is often useful and impressive, the emphasis here will be on thoughtful analysis, rather than frequent restatement of strongly held opinions. I am interested in your formulation of your own nuanced positions on the basis of the assigned readings, the writing you do, and the discussions we have in class. Hopefully, we will manage to surprise each other once in a while.

From Artifact: 2687562.docx

CODE APPLICATIONS:**ASSESSMENT****COURSE DESCRIPTION****ASSESSMENT****BEHAVIORAL NORMS****Excerpt 18:**

One important thing to know about this seminar is that I do not have a set of predetermined opinions that I am trying to convince you to agree with. Also, although the ability to engage in rhetoric is often useful and impressive, the emphasis here will be on thoughtful analysis, rather than frequent restatement of strongly held opinions. I am interested in your formulation of your own nuanced positions on the basis of the assigned readings, the writing you do, and the discussions we have in class. Hopefully, we will manage to surprise each other once in a while.

From Artifact: 2687562.docx



NOTE: Excerpts 16, 17 and 18 represent content that contains three Craft Logic Elements: Goal, Method, and Assessment. The content is triple excerpted and coded to reflect the distinct Craft Logics. In this case, each Craft Logic belongs in the Syllabus Construction Course Description as well as in Behavioral Norms.

CODE APPLICATIONS:**GOAL****COURSE DESCRIPTION****Excerpt 19:**

Course description

Is casino gambling morally objectionable? What about financial speculation? Are they morally on a par? Is there a connection between the growing role of finance and the increasing acceptance of lotteries and casinos? To what extent are life prospects governed by luck and chance rather than effort and work? The seminar will explore ethical controversies about various risk-taking activities, from lotteries to life insurance to hedge funds. It will also examine the role of luck and merit in allocating social and economic rewards.

From Artifact: 2675808.docx

CODE APPLICATIONS:	ASSESSMENT	SESSION/SECTION
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**Excerpt 20:**

A final paper of 10-12 pages is due on Dec. 13.

From Artifact: 2675808.docx

CODE APPLICATIONS:	MECHANISM	COURSE DESCRIPTION
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**Excerpt 21:**

Course Format and Expectations

The course will be highly interactive and participatory, challenging students to think creatively and to synthesize information from both the sciences and humanities.

From Artifact: Copy of 3104750.docx

CODE APPLICATIONS:	GOAL	COURSE DESCRIPTION
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**Excerpt 22:**

Course Format and Expectations

The course will be highly interactive and participatory, challenging students to think creatively and to synthesize information from both the sciences and humanities.

From Artifact: Copy of 3104750.docx



NOTE: Excerpts 21 and 22 represent content that contains two Craft Logic Elements: Goal and Mechanism. The content is double excerpted and coded to reflect the distinct Craft Logics. In this case, each Craft Logic belongs in the Syllabus Construction Course Description.

CODE APPLICATIONS:	GOAL	COURSE DESCRIPTION
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**Excerpt 23:**

Yet, what is most valuable in the humanities (and at times in the sciences) is knowledge and sensibility discovered and expressed personally by an individual, active mind, and then applied to experience and to life, human and non-human.

From Artifact: 3626798.docx

CODE APPLICATIONS:**MECHANISM****COURSE DESCRIPTION****Excerpt 24:**

Yet, what is most valuable in the humanities (and at times in the sciences) is knowledge and sensibility discovered and expressed personally by an individual, active mind, and then applied to experience and to life, human and non-human.

From Artifact: 3626798



NOTE: Excerpts 23 and 24 represent content that contains two Craft Logic Elements: Goal and Mechanism. The content is double excerpted and coded to reflect the distinct Craft Logics. In this case, each Craft Logic belongs in the Syllabus Construction Course Description.

CODE APPLICATIONS:**MECHANISM****COURSE DESCRIPTION****MECHANISM****BEHAVIORAL NORMS****Excerpt 25:**

The most essential readings for this class are the Cases for in-class discussion each week. Before coming to class you should download, read, re-read, and study each case or, if you don't wish to print it, take careful notes for your class use. Also, make use of the background reading to dig into some of the issues raised in the case. Class attendance and participation is required. This is the heart of the course (and these directions are how you respect that). This is a laptop-closed discussion, except when we all agree to look something up as it relates to our discussion.

From Artifact: Copy of 2704428.docx

CODE APPLICATIONS:**ASSESSMENT****COURSE DESCRIPTION****ASSESSMENT****BEHAVIORAL NORMS****Excerpt 26:**

The most essential readings for this class are the Cases for in-class discussion each week. Before coming to class you should download, read, re-read, and study each case or, if you don't wish to print it, take careful notes for your class use. Also, make use of the background reading to dig into some of the issues raised in the case. Class attendance and participation is required. This is the heart of the course (and these directions are how you respect that). This is a laptop-closed discussion, except when we all agree to look something up as it relates to our discussion.

From Artifact: Copy of 2704428.docx



NOTE: Excerpts 25 and 26 represent content that contains two Craft Logic Elements: Mechanism and Assessment. The content is double excerpted and coded to reflect the distinct Craft Logics. In this case, each Craft Logic belongs is coded Syllabus Construction Course Description as well as in Behavioral Norms.

CODE APPLICATIONS:	METHOD	COURSE DESCRIPTION
	METHOD	BEHAVIORAL NORMS
	METHOD	AVAILABILITY/ACCESSIBILITY

**Excerpt 27:**

We will meet on Sept 28 in front of the Harvard Museum. Please walk, not run, to class.

From Artifact: Fall 2018 compilation



NOTE: This excerpt represents a simple direction that contains one single Craft Logic, method, and spans three Syllabus Constructions: Course Description, Behavioral Norms, and Availability/Accessibility.

CODE APPLICATIONS:	GOAL	PREREQUISITES
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**Excerpt 28:**

Course Overview

This yearlong seminar is required for doctoral candidates in health policy and is open to others by permission of the instructor. The course is intended to familiarize students with the health policy research literature and selected questions in the field.

From: Core Course in Health Policy 2016-2017

CODE APPLICATIONS:	METHOD	SESSION/SECTION
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**Excerpt 29:**

Week 1 – September 7

What is Biopolitics?

Michel Foucault, Society Must Be Defended (excerpt from Ch. 11, 239-253)

Giorgio Agamben, “Introduction,” “The Politicization of Life”; “Politicizing Death” (from Homo Sacer)

From: Copy of 2708573

CODE APPLICATIONS:	METHOD	PREREQUISITES
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**Excerpt 30:**

Prerequisites

There are no formal prerequisites. However, this course is an intermediate-level course in political philosophy, designed to be suitable for both graduates and undergraduates. It is assumed that undergraduates will have some prior exposure to ethics, political theory or political philosophy, and that graduate students from fields other than political theory or philosophy will be prepared to do additional background reading as necessary.

From: Master_56

Additional Questions, Examples, and Explanations from ETTLE Syllabi Training

In the process of refining code applications, the code team submitted questions related to the coding of sample excerpts. Below is a sampling of those questions, the excerpts to which they pertained, and the answers generated by the coding team.

CLSC:	METHOD	BEHAVIORAL NORMS
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1. Does this Count as Behavioral Norms?

Academic Honesty:

Students must observe Harvard University rules regarding the citation of sources. Any sentences or paragraphs taken verbatim from the writing of any other person or persons, or from your own writing that has been published elsewhere, must be placed in quotation marks and their source must be clearly identified. Changing the wording of a sentence or passage slightly does not evade the requirement for citation. Indeed, whenever you are drawing an important argument or insight from someone else, even if you reword it into your own words, a reference to the source is required. Including material from others in the assignments without appropriate quotation marks and citations is regarded, as a matter of School and University policy, as a serious violation of academic and professional standards and can lead to a failing grade in the course, failure to graduate, and even expulsion from the University.

*From: Core Course in Health Policy 2016-2017
Health Policy 2000B/SUP958/HPM246-01*



Explanation: All academic honesty policies and statements take the Behavioral Norms code.

CLSC:	GOAL	BEHAVIORAL NORMS
	MECHANISM	BEHAVIORAL NORMS

2. Does this borderline case meet the threshold for both Mechanism and Behavioral Norms?

The goal is to produce a paper that reflects your own understanding and interests and to use primary and legitimate philosophical texts to do that. If you have any questions, either now or as the semester develops, about what constitutes plagiarism or how to properly quote and cite sources, please speak to me immediately. In general, I would encourage you not to pursue outside sources until we have discussed a topic and you have written your paper on it.

From Artifact: F8_6 (modified for space and clarity)"



Explanation: These methods clearly advance the goal stated at the beginning of the excerpt, 'to produce a paper,' and as a result are considered mechanistic.

CLSC:	ASSESSMENT	COURSE SESSION/SECTION
	ASSESSMENT	BEHAVIORAL NORMS
	METHOD	COURSE DESCRIPTION

3. The course session list has assignments and their behavioral norms inbuilt into the plan for each week and carries the assignment description there. Should it be Assessment-Course Session instead of Method-Course Session since assessment is an inherent method? Also, do we double excerpt this chunk as a big bucket of Assessment-BN? Example below:

September 4

Course Introduction

Plato, “The Allegory of the Cave” from The Republic (on course site)

Paper 1 (1 page) due by 5:45pm on 9/11: Explain the distinction Socrates is making when he asks Euthyphro “Is the pious loved by the gods because it is pious, or is it pious because it is being loved by the gods?” (10a). What does each alternative mean? What are the ramifications for figuring out what is pious if one is true? If instead the other is?

From Artifact: F8_6



Explanation: According to our excerpting protocols, this session/section is identified by a date and by formatting as a single “big bucket” excerpt. This excerpt begins with a method that also includes a basic description of what the course itself will cover, assessment methods (paper writing), and direction to follow when approaching that assignment (The list of questions to be addressed in the paper). Because the Assessment Method is not the only Method represented in this content, it should be double excerpted for both Assessment-Course Session and Method-Course Session.

CLSC:	GOAL	COURSE DESCRIPTION
	GOAL	BEHAVIORAL NORMS
	METHOD	COURSE DESCRIPTION
	METHOD	BEHAVIORAL NORMS
	ASSESSMENT	COURSE DESCRIPTION

4. I am unsure which CLSC codes to apply here?

An Introduction to Writing Philosophy Papers

This is a writing-intensive course, meant to introduce you to the conventions of writing in philosophy. Like all disciplines, philosophy has values and conventions specific to it, which sometimes overlap with, and sometimes are in tension with, those in other kinds of writing. Keep that in mind as you learn and practice writing in philosophy in this course. I will discuss writing issues as part of some of my lectures, including leading you through some model student essays. You can also raise questions about writing issues (in addition to the

content of the readings) in discussion section. And you will receive feedback about matter of form and rhetoric, in addition to content, on your papers.

From Artifact: Copy of 2743150.docx



Explanation: This excerpt should be kept intact and contains multiple layers of Craft Logic as well as two Syllabus Construction elements. The contents should be triple excerpted for 3 different Craft Logics. First, for the sentences that describe the Goal; Second, for subsequent ones that describe the method by which the instructor aims to achieve the goal of introducing the student to conventions of philosophical writing; Third, for the statements indicating the attributes of writing that will factor into the assessment as well as the learning.



NOTE: Although requiring deep contextual awareness, the information provided about assessment is directly connected to the mechanism the instructor describes, and therefore, could be excerpted a fourth time to note that.

CLSC:

GOAL	BEHAVIORAL NORMS
MECHANISM	BEHAVIORAL NORMS

5. Some coders saw mechanism in the below quote and some did not. How should we code it?

Requirements and Expectations:

Each student is expected to attend all sessions, prepare all the readings prior to each session and contribute by active and thoughtful participation. Be sure to allow plenty of time to complete all the assigned readings and to give them adequate attention, otherwise you will find it difficult to keep up with the seminar's themes or prepare the individual assignment. Moreover, some of the sessions include oral exercises that draw directly on the readings. Failure to prepare will limit your ability to substantially contribute to these discussions. The goal is development through active participation, which relies on devoted reading and analysis practices.

From Artifact: 2673613.docx



Explanation: This excerpt contains directions for how the student should behave (behavioral norms) and connects the goal ("development through active participation") with activities that should promote achievement of that goal. Preparation-> thoughtful participation-> implicit general learning goal.



NOTE: Often mechanistic statements within a Behavioral Norm Syllabus Construction Excerpt are stated in the inverse or negative, as in this excerpt: "otherwise you will find it difficult to." Or, "If you don't read the text twice, you will be unable to contribute meaningfully."

CLSC:	ASSESSMENT	BEHAVIORAL NORMS
	ASSESSMENT	COURSE DESCRIPTION

6. Should this excerpt be coded with the Syllabus Construction Course Description or Behavioral Norm?

Your participation can slide your final grade up or down a third of a letter grade (so, e.g., a B can become a B- or a B+). Doing one of the above each week well—e.g., putting care into your question, contributing thoughtfully to discussion section—will result in a positive participation grade. Doing more than one each week will not boost you any further. Poor conduct during lecture or discussion section, such as a lack of punctuality, distractions caused by your devices, or dominating or disrespectful comments, will lower your participation grade.

From Artifact: F8_6



Explanation: This excerpt contains one Craft Logic, Assessment, within two Syllabus Construction elements, Behavioral Norms and Course Description. In this excerpt elaborates on the nature not only of the evaluative rubrics used, but also on the structure of the course itself as primarily reading and discussion-based.

CLSC:	GOAL	COURSE DESCRIPTION
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7. Should this excerpt be coded Course Description-Goal or Course Description- Assessment, since it contains methods of development by which the students will be assessed? That is, how is this different from an assignment, which would automatically trigger the Assessment code?

Course Goals

Students will gain fluency in non-theistic forms of religious reflection, both classic and contemporary.

Students will think analytically and constructively about the differences among various non-theistic theologies and how (if at all) their best insights might be integrated.

Students will reflect constructively on how non-theistic theologies might inform religious and civic life in our own time.

Students will develop their individual theological voices.

From Artifact: F8_61



Explanation: This excerpt is identified by the syllabus author as “Course Goals.” Although normative language is used in the descriptions, the activities (think analytically, reflect constructively) in this case are the desired goals.

CLSC:**METHOD****AVAILABILITY/ACCESSIBILITY****8. Because of the last line, should this also be coded as a Behavioral Norm?**

Accessibility: The Extension School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility for more information.

From Artifact: F8_6



Explanation: This excerpt provides a resources for accommodations, and so should be coded as a method within a component of the syllabus describing accessibility. It does not offer directives or descriptions of behavior and should not take the Behavioral Norms code.

CLSC:**GOAL****BEHAVIORAL NORMS****ASSESSMENT****BEHAVIORAL NORMS****METHOD****COURSE DESCRIPTION****9. Should this excerpt be coded as Assessment or Goal? Course Description or Behavioral Norm?**

Do not – I repeat DO NOT – turn in writings and critical analyses that you think are “safe.” The purpose for scholarship is to challenge, stimulate conversation, and be as innovative as possible. Write fluidly and openly. Push it to the limit! Do not restrict your observations in fear of retaliation. That will not happen here.

From Artifact: F8_37



Explanation: The instructor provides description of the purpose or goal of the work, attitudes and behaviors they expect in respect to the work, as well as the implication about the class climate itself.

CLSC: BEHAVIORAL NORMS**10. What is the difference between Behavioral Norms and Practical Judgment?**

Explanation: Behavioral Norms and Practical Judgment codes are from two different and non-competing code families, Syllabus Construction and Intellectual and Personality Development respectively. Portions of the syllabus that contain Behavioral Norms often also provide information to help students reason through their options, in which case both codes may apply.

SECOND ORDER CODES: Perceptual Domains Engaged, Psychological Capacities Deployed, Intellectual and Personality Development, and Human Development

IV.7 Perceptual Domains Engaged Code Definitions

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The Perceptual Domains Engaged codes are: *Aural, Visual, Behavioral Modeling, Kinesthetic, Memory, Verbal-Aural, Verbal-Textual, and PDE Undetermined.*

The Perceptual Domains Engaged (PDE) codes identify modes of perception or intake that are explicitly engaged for purposes of learning in a particular course. Evidence for the application of these codes requires intentionality expressed by the syllabus author's through word choice or implied by a perceptual domain inherent in the exercise undertaken (i.e., which perceptual domain connects the perceptual stimulation to the learning intended).



General Parameters: Coders should apply codes for all perceptual domains evidenced in an excerpt. Every excerpt should have at least one perceptual domain code applied. Course instruction is always targeting perceptual domains, but not every excerpt in a syllabus provides enough information to determine which perceptual domains are being targeted or engaged. If there is insufficient evidence to determine which perceptual domains are involved, the perceptual domain Undetermined code should be applied.



Aural



This code is applied when the primary mode of perceptual engagement emphasizes the experience of non-linguistic sound. This code is always applied to instances in which the media or activities mentioned feature musicality in terms of production, performance, analysis, or passive intake. This code does not apply to audio that depends primarily on linguistic auditory intake, i.e. lectures or speeches, without explicit recognition of the non-linguistic aural quality of the media (i.e. “pay particular attention to the score of the film” or “we will analyze the melodious qualities of Dr. King’s speeches”).



Markers: Opera/symphonic music, soundtrack, performed chamber music.



Non-Examples: Movies/Films (without additional evidence), Speeches/debates, radio-programs, discussion, audio-blogs.



NOTE: When auditory activities, exercises, or media described in a syllabus primarily rely on language processing or are perceived in conjunction with linguistic processes, such as speeches, lectures, or presentations, coders apply the Verbal-Aural code. Some examples of media listed in the definition (i.e., film scores or lyrical oratory) take both the Aural and Verbal-Aural codes.



Behavioral Modeling



This code is applied when the primary mode of engagement being described involves an instructor or student engaging in an activity as if they were taking on the role of an identified other (often in a specific context, such as a discipline, setting, or vocation) or by mirroring another person in an identifiable role or position. In particular, practicing the type of thinking or behavior associated with specific professions, social class/category, or time-periods is coded Behavioral Modeling.



Markers: Phrases such as “...complete as if we were _____”, “thinking like a _____”, or “pretending we are a _____”. Excerpts that mention Role-playing are always coded with Behavioral Modeling.



Non-Examples: Reading, discussing or producing case-studies (unless additional information is given).



Kinesthetic



This code captures occasions when the practitioner or student use physical capacities in concert with higher-order intellectual or psychological expression/reception to engage with course material. This code is applied when the activity described either requires the body moving in space to achieve a learning objective or particularly emphasizes tactile modes of processing. This code does not encompass simple movements required for the normal functioning of class (i.e. “The first half will be held in the first-floor lecture room. For the second half, we will break out into small section groupings” do not take the kinesthetic code).



Markers: Dance performance, pantomime, stage-performance, re-enactment, athletic events, direct instruction for tactile engagement (i.e., “you should underline your text with your fingers and dog-ear the pages of your book”).



Non-Examples: Unexamined or non-thematized movement required for completion of course objectives (moving seats to complete an exam, changing rooms, switching partners, walking tours) unless explicitly evidenced.



Memory



This code is applied when the primary mode of perceptual engagement emphasizes, references, or relies on the recollection of an individual’s experiences and metacognitive insights gained prior to an activity. In particular, this code is used to recognize when the “text” being accessed by a student is their own prior experience or their thinking about prior experience. Memory is differentiated from Cognitive-Recall in that Memory accesses experiences that may not be directly related to information or experiences provided during the course. For example, describing the feeling associated with taking a quiz in class would be coded Memory though the actual taking of the quiz –recalling the correct answers– would not.



Markers: Personal experience and metacognition about a prototypical experience (i.e., “describe how does it feel when you take tests.”).



Non-Examples: Completing an out-of-class exam, writing a paper, completing a course reflection (unless additional evidence is given), Socratic method, accessing cultural-identity based recollections (unless they are personal to the student).



Verbal-Aural



This code is applied when the primary mode of engagement being described involves generating or perceiving linguistic communication via performed or recorded media (as opposed to writing or reading text). This code can be differentiated from Aural by its dependence on linguistic communication. In excerpts that describe a presenter reading a pre-written speech, i.e. if the primary mode of perception is listening to a speech (live or recorded), the Verbal-Aural code would be applied.



Markers: Taking in or putting on a lecture, speech, poetry recital, debate, or discussion, documentaries, films.



Non-examples: Instrumental audio, silent movies.



NOTE: Verbal-Aural should not be applied to written transcripts of spoken texts. Reading the transcription of a past speech, taking in textual versions of aural tradition (e.g. The Iliad, Beowulf, etc.), or other work that originated as oral-speech (or song) should not be coded Verbal-Aural.



Verbal-Textual



This code is applied when the primary mode of perceptual engagement requires the production or perception of printed text, including written conversation, written exams, papers, and blog posts.



Markers: Producing or taking in written text, literature, poetry, screenplays, scripts, essays, papers, written reflections, written exams.



Non-Examples: Performed speeches/debates or in-class discussions, unless further information is provided.



Visual



This code is applied when the primary mode of engagement described involves recognizing or generating visual media. Films, plays, dance performances, works of art, and non-linguistic imagery engage the visual domain. The visual code does not apply when linguistic information is being viewed visually, i.e. subtitles in a film, printed-text, etc.



Markers: Film, painting/canvas prints, graphics, stained-glass, photography.



Non-examples: Viewing a political speech/debate, unless the imagery of the media or the distinctly visual aspects of the speaker's delivery are emphasized. Highly descriptive pieces of text, or written discussion concerning visual media without that media being present, do not meet the threshold for coding Visual.



PDE Undetermined



Though all activities being described by an instructor or completed by a student require the engagement of at least one perceptual domain, coders may not necessarily have enough information to determine exactly which perceptual domain is being intentionally engaged. In these situations, PDE Undetermined should be applied. All excerpts should have at least one PDE code applied.



Markers: When the term “participation” is used without additional evidence of PDE, the analyst cannot determine how students are expected to engage, or an excerpt with just the contact information of the instructor.



NOTE: Unlike other codes, PDE Undetermined will rarely, if ever, be applied with other PDE codes. Should there be an excerpt describing two clear activities, media, or other experiences for which a clear perceptual domain is evidenced for one, but not both, of the activities, PDE Undetermined could potentially be applied with another PDE code. This did not occur while coding the syllabi in the ETTLE 2018 archive.

Perceptual Domains Engaged: Common Multi-Code and Border-case Excerpt Occurrences

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There are a number of media commonly described in syllabi to which analysts will apply multiple PDE codes or no code at all. The following were commonly seen in the ETTLE 2018 archive:

- **Film / Movies (Visual + Verbal-Aural)** – Films or movies produced for popular consumption are perceived as visual images. Because films include narration or dialogue between characters, analysts commonly apply Verbal-Aural as well. Though films often very intentionally use musical scores, unless there is explicit evidence that students are directed to pay attention to or engage with the score, coders do not apply the Aural code.
- **Participation (PDE Undetermined)** – Though it can be assumed that in most university courses mention of “participation” implies discussion or verbal engagement from students, the variety of activities that could be encompassed by the term “participation” without other evidence, does not allow coders to identify with certainty what perceptual domain is being engaged by the instructor. For instance, the instructor could mean simple attendance or completion of online individual assignments.
- **Performance (Visual, Verbal-Aural, Kinesthetic)** – When students are asked to create a performance (from original or existing material), coders code for the physical movement of performance on stage (Kinesthetic), out-loud performance of language (Verbal-Aural), as well as the scene of the stage itself (Visual). In a number of syllabi, instructors require students to think about the music or score that would accompany a performance; in these instances, the Aural code would also apply.
- **Perspective Sharing / Discussion with Role Playing (Verbal-Aural, Memory)** – When an instructor asks students to share an identity-situated perspective, analysts will code for both the non-written exchange of language (Verbal-Aural), as well as the use of past experience as a text to which they are being asked to extrapolate and enact (Memory). The code Behavioral-Modeling is not applied to these types of excerpts because students are not being directly asked to mirror the behaviors of an identified individual or group, but rather to recreate based on imagination or interpretation.
- **Syllabi** – Though syllabi themselves require the reader’s verbal-textual engagement, coders focus on the activities being described by the instructor and only code verbal-textual if required by the activity being described or if a text itself is mentioned.

Perceptual Domains Engaged: Training Excerpts

The following excerpts were used to train coders on appropriate application of codes in this code family.

CODE APPLICATIONS: VERBAL-TEXTUAL, VERBAL-AURAL



Excerpt 1:

Readings and Materials:

Background on the song “Amazing Grace”:

Lyrics: http://www.hymnary.org/text/amazing_grace_how_sweet_the_sound

Brief history: <http://www.npr.org/templates/story/story.php?storyId=894060>

From Artifact: 2678984.doc

CODE APPLICATIONS: VISUAL, VERBAL-TEXTUAL



Excerpt 2:

Week 8 (October 25): Photography, Violence, and Public Discourse

Does the depiction of violence and suffering by photojournalists promote or undermine respect for human rights? How does photography shape the way war is viewed, the memories of war, and public discourse about war? What is the interplay between the personal, collective, and political dimensions of memory in *Here is New York: A Democracy of Photographs* and *The Wall: Images and Offering from the Vietnam Veterans Memorial*?

Susie Linfield, *The Cruel Radiance: Photography and Political Violence*, Chicago: University of Chicago Press, 2010, “Photojournalism and Human Rights: The Calamity of the Kodak,” Chapter 2, pp. 33-62, and Chapter 9, pp. 251-258.

Edward Rothstein, *Museum Review/Here is New York*, “Remembering Lower Manhattan’s Day of Horror Without Pomp or Circumstance,” *the New York Times*, September 11, 2007.

Here is New York: A Democracy of Photographs, Gallery Images.

<http://hereisnewyork.org/gallery/thumbs/thumb.37.html>

Gilles Peress et al. *Here is New York: A Democracy of Photographs*, New York: Distributed Art Publishers, 2002 (on reserve).

Sal Lopes, *The Wall: Images and Offerings from the Vietnam Veterans Memorial*, Chino Hills: Collins Publications, 1987 (on reserve).

From Artifact: 2678984.doc

CODE APPLICATIONS: VERBAL-TEXTUAL



Excerpt 3:

Week 4 (September 22)

Return of the Native (1878)

I. On Seeing Visual Layering

Gibson Excerpt on “wiping out,” “unwiping,”
 “shearing,” “differential facing” “inclination”
 “reflectance,” “shadows cast and attached.”

Proust Description of two rooms in Remembrance of Things Past

II. On Color:

Aristotle. “On Colours”

Berlin and Kay. Basic Color Terms On reserve

III. On Visual Motion

Schiffman. Excerpts on Eye Movement, on

Biological Motion, and on “Biological Basis of Time Perception.”

Tufte. “Dance Notation”

From Artifact: 2475479.docx, edited for clarity

CODE APPLICATIONS: VERBAL-TEXTUAL, VERBAL-AURAL, MEMORY



Excerpt 4:

As in any such seminar, class participation is, of course, very important. At each session, in addition to our weekly topic (see below), you will be encouraged to discuss concisely matters related to free speech that have come to your attention during the previous week. Once you become immersed in the topic – and it usually happens quickly – you will find something relevant in the news, or in your life, virtually every day. But please be considerate of all members of the group, and to try not to monopolize the conversation.

From Artifact: 2687562.docx

CODE APPLICATIONS: VERBAL-TEXTUAL, VISUAL**Excerpt 5:**

Class Schedule and Assignments

Week I – September 1

Cartoons, Danish and French and others – Funny or Blasphemous or Irresponsible or Irrelevant? A New Free Speech Battlefield.

Readings:

Anthony Lewis, Freedom for the Thought that We Hate, pp. 1-58 (through Chapter Four).

Flemming Rose, The Tyranny of Silence, pp. 1-48 (through Chapter Three).

And also these short articles:

Wole Soyinka, “Psychopaths of Faith vs. The Muse of Irreverence.” New Perspectives Quarterly 23, no. 2

Assignment:

Locate the original Danish cartoons of the prophet Mohammed from 2005 on the Internet; print out a few and bring them to class. Do the same with some of the cartoons that appeared over time in the French satirical weekly, Charlie Hebdo, which seemingly led to the murder of several staff members.

Write a two-page reaction paper on the controversy surrounding the initial publication of the Danish journalist.

From Artifact: 2687562.docx, edited for clarity.

CODE APPLICATIONS: BEHAVIORAL-MODELING, VERBAL-AURAL**Excerpt: 6**

There will be two 90-minute required classes each week, which will combine some traditional didactic material with interactive inquiry, role playing, and discussion.

From Artifact: Copy of 3104750.docx

CODE APPLICATIONS: AURAL, VISUAL, VERBAL-TEXTUAL, VERBAL-AURAL**Excerpt: 7**

Films and Recordings

*La Traviata (opera, act III) by Giuseppe Verdi; performed live Glyndebourne (2009)

*Moulin Rouge (movie); produced by Martin Brown, Baz Luhrmann, Fred Baron; written by Baz Luhrmann and Craig Pearce; directed by Baz Luhrmann (2001)

On Guatemala (presentation) by Susan Reverby

http://www.democracynow.org/2010/10/5/the_dark_history_of_medical_experimentation

Secrets of the Dead (movie); produced by Public Broadcasting Service

The Seventh Seal (movie); produced by Svensk Filmindustri; directed and written by Ingmar Bergman (1957)

*Students may choose between watching La Traviata and Moulin Rouge

From Artifact: Copy of 3104750.docx

CODE APPLICATIONS: VERBAL-TEXTUAL, VERBAL-AURAL, VISUAL, AURAL



Excerpt 8:

Throughout the course we explore how the war transformed literature, art, politics, history, and memory, while also revealing how these cultural forms shaped society and the war itself. “Readings” range from fiction, film, letters, and speeches to poetry, pamphlets, prints and photographs, songs, and history.

From Artifact: Copy of 3411741.docx

CODE APPLICATIONS: KINESTHETIC, VERBAL-AURAL, VERBAL-TEXTUAL, AURAL, VISUAL



Excerpt 9:

ANE 103: Ancient Lives – Assignment D, Stage Performance Summary

In this assignment, students will work to create original stage adaptations of the Babylonian Epic of Gilgamesh under the guidance of the Performance Instructor. The performance will be collaboration between all students, and each student will be responsible for one or more aspects of the performance as a part of a special concentration group.

Each student will be assigned to a concentration group of no more than 10 students with whom they will work in close collaboration throughout the semester. Each group will focus one of three concentrations. The majority of groups will focus on Text & Scene Development to create a 15-minute site-specific adaptation of all or part of the text. Duties in these groups include: acting, script writing, directing, choreography, marketing direction, etc. Two groups will have alternative concentrations, the first in Design (costume, set, lighting, props and multimedia) and the second on Music & Sound. Every group will have a student in charge of project management.

From Artifact: Copy of 2814290.docx

CODE APPLICATIONS: VERBAL-TEXTUAL, KINESTHETIC, VISUAL, VERBAL-AURAL**Excerpt 10:**

Performance Workshop and Information Session

9/24 or 9/25, time TBD. Location: Arts @ 29 Garden

During this hour-long workshop and information session, students will work within their group to learn and practice the skills used to translate a written text into a live performance. Students will also have the opportunity to ask clarifying questions about the assignment and how to use the space at Arts @ 29 Garden.

From Artifact: Copy of 2814290.docx

CODE APPLICATIONS: PDE UNDETERMINED**Excerpt 11:**

10/17/16 Peabody Museum Tour (11 Divinity Ave)

From Artifact: F8_02.docx

CODE APPLICATIONS: VERBAL-TEXTUAL**Excerpt 12:**

The syllabus for “Leadership Stories” brings together materials from a dozen national cultures, a diversity that mirrors the Sloan student body and the workplaces in which many of you will find yourselves upon graduation. The course also explores multiple professional perspectives—in medicine, law, politics, science, teaching, the military, the church, journalism, and stay-at-home parenting—in order to situate business in the larger social context. We read some non-fiction—essays, speeches, letters, memoirs—and use some daily material from the news media.

From Artifact: F8_05.doc

CODE APPLICATIONS: VERBAL-AURAL, VERBAL-TEXTUAL**Excerpt 13:**

Unit 9, 26 October 2017: Anatomical science and its changes after 1933 (1) medical education in NS, case studies, discussion about possible effects

From Artifact: F8_03.docx

CODE APPLICATIONS: VERBAL-TEXTUAL, VERBAL-AURAL**Excerpt 14:**

Option 1: Two members of the class from differing identities and/or backgrounds agree to meet for at least 45 minutes per week to explore course themes from their “situated” perspectives. Each keeps a journal to document their encounters and offer reflections about them. Reflections can include artistic as well as narrative responses.

From Artifact: F8_19.docx

CODE APPLICATIONS: VERBAL-AURAL**Excerpt 15:**

Section structure

Five minutes of meta: I’ll talk for five minutes about issues related to the course, or to doing philosophy.

Clarificatory questions: If needed. Sometimes we’ll skip this.

Moderated discussion: I’m merely a guide here. The goal is for me to speak as little as possible.

From Artifact: PDE experiment 2675808.docx

CODE APPLICATIONS: PDE UNDETERMINED**Excerpt 16:**

Gov. 94ca: [Note: students interested in enrolling must attend the introductory session on Thursday, Sept. 3, at 2pm, in Knafel 262, and submit a lottery form at the Gov. Undergraduate Program Office by 6pm on Thursday, Sept. 3.]

From Artifact: PDE experiment 2675808.docx

CODE APPLICATIONS: VERBAL-AURAL**Excerpt 17:**

Video of Barack Obama Speech: <https://www.youtube.com/watch?v=RK7tYOvd0Hs>

From Artifact: PDE experiment 2675808.docx

CODE APPLICATIONS: VERBAL-AURAL**Excerpt 18:**

Nov. 22 Student presentations

From Artifact: PDE experiment 2675808.docx

CODE APPLICATIONS: PDE UNDETERMINED**Excerpt 19:**

Oct. 13 Derivatives and naked swaps (dinner meeting, 5:30pm)

From Artifact: PDE experiment 2675808.docx

CODE APPLICATIONS: VERBAL-TEXTUAL, VERBAL-AURAL**Excerpt 20:**

Grading Papers and Presentations. When all four components of the grade are combined, course grades will be assigned using the following cutpoints: A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, C+ = 77-79, C = 74-76, C- = 70-73, D+ = 67-69, D = 64-66, D- = 60-63, F = 0-59.

From Artifact: 3740424.docx; edited for context

CODE APPLICATIONS: VISUAL, VERBAL-TEXTUAL, VERBAL-AURAL**Excerpt 21:**

This course will seek to understand unfolding, development processes in India through explorations of the lives, politics, and cosmologies of poor and working people. The course will examine debates on growth, development, and ecology; experiences of migration, work, slums, and cities (Delhi and Mumbai); and the ethical ideals, political activities, and cosmological visions of working people. The course will draw on a range of sources, including ethnographies, economics, religious studies, narrative nonfiction, novels, Hindi cinema, and documentaries.

From Artifact: 3808517.doc

Additional Questions, Examples, and Explanations from ETTLE Syllabi Training

In the process of refining code applications, the code team submitted questions related to the coding of sample excerpts. Below is a sampling of those questions, the excerpts to which they pertained, and the answers generated by the coding team.

PDE: VERBAL-AURAL, VERBAL-TEXTUAL, VISUAL

Below, the professor is describing what may happen or what often happens but does not directly imply a specific action taken in his or her class. Though “discussion” while examining various media is the focus the excerpt, is there sufficient material to code Verbal-Aural or any other code?

Our own dialogue will hopefully remain civil, but it may at times be controversial and heated; when we examine violent music and raunchy comedy and analyze different reactions to pornography, we may all emerge a little less certain than we thought we were before about what legitimately deserves protection as free speech and if anything does not. At the same time, we may develop a certain skepticism toward efforts to “protect” us, at college and in life, from harmful speech. Some of us may be confirmed as First Amendment purists, and others as pragmatic relativists.”

From Excerpt #3 PDE Test for August 30th Meeting



Explanation: Yes. Verbal-Aural, Verbal-Textual, and Visual are all modes of engagement aimed for through the instructor’s chosen activities.

PDE: VISUAL, VERBAL-TEXTUAL

The assignment describes viewing films (Visual) and written work (Verbal-Textual). Since students are reviewing discussions from class, would this also get the Verbal-Aural and Memory codes?

Response Papers: Each week, by Sunday, 5 pm (no extensions), students will upload a response paper to the Discussion page of Canvas (1 single-spaced page maximum, 12 point font, Word attachment; in weeks with film viewings, responses may be slightly longer). In these papers, students should offer critical reflections on the readings and questions for class discussion. Please avoid descriptive summaries. These assignments will not be individually graded. Note: All films will be available for viewing at the Lamont LRC (<https://lrc.fas.harvard.edu/>).

From Excerpt #6 PDE Test for August 30th Meeting



Explanation: Memory is not applicable, since this excerpt describes accessing an experience from activities relating to class activities. Although response papers are mentioned as preparation for discussion, the assignment itself does not involve discussion or active listening, and therefore, verbal-aural is also not applicable.

PDE: VERBAL-AURAL, VERBAL-TEXTUAL, VISUAL, AURAL, KINESTHETIC

In Excerpt 9, the students take on a “role” when designing their dramatic plays. What codes would apply? Would this qualify as Behavior Modeling?



Explanation: No. This is an instance of acting, but not of role playing.

PDE: VERBAL-TEXTUAL

If a student receives feedback on a draft of an assignment and is then asked to write a reflection on the feedback, discussing in particular what they were thinking while writing that first draft, would this be enough to apply the Memory code? Should other codes be applied?



Explanation: Not unless the specific assignment involves recall of extra-curricular contents (news, personal memories or experiences).

PDE: VISUAL OR VERBAL-AURAL, DEPENDING ON CONTEXT

5. Are documentaries visual? What code would we apply to excerpts describing visual recordings of political speeches?



Explanation: Most documentaries included in syllabi would take the Visual code because they are intentionally visual tellings of a subject. Videos of speeches do not, unless the imagery of the video, the production of the video, or the visual aspects of the speaker’s delivery are emphasized (for instance, if the course investigates the symbolism of the art behind various presidents in the Oval Office, focuses on the use of camera angle within a space for professionalism, or directs students to observe the body language of political speakers. Videos of speeches, unless more information is provided, should take the Verbal-Aural code.

PDE: VISUAL, VERBAL-AURAL

6. Are films only Verbal-Aural? What about soundtracks?



Explanation: Traditional contemporary films are intentionally created to be seen and heard, and therefore, take both Verbal-Aural and Visual codes, (unless it is a silent film with no text or a silent film with no score, in which case, it would simply be coded as visual). If the student is explicitly directed to attend to a film score or soundtrack or to the cinematography of the film, the addition of Aural code applies.

IV.8. Psychological Capacities Deployed (PCD)

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Psychological Capacities Deployed Definitions

The Psychological Capacity Deployed are: *Cognitive-Analytical, Cognitive-Imaginative, Cognitive-Recall, Cognitive-Undetermined, Metacognitive, Affective Domains, Intersubjective Domains, and Kinesthetic.*

The Psychological Capacities Deployed codes capture the psychological capacities used by students to process the material presented to them via the activity provided by the instructor. Every experience taken in through our multiple avenues of perception is then processed by our cognitive, intersubjective, affective, or kinesthetic capacities. To use this code, coders ask: “What psychological capacities are described as being deployed?” The possible answers are: Cognitive-Analytical, Cognitive-Imaginative, Cognitive-Undetermined, Cognitive-Recall, Metacognitive, Affective, Intersubjective, and Kinesthetic.



General Parameters: Coders should apply codes for all psychological capacities deployed that are evidenced in an excerpt. In excerpts where there is insufficient evidence to determine what type of psychological capacity is being deployed, no PCD code should be applied. In most cases, these excerpts will take Cognitive-Undetermined, as the coder recognizes that psychological activity (cognition) is occurring but have insufficient evidence to apply specific PCD code.



Cognitive-Analytical



The Cognitive-Analytical code should be applied to excerpts describing thinking or reasoning that depend on linguistic, mathematical, and visual-spatial capacities to transform representations (e.g. perceptions and memories) via inference, induction, deduction, analogy, identification of similarities and differences, categorization, and the manipulation of concepts.



Markers: analyze, think, engage, read, discuss, debate, compare, write, paper, and all markers for any Intellectual and Personality Development codes.



Non-examples: Simple statements about instructor accessibility or availability, simple descriptions of locations or other administrative information



Cognitive—Imaginative



This code should be applied to excerpts describing imaginative or creative thinking that depends on linguistic, mathematical, and visual-spatial capacities to transform representations (e.g. perceptions and memories) in novel and creative ways; this type of thinking may involve significant associative thinking, use of metaphor, lateral thinking, and breaking of paradigms and rules, etc. Excerpts that describe novel and generative thinking or that ask students to re-make or reconfigure would be coded cognitive imaginative.



Markers: creative, image, imagine, visual, picture, metaphor, photograph, painting, dance, film interpretive.



Non-examples: Analytical thinking that is synthetic but not novel (e.g. writing an essay analyzing a predefined construct across multiple texts) would not be coded Cognitive-Imaginative.



NOTE 1: When syllabi describe activities, media, and/or other engagement with film or visual art, coders should apply the Cognitive-Imaginative code.



NOTE 2: Analytical thinking that is novel but that does not involve images would also be coded with Cognitive Imaginative.



Cognitive-Undetermined



This code should be applied to excerpts describing activities that involve cognition but give no clear indication of whether that cognition is primarily analytic or imaginative. Some activities that are clearly cognitive rely on images or imagination. Others that are clearly cognitive rely on analysis. Many activities described rely on both imaginative and analytic capacities. Cognitive-Undetermined is used to mark cases in which the description in the excerpt involves a clearly deployed cognitive activity, which all university-level classroom activity will, but do not provide sufficient evidence to identify this cognitive deployment as either imaginative or analytical. For example, a syllabus assignment might ask the student to “describe an experience.” Responses to that request could be either imaginative (e.g. use of an inventive metaphor or imaginative thinking) or rely primarily on analytic cognition (creating logical connections between one event and another).



Markers: Any activities or directives in a syllabus for which either analytic or imaginative processing are not explicitly indicated.



Non-examples: Lists of topics, places, or readings without additional cues: “reflect on,” “experience,” or “write about,” “read.”



NOTE: Because syllabi exist in the context of a highly analytical environment, the majority of excerpts take the Cognitive-Analytic code. They may also take Cognitive-Imaginative, Metacognitive, or Cognitive-Recall codes. Cognitive-Undetermined should be used conservatively, only for instances in which the cognitive engagement could be any one of or a mixture of the other cognitive codes, but there is not enough information to identify which one/s apply. In cases where the cognitive engagement is clearly all four of the cognitive codes, each code should be applied (and the Cognitive Undetermined code does not apply).



Cognitive-Recall



This code should be applied to excerpts that capture instances in which students are asked to bring back information to the class that was previously learned in the course. In these excerpts, recall is deployed in class activities such as quizzes or final exams. These activities explicitly demand recollection and processing of short-term information intake. Excerpts coded Cognitive-Recall do not describe instances where a synthetic or novel idea is drawn from prior learning.



Markers: midterm, in class exam, in class writing, recall, final exam, GRE, Bar exam, SAT, or any other cold-call reference to a standardized exam.



Non-examples: “I” statements (e.g. “I remember when my Grandma used to say not to talk to strangers”), personal recollections, references to subjects or experiences outside the context of the course, coming up with novel ideas. Cognition surrounding memory or positionality, such as bringing in one’s personal context or past experiences, is not coded Cognitive-Recall.



Metacognitive



The Metacognitive code is applied to excerpts describing thinking about thinking, self-reflection, self-regulation, and self-understanding. These occurrences can involve both theoretical and strategic forms of metacognition. The term “metacognitive” applies to thinking about one’s own thought processes, experiences, and feelings. This code is primarily applied to instances where students are asked to consider one thought while performing a task or to evaluate their own thinking on a topic or problem (current or past). Excerpts in which a syllabus writer gives guidance on how to fulfill course expectations (e.g. paper formatting and citation expectations, how to go about a difficult set of readings) would also receive the Metacognitive code because the writer is explicitly asking the student to consider (and possibly change) how they think about course expectations



Markers: “you” statements, self-examination, self-reflection, self, often in contexts involving behavioral norms and, choices about required and optional activities, such as readings, or events within the context of the course.



Non-examples: Reflections on past actions is not coded Metacognitive unless explicitly asked to consider the thinking that led to said actions, discussions of memory, speculation about an other’s mind (historical or fictional), “we” statements



Affective Domains



This code should be applied to excerpts describing when a practitioner’s methods deploy, or are intended to deploy, the emotional and motivational makeup of the audience or student. The affective domain also captures intrapersonal personality traits, for instance, independence of judgment, self-confidence, attraction to or positive appraisal of complexity, aesthetic orientation, openness to experience, and risk-taking.



Markers: often context reliant: desire, interest, encourage, consult, share, insight, peers, collaboration, inspiration, build (e.g., coalition building, trust building, build empathy, skill building), intrigue, help (e.g., help appreciate, help understand), “our” statements (e.g. “our shared tradition gives us distinct insight into the mind of Kant” i.e. our understanding,

our reliance, shared identity), mastery (e.g., skills to master), challenge (e.g., this course will challenge students to), concern, care, investigative questions (e.g., why do we care?), importance, matter, dislike, disgust, disapprove, happy



Non-examples: Analytic discussions of emotional constructs (e.g. an essay analyzing depictions of anger across multiple texts) should not be coded Affective.



Intersubjective Domains



This code is applied to excerpts where the practitioner's methods deploy, or are intended to deploy, the psychological orientation of students to other people or intentional engagement with others. The intersubjective domain captures issues of attunement and/or mis-attunement as well as interpersonal personality traits, for instance empathy and perspectival flexibility.



Markers: Classmates, discussion, participation, fellow students, interview, consult, meet, interact with, collaborate, work with, peers.



Non-examples: interacting with non-living/non-sentient objects or figures, non-explicit interaction with sentient creatures (the fact that others are present in a lecture or class does not meet the threshold for intentional engagement with others).



Kinesthetic



This code is applied to excerpts where the practitioner asks students to use physical capacities and movement, the body, in concert with higher-order expressions or demonstrations of thinking.



Markers: performance, acting, enactment, directions to underline or dog-ear pages in a hard copy text.



Non-examples: Moving within a course for non-pedagogical reasons (e.g. "If the lab is in use for a study, we will hold class in the third-floor lecture hall"), analytic discussion/study involving movement but not involving student movement (e.g. writing an essay on physio-kinetics or analyzing ballet technique across various disciplines) should not be coded kinesthetic.

Psychological Capacities Deployed: Training Excerpts

The following excerpts were used to train coders on appropriate application of codes in this code family.

CODE APPLICATIONS: COGNITIVE-ANALYTICAL



Excerpt 1:

This course offers an introduction to major concepts and theories in comparative politics, as well as the basic tools of comparative analysis. It examines competing theoretical approaches (Modernization, Marxist, cultural, institutionalist, and agency-centered) to four major phenomena in world politics: (1) economic development; (2) democratization; (3) revolution; and (4) ethnic conflict. It also explores recent debates about the role of political institutions, civil society, and the state in shaping political outcomes.

From Artifact: D 2452331.doc

CODE APPLICATIONS: COGNITIVE-ANALYTICAL



Excerpt 2:

These theoretical debates are examined through an analysis of cases from across the globe, including Africa (Congo, Liberia, Rwanda, South Africa), the Americas (Chile, United States), Asia (China, India, South Korea, Taiwan), Western Europe (Italy, Germany, Great Britain, Sweden), Eastern Europe (Russia, Yugoslavia), and the Middle East (Iran, Iraq, Lebanon).

From Artifact: D 2452331.doc

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, INTERSUBJECTIVE, AFFECTIVE



Excerpt 3:

Requirements and Expectations:

Each student is expected to attend all sessions, prepare all the readings prior to each session and contribute by active and thoughtful participation. Be sure to allow plenty of time to complete all the assigned readings and to give them adequate attention, otherwise you will find it difficult to keep up with the seminar's themes or prepare the individual assignment. Moreover, some of the sessions include oral exercises that draw directly on the readings. Failure to prepare will limit your ability to substantially contribute to these discussions.

From Artifact: 2673613.docx

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, INTERSUBJECTIVE, METACOGNITIVE**Excerpt 4:**

Each student will submit a term paper (15-20 pages) by Thursday, December 1st at 2pm. Students may write on a topic of their choosing relevant to the interaction of law and politics, upon prior agreement with me. To jumpstart your term paper and allow for its revision in a friendly and non-graded setting, several stages will precede its final submission on the last day of class. A one-paragraph statement of your topic is due by Tuesday, October 18. An optional one-page outline of your paper is due on Tuesday, November 1st. The outline should introduce the topic, state the thesis/research question, and preview the relevant literature, data, research design, preliminary conclusions and bibliography (not included in the one-page limit). On Monday, November 14, I will hold optional individual meetings to discuss your outline, refine your ideas and to set forth a plan for a successful completion of the final paper. Finally, you will hold a 10-minute presentation of your work-in-progress in class on either on November 22 or November 29.

From Artifact: 2673613.docx

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, COGNITIVE-IMAGINATIVE**Excerpt 5:**

Overview: The course explores the relation of art, popular culture, and civic life, drawing on studies in history, philosophy, art, literature, sociology, and photography.

From Artifact: 2678984.doc

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, COGNITIVE-IMAGINATIVE**Excerpt 6:**

This course will seek to understand unfolding, development processes in India through explorations of the lives, politics, and cosmologies of poor and working people. The course will examine debates on growth, development, and ecology; experiences of migration, work, slums, and cities (Delhi and Mumbai); and the ethical ideals, political activities, and cosmological visions of working people. The course will draw on a range of sources, including ethnographies, economics, religious studies, narrative nonfiction, novels, Hindi cinema, and documentaries.

From Artifact: 3808517.doc

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, COGNITIVE-IMAGINATIVE, METACOGNITIVE



Excerpt 7:

Course Requirements and Grading:

1) Attendance, Participation, and Weekly Response Papers (50%)

Note: Please do not use laptops, iPads, cell phones, or other electronic devices in class. Bring hard copies of the readings and your response papers for class meetings.

Response Papers: Each week, by Sunday, 5 pm (no extensions), students will upload a response paper to the Discussion page of Canvas (1 single-spaced page maximum, 12 point font, Word attachment; in weeks with film viewings, responses may be slightly longer). In these papers, students should offer critical reflections on the readings and questions for class discussion. Please avoid descriptive summaries. These assignments will not be individually graded. Note: All films will be available for viewing at the Lamont LRC (<https://lrc.fas.harvard.edu/>).

2) Paper (50%)

Students will write a review of one single-authored book on the syllabus. The review should include three elements: exegesis of the book's argument or narrative, your critique of this argument or narrative, and your recovery of what you believe can be learned about and from India from the chosen book.

From Artifact: 3808517.doc, edited for clarity

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, COGNITIVE-IMAGINATIVE, METACOGNITIVE



Excerpt 8:

Students have the option of watching Aida and or reading Euripedes' Hecuba.

From: HULA Team

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, INTERSUBJECTIVE, METACOGNITIVE, AFFECTIVE



Excerpt 9:

One important thing to know about this seminar is that I do not have a set of predetermined opinions that I am trying to convince you to agree with. Also, although the ability to engage in rhetoric is often useful and impressive, the emphasis here will be on thoughtful analysis, rather than frequent restatement of strongly held opinions. I am interested in your formulation of your own nuanced positions on the basis of the assigned readings, the writing you do, and the discussions we have in class. Hopefully, we will manage to surprise each other once in a while.

From Artifact: 2687562.docx

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, AFFECTIVE**Excerpt 10:**

Course description

Is casino gambling morally objectionable? What about financial speculation? Are they morally on a par? Is there a connection between the growing role of finance and the increasing acceptance of lotteries and casinos? To what extent are life prospects governed by luck and chance rather than effort and work? The seminar will explore ethical controversies about various risk-taking activities, from lotteries to life insurance to hedge funds. It will also examine the role of luck and merit in allocating social and economic rewards.

From Artifact: 2675808.docx

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, COGNITIVE-IMAGINATIVE, AFFECTIVE, INTERSUBJECTIVE.**Excerpt 11:**

Course Format and Expectations

The course will be highly interactive and participatory, challenging students to think creatively and to synthesize information from both the sciences and humanities.

From Artifact: Copy of 3104750.docx

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, COGNITIVE UNDETERMINED, AFFECTIVE, METACOGNITIVE, INTERSUBJECTIVE.**Excerpt 12:**

Yet, what is most valuable in the humanities (and at times in the sciences) is knowledge and sensibility discovered and expressed personally by an individual, active mind, and then applied to experience and to life, human and non-human.

From Artifact: 3626798.docx

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, METACOGNITIVE, INTERSUBJECTIVE**Excerpt 13:**

The most essential readings for this class are the cases for in-class discussion each week. Before coming to class you should download, read, re-read, and study each case or, if you don't wish to print it, take careful notes for your class use. Also, make use of the background reading to dig into some of the issues raised in the case. Class attendance and participation is required. This is the heart of the course. This is a laptop-closed discussion, except when we all agree to look something up as it relates to our discussion.

From Artifact: Copy of 2704428.docx, edited for clarity

CODE APPLICATIONS: COGNITIVE-ANALYTICAL**Excerpt 14:**

The course is reading and writing intensive, with the goal of honing communication skills and managing a multi-stage project.

From Artifact: Copy of 2743150.docx, edited for clarity

CODE APPLICATIONS: COGNITIVE-ANALYTICAL**Excerpt 15:**

This course is a research seminar. In addition to examining substantive questions about variation in human rights protection across Sub-Saharan African countries, you will learn how to develop a research topic, write a proposal, conduct qualitative research and analyze results, and present findings orally and in writing.

From Artifact: Copy of 2627153.docx, edited for clarity

CODE APPLICATIONS: COGNITIVE-ANALYTICAL, METACOGNITIVE, INTERSUBJECTIVE DOMAINS, AFFECTIVE DOMAINS**Excerpt 16:**

Our goal is to ensure an inclusive, safe and productive environment for discussion. Some ground-rules to promote this: Be charitable: engage with the best version of someone's view.

Fit comments to dialectic. As with any conversation, your contributions should contribute to the point at the discussion which we are at. They should be (a) on-topic; (b) accessible; (c) concise.

Respect others. (And notice others). Truth is important, but so are people!

Feel free to remind others, as well as myself of these rules as needed.

From Artifact: 3645199.docx

Additional Questions, Examples, and Explanations from ETTLE Syllabi Training

In the process of refining code applications, the code team submitted questions related to the coding of sample excerpts. Below is a sampling of those questions, the excerpts to which they pertained, and the answers generated by the coding team.

PCD: KINESTHETIC

1. What is the difference between Kinesthetic application in the PDE code category and Kinesthetic in the PCD code category? Is there ever a time when one is used and not the other?



Explanation: In most cases, the thematized engagement of the body in the context of learning or for human development (PDE) also involves the deployment of the body (PCD). We have not yet encountered an occasion to code only one or the other in syllabi, and in general code any occurrence of kinesthetic as both PCD and PDE so that we can see the kinesthetic element regardless of which code family we are scrutinizing at any given moment.

PCD: KINESTHETIC

2. Would a meditation exercise count as kinesthetic since there is maintenance of posture?



Explanation: Yes. Meditation is an intentional use of our physicality to impact not only a particular experience but also learning capacities and other kinds of development.

PCD: COGNITIVE-RECALL

3. Would a mention of taking notes because students will “be held responsible for the content of all lectures, discussions, and readings” be coded with Cognitive-Recall, especially if it is clear that there are written exams and quizzes?



Explanation: Yes. Even without further context concerning exams and quizzes, explicitly being held responsible for what has transpired during the class should be coded with Cognitive-Recall.

PCD: COGNITIVE RECALL

4. How do coders determine the difference between Cognitive Recall and the Memory code (in PDE)?



Explanation: In excerpts where the Memory code is appropriate, what is being recalled is personal to the student. In contrast, excerpts in which the Cognitive-Recall code is applied include descriptions where the cognitive act is one of retrieval (or attempted retrieval) of information previously presented as part of the course.

PCD: COGNITIVE-UNDETERMINED, COGNITIVE-ANALYTICAL**5. Why does Cognitive-Undetermined apply in addition to Cognitive-Analytical for this excerpt? Why wouldn't Metacognitive apply?**

Yet, what is most valuable in the humanities (and at times in the sciences) is knowledge and sensibility discovered and expressed personally by an individual, active mind, and then applied to experience and to life, human and non-human.

From Artifact: 3626798.docx



Explanation: We added Cognitive-Undetermined to the coding of this excerpt because although analysis is clearly being engaged and used, it is unclear what else is being referred to. Coders are unsure whether given the evidence in the excerpt, is the application of the knowledge base “to life, human and non-human” an imaginative act? Is it self-reflective? or meta-cognitive? It could, additionally, be all of the above. Since we can't clearly answer that question, we use Cognitive-Undetermined.

PCD: AFFECTIVE**6. What justifies applying the “Affective” code to this excerpt?**

I am interested in your formulation of your own nuanced positions on the basis of the assigned readings, the writing you do, and the discussions we have in class. Hopefully, we will manage to surprise each other once in a while.

From Artifact: 2687562.docx, Excerpt 9 above



Explanation: The last phrase, “Hopefully we will manage to surprise each other,” anticipates a pleasurable or at least stimulating interaction, which appeals to the motivation of both the student and the instructor.

PCD: METACOGNITIVE**7. Why was Metacognitive applied to this excerpt?**

Each student will submit a term paper (15-20 pages) by Thursday, December 1st at 2pm. Students may write on a topic of their choosing relevant to the interaction of law and politics, upon prior agreement with me....On Monday, November 14, I will hold optional individual meetings to discuss your outline, refine your ideas and to set forth a plan for a successful completion of the final paper. Finally, you will hold a 10-minute presentation of your work-in-progress in class on either on November 22 or November 29.

From Artifact: 2673613.docx, Excerpt 4 above



Explanation: The guidance to “refine your ideas” implies that the student is being asked to think through what they have already thought and put forth, which requires the self-reflection and thinking about thinking that define Metacognitive.

PCD: METACOGNITIVE**8. Why was affective not applied to this excerpt?**

Students will write a review of one single-authored book on the syllabus. The review should include three elements: exegesis of the book’s argument or narrative, your critique of this argument or narrative, and your recovery of what you believe can be learned about and from India from the chosen book. From Artifact: 3808517.doc, excerpt 7



Explanation: Although it could be argued that the phrase “what you believe can be learned” might contain motivational elements, the call for the student to understand what they believe they can learn or what they believe can be learned by another is captured more accurately with the Metacognitive code.

PCD: METACOGNITIVE**9. Why does “Metacognitive” apply to this excerpt:**

The most essential readings for this class are the Cases for in-class discussion each week. Before coming to class you should download, read, re-read, and study each case or, if you don’t wish to print it, take careful notes for your class use. Also, make use of the background reading to dig into some of the issues raised in the case. Class attendance and participation is required. This is the heart of the course. This is a laptop-closed discussion, except when we all agree to look something up as it relates to our discussion.

From Artifact: Copy of 2704428.docx, Excerpt 13



Explanation: For students to base a decision on their understanding of other students’ understanding (e.g., “except when we all agree,”) they must have an understanding what others have consented to or thought, which is a requirement the application of Metacognitive.

PCD: AFFECTIVE**10. When does the use of the term “our” receive the Affective Code; there seems to be situations, like in a book title, or in simple reference that would not logically invoke anything affective to perceive?**

Explanation: In scenarios when “our” is part of a book title, it is not likely to receive the Affective code. On the other hand, when an individual refers to something as communal, they are likely creating, intentionally or not, a sense of in-groups and out-groups. “Our shared history” or “Our shared human experience” though seeming to refer to an objective thing, must be seen through the lens of the deliberate use of the communal, that is the speaker is creating –or referencing– a collective group that is perceived on an affective as well as cognitive level.

PCD: UNDETERMINED OR VERBAL-TEXTUAL

11. In many syllabi, the students are asked to engage with the “thinking” of an established academic or philosopher. In situations like these, including reading a past dialogue between academics, would there be sufficient evidence to code intersubjective?



Explanation: No. Nearly all work in university classes involves engaging with the thinking of another. As such, the threshold for the application of the Intersubjective code is high and should be applied only when the activity described involves interacting with another person such that they could choose to agree, disagree, engage, or avoid the engagement all together.

PCD: COGNITIVE-ANALYTICAL, COGNITIVE UNDETERMINED, AFFECTIVE, METACOGNITIVE, INTERSUBJECTIVE.

12. How do we code if there appears to be multiple cognitive activities being engaged in at once?

Yet, what is most valuable in the humanities (and at times in the sciences) is knowledge and sensibility discovered and expressed personally by an individual, active mind, and then applied to experience and to life, human and non-human.

From Artifact: 3626798.docx



Explanation: Apply all PCD codes that are relevant to an excerpt. This is good example of the principle of economy at work in humanistic practices. There is evidence that analysis, other forms of cognition, thinking about thinking in undetermined ways, understanding why that is important, as well as engaging those cognitive activities with other sentient creatures and as such, all the above codes are justifiably applied.

PCD: AFFECTIVE

13. Can you discuss why this excerpt was coded with the Affective code in the training materials?

Course description

Is casino gambling morally objectionable? What about financial speculation? Are they morally on a par? Is there a connection between the growing role of finance and the increasing acceptance of lotteries and casinos? To what extent are life prospects governed by luck and chance rather than effort and work? The seminar will explore ethical controversies about various risk-taking activities, from lotteries to life insurance to hedge funds. It will also examine the role of luck and merit in allocating social and economic rewards.

From Artifact: 2675808.docx



Explanation: The ideas of “life prospects” and “social rewards” imply success, survival, which are basic motivational factors.

PCD: METACOGNITIVE

14. Can you discuss why this excerpt was coded with the Metacognitive code in the training materials?

Students have the option of watching Aida and or reading Euripides' Hecuba.

From Artifact: HULA-ETTLE team.



Explanation: All statements that ask the student to make a choice pertaining to their activities in the class (read this or that, write 2 papers or 1, etc.) take the Metacognitive code.

PCD: METACOGNITIVE

15. In the following excerpt students are asked to consider how they discuss with others. Where is the metacognitive capacity deployed?

Our goal is to ensure an inclusive, safe and productive environment for discussion. Some ground-rules to promote this: Be charitable: engage with the best version of someone's view.

Fit comments to dialectic. As with any conversation, your contributions should contribute to the point at the discussion which we are at. They should be (a) on-topic; (b) accessible; (c) concise.

Respect others. (And notice others). Truth is important, but so are people!

Feel free to remind others, as well as myself of these rules as needed.

From Artifact: 3645199.docx



Explanation: In this excerpt, the syllabus writer asks the students to not only think about how they approach discussion with others, but also how they think about others. The implication of the phrase "Truth is important, but so are people!" is that it is possible that students will not think about others as people. In doing so, the syllabus writer prompts the reader to think about how they think about others and then modify that thinking to meet course expectations; in doing so, they are asking the student to deploy their metacognitive capacity.

Additional Commentary

Dissenting view on HULA’s application of the Cognitive Imaginative code: Visual media are a trigger for the application of the Cognitive-Imaginative code (e.g., painting, films, graphic arts, dance, etc). University courses predominantly involve explicitly Cognitive-Analytic capacities and rely heavily on Verbal-Textual media. The Cognitive-Imaginative code was always applied in addition to Cognitive-Analytic only when the syllabus referenced images or visual media. The HULA team chose this rule of code application in an effort to differentiate forms of cognition and input upon analysis. The concern about this approach is that it does so artificially and may not fully reflect recent developments in educational psychology and cognitive processing, in that it shows a bias in privileging (by making the norm), linear, reasoning, irrespective of the form of media involved. HULA’s purpose in using the Cognitive-Imaginative code restrictively is to point out when less traditional or less frequently used media types are deployed and might trigger differing forms of cognition. It is important to take notice of different forms of media or input instructors use. However, to assume imaginative (associative, non-linear) cognition is occurring primarily when images or visual media are involved assumes that most students are using associative or non-linear thinking when processing images (which, for some may not at all be true). The corollaries are that most students are not primarily visual processors and that images, therefore, must be “translated” via some kind of associative or lateral engagement, and/or that verbally-based analytics and cognition, unless otherwise mentioned, does not trigger non-linear, lateral, or associative cognition.

IV.9. Intellectual and Personality Development

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The Intellectual and Personality Development codes are: Basic Literacy, Communicative Skill, Creativity, Practical Judgment, Critical Thinking, Advanced Literacy, Personality Factors, Understanding, and Appreciation.

This code family captures the capacities (intellectual and personal) that develop as a result of the engagement of students in the activity being described or experienced. Cognitive, affective, intersubjective, and kinesthetic capacities work together to develop a range of kinds of intelligence. This code identifies the type of intelligence that each craft activity or project seeks to cultivate.

Coders answer the question: What types of intellectual or personality capacities are the activities described as being for by the instructor in this excerpt, whether as capacities implied by the activity (e.g., Comparing Texts implies intertextual capacities, and thus takes the Advanced Literacy code), or explicitly stated as an aim or method (e.g., “This course engages your capacity to think critically about difficult issues,” or “The goal is for you to be able to...”).



General Parameters: Coders should apply all Intellectual/Personality Development codes that are evidenced in an excerpt. Most excerpts in the ETTLE archive receive multiple codes. It should be noted that Basic Literacy is a code rarely, if ever, found in secondary and post-secondary syllabi. Should an excerpt contain insufficient evidence to identify an individual Intellectual and Personality Development code, no IPD code will be applied.



Basic Literacy



This code is applied to excerpts in which there is evidence of basic language competency development. This is primarily limited to activities where an individual is learning to read in their native language. It is rarely seen in university level syllabi. See Common Core State Standards for Language, all grade levels.



Markers: decoding, phonetics, basic (word or phrase) translation, including colloquialisms, idioms, and elemental words-to-word translation, dialects of a primary language, and other basic mechanical reading skills.



Non-Examples: Secondary language acquisition or interpretation.



Communicative Skill



This code is applied to excerpts that involve activities, assignments, or other work that utilize skills for transmitting information between individuals in an academic or vocational setting. This code includes presentations, preparing exhibits, slides, and writing (including lyric-based music), presentations, performances, and works of art when those activities aim at developing formalized communicative skills.



Markers: debate, participation, presentation, citation styles (MLA, APA, Chicago, Turabian, IEEE), paper writing, artistic forms of formalized communication such as dance, visual arts, and music.



Non-Examples: “listening” without additional evidence, musical composition (unless lyric writing or formal comp. is emphasized).



Creativity



This code is applied to excerpts that describe activities, exercises, or other work that involves the ability to develop novel or non-obvious ideas, solutions, objects, practices, or expressive works. Three common types of creativity found in the ETTLE 2018 archive include: 1) generating novel scholarly or artistic media; 2) generative engagement with others (without media, e.g., improvisation); unique/personal expressive contribution to a project or activity (e.g. “I want to see your individuality in this writing”), or creation of artifacts such as films, performances, paintings, musical compositions, or dance choreography.



Markers: discover, “novel idea,” original, generate, improvise, innovative, inspire, create, choreograph, design, artistic.



Non-Examples: Personal expression (without further context, personal expression is captured by the Personality Factors code), use of the markers listed above not in reference to student development (e.g., “Einstein’s innovative contribution to science”; “Nietzsche inspired a generation of thinkers”; “Columbus was not the first to discover”).



NOTE: Although the words “create” or “creativity” may appear in reference to people or activities not related to the student (e.g., “God created the universe” or “Astrophysicist Jana Levin argues that creativity is innate to scientific genius”), the Creativity code applies only in the context of student development.



Practical Judgment



This code is applied when students are given opportunities to reason soundly in answer to the question, “What should be done?” This code pertains to decision-making processes that can be generalized to settings not directly related to the course (i.e., “topics will include strategies for disaster management”). This code should not be applied to excerpts describing a decision-making process that primarily relates to the student’s choices within to the course (i.e., “If you want an A, you need to re-read all passages twice”). Excerpts coded Practical Judgment should contain an indication of an external situation where decisions are needed (a crisis, for example) and guidance on how to make those decisions.



Markers: Should, encourage, make sure to, in order to (with practical goals), if you want to (with practical goals), expected, optional.



Non-examples: Required, Expected, Optional in the context of the course or classroom (“Required,” “Optional,” and “expected” preempt decision making and, therefore, do not trigger the Practical Judgment code), directions for formatting course papers and citations, and directions surrounding studying for and completing class work and assessment.

Additional Commentary

Dissenting view on HULA’s application of the Practical Judgment Code: In the context of course instruction via syllabi, a student must always make choices about what an instructor means by “required” and “expected,” and reason through pros and cons of compliance based on judgment of character and personally desired consequences. Instructors may give information on “requirements” and “expectations” with the awareness that a student is sorting priorities and making judgment calls about the instructor’s directives.



Critical Thinking



This code indicates when an activity develops one's capacity to reason effectively, especially using analytical cognitive capacities that involve vying perspectives, judgment, or discernment.



Markers: critique, judge, debate, discussion, analyze, explore, dissect, inquire, investigate, compare, contrast, critical, examine, distinguish, review, evaluate, discern, perspective, underlying.



Non-Examples: list of topics, themes, or texts, summarize, state (verb), tell



NOTE: Critical Thinking can be distinguished from other cognitive capacities or engagements in that it involves composites of additional cognitive and/or psychological capacities to perform a more complex function (e.g., critical thinking usually involves analytic capacities in concert with practical judgment, understanding, creativity, metacognition, or advanced literacy and communicative skills).



Literacy-Advanced



The Advanced Literacy code is applied to excerpts in which reading and interpretive skills are developed or deployed with reference to a text. These skills include, but are not limited to “intertextual skills” where readers draw connections among texts, as well as text-to-self skills, where readers draw connections between themselves or others and characters in a text. Advanced Literacy is developed through the application of skills to text; as such excerpts should be coded Advanced literacy if there is a text or type of text involved. A text existing solely inside the mind of a participant –e.g. one's “personal narrative”– do not have sufficient evidence indicating Advanced Literacy is being developed.



Markers: Any reference to texts, titles of texts, reading, reading practices (e.g., “please read each chapter twice and underline what you think is most salient”), thematic listing of texts, the activity contrasting texts or authors, and case studies.



Non-examples: Contrasting subjects or themes with no reference to reading or texts, lists of topics with no references to texts, questions for discussion (absent reference to a text).



Personality Factors



This code is often more context dependent than many of the other codes in this code family. The Personality Factors code is applied to excerpts in which students are asked to exercise or develop personal psycho-emotional capacities that are commonly referred to as “non-cognitive” skills or “character traits/aspects.” In addition to intellectual “muscles” that are clearly cognitive, psycho-emotional capacities also help develop personality factors including, but not limited to, grit, perseverance, self-esteem, self-confidence, self-expression, ambition, and resilience. References to a psychological construct (i.e., need for cognition, tolerance of ambiguity, or curiosity), or inversions of positive traits or constructs (fear, weakness, insecurity, cognitive rigidity, intolerance) would similarly be coded Personality Factors.



Markers: Words such as grit, fear, perseverance, courage, ambition, sensitivity, personal expression, self-esteem, courage, reliability, open-minded, flexibility, comfort, discomfort, sense of judgment, weakness, “you” or “your” statements, “I” statements (e.g., “I expect you to bring your best self to each class,” or “You will be evaluated on your originality.”)



Non-Examples: Invitations to choose, options given, non-cognitive or psychological self-descriptions (i.e., “I live around the corner,” basic expressions of taste or appreciation, such as “If you don’t like Sartre, try the Kierkegaard reading”).



NOTE: Although our list of personality factors is incomplete, coders should be able to answer the question “what type of personality factor is being deployed or developed here?”



Understanding



The Understanding code is applied to excerpts in which a synthetic grasp of material (using cognitive-analytical, cognitive-imaginative, meta-cognitive capacities, or any combination of those three) is aimed for. Understanding can be distinguished from critical thinking (though they often occur in tandem) in situations where students are asked to bring concepts or processes together rather than, or in addition to, analyzing (taking apart) concepts or ideas.



Markers: understand, evaluate, connect, synthesize, explain, prove, contextualize, compare, contrast, recognize similar, elaborate upon, extend from, improve on, develop on/from..



Non-Examples: underlying, investigate, insight, familiarize, orient, perspective, engage with, activities such as reading and writing, assignments of texts or writing.



NOTE 1: Many of the “Non-Examples” above may be within excerpts that are coded understanding should additional context be provided. For example, should an instructor direct students to “first familiarize [themselves] with the collected works of John Donne and then create a sonnet emulating the style of his later poetry,” the understanding code would apply.



NOTE 2: Understanding may be described with components of Critical Thinking and may include activities such as compare, contrast, or evaluate, which take an extra step towards synthesizing, extracting, or bringing together of information.



Appreciation



This code is applied to excerpts that indicate the instructor is aiming to motivate a student’s appraisal (positive or negative), understanding, or capacity to engage with the reasoning or creative work of another with regard to how it works, what it does, or why it is of value to academics or lay audiences.



Markers: Appreciate or appraise (the work of), perspective-taking language about the work of another, enjoy or value (in context), adaptation or interpretation (of another’s work).



NOTE: Appreciation should be coded only in cases in which the word “Appreciate” or direct synonyms of appreciate (e.g. like, love, care about) appears.

Perceptual Domains Engaged: Common Occurrences in Syllabi

- **Papers**– The majority of papers assigned within university-level course involve critically analyzing a topic. In these cases, the Communicative Skill, Critical Thinking codes nearly always apply. Depending on how the assignment is described, Creativity, Understanding, and/or Appreciation may also apply. In cases in which a text is referenced (e.g. “write a paper comparing Kafka’s *Metamorphosis* and Sartre’s *The Stranger*”), then Advanced Literacy would also apply.
- **Presentations**– Similar to papers (see above), presentations described in syllabi always take the Communicative Skill code and often take both the Critical Thinking and/or Understanding codes. As with papers, if presentations involve producing or engaging with a text Advanced Literacy would also apply and if the presentation involves generating something creative, novel, or self-expressive, the Creativity code would apply.
- **Behavioral Norms**– Excerpts that capture Behavioral Norms components of a syllabi may commonly also take the Personality Factors and Intersubjective codes.
- **Course descriptions**– Excerpts that capture the Course Description component of a syllabi often include multiple Intellectual and Personality Development codes, such as Critical Thinking, Advanced Literacy, Understanding, and Appreciation.
- **Case Studies, Role-playing, and Policy Development**– Courses that rely heavily on case studies (on what has been done), often create contexts for the student to reason through what should be done. Role-playing and experimental or situational exercise in policy development also take the Practical Judgment code since the use of the case study, role play and policy development by definition, includes both a situation that is generalizable to a common circumstance in a field as well as guidance—in the form of critical analysis of what others did in that situation—of what should be done in that situation. Since the analysis involved in these pedagogical techniques involves breaking down the scenario into its component parts, excerpts describing these practices will receive the Critical Thinking Code as well.

Intellectual and Personality Development: Training Excerpts

The following excerpts were used to train coders on appropriate application of codes in this code family.

CODE APPLICATIONS: CRITICAL THINKING, UNDERSTANDING



Excerpt 1:

This course will explore a range of candidates for the moral compass or compasses. The aim is to better understand these candidates, by reflecting on a number of attempts to develop and defend—or, in some cases, criticize and reject—a particular moral compass.

From Artifact: Copy of 2759694.docx

CODE APPLICATIONS: CRITICAL THINKING, CREATIVITY, COMMUNICATIVE SKILL, ADVANCED LITERACY



Excerpt 2:

Course Format and Expectations

The course will be highly interactive and participatory, challenging students to think creatively and to synthesize information from both the sciences and humanities.

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CODE APPLICATIONS: CRITICAL THINKING, PRACTICAL JUDGMENT



Excerpt 3:

There will be two 90-minute required classes each week, which will combine some traditional didactic material with interactive inquiry, role playing, and discussion.

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CODE APPLICATIONS: APPRECIATION, ADVANCED LITERACY



Excerpt 4:

WEEK 11 – TUBERCULOSIS

Mon. Nov. 7: Class 18: Tuberculosis: Epidemiology, Pathogenesis and Latency, and Clinical Manifestations, Prevention and Treatment; Rich Man/Poor Man (Don Goldmann)

Pre-work:

“Schaechter’s Mechanisms of Microbial Disease” Chapter 23: “Mycobacteria: Tuberculosis and Leprosy”

Dormandy, “The White Death” Chapters 2, 4, 6, 7, 8, 14 and 15

Wed. Nov. 9: Class 19: Tuberculosis (contd.): Global Impact, Historically and Currently; TB

Resurgence (and Antibiotic Resistance) (Don Goldmann and Peter Drobac)

Pre-work:

Hays, "The Burdens of Disease" Chapter 8

Farmer, "Social scientists and the new tuberculosis" Soc Sci Med 44:347-58, 1997:
<http://www.sciencedirect.com.ezp-prod1.hul.harvard.edu/science/article/pii/S0277953696001438#>

Section

Watch Verdi's La Traviata (focus on Act III unless you love opera) OR watch Moulin Rouge (2001 movie with Nicole Kidman)

Read John Keats's poem "To Autumn"

New Assignment

Provocation 4 (Haiku):

Posted: Sun. Nov. 13by 5pm

From Artifact: Copy of 3104750.docx

CODE APPLICATIONS: CRITICAL THINKING, COMMUNICATIVE SKILL, PRACTICAL JUDGMENT, PERSONALITY FACTORS, UNDERSTANDING



Excerpt 5:

2. Assignment 2:

Part II: The Pitch (60 words)

You have been nursing this idea for change, a business or project for change in Africa. It requires a great deal of resources which you do not currently possess. You think this project has immense potential, will make a difference in people's lives and will be profitable if well implemented. You need to source for funds to birth this project and have been talking to a couple of people about it.

Imagine that you just came out of an office on your way to lunch and just got into an elevator on the 10th floor. Getting in at the same time is Bill Gates. He starts to chat you up in a friendly manner, asking about what you do. You realize this is a unique opportunity to share the idea of your project to attract his support. But you have a few minutes before the elevator gets to the ground floor and he is ferried into his waiting car for his next appointment.

Task:

In 60 -100 words, provide an overview or elevator pitch of your project -including its purpose, industry, for profit, nonprofit, hybrid, location, target population and expected impact.

At the next class, each group will appoint a member to read out this pitch to the class. Be prepared to answer any questions that may arise (to the extent of your ability at this stage).

Part III: Project Description (2-3 pages)

Your project description is an overview of the concept and context of your proposed project. It provides an overall description of the challenge, the context and solution you want to provide. Essentially, it provides an overview or summary of what your project will be about.

Well written project descriptions will clearly identify the problem to be addressed; focus on a specific country or region; provide a brief description of the context, and articulate a strong argument that underscores the importance and feasibility of the proposed project.

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CODE APPLICATIONS: CRITICAL THINKING, COMMUNICATIVE SKILL, CREATIVITY



Excerpt 6:

ANE 103: Ancient Lives – Assignment D, Stage Performance Summary

In this assignment, students will work to create original stage adaptations of the Babylonian Epic of Gilgamesh under the guidance of the Performance Instructor. The performance will be collaboration between all students, and each student will be responsible for one or more aspects of the performance as a part of a special concentration group.

Each student will be assigned to a concentration group of no more than 10 students with whom they will work in close collaboration throughout the semester. Each group will focus one of three concentrations. The majority of groups will focus on Text & Scene Development to create a 15-minute site-specific adaptation of all or part of the text. Duties in these groups include: acting, script writing, directing, choreography, marketing direction, etc. Two groups will have alternative concentrations, the first in Design (costume, set, lighting, props and multimedia) and the second on Music & Sound. Every group will have a student in charge of project management.

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CODE APPLICATIONS: CRITICAL THINKING, COMMUNICATIVE SKILL, UNDERSTANDING, CREATIVITY



Excerpt 7:

As I see it, my mission is not to impart some inflexible template of knowledge, but to engage in a conversation in which we discover something new and compelling, a conversation in which I have the opportunity to impart some knowledge that you can't gain elsewhere, in which you ask questions and impart knowledge that might be absolutely unique, too, and in which we all exercise individual judgment and creativity. Otherwise, why would individual professors, or individual students, exist? Everything could otherwise be found in books or on the Internet.

From Artifact: 3626798.docx

CODE APPLICATIONS: CRITICAL THINKING, COMMUNICATIVE SKILL, UNDERSTANDING



Excerpt 8:

Develop their own perspectives of what we know and don't know yet about the causes, consequences, and proposed solutions to inclusiveness in democracy, and debate these with peers.

From Artifact: 3787933.docx

CODE APPLICATIONS: CRITICAL THINKING, COMMUNICATIVE SKILL, ADVANCED LITERACY**Excerpt 9:**

Short response papers (3, each worth 5% of grade): Each student will write 3 short response papers (1-2 pages each) on the readings, to be posted on the course website on Wednesday (night before class) by midnight. Response papers should consist of: 1) critical analysis of the readings (evaluation based on their methodology, argumentation, logic, and your personal views); 2) questions that remain unanswered / you would like to discuss with your classmates, and 3) other possible research directions. You do not need to cover every reading, and can focus on 2-3 readings of interest in depth if you prefer (you must cover more than one). Students will be able to express a preference, and I will do my best to accommodate everyone's preferences.

From Artifact: 3787933.docx

CODE APPLICATIONS: CREATIVITY, COMMUNICATIVE SKILL**Excerpt 10:****MATERIALS**

Each student will receive an artist's notebook (acid-free pages) to sketch and record ideas, thoughts, and images relevant to their findings. Additionally, students will be allocated a small budget toward materials for their final creative project. Discussion of expenses with the instructor will precede the purchases.

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CODE APPLICATIONS: CRITICAL THINKING, UNDERSTANDING, ADVANCED LITERACY**Excerpt 11:**

This freshman seminar explores the underlying legal framework in which human rights advocates operate, and then uses specific case studies to consider the various challenges they must grapple with in their work.

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CODE APPLICATIONS: COMMUNICATIVE SKILL**Excerpt 12:**

Accommodations for students with disabilities:

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to do so may result in the Course Head's inability to respond in a timely manner.

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CODE APPLICATIONS: PRACTICAL JUDGMENT, PERSONALITY FACTORS, COMMUNICATIVE SKILL, AFFECTIVE



Excerpt 13:

Our goal is to ensure an inclusive, safe and productive environment for discussion. Some ground-rules to promote this: Be charitable: engage with the best version of someone's view.

Fit comments to dialectic. As with any conversation, your contributions should contribute to the point at the discussion which we are at. They should be (a) on-topic; (b) accessible; (c) concise.

Respect others. (And notice others). Truth is important, but so are people!

Feel free to remind others, as well as myself of these rules as needed.

From Artifact: 3645199.docx

CODE APPLICATIONS: ADVANCED LITERACY, CRITICAL THINKING, APPRECIATION



Excerpt 14:

The word "romance" is taken here to mean multiple things: amorous engagement in fiction and lived experience, its discursive representation, particularly in the form of narrative, and its institutional implementation (gender, marriage, family, law, nation/state, etc.) and disavowal.

From Artifact: Copy of 2735605.docx

CODE APPLICATIONS: ADVANCED LITERACY



Excerpt 15:

Hum 10 is a two-part series: Hum 10a includes works from the ancient world to the present, chronologically. Hum 10b begins with a work of literary modernism and moves backward in time to the ancient world. Professors run both lectures and seminars. The course is designed for students interested in concentrating in a Humanities discipline, but all freshmen are welcome.

From Artifact: Participant_09.docx

CODE APPLICATIONS: ADVANCED LITERACY, COMMUNICATIVE SKILL



Excerpt 16:

There are three required meetings each week:

A 90-minute lecture on Tuesday (10-11:30 a.m. in the Fong Auditorium, 110 Boylston Hall) for everyone in the course.

A 90-minute discussion seminar (Tuesday, Wednesday, or Thursday, place and time varies) for sub-groups of 15 students. Each seminar is run by a different professor who is paired

with a TF. You will be placed in a seminar based on your course application. Although the requirements for the course are the same for everybody, seminar activities will vary. We encourage you to meet and talk with students in different seminars to share your experiences.

A 1-hour writing lab (Tuesday, Wednesday, or Thursday, place and time varies) for sub-groups of 15 students. Each lab is run by a TF. Writing labs will include skill-based activities, workshops of student papers, and individual conferences.

The course includes a number of outside-the-classroom activities, including visits to Boston museums and to performances of drama and music. You will sign up for these on a first-come, first-served basis. You must participate in at least one activity in the fall or spring to receive credit for the course. A list of events and dates will be posted on the website. Since the course obtains and pays for tickets and since space is limited, it is important that you regard signing up for an event as a commitment to attend. An unexcused absence may affect your participation grade. You may attend as many events as you like as long as space is available.

From Artifact: Participant_09.docx

CODE APPLICATIONS: COMMUNICATIVE SKILL, CRITICAL THINKING



Excerpt 17:

Grading breakdown

All papers and revisions are required, but since our intention is to help you improve your writing, we will record a grade only for the revisions. You will receive comments on the draft and will have one-on-one meetings with your TF for each of the original papers. Incomplete or late drafts will result in a penalty to your participation grade. Your grade will be determined as follows:

Hum 10a

Participation (20%)

Second Paper Revision (20%)

Third Paper Revision (30%)

Final Exam (30%)

From Artifact: Participant_09.docx

CODE APPLICATIONS: UNDERSTANDING, ADVANCED LITERACY, APPRECIATION



Excerpt 18:

It is only by understanding variations in historical narratives that historians can come close to discovering something of the truth.

From: HULA Team

Additional Questions, Examples, and Explanations from ETTLE Syllabi Training

In the process of refining code applications, the code team submitted questions related to the coding of sample excerpts. Below is a sampling of those questions, the excerpts to which they pertained, and the answers generated by the coding team.

IPD: NO ADVANCED LITERACY.

1. When the instructor is talking about the lack of options for excuses for turning in written assignments on time and the language is normative in nature, would one apply the Advanced Literacy code?



Explanation: Since there is no mention of text, which is a requirement for the application of Advanced Literacy, that code does not apply. However depending on the normative language in the excerpt, either or both Practical Judgment and Personality Factors may apply.

IPD: NO IPD APPLIED (DEPENDING ON CONTEXT)

2. In excerpts that only mention the link to accommodation services or information services (e.g., IT help or basic information about campus life), would that be Basic Literacy in the context of a syllabus?



Explanation: No. Basic Literacy is reserved for basic language skills in one's native language, which is below college level in most instances and will rarely appear in syllabi. Basic campus or college life literacy efforts do not qualify.

IPD: PRACTICAL JUDGMENT, CRITICAL THINKING (DEPENDING ON CONTEXT)

3. Should role playing and case studies both be coded with Practical Judgment?



Explanation: Yes. Role playing involves inhabiting the perspective of another and engaging with reasons about why they might make the choices they make. Case studies involve understanding what practical choices have been made, which would likely be sufficient evidence for the Critical Thinking code to be applied. Be aware that Case-Studies and Role playing may together appear often, and though they both take the IPD codes Practical Judgment and possibly Critical Thinking, they can be distinguished in the Perceptual Domains Engaged code family in that only Role-Playing is a marker for Behavioral Modeling. Case-studies require more context for the application of that code.

IPD: COMMUNICATIVE SKILL, CRITICAL THINKING, ADVANCED LITERACY, PERSONALITY FACTORS

4. Would this be correct coding for the following excerpt: Communicative Skill, Critical Thinking, Advanced Literacy?

COURSE REQUIREMENTS: The grade is determined as follows: Participation 45% (including oral presentation in final Workshop on work on progress); Short Paper 10%; and Long Paper, 45%.

PARTICIPATION (45%): This is based on (a) the quality of participation in the discussion and the preparedness that the comments reflect; (b) an oral presentation in the final Workshop; and (c) two Response Papers (2 pp. max) for designated weeks. Early in the semester we will divide up the weeks and designate Response Paper writer(s) for each week. In a Response Paper, which should be circulated electronically to class members by 5 p.m. on Wednesday before the seminar in which the readings will be discussed, the student is asked to identify some of the key debates and issues in the designated week's readings. **NOTE:** Students are expected to attend all sessions of the seminar; if a session is missed for other than a serious medical reason, the student must submit an additional Response Paper for the missed session, which should be turned in before class time by email attachment.

From Artifact: Copy of 3497540.docx



Explanation: Yes, in addition to Personality Factors. The Communicative Skill code is triggered by “write a response paper,” and “oral presentation. In this instance, “discussion” would also trigger the Communicative Skill code because the directions include “preparedness that the comments reflect.” The Critical Thinking codes is triggered by the phrase “identify some of the key debates and issues.” The Advanced Literacy code is triggered by the phrase “issues in designated week’s readings.” The Personality Factors code is triggered by the attention the student is asked to give special attention to the quality of their own engagement with the materials and with others, as well as to their own preparedness and awareness for that engagement.

IPD: ADVANCED LITERACY

5. Do assignment instructions with directives, as in the below example, trigger Practical Judgment?

The long paper should explore a puzzle relating in some way to civil society. It may examine this puzzle in the context of one country, several countries, or an international context. Or it may be conceptual/thematic (e.g., Is there an Islamic conception of civil society?), and draw examples from a number of countries. Your papers should define key terms and draw on, and demonstrate your understanding of, the ideas in the course, and should take into account the assigned readings where relevant. As a rough guideline, good papers rarely

use fewer than 20 sources, at least half of them books and academic articles that provide depth to the paper and help frame the topic.

From Artifact: Copy of 3497540.docx



Explanation: The excerpt contains guidance specifically relating to matters internal to the course, and therefore, does not meet the bar for the application of the Practical Judgement code.

IPD: NO IPD APPLIED

6. Is the mention of discussion enough to apply the Critical Thinking code (e.g., “This class consists of discussion and lecture”)?



Explanation: No. The Critical Thinking code is applied to excerpts that imply or demonstrate development of sophisticated analytic processes. “Discussion” alone does not give the coder enough information for the application of that code.

IPD: ADVANCED LITERACY

7. Even though there is not mention of text, would this be coded as Advanced Literacy?

Materials for the course include academic pieces from a range of disciplines: STS, anthropology, philosophy, bioethics, as well as non academic media sources, documentaries, and excerpts from science fiction films. This semester, I arranged for two guest speakers from two very different disciplines—history of science and biology of aging—to come speak to our course about their cutting-edge research on related issues.

From Artifact: 2708573.docx



Explanation: Yes. Use of “materials” and “academic pieces” gives evidence for text usage and would be coded as Advanced Literacy.

IPD: ADVANCED LITERACY

8. Does Advanced Literacy apply to a case study? For example: “This freshman seminar explores the underlying legal framework in which human rights advocates operate, and then uses specific case studies to consider the various challenges they must grapple with in their work.”

From Artifact: Copy of 2539304.docx



Explanation: Yes. Case studies in university courses imply the use of text and therefore warrant the Advanced Literacy code.

IPD: PERSONALITY FACTORS**9. Should this be coded with the Personality Factors code?**

Our goal is to ensure an inclusive, safe and productive environment for discussion. Some ground-rules to promote this: Be charitable: engage with the best version of someone's view.

Fit comments to dialectic. As with any conversation, your contributions should contribute to the point at the discussion which we are at. They should be (a) on-topic; (b) accessible; (c) concise.

Respect others. (And notice others). Truth is important, but so are people!

Feel free to remind others, as well as myself of these rules as needed.

From Artifact: 3645199.docx



Explanation: Yes. The directions for the student include self and other awareness and engagement of interpersonal virtues such as being “charitable” and honest, and providing conversational ground-rules.

IPD: ADVANCED LITERACY**10. Even though there is no direct reference to text in the following quote, should it still be coded with Advanced Literacy since it involves the interpretation of a word in context and to the idea of a narrative?**

The word ‘romance’ is taken here to mean multiple things: amorous engagement in fiction and lived experience, its discursive representation, particularly in the form of narrative, and its institutional implementation (gender, marriage, family, law, nation/state, etc.) and disavowal.

From Artifact: Copy of 2735605.docx



Explanation: Yes. This excerpt takes the Advanced Literacy code based on both the interpretation of the word in context and the use of “discursive representation.” However, the word “narrative” without reference to a text, does not trigger the Advanced Literacy code.

IPD: COMMUNICATIVE SKILL**11. Even though this excerpt does not talk about formalized rules of communication, would this still be coded with the Communicative Skill code?**

“As I see it, my mission is not to impart some inflexible template of knowledge, but to engage in a conversation in which we discover something new and compelling, a conversation in which I have the opportunity to impart some knowledge that you can't gain elsewhere, in which you ask questions and impart knowledge that might be absolutely unique, too, and in which we all exercise individual judgment and creativity.

Otherwise, why would individual professors, or individual students, exist? Everything could otherwise be found in books or on the Internet.”

From Artifact: 3626798.docx



Explanation: Yes. this excerpt describes goals, hopes, and methods for communication in this particular class.

IPD: UNDERSTANDING

12 . In the following excerpt, why is the Understanding code applied?

Each student is expected to attend all sessions, prepare all the readings prior to each session and contribute by active and thoughtful participation. Be sure to allow plenty of time to complete all the assigned readings and to give them adequate attention, otherwise you will find it difficult to keep up with the seminar’s themes or prepare the individual assignment. Moreover, some of the sessions include oral exercises that draw directly on the readings. Failure to prepare will limit your ability to substantially contribute to these discussions.

From Artifact: 2673613.docx



Explanation: The instructor provides direction to the student that allows them to better understand the structure and function of the various components of the course on their learning outcomes.

IPD: ADVANCED LITERACY

13. Would the Critical Thinking code apply to the following excerpt:

Hum 10 is a two-part series: Hum 10a includes works from the ancient world to the present, chronologically. Hum 10b begins with a work of literary modernism and moves backward in time to the ancient world. Professors run both lectures and seminars. The course is designed for students interested in concentrating in a Humanities discipline, but all freshmen are welcome.

From Artifact: Participant_09.docx



Explanation: No. This excerpt describes course activities, but no direct information about intellectual or personality development. The Advanced Literacy code would, however, apply because of the reference to “works” in the excerpt. Analysis relevant to reading comprehension is encompassed in the Advanced Literacy code. Explicit development of Critical Thinking is not indicated.

IPD: UNDERSTANDING, APPRECIATION, CRITICAL THINKING

14. Would the following excerpt reach the threshold to apply both Understanding and Appreciation as well as Critical Thinking?

Develop their own perspectives of what we know and don't know yet about the causes, consequences, and proposed solutions to inclusiveness in democracy, and debate these with peers

From Artifact: 3787933.docx



Explanation: The phrase “develop their own perspective” implies synthesis of material, understanding, as well as appreciation of another’s work or thought. Critical Thinking is implied by the call to distinguish between “what we know and don’t know.”

IPD: APPRECIATION

15. What are we likely to glean from lists of materials that will be covered in a specific section or class meeting? Are we likely to apply IPD codes to excerpts that don't explicitly describe actions taken by the student or instructor (see the excerpt below for an example)?

WEEK 11 – TUBERCULOSIS

Class

Mon. Nov. 7: Class 18: Tuberculosis: Epidemiology, Pathogenesis and Latency, and Clinical Manifestations, Prevention and Treatment; Rich Man/Poor Man (Don Goldmann)

Pre-work:

“Schaechter’s Mechanisms of Microbial Disease” Chapter 23: “Mycobacteria: Tuberculosis and Leprosy”

Dormandy, “The White Death” Chapters 2, 4, 6, 7, 8, 14 and 15

Wed. Nov. 9: Class 19: Tuberculosis (contd.): Global Impact, Historically and Currently; TB Resurgence (and Antibiotic Resistance) (Don Goldmann and Peter Drobac)

Pre-work:

Hays, “The Burdens of Disease” Chapter 8

Farmer, “Social scientists and the new tuberculosis” Soc Sci Med 44:347-58, 1997: <http://www.sciencedirect.com.ezp-prod1.hul.harvard.edu/science/article/pii/S0277953696001438#>

Section

Watch Verdi’s La Traviata (focus on Act III unless you love opera) OR watch Moulin Rouge (2001 movie with Nicole Kidman)

Read John Keats’s poem “To Autumn”

New Assignment

Provocation 4 (Haiku):

From Artifact: Copy of 3104750.docx



Explanation: The direction to “focus on Act III unless you love opera” invites the student to assess their appreciation of opera and to make a choice about which media to study. Yet, even though there is a choice involved there is insufficient evidence to determine whether the thinking behind this choice is generalizable to crises outside this course.



NOTE: This example, for the reasons in the explanation above, would also take the Metacognitive code from the PCD code family.

IPD: NO PRACTICAL JUDGMENT

16. Would a statement like the one below count as Practical Judgment?

*Students may choose between watching *La Traviata* and *Moulin Rouge*

From Artifact: Copy of 3104750.docx



Explanation: As with the previous example, even though there is a choice involved there is insufficient evidence to determine whether the thinking behind this choice is generalizable to crises outside this course. It, and statements like it (optional, required, “may choose,” or “if you’d like” statements) would, however, be coded with Metacognitive.

IPD: METACOGNITIVE, BUT NOT ADVANCED LITERACY

17. When we come across a syllabus that uses the term “narrative” to what extent can we assume there is a text involved and code for Advanced Literacy in terms of developing one’s skill in analyzing between texts? For example, should a statement such as, “Understanding one’s own personal narrative, the stories one tells about oneself, is directly correlated with both mental health and happiness” be coded as Advanced Literacy?



Explanation: Though a text may be involved in the exploration of one’s own personal narrative, in the example above does not contain sufficient evidence to know whether “personal narrative” refers to an external written text, e.g. *The Diary of Anne Frank* or the collected letters of James Baldwin, or if the statement refers to the metacognitive act of creating one’s own story. In excerpts that use the term “narrative” to refer to specific types of text and involve an exploration or analysis of its meaning, connection to other texts, or connections to self, there is sufficient evidence to use Advanced Literacy. Had this excerpt directed the student to compare their own personal narrative to texts containing the personal narrative of others, this would be a text-to-self connection and be coded as Advanced Literacy. Alternatively, had this excerpt had evidence that the students’ personal narratives had been written (or were in the processes of being written) there would be sufficient evidence to assume textual and intertextual analysis is likely occurring and would similarly be coded Advanced Literacy.

IPD: PRACTICAL JUDGMENT

18. Where is the generalizable situation that necessitates adding the Practical Judgment code to the following excerpt?

Our goal is to ensure an inclusive, safe and productive environment for discussion. Some ground-rules to promote this: Be charitable: engage with the best version of someone's view.

From Artifact: Copy of 3104750.docx



Explanation: When the instructor directs students to “Be charitable...” they are giving guidance on how to go about achieving a “inclusive, safe and productive environment for discussion.” Given the syntax of the writing, it is clear that the guidance being given is not a facet of the instructor’s expectations of students in their course but guidance on how to produce safe and inclusive discussions in any situation where points of difference are likely to hinder the free exchange of ideas.

IV.10 Human Development

Human Development Code Definitions

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The Human Development codes are: Civic, Existential, and Vocational.

Human development codes capture the “projected future doing/activity” that the instructor is aiming to support and/or “current thinking or experiencing” that might impact future doing or activity that can be identified as civic, existential, or vocational. Coders are to ask: 1) is the instructor aiming to support “future doing” that is civic, existential, or vocational? “Projected future doing” implies projecting to some activity outside the classroom. 2) Is the “current thinking or experiencing” the instructor is asking students to engage with identifiably civic, existential, vocational?”



General Parameters: Coders do not need to separate these three categories. We acknowledge that these categories often interact with each other and are often mutually implicated in one another. Should an excerpt contain insufficient evidence to identify an instance of Human Development, no HD code will be applied.



NOTE 1: Coders should restrict application of Human Development codes to a) introductory or summary descriptive materials and b) clear instances of “markers” for any code (e.g., if an excerpt outside of the introductory or summary sections contains the word “civic,” code it as such).



NOTE 2: The majority of Human Development codes will be applied to excerpts from the syllabi author’s general description of the course. These excerpts usually (but not exclusively) are found towards the beginning of a syllabus in the form of an introduction or general summary of the course and its goals. These excerpts describe the course as a whole and are assumed to apply to subsequent sections of the syllabi. Sometimes, though, coders will find excerpts in the descriptions of a particular class meeting or assessment that details an additional (often singular) instance of Human Development that is different from those identified in the summary or overview section. In these instances, it is necessary to apply the additional Human Development code. Only the new code need be applied to the excerpt: there is no need to double excerpt for the original Human Development code found in the summary section.



NOTE 3: Coders should not assume that Human Development codes apply to every syllabus. It is possible to encounter syllabi that do not contain the specific language or thematized information necessary to clearly determine the instructor's aspiration for their course in terms of pushing students' development in the direction of the three Human Development categories. For instance, a course that is listed as being on Ancient Greek and contains a description of the work the course will undertake, session and sections, lists of reading and assignments, may not have sufficient evidence of thematized human development language to apply a Human Development code.



Civic



This code is applied to excerpts describing instances where the materials or activities used in the class aim to support empowerment for participation in the collective political life of a community, including generation of a sense of ownership over a common political world that includes strangers.



Markers: civic, policy, justice, history, political, citizen, community, neighborhood, council, court, government, world, law, environment, task force, culture, civility, liberty, freedom, rights, readings or other materials that emphasize a historical or political figure or topic, cultural comparisons, race, global, atrocity, mass incarceration, gender, social, sexuality (in socio-political context), violation, risk, stakeholder, protection.



Non-examples: class participation, classroom-oriented directives, proper names, book titles, unless they contain a marker (e.g., “Talking to Strangers: Anxieties of Citizenship” as a listed title in a course that is otherwise focused on creative practices and solutions for introverts. Though the course's main focus might be existential, this title contains the marker “citizen” and so the excerpt should include the Civic Human Development code).



NOTE 1: Identity politics and related issues will most often take both the civic and existential codes, as will academic subjects such as religion, sexuality, or philosophy when politically or culturally contextualized. When referring to an individual's experience in terms of positionality (i.e., “as a member of your community, how have you experienced...”) the student is asked to both iden-

tify themselves in relation to their cultural (and other’s cultural) context. This is an act that asks them to develop an experiential sense of who they are (an act of Existential Human Development), yet this development cannot occur unless it is in response to a larger context of how the student believes people like them are perceived (or not perceived) by those around them. The identification of and with (or the rejection of) the collective perceptions of others is an act of Civic Human Development.



NOTE 2: When an excerpt describes either “ethics” or “morality” as contextualized in the world (e.g., the morality of gambling in a community), and not simply studied for its own sake, the excerpt should be coded as at least Civic, if not also Existential depending on how the terms are contextualized. For example, if a course on the morality of gambling asks students to form opinions about gambling’s impact on society as well as their personal decisions to engage or not engage in gambling, both the Existential and the Civic codes would need to be applied. If either “ethics” or “morality” are described but not contextualized (e.g. a course on Kant’s *Metaphysics of Morals* or Nietzsche’s *Genealogy of Morals*, or “Ethics 101”), the excerpt should be coded with Existential only.



Existential



This code is applied to excerpts describing instances when the materials or activities in the class aim to support empowerment for success at creative self-expression and personal world-making; and for success at rewarding relationships in spaces of intimacy and leisure.



Markers: creative self-expression, emphasis on personal or individual development, experience/immersion (e.g., museum tour, star gazing, going to or participating in a theatrical performance, human experience of space, time, cosmos), creating art, feeling, personality factors/psychological factors/personal conduct that extends outside of the classroom itself or projected from coursework into the student’s experience of life (e.g., bravery, grit, fear, disgust, aspiration, tolerance of ambiguity, habit, enjoyment, intimacy, sexuality, identity, race, religion, gender, sexual orientation, relationships, creativity, love).



Non-examples: academic paper writing, responsibility (unless contextualized outside the classroom), class participation, classroom oriented directives (e.g., honesty policies), behav-

ioral norms (unless explicitly directed at projected personal or individual growth outside the classroom), proper names, book/reading titles—even fiction or poetry, unless thematized as having an existential purpose or unless they contain a marker (e.g., a listed reading titled, “Report to an Academy, Franz Kafka,” does not contain enough information to take the Existential code—despite the fact that Kafka is traditionally categorized as an existential author. In contrast, a listed reading titled, “The Wreck of Time: Taking our Century’s Measure,” would. As would, “The Avoidance of Love: A Reading of King Lear.”)



NOTE 1: Identity politics issues (issues of race, gender, class, political, religious, or sexual orientations) will most often take both the civic and existential codes. When predominantly existential disciplinary subjects (e.g., religion, sexuality, philosophy) are politically contextualized, they will also take both the Existential and Civic codes.



NOTE 2: When an excerpt describes either “ethics” or “morality” as contextualized in the world (e.g., the morality of gambling in a community), and not simply studied for its own sake, the excerpt should be coded as at least Civic, if not also Existential depending on how the terms are contextualized. For example, if a course on the morality of gambling asks students to form opinions about gambling’s impact on society as well as their personal decisions to engage or not engage in gambling, both the Existential and the Civic codes would need to be applied. If either “ethics” or “morality” are described but not contextualized (e.g. a course on Kant’s *Metaphysics of Morals* or Nietzsche’s *Genealogy of Morals*, or “Ethics 101”), the excerpt should be coded with Existential only.



NOTE 3: The socio-emotional elements of fear, disgust, or bravery may appear in courses related to instances such as: teacher trainings on trigger warnings, when instructors ask students to challenge themselves to do something uncomfortable, when the physical body is the subject of a course, calls for creative or revealing work, and so forth. Such instances are appropriately coded Existential



NOTE 4: Though the study of film can lead to existential human development, the mere mention of film does not necessarily trigger existential.



Vocational



This code is applied to excerpts describing instances when materials or activities in the class aim to provide preparation for empowerment for success in a career, practice, vocation, or workplace.



Markers: Occupation, work place, success, strategies, management, mock trials, professional, vocation, interview, work-related memos, see all Markers for Communicative Skill: (citation styles such as MLA, APA, Chicago, Turabian, IEEE, submission guidelines, artistic forms of formalized such as dance, visual arts, and music), how-to guides, memos (in context).



Non-examples: Without context: skills that might be required or desired for success in a career, but that are not thematized as being developed for that purpose (e.g., for instance, without additional context, journaling, note-taking, paper-writing, reading, researching, case-studies, and so on).

Human Development: Training Excerpts

The following excerpts were used to train coders on appropriate application of codes in this code family.

CODE APPLICATIONS: CIVIC



Excerpt 1:

This course offers an introduction to major concepts and theories in comparative politics, as well as the basic tools of comparative analysis. It examines competing theoretical approaches (Modernization, Marxist, cultural, institutionalist, and agency-centered) to four major phenomena in world politics: (1) economic development; (2) democratization; (3) revolution; and (4) ethnic conflict. It also explores recent debates about the role of political institutions, civil society, and the state in shaping political outcomes. These theoretical debates are examined through an analysis of cases from across the globe, including Africa (Congo, Liberia, Rwanda, South Africa), the Americas (Chile, United States), Asia (China, India, South Korea, Taiwan), Western Europe (Italy, Germany, Great Britain, Sweden), Eastern Europe (Russia, Yugoslavia), and the Middle East (Iran, Iraq, Lebanon).

From Artifact: D 2452331.doc

CODE APPLICATIONS: NO HUMAN DEVELOPMENT CODE



Excerpt 2:

XXX University	Gov. 94
Law and Politics in Multicultural Democracies	
Instructor: Dr. XXX XXX	Fall, 2016
Office Address:	Tuesdays 2-4pm
6 Prescott Street 2nd floor Room 20	Room: XXX South XXX
Tel: XXX-XXX-XXX	
E-mail: XXXX@gov.harvard.edu	

From Artifact: 2673613.docx

CODE APPLICATION: CIVIC



Excerpt 3:

Seminar's Organization -

Our exploration of the intersection of law, politics and culture will proceed in three parts. The first component of the seminar will focus on a theoretical introduction to the role of law in the governance of diversity and consider the leading debates on multiculturalism, the nature of law and its role in democratic societies. In the second part we will delve into the relationship between constitutionalism and democracy, the distinct features of the judicial process across different legal systems and the ability of courts to bring about social and political change. The final part of the seminar will be dedicated to a critical examination of the disparity between "law in books" and "law in action" by way of case-study analysis

of controversies over abortion, same-sex marriage, religious symbols in the public square, the treatment of minorities and other topics. Through these examples we will also explore law's impact as a mechanism of conflict-resolution.

From Artifact: 2673613.docx

CODE APPLICATIONS: NO HUMAN DEVELOPMENT CODE



Excerpt 4:

One short individual assignment (5-6 pages) on the semester's materials is due in hard copy at the beginning of the session on September 27. The assignment will be distributed in class one-week prior.

From Artifact: 2673613.docx

CODE APPLICATIONS: NO HUMAN DEVELOPMENT CODE



Excerpt 5:

Office Hours: Students are encouraged to make use of my office hours as much as needed for clarifications, testing and developing possible ideas for the term paper or for any other matter. Time slots during office hours tend to fill up quickly. Prior to coming in, please send me an email to schedule a specific time slot. If the designated office hours are not convenient for you, I will gladly make appointments at other times.

From Artifact: 2673613.docx

CODE APPLICATIONS: NO HUMAN DEVELOPMENT CODE



Excerpt 6:

Research Guide:

A research guide, specifically designed to help students with their research for this class, is available on the Seminar's website.

From Artifact: 2673613.docx

CODE APPLICATIONS: NO HUMAN DEVELOPMENT CODE



Excerpt 7:

[Please choose and hand-in a lyric poem this week to be studied in 10/6/16 class]

From: 2475479.docx

CODE APPLICATIONS: CIVIC



Excerpt 8:

The history of risk

Is "risk" a permanent condition of human life or does it have a history? [Office3] [ADS4] If the latter, how and when did it emerge? What is the relation among

risk, self-ownership, and freedom? What is the “chance-world” of capitalism? Answer with reference to Jonathan Levy, Freaks of Fortune.

Jonathan Levy, *Freaks of Fortune: The Emerging World of Capitalism and Risk in America*. Harvard University press (2012): Prologue, chapters 1-3, 6-7, epilogue.

From Artifact: 2675808.docx

CODE APPLICATIONS: EXISTENTIAL, VOCATIONAL



Excerpt 9:

Gambling and the work ethic-

What attitudes toward work and luck does gambling promote, according to Jackson Lears? Is gambling at odds with the work ethic? If so, is this an argument for or against gambling?

Readings- Jackson Lears, “Playing with Money,” *Wilson Quarterly*, vol 19 (Autumn 1995):

<http://www.jstor.org.ezp-prod1.hul.harvard.edu/stable/40259046>

From Artifact: 2675808.docx

CODE APPLICATIONS: CIVIC, EXISTENTIAL



Excerpt 10:

Mobility and the American Dream

Is the U.S. still the land of opportunity or is mobility a myth? Is it harder to rise in the U.S. than in other countries? If so, what are the implications for the American dream? [Office5] [ADS6]

Jason DeParle, “Harder for Americans to Rise from Lower Rungs,” *N.Y. Times*, Jan. 4, 2012: <http://www.nytimes.com/2012/01/05/us/harder-for-americans-to-rise-from-lower-rungs.html?pagewanted=all&r=0>

[See also accompanying graphic, “Comparing Economic Mobility”: <http://www.nytimes.com/interactive/2012/01/04/us/comparing-economic-mobility.html?ref=us>]

The Pew Charitable Trusts, “Pursuing the American Dream: Economic Mobility Across Generations,” 2012. See especially Figure 3, p. 6, and Figure 18, p. 28. http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2012/PursuingAmericanDreampdf.pdf

Raj Chetty, Nathaniel Hendren, Patrick Kline, Emmanuel Saez, “Where is the Land of Opportunity? Intergenerational Mobility in the U.S.,” Feb. 4, 2014:

<http://www.voxeu.org/article/where-land-opportunity-intergenerational-mobility-us>

Further readings and resources:

Raj Chetty, et al., *The Equality of Opportunity Project*:

<http://www.equality-of-opportunity.org/>

From Artifact: 2675808.docx

CODE APPLICATIONS: CIVIC, EXISTENTIAL**Excerpt 11:**

What determines the moral values and principles that orient and guide the lives of individuals and societies—the “moral compass” we use to navigate through the thickets of decision and indecision? What is this compass, and where does it come from? Is it God-given? Or, rather, is it the product of culture and society? Or is it perhaps a matter of our genes, an evolutionarily-determined instinct? Or, instead, is it the province of Reason, discoverable through the rational intellect (possibly by analogy to logic or mathematics)? Further, we might ask, is there just one compass, or maybe several legitimate ones, which can sometimes point in different and even incompatible directions?

From Artifact: Copy of 2759694.docx

CODE APPLICATIONS: VOCATIONAL**Excerpt 12:**

Graduate Course

You are welcome to work with others, discussing the readings with classmates, sharing notes, participating in study groups, brainstorming ideas, receiving comments from another student on your writing—these are all permitted (indeed, encouraged). However, anything you submit for evaluation must be the result of your own research, reflection, and writing. You must also adhere to standard citation practices, properly referencing any books, articles, websites, lectures, etc. that have helped you with your work. If you received any assistance on your written work (feedback on drafts, etc.), you must also acknowledge this. See the Harvard policy on academic integrity for additional information, available at <https://college.harvard.edu/academics/academic-integrity>, and please do not hesitate to ask if you have any questions about what is or is not permitted.

From Artifact: Copy of 2759694.docx Edited for Clarity

CODE APPLICATIONS: CIVIC, VOCATIONAL**Excerpt 13:**

By the end of this course, I hope that every student will be able to:

Describe why conservation biology is important using well-supported arguments;

Interpret, summarize and clearly present primary scientific literature from weekly readings, and to reflect on its conservation implications;

Advocate for biodiversity conservation, through outreach opportunities;

Develop a strong understanding of wildlife conservation problems and issues that relate to practical management;

Demonstrate newly acquired skills frequently used by conservation biologists, through practical exercises, improved writing and speaking skills, and discussion leading;

From Artifact: Copy of 3176878.docx

CODE APPLICATIONS: VOCATIONAL**Excerpt 14:**

This course aims to develop skills of interdisciplinary research and visual literacy that they can be utilized regardless of your field of concentration or study.

From Artifact: Copy of 3417834.docx

CODE APPLICATIONS: CIVIC, EXISTENTIAL**Excerpt 15:**

Who Should Take this Course:

Anyone interested in these topics. No background in law, medicine, or philosophy will be assumed. Instead you will learn through exposure to their methods.

People who can keep their minds open and discuss topics that are controversial and sometimes uncomfortable while suspending their sense of judgment.

From Artifact: Copy of 3356465.docx

CODE APPLICATIONS: CIVIC**Excerpt 16:**

Conversational ground-rules

Our goal is to ensure an inclusive, safe and productive environment for discussion. Some ground-rules to promote this:

Be charitable: engage with the best version of someone's view.

Fit comments to dialectic. As with any conversation, your contributions should contribute to the point at the discussion which we are at. They should be (a) on-topic; (b) accessible; (c) concise.

Respect others. (And notice others). Truth is important, but so are people!

Feel free to remind others, as well as myself of these rules as needed.

From Artifact: 3645199.docx

CODE APPLICATIONS: CIVIC, VOCATIONAL, EXISTENTIAL**Excerpt 17:**

Become familiar with research that is directly relevant to decisions that you might make as a parent, teacher, policy-maker, or voter.

From Artifact: 3892509.doc

CODE APPLICATIONS: CIVIC, VOCATIONAL, EXISTENTIAL**Excerpt 18:**

We tell stories to make sense of the world. Our personal and our professional lives depend on our ability to weave many elements into a coherent whole, both for us and for our fellows. Sometimes unwittingly, we use stories and storytelling as managerial tools: properly applied, they help us motivate a workforce, define a company mission, focus our thinking in moments of crisis. Stories work with the complexity of daily life, and give us perspective on decisions we might otherwise take too casually, or challenges that at first resist our mastery; they rank among our oldest and most persistent means of achieving consensus, a leadership and management device as old as humankind. They are tacit builders of what we call our ethical standards.

From Artifact: Participant_05.doc

CODE APPLICATIONS: CIVIC, EXISTENTIAL**Excerpt 19:**

Final projects can focus on either planning (and if possible beginning to implement) a coalition building action or activity, or the creation of an artistic expression aimed at inspiring empathy.

From Artifact: Participant_19.docx

CODE APPLICATIONS: CIVIC, EXISTENTIAL**Excerpt 20:**

10/17 WEEK 7

Weeks 7-12 Hard times, memory, human destructiveness

Readings on violence, racism, the role of art, personal responsibility

From Artifact: Participant_32.docx

CODE APPLICATIONS: CIVIC, EXISTENTIAL, VOCATIONAL**Excerpt 21:**

Management and Power in the Workplace

Schedule and Readings

Wed, Aug 30 – Thinking about Inequality from the Perspective of Social Justice
Background: T. M. Scanlon, “The Diversity of Objections to Inequality”

Mon, Sep 4 – University holiday

Wed, Sep 20 – Equal Opportunity, Wide Conceptions

G. A. Cohen, “Why Not Socialism?” John Roemer, “Equality and Responsibility”

Also relevant: Richard Arneson, “Four Conceptions of Equal Opportunity”

Mon, Sep 25 – Occupational Inequality and the Persistence of Classes

Paul Gombert, “Dilemmas of Rawlsian Opportunity”

Also relevant: John Rawls, *A Theory of Justice*, pp. 456-64

Mon, Oct 2 – Subjection to Authority in the Workplace

Nien-he Hsieh, “Rawlsian Justice and Workplace Republicanism”

Also relevant: Elizabeth Anderson, “Equality and Freedom in the Workplace”

Mon, Oct 16 – Inequality, Gender and the Family

Susan Okin, *Justice, Gender, and the Family*, pp. 3-9, 16-23, 89-109 Also relevant: Susan Okin, “‘Forty Acres and a Mule’ for Women” 142-74

From Artifact: MASTER_Participant_56.docx (Abbreviated for space)

CODE APPLICATION: VOCATIONAL



Excerpt 22:

Artistic responses can take any number of forms, including (but not restricted to) the following: a painting or drawing, a collage, a poem, a short story, a song, a sculpture, a dance (videotaped), a film, a photograph or series of photographs, etc. Artistic responses should be accompanied by a brief paragraph description to help orient the audience to your creation and intention in the same way that a brief description might accompany a piece of visual art in a museum or an introduction to a poem or song. The description should illuminate the artistic creation, not supplant it. The artistic creation should “speak” for itself.

From Participant_19, Fall 2017

CODE APPLICATIONS: VOCATIONAL, EXISTENTIAL



Excerpt 23:

“I encourage (but do not require) students to write their final policy memos on topics related to their task force topic. These task forces are the heart of the course, since I believe that students learn best by working on issues of special interest to them and that collaboration among a small set of students enhances the learning process.”

From:ETTLE 2018 Participant_30.docx

Additional Questions, Examples, and Explanations from ETTLE Syllabi Training

In the process of refining code applications, the code team submitted questions related to the coding of sample excerpts. Below is a sampling of those questions, the excerpts to which they pertained, and the answers generated by the coding team.

HD: EXISTENTIAL OR VOCATIONAL, DEPENDING ON THE CONTEXT.

1. In the syllabus for a collections and management course where the instructor assigns a museum tour, we coded it as Existential. Should every museum tour be coded as existential as a rule? What about museum tours that are part of a vocational training program?



Explanation: In the case of training a docent, tour guide, collections manager, or curator, a museum tour would be Vocational. In the use of it as a tool to learn about the displayed art itself, Existential. The difference is that the second involves experiential learning about/through spaces of leisure, and the first involves learning skills for a vocation within a space that others consider spaces of leisure. If no explanation of the role or purpose of the museum tour is offered, then no Human Development code is to be applied.”

HD: VOCATIONAL

2. Do case-studies involving practical application warrant the Vocational code?

Case studies of specific challenges and solutions will be discussed. Topics addressed will include acquisitions, cataloging, documentation, digitizing, storage, disaster planning, integrated pest management and museum-wide strategies for successful collection management.

From Artifact: Participant_02 Fall 2017



Explanation: Explicit reference to skills relevant to the job of “successfully” “managing” collections in a museum.

HD: CIVIC AND EXISTENTIAL

3. Does a course focused on the experience and contemplation of physics warrant any Human Development code?

Professor XXX (Department of Physics). What is space? What is time? How have humans viewed these over the years? How are the views of these shaped by our environments and cultures? We often employ spatial metaphors for social situations – e.g. “they’re very close,” or “they split apart.” It seems that as concepts of space change, and our horizons are broadened, these changes are reflected in a shift in cultural awareness. “

From Artifact: ILTS Fall 2017 syllabus).



Explanation: The Civic code here is triggered by the reference to a shared world, “cultures”; and the Existential code is triggered by the reference to a broadening of “horizons” as both collective and individual experience, as well as social situations.

HD: CIVIC

4. Does the Civic code also capture the interpersonal development that happens through classroom work? How explicitly does this have to be stated in order to trigger the application of the code?

Due to the interdisciplinary nature of the course topic (ILTS Fall 2017 syllabus), students will be expected to work with each other and learn from each others’ perspectives and backgrounds. Individual papers should be written by and worked on individually, but everything else in the class is designed to encourage group discussion, interaction, and participation.



Explanation: In this context, the reference to “backgrounds” and “perspectives” of others implies social, political, and therefore civically-oriented bridging. Because the classroom is not a space of “intimacy and leisure” and there is not explicit individual personal growth thematized, Existential is not appropriate.

HD: EXISTENTIAL

5. What level of “personal expression” must be included for the application of an Existential Code? Is any kind of communication encompassed? Or must there be reference to the expression of oneself?



Explanation: Activities and topics related to creative expressions should be coded existential. Activities and topics related to or referencing personal experiences are context dependent. See “Markers” for Existential.

HD: NO HD CODE

6. In what context is the capacity to “discuss” necessary for rewarding relationships in “spaces of intimacy and leisure” and therefore, would take the Existential code?



Explanation: The classroom is not considered a “space of intimacy and leisure,” and therefore, is not a context in which discussion would trigger the Existential code.

HD: CIVIC, VOCATIONAL, EXISTENTIAL**7. What would be the relevant HD codes for this?**

This course examines several areas in which privacy and technology are thought to be in conflict. Students will explore whether these conflicts are real and, if so, discuss what could reasonably be done about them in the areas of both technology and policy.

From Artifact: Syllabus # 77. Fall 2017.



Explanation: This is a course in which students are being taught skills for identifying and addressing challenges in the technology sector or work place. Since it concerns the practical course of action in a field that is professional, it takes the Vocational code. Since the practical course of action being developed involves developing personal, experiential, determinations of shared reality, it is also Civic and Existential.

HD: EXISTENTIAL AND CIVIC**8. What are the relevant HD codes for this?**

Why does the episode involving the Danish cartoons continue to resonate so strongly, to the point that even in July 2016 the editor responsible for publishing them was disinvited from giving a lecture in South Africa? The paper should express your own analysis, but also give consideration to the viewpoints in the various articles you have read.

From Artifact: Free Speech Fall 2016. Syllabus # 2687562



Explanation: The space of animation and cartoons, like comedy, bridges spaces of personal experience and collective or political spaces and topics. The instructor asks students to produce a paper that “express[es] your own analysis” while also “[giving] consideration to the viewpoints” of various others. Such a negotiation develops both Existential and Civic capacities.

HD: NO HD**9. What would be the relevant HD code for this?**

Each two-week unit in the course will comprise three classroom sessions, one of which may be a speaker from industry or academia with particular expertise in the area under consideration. The classroom sessions will be a combination of lecture and discussion; much of the grade will depend on class participation. In support of each unit, each student will be asked to read a number of papers on the topic of the unit and submit a question on the reading, write a short position paper (2-3 pages) responding to a couple of open-ended questions, and prepare for and participate in the discussion sections.

From Artifact: Participant 77 Spring, 2017



Explanation: This excerpt does not contain enough information to identify the area of human development being aimed for.

HD: CIVIC**10. Would Existential and/or Civic be applied to the excerpt below?**

Due to the interdisciplinary nature of the course topic, students will be expected to work with each other and learn from each others' perspectives and backgrounds. Individual papers should be written by and worked on individually, but everything else in the class is designed to encourage group discussion, interaction, and participation.

From Artifact: Participant_77.docx



Explanation: The use of “perspectives and backgrounds” in this context indicates the aspiration for social bridging, which is an aim of civic development.

HD: CIVIC**11. What is the explanation behind coding the following Civic?**

A defining goal of the course is to bring together students from disparate disciplines so that each can learn from the other while tackling problems where technology and policy are deeply tangled.

From Artifact: Participant_77.docx.



Explanation: The use of the word “policy”, along with the instructor’s language use, is evidence that this aspect of the course aims to develop students’ conception of the collective political life of a community

HD: VOCATIONAL**12. What HD codes should be applied here?**

“Case studies of specific challenges and solutions will be discussed. Topics addressed will include acquisitions, cataloging, documentation, digitizing, storage, disaster planning, integrated pest management and museum-wide strategies for successful collection management.”

From Artifact: Participant_2, Fall 2017



Explanation: The activities identified involve developing practical skills relevant to the work of “success collection management.

HD: CIVIC, EXISTENTIAL, AND VOCATIONAL**13. What HD codes should be applied here?**

In the course of these explorations, we will focus on the development of three sets of tools. First, students will learn to think critically about the complex and often nebulous ideas of privacy, studying it from ethical, legal, philosophical and economic perspectives. Second,

students will learn to analyze a technical system for its policy relevance. Using technical documents as well as secondary sources, students should distinguish between marketing jargon, fear-mongering and actual policy issues by looking to the structure of the system itself, as well as analysis and prediction of system implementation. Students will learn how to construct threat models for various scenarios, and how to analyze those scenarios to determine the plausibility of various alleged privacy violations. Finally, students will learn to effectively communicate technical concepts and policy concerns.

From Artifact: Participant_77, Fall 2017.



Explanation: Ideas of “privacy” implicate “spaces of intimacy” and trigger Existential; “policy” triggers Civic; the emphasis on developing skills for practical application in a work sector triggers Vocational.

HD: CIVIC

14. What Human Development codes apply to this excerpt?

Topics to be addressed include inequality of income and wealth, inequality of opportunity, gender and racial inequality, unemployment and poverty, unauthorized migration, authority in the workplace, threats to democratic institutions and various forms of political inequality. Special attention will be paid to Rawls’s liberal theory of justice and its critics.

From Artifact Participant 56.



Explanation: The use of words relating to political life such as “inequality,” “political,” and “democracy” always trigger the Civic code.

HD: CIVIC, EXISTENTIAL

15. Which codes would be applied to the following excerpt? Does “multiple meanings of global justice” imply Existential?

A global justice approach stresses accountability, fairness, and political and economic equality of both opportunity and outcome. It also stresses both the rights of individuals to more just outcomes as well as the responsibilities of states, corporations, and individuals to address injustices. In this module, we will consider the multiple meanings of global justice, and use case studies to examine specific issues, from mass atrocity to gender inequality, in terms of these different understandings of justice.

From Artifact: Participant 30.



Explanation: The use of words relating to political life such as “justice,” “global,” “rights,” and “atrocity,” always trigger the Civic code. The mention of “rights of individuals” and “gender inequality” implies identity politics, and therefore, triggers the Existential code as well.

HD: CIVIC, VOCATIONAL.**16. Does coursework, i.e., writing a paper in a specific style, trigger Vocational?**

I encourage (but do not require) students to write their final policy memos on topics related to their task force topic. These task forces are the heart of the course, since I believe that students learn best by working on issues of special interest to them and that collaboration among a small set of students enhances the learning process.

From Artifact: Participant 30.



Explanation: This excerpt requires interpretation based on the context of the syllabus, which is clearly devoted to teaching skills related to the job (vocational) and of forming meaningful task forces to address a shared, communal issue (civic).

HD: EXISTENTIAL, VOCATIONAL**17. What codes would be applied to this excerpt?**

Artistic responses can take any number of forms, including (but not restricted to) the following: a painting or drawing, a collage, a poem, a short story, a song, a sculpture, a dance (videotaped), a film, a photograph or series of photographs, etc. Artistic responses should be accompanied by a brief paragraph description to help orient the audience to your creation and intention in the same way that a brief description might accompany a piece of visual art in a museum or an introduction to a poem or song. The description should illuminate the artistic creation, not supplant it. The artistic creation should “speak” for itself.”

From Artifact: Participant 9.



Explanation: In this excerpt, the instructor aims to develop the student’s artistic expression and creativity (Existential), as well as professionalism as an artist (Vocational) and responsibility as an artist to the audience or consumer of art.

HD: CIVIC, EXISTENTIAL, VOCATIONAL**18. I see Civic and Existential, but why does Vocational apply to this?**

Excerpt: 21

Management and Power

Schedule and Readings

Wed, Aug 30 – Thinking about Inequality from the Perspective of Social Justice
Background: T. M. Scanlon, “The Diversity of Objections to Inequality”

Mon, Sep 4 – University holiday

Wed, Sep 20 – Equal Opportunity, Wide Conceptions

G. A. Cohen, “Why Not Socialism?” John Roemer, “Equality and Responsibility”

Also relevant: Richard Arneson, “Four Conceptions of Equal Opportunity”

Mon, Sep 25 – Occupational Inequality and the Persistence of Classes

Paul Gomberg, “Dilemmas of Rawlsian Opportunity”

Also relevant: John Rawls, *A Theory of Justice*, pp. 456-64

Mon, Oct 2 – Subjection to Authority in the Workplace

Nien-he Hsieh, “Rawlsian Justice and Workplace Republicanism”

Also relevant: Elizabeth Anderson, “Equality and Freedom in the Workplace”

Mon, Oct 16 – Inequality, Gender and the Family

Susan Okin, *Justice, Gender, and the Family*, pp. 3-9, 16-23, 89-109 Also relevant: Susan Okin, “‘Forty Acres and a Mule’ for Women” p.p.142-74

From Artifact: MASTER_Participant_56.docx (Abbreviated for space and clarity):



Explanation: This is a boundary case of the use of the Vocational code. The excerpt provides the information that the workplace will be studied, and in context, the workplace is academia.

HD: CIVIC, EXISTENTIAL

19. Since the following excerpt includes a discussion of morality, would this be considered existential or civic?

Is casino gambling morally objectionable? What about financial speculation? Are they morally on a par? Is there a connection between the growing role of finance and the increasing acceptance of lotteries and casinos? To what extent are life prospects governed by luck and chance rather than effort and work? The seminar will explore ethical controversies about various risk-taking activities, from lotteries to life insurance to hedge funds. It will also examine the role of luck and merit in allocating social and economic rewards.

From Artifact: 2675808.docx,



Explanation: When either ethics or morality is contextualized in the world, and not only studied for itself, it will be coded Civic; if the excerpt describes examining morality/ethics situationally (within a specific cultural context) and then asks the student to apply their thinking to their personal formations of morality or ethics, the Existential code would also apply. If ethics or morality is not contextualized, only the Existential code would be applied.

HD: EXISTENTIAL

20. “Fear” is listed in the code description for Human Development. How is fear related to human development?



Explanation: Dealing with fear is primarily an existential engagement. The mention of fear as a component of human development may appear in a course that deals with horror, trauma, the exposure of self-investigation for creative or therapeutic purposes, trigger warnings in class, or responses to failure.

Part V
Coder Training
Process and IRR/ICC
for HULA-ETTLE 2018

Part V Coder Training Process and IRR/ICC for HULA-ETTLE 2018

V.1 Syllabi Coding Training Process Overview

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The four primary coders for the HULA-ETTLE project achieved acceptable inter-rater reliability through an iterative heuristic process involving eight stages, each of which were followed with coding comparison among the primary coders' application decisions and the research director. The eight stages were: (1) introduction to HULA methodology and basic theoretical underpinnings; (2) understanding of code scheme, including code family definitions and individual code definitions; (3) excerpting training; (4) First Order Code application training: A) Craft Logic code application training on single excerpts; B) Syllabus Construction code application on single excerpts; C) Craft Logic+Syllabus Construction training on single excerpts; D) Craft Logic+Syllabus Construction training on whole artifact (5) Second Order code application training per code family on single excerpts; (6) Integration of First Order and Second order code application on single excerpts; (7) Application of full coding schema on whole artifact; (8) Intraclass Correlation analysis.

V.2 Intraclass Correlation Analysis

The four primary coders for the ETTLE project (Coders 1, 2, 3, and 4) each coded eight randomly selected syllabi. ICC values were then calculated for each code family, yielding ICCs ranging from 0.53 (Human Development) to 0.79 (Perceptual Domains Engaged).

Interpreted using the guidelines recommended by Koo and Mae (2016), these ICCs can be considered moderate, at the low end (values between 0.50 and 0.75), or good, on the high end (values between 0.75 and 0.90). Based on the recommendations cited by Danyluck and Page-Gould (2018), the ICCs should be considered fair (for values between 0.50 and 0.60), good (for values between 0.60 and .75), or excellent (for values over 0.75). Although inter-rater reliability was generally modest, perhaps due to the complexity of the code structure, it was acceptable for all code families.



NOTE: Cohen's Kappa treats all disagreements the same. For dichotomous coding, in which there can only be full agreement or disagreement, this is acceptable. However, intra-class correlation (ICC) is better suited when codes with greater ranges are applied because it accounts for the magnitudes of disagreements. For example, a difference in the number of code applications of 2 would be treated the same by Cohen's Kappa as a difference of 20, while ICC would penalize the first less than the second.

Reaching the above levels of inter-rater reliability indicates that the definitions established by the HULA team can likely be deployed consistently by similarly trained analysts. Given the small sample size of syllabi used in this archive, the findings are suggestive of what can be detected by the current instrument rather than a generalizable association.

Part VI
Pedagogical Wealth
Index and Findings

Part VI Pedagogical Wealth Index and Findings

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VI.1 Introduction

These findings are preliminary and are used here to illustrate methods for analyzing the data generated through the application of the Hula Codebook. A data set generated from a larger archive and including more source variation will allow analysts to gather evidence of relationships that are generalizable to the larger body of humanist work. The results of the analyses presented below should be interpreted narrowly in terms of the limited sample and as tentative findings from a pilot study.

VI.2 HULA-ETTLE Sample Analysis for ETTLE Pedagogical Wealth Index

The present investigation of ethics education is informed by the theoretical position that the humanities operate with a principle of economy, such that the deployment of multiple pedagogical methods is expected to support a wider range of outcomes than reliance on fewer methods. Accordingly, greater diversity of codes applied in the PDE family should relate to greater diversity of codes in the PCD family; greater variation in the PCD codes applied should relate a broader distribution of IPD codes; and diversity in all code families should increase the likelihood of the course supporting growth in multiple domains of human development. The Herfindahl–Hirschman index was used to calculate Pedagogical Wealth Index (PWI) scores for the PDE, PCD, and IPD families. To aid interpretation HHI scores were subtracted from 1 to form the PWIs, so that higher scores would indicate greater diversity. The PWI scores below are the sums of the squared proportions of each code to the total number of codes applied from the family:

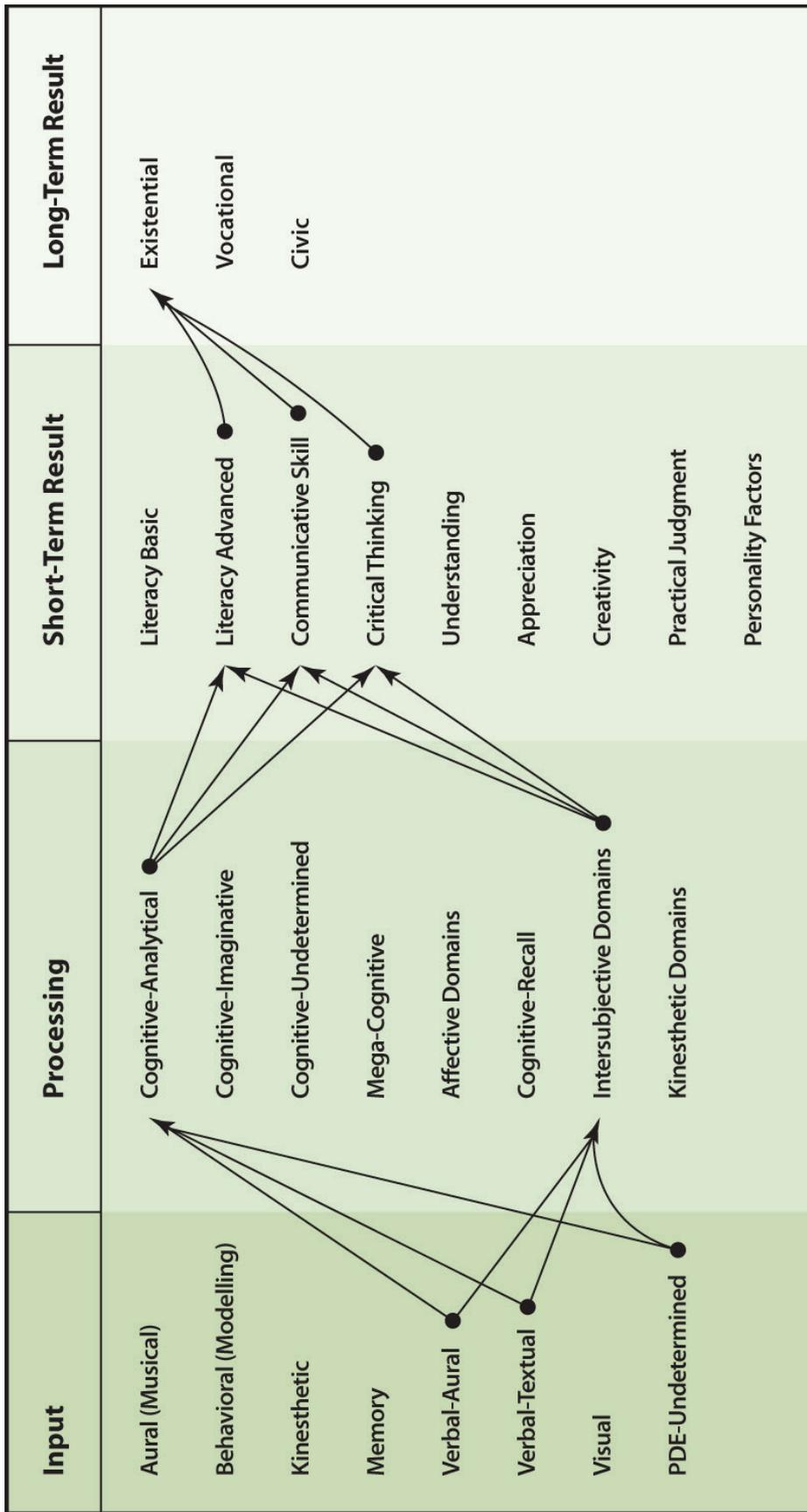
$$\text{e.g., PCD_PWI} = 1 - ((\text{PCD_CogA}/\text{PCD_Total})^2 + (\text{PCD_CogI}/\text{PCD_Total})^2 + (\text{PCD_CogU}/\text{PCD_Total})^2 + (\text{PCD_Affective}/\text{PCD_Total})^2 + (\text{PCD_MetaCog}/\text{PCD_Total})^2 + (\text{PCD_Inter-subjective}/\text{PCD_Total})^2 + (\text{PCD_CogU}/\text{PCD_Total})^2 + (\text{PCD_CogRecall}/\text{PCD_Total})^2 + (\text{PCD_Kinesthetic}/\text{PCD_Total})^2)$$

To evaluate the relation between the number of human developmental domains addressed by a course and the diversity of psychological capacities deployed and forms of intellectual and personality development pursued, each syllabus was categorized based on how many of the three human development domains were identified as relevant to the course. Twelve syllabi had 1 HD domain, 21 had 2, and 22 had 3.

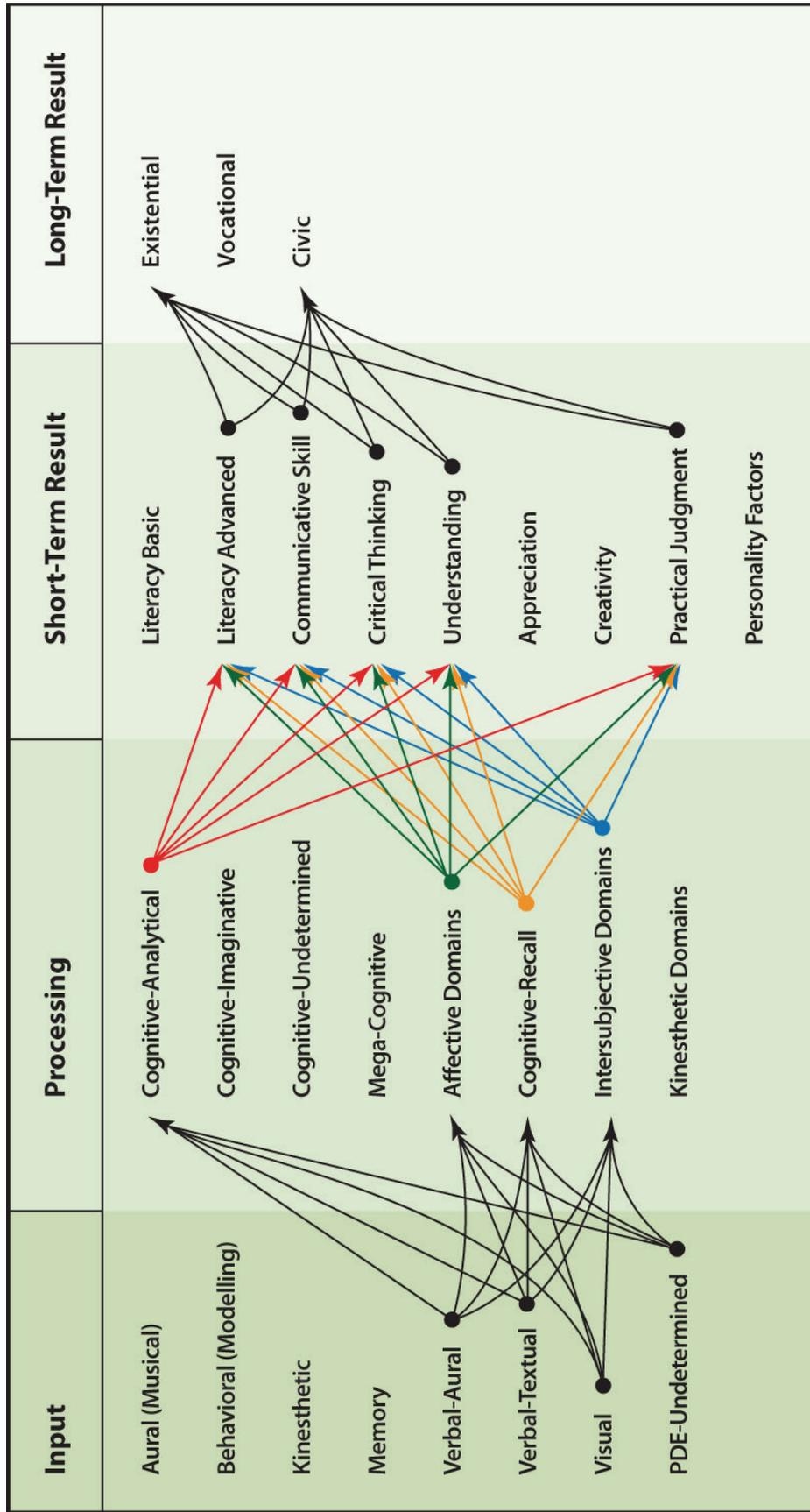
See below for sample visualization and summary.

The three diagrams below show the potential learning pathways for three syllabi in the archive. As demonstrated by the density of arrows, the syllabus that had evidence of all three Human Development outcomes also had more potential learning pathways. This was a common pattern seen across syllabi in the archive.

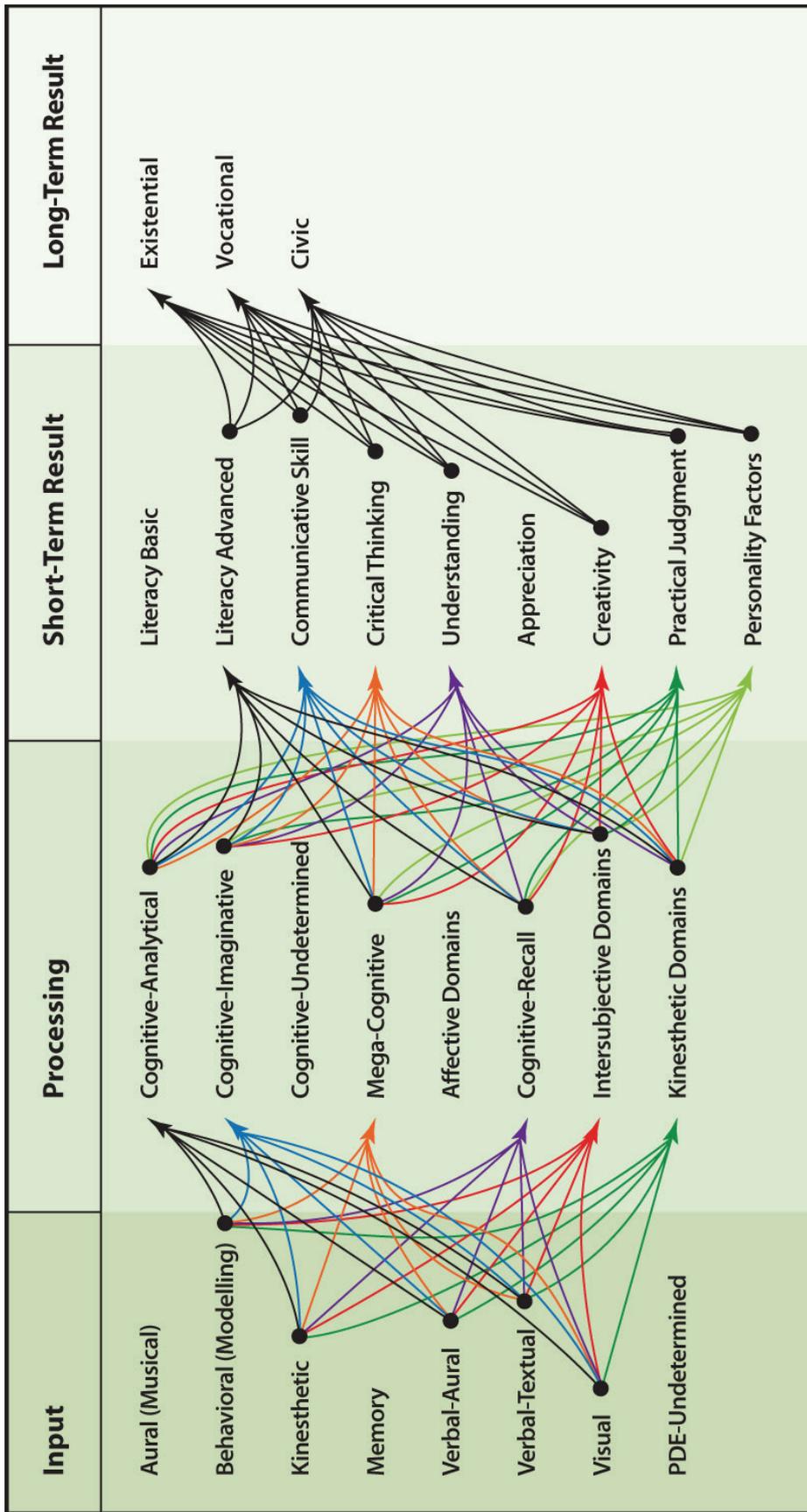
Syllabi Evidencing One HD Code (18 potential learning pathways)



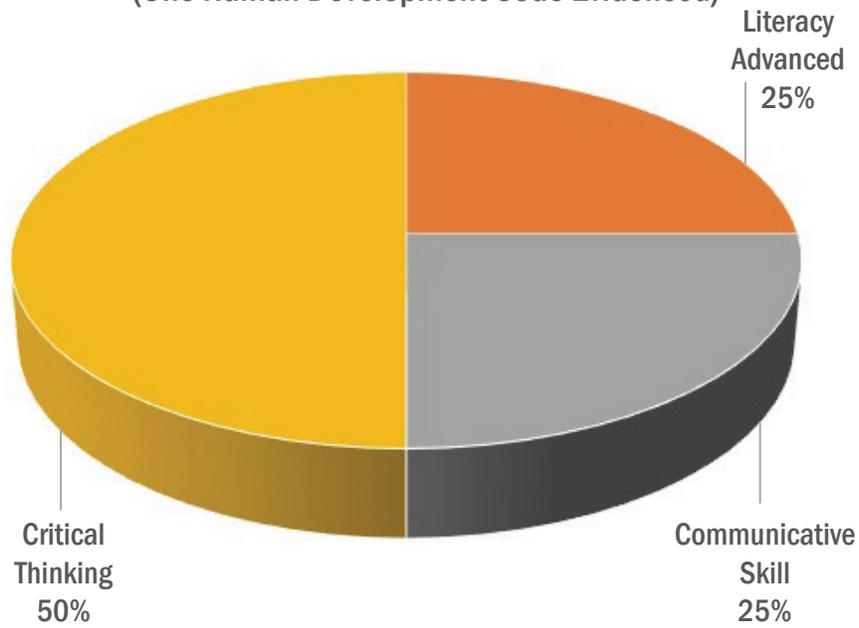
Syllabi Evidencing Two HD Code (160 potential learning pathways)



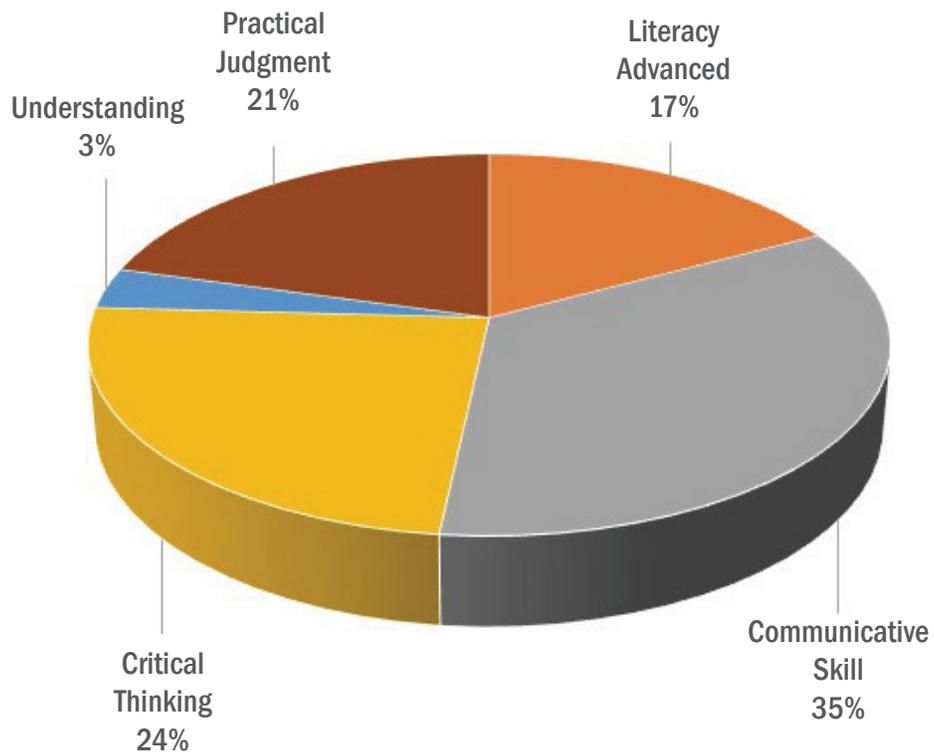
Syllabi Evidencing Three HD Code (630 potential learning pathways)



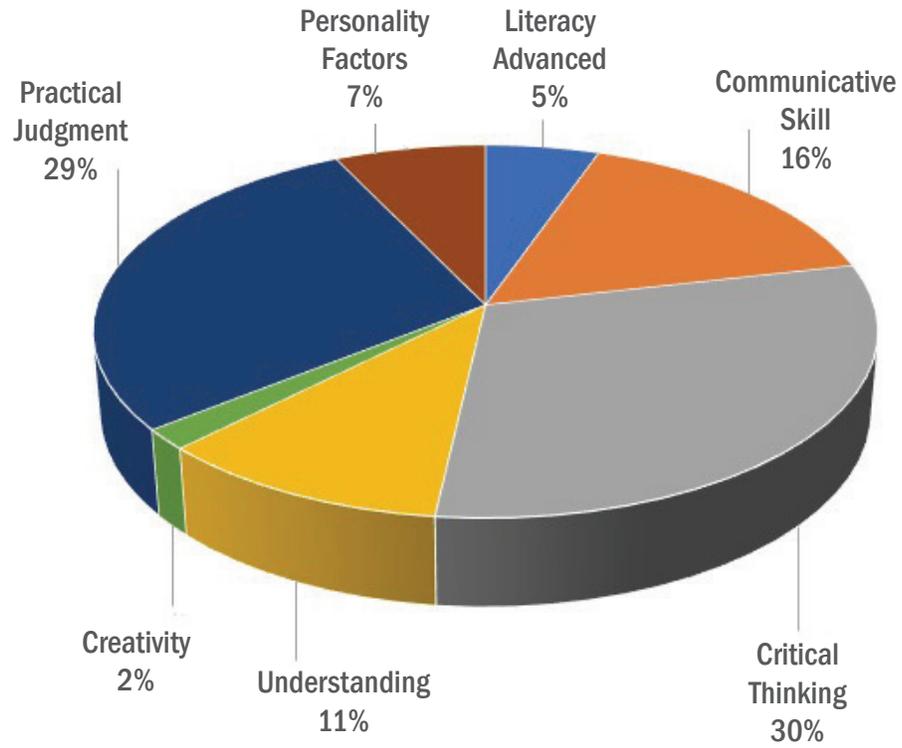
**IPD Distribution for Syllabus F8_57
(One Human Development Code Evidenced)**



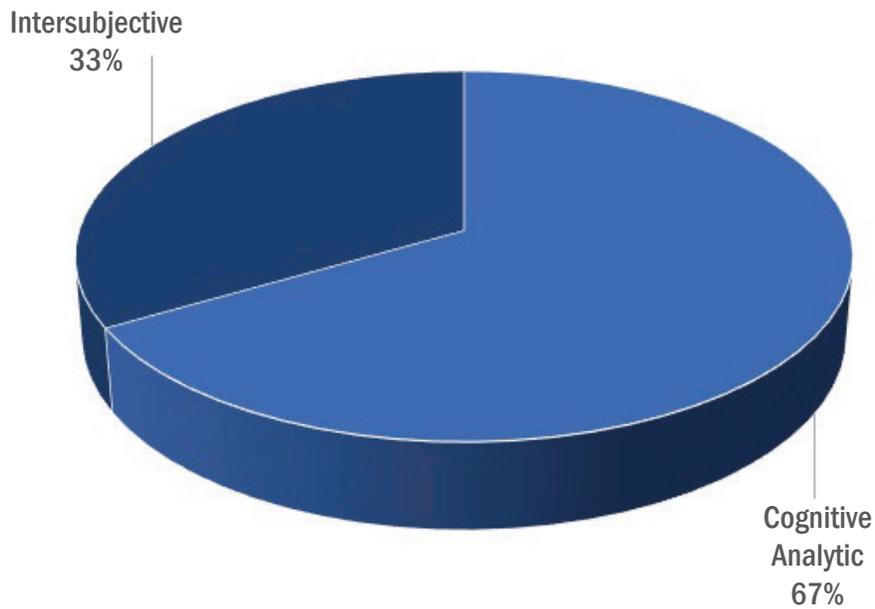
**IPD Distribution for Syllabus F8_53
(Two Human Development Codes Evidenced)**



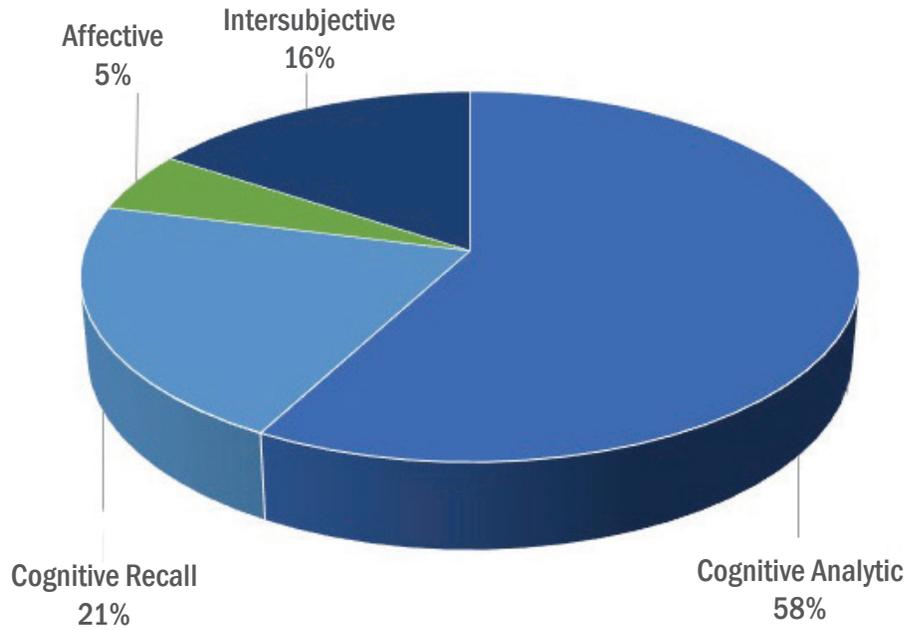
IPD Distribution for Syllabus F8_54 (Three Human Development Codes Evidenced)



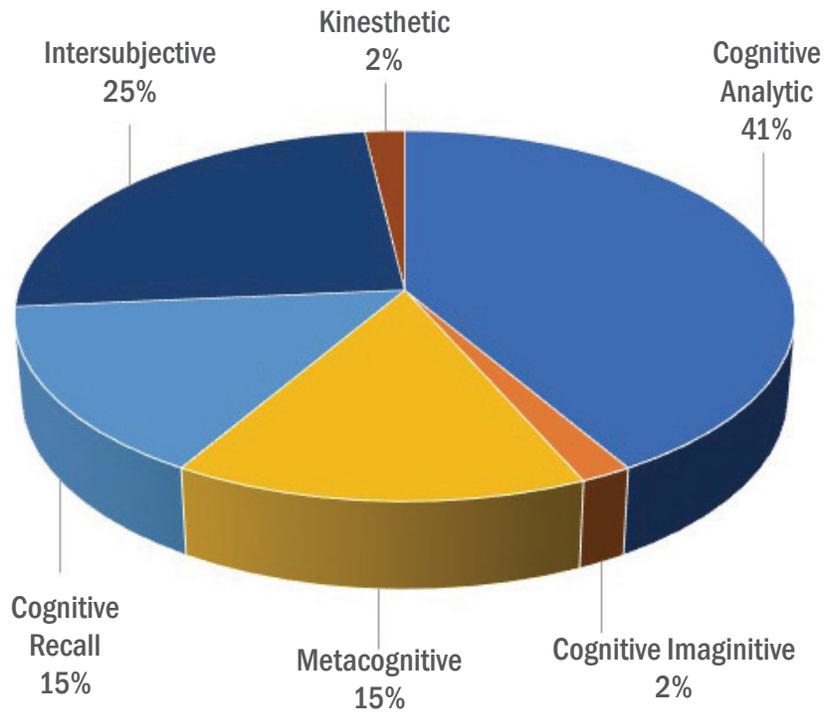
PCD Distribution for Syllabus F8_57 (One Human Development Codes Evidenced)



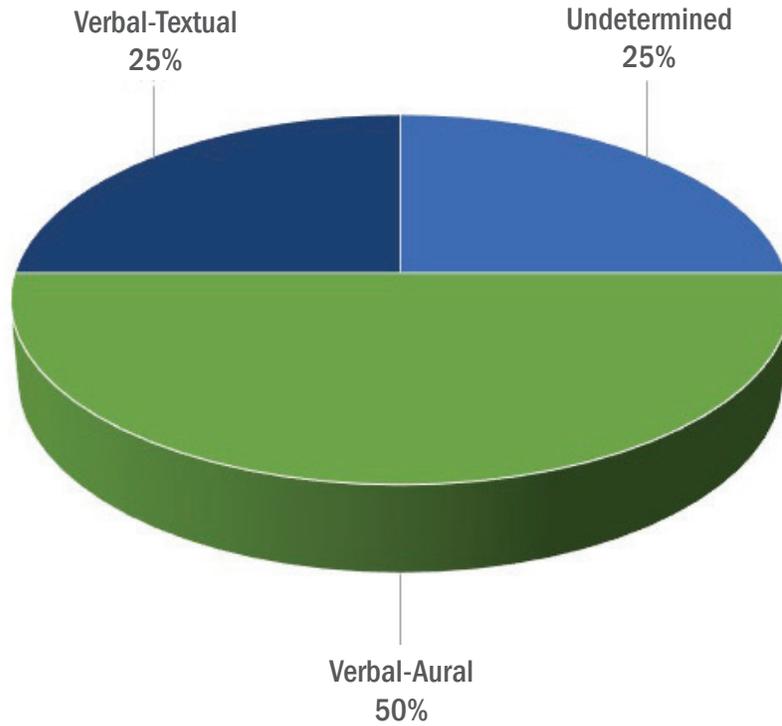
**PCD Distribution for Syllabus F8_53
(Two Human Development Codes Evidenced)**



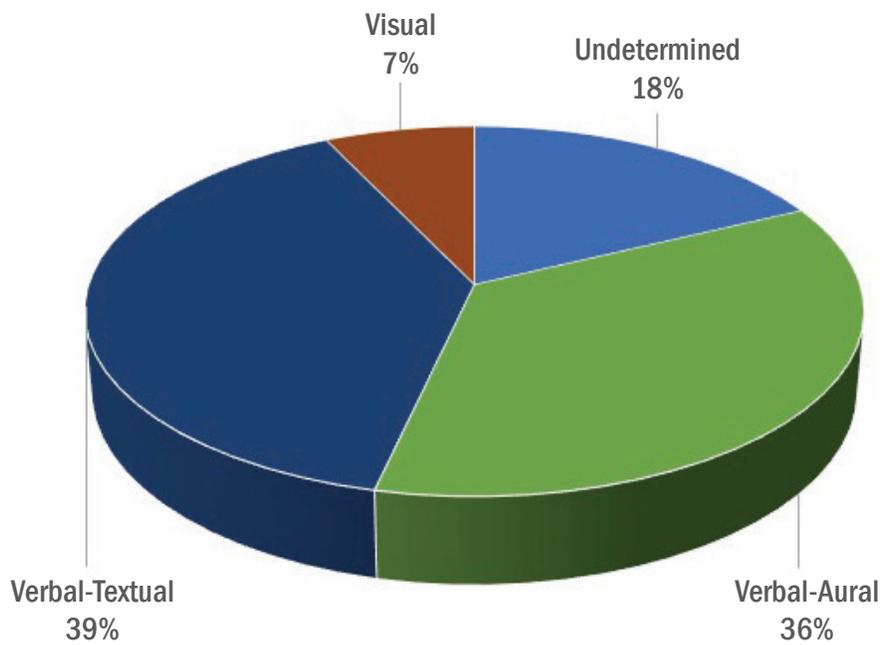
**PCD Distribution for Syllabus F8_54
(Three Human Development Codes Evidenced)**



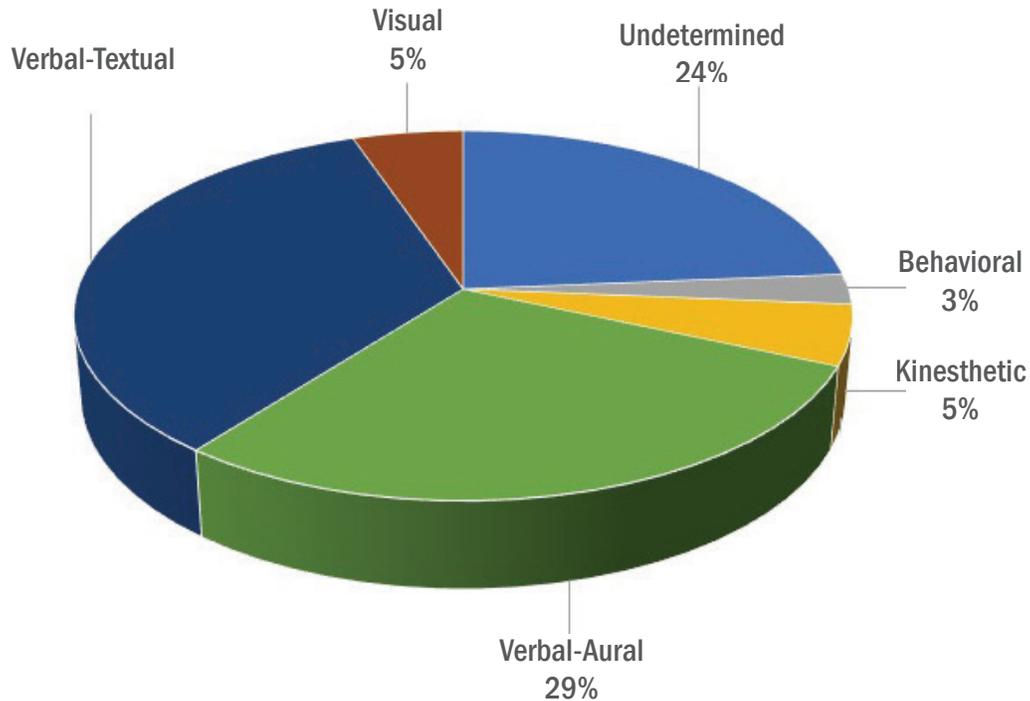
**PCD Distribution for Syllabus F8_57
(One Human Development Codes Evidenced)**



**PCD Distribution for Syllabus F8_53
(Two Human Development Codes Evidenced)**



**PDE Distribution for Syllabus F8_54
(Three Human Development Codes Evidenced)**



PDE, PCD, IPD Diversity Overview

- Syllabi evidenced on average 4.1 distinct Perceptual Domains Engaged.
 - One syllabus (1.8% of archive) had 2 perceptual domains engaged evidenced
 - One syllabus (1.8% of archive) had 7 perceptual domains engaged.
 - Thirty-four (61.8% of archive) had 4 or 5 perceptual domains engaged.
- Syllabi on average evidenced 4.3 distinct Psychological Capacities Deployed.
 - Ten syllabi (18.1% of archive) evidenced 2 distinct Psychological Capacities Deployed
 - Four syllabi (7.3% of archive) evidenced 7 distinct Psychological Capacities Deployed
 - Twenty-seven syllabi (49% of archive) evidenced 4 or 5 Psychological Capacities deployed.
- Syllabi on average evidenced 5.9 distinct Intellectual/Personal Development.
 - Four syllabi (7.3% of archive) evidenced 8 distinct Intellectual/Personal Development types.
 - Two syllabi (3.6% of archive) evidenced 3 distinct Intellectual/Personal Development types.
 - Thirty-three syllabi (60% of archive) evidenced 4, 5, or 6 distinct Intellectual/Personal Development types.

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**APPENDIX A:
More About the
ETTLE Search Tool**

Appendix A ETTLE Search Tool Overview

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In sum, the final dictionary included 306 unique ethics-related terms (see table below). Course catalogs from each semester in the study period (i.e., Fall 2017, Spring 2018, Fall 2018) were searched for appearances of these terms in the course title, short title, and course description. Courses with dictionary terms with weights that summed to 1 point or greater were considered to be likely to have sufficient ethical content to warrant inclusion in the study. In addition, if a course had 4 or more instances of any term, it was included in the study. Using this method, of the 3229 course catalog entries for the Fall 2017 semester, 503 (15.57%) were identified as ethics-related. A search of the 3238 entries in the Spring 2018 catalog yielded 501 (15.47%) ethics-related courses, and 503 (16.28%) courses were identified from the 3089 entries in the Fall 2018 catalog. In all semesters, less than half of the selected courses included the term “ethic” or “moral” in their descriptions or titles (44.93% in Fall 2017; 41.51% in Spring 2018; and 43.93% in Fall 2018).

List of Weighted Search Terms

Names from SEP and CDP (½ Point)		
Aristotle	Huemer	Plato
Bentham	Hume	Plutarch
Bernard Williams	John Stuart Mill	Prinz
Bertrand Russell	Judith Butler	Pritchard
Borgmann	Judith Jarvis Thomson	Protagoras
Buddha	Kant	Pyrrhonian
C L Stevenson	Kohlberg	R Firth
Confuci*	Leopold	R M Hare
Dancy	Locke	Rawls
David B Wong	Mackie	Robert Audi
David McNaughton	Marx	Rousseau
Dreyfus	Menci	Seneca
Enoch	Mozi	Shafer Landau
Epicur	Nietzsche	Shaftesbury
F L Will	Noddings	Sidgwick
G E Moore	Norbert Wiener	Spinoza
Gewirth	Nozick	Thomas Baldwin
Gilligan	Onora O’Neill	Velleman
Harmann	P F Strawson	Weber
Hobbes	Philippa Foot	Xunzi
Huchenson	Piaget	Zhuangzi

½ Point Terms from SEP and CDP

Abortion	Post Hoc Rationalization	Naturalism
Abstinence	Practical Wisdom	Nihilism
Access to care	Pragmatism	Non-domination
Access to health	Projectionism	Non-human
Advance directive	property identity claims	Non-naturalis
Associational privacy	Proprietary privacy	Nonreductionis
Autonomous Reflection Model	Psychological Altruism	Normative motivation
Aversive-Arousal Reduction	Rational Choice	Norm-expressivis
Bias Paradox	Rational Persons	Objectivism
Biological Altruism	Reflective Equilibrium	Open Question Argument
Brotherhood	Reproductive risk	Organ retrieval
Burden of Proof	Right to care	Organ sale
Casuistry	Right to health	Original technicity
Coercion	Self-evidence	Owe each other
Collective action	Sensibility Theory	Partial disclosure
Common Good	Sentient Beings	Particularism
Confidentiality	Sentimentalism	Paternalism
Conscience clause	Separabilis*	Personhood
Consequentialism	Social Punishment	Physical privacy
Contractarianism	Socially constructed actor	Socially constructed artifact
Contributory Principles	Four-dimensionalis	Sophist
Conventionalism	Harm principle	Speciesism
Deceit	Hedonism	Stigma
Decisional privacy	High theory	Subjectivism
dehumaniz*	Human dignity	Substitute decision-making
Deontolog*	Human enhancement	supererogat*
Distribution of burdens	Human Exceptionalism	Supervenience
Divine Command Theory	Human Subjects Research	Tao*
Do no harm	Humeanism	Target-centered
Duty to rescue	hyperrealit	Teleolog*
Egalitarianism	Ideal Dispositionalism	Theological Facts
Egoism	Informational privacy	Thick concept
Embedded instrumentalis'	Informed consent	Threshold of authority
Embedding Problem	Intuitionism	Trolley Problem
Emotionally Caused Judgment	Is-Ought	Undue inducement
Emotivism	Judgment Internalism	Universal Law
Error Theory	Junzi	Universalism
Eudaimonism	Just health	Utilitarian
Euthanasia	Legal Persons	Voluntarism
Experimental Philosophy	Medicalization	
Fact-Value	Minimal risk	
Feminist Epistemology	Motivational Internalism	
Plan-expressivism	Natural Facts	

½ Point Terms from NEP

altruism	genocide	rational theory
beneficence	homicide	respect
bullying	honest	responsible conduct
civic	honor	rights
corrupt	humane	scandal
cruel	justice	sin
deceive	leadership	sociopath
deception	liberty	suicide
dilemma	loyalty	terror
duty	maleficence	the good
empathy	malice	torture
eugenic	mass incarceration	truth
evil	mercy	values
existentialism	natural right	vice
fairness	obligat*	violence
faith	philanthropy	virtue
fraud	pluralism	wrong
free speech	political economy	
freedom	psychopath	

¼ Point Terms from SEP and CDP

Absolute Principles	Dualism	Realism
Abuse	Expressivism	Relativism
Analyticity	Externalism	Skepticism
Censor	Functionalism	Stoic
Cloning	Internalism	Thought Experiment
Donor	Natural Law	

¼ Point Terms from NEP

Absolute Principles	brutality	integrity
Abuse	character	intent
Analyticity	civil	justif*
Censor	climate change/global warm-	leader
Cloning	ing	misanthropy
Donor	conflict	murder
Dualism	conscien*	mutilat*
Expressivism	conservation	negligence
Externalism	controvers*	normative
Functionalism	copyright	oppression
Internalism	decision mak*	pollution
Natural Law	devastation	protect
Realism	discriminat*	resilien*
Relativism	equality	responsibility
Skepticism	exploit	security
Stoic	fair	surveillance
Thought Experiment	goodness	sustainab*
accountabi*	happiness	tolera*
activis*	harm	welfare
autonom*	humanism	wicked
behavioral economics	humanity	

**APPENDIX B:
A Method for the
Identification and
Description of Ethics
Education**

Appendix B (Paper) A Method for the Identification and Description of Ethics Education

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Link to PDF coming soon.

APPENDIX C:

Quick Reference List of Codes and definitions

Appendix C Quick Reference List of Codes and Definitions

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FIRST ORDER



Craft Logic Codes

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Syllabus Construction Codes

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SECOND ORDER



Perceptual Domains Engaged Codes

- [Aural](#) (musical, non-linguistic auditory)
- [Behavioral](#) (modeling or demonstration)
- [Kinesthetic](#)
- [Memory](#)
- [Verbal-Aural](#) (linguistic input or output)
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- [Visual](#)
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SECOND ORDER



Psychological Capacities Deployed Codes

- [Cognitive-Analytical](#)
- [Cognitive-Imaginative](#)
- [Cognitive-Undetermined](#)
- [Cognitive-Recall](#)
- [Metacognitive](#)
- [Affective Domains](#)
- [Intersubjective](#)
- [Kinesthetic](#)



Types of Intellectual/Personality Development Codes

- [Literacy- Basic](#)
- [Communicative Skill](#)
- [Creativity](#)
- [Practical Judgment \(outside of the classroom\)](#)
- [Critical Thinking](#)
- [Literacy- Advanced](#)
- [Personality Factors](#)
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- [Appreciation](#)



Types of Human Development Codes

- [Civic](#)
- [Existential](#)
- [Vocational](#)

FIRST ORDER CODES: Craft Logic and Syllabus Construction

Craft Logic and Syllabus Construction Codes

Following is a description of each of the Craft Logic and Syllabi Component categories and examples of conditions that warrant their application. For parameters, notes, and training, please see Part IV in the codebook.

Craft Logic Code Definitions

Goal

This code is applied to excerpts describing an aspirational or desired outcome for the work being done; this is the strategic endpoint being aimed at by the syllabus writer or the instructor. Goals can be short-term, mid-range, or long-term outcomes towards which the course or instructor aims, either explicitly or implicitly.



Markers: Use of terms such “goal,” “aim,” “strives to, or “result.” In syllabi, often course descriptions and session/section descriptions contain implicit goals with use of process terms such as “explore,” “investigate,” “understand,” “appreciate,” “develop,” “generate,” “equip,” and “analyze.” In these cases, the difference between a goal, a method, and a mechanism must be discerned by surrounding context.



Non-Examples: Lists of texts or activities; use of process terms above when in context, they are describing a method (e.g., “We will analyze the case-studies with the goal of extracting typical behaviors”).

Method

This code is applied to excerpts describing activities, assignments, readings, and approaches, described by the instructor as part of their program.



Markers: Any text that answers “what” questions about the course, including lists of research questions or methods, readings or other activities, information about the instructor, including availability or accessibility or status, and, often, statements indicating the norms and behaviors the instructor expects or demonstrates, e.g. “Please do not bring your laptop,” or “I expect you to engage in civil discourse, even concerning provocative topics.”



Non-examples: Since both the Assessment and Mechanism codes imply a method, assignments, grading rubrics, or any other excerpt containing markers for assessment should not also be excerpted and coded for method; likewise, the same is true of excerpts containing mechanistic markers.

Mechanism

This code is applied to statements in the syllabus that causally connect the method and/or assessment statements to a goal, i.e., a desired result or anticipated learning taking place during the course or as a result of the course. Mechanism excerpts should indicate the “why” and “how” a method is anticipated to achieve a desired outcome. Mechanisms have an implied Method involved and should not be double excerpted for method. Mechanisms are always in relation to a goal, and therefore, are most often found nested within larger excerpts.

 **Markers:** Method statements that directly connect methods to goals such as, “The reading and assignments in the course will be intensive in order to _____”; method statements that imply causality such as, “You must be brave in your sharing of _____ connected to a statement such as, “Openness with me and your other students is essential for getting the most out of this course.” Often, in context, mechanisms can be indicated by the addition of intensifier descriptors attached to a behavior or activity: “Be sure to try to deeply understand the perspectives offered in the reading and bring your own perspective to bear on the discussion.” Because mechanisms by definition connect methods to goals, they are often only understood via their relationship to surrounding statements or in isolation from the rest of an excerpt.

 **Non-Examples:** General mechanistic language that does not relate to either the work of the instructor or the goal being pursued by the course (i.e. “Societies change over time due to shifting demographics of the populace”). Excerpts that only talk about mechanisms for assessment submissions, setup of office hours, processes for applying for deadline concessions or any other procedures that do not directly relate to the learning during the course do not qualify for this code. Other formulations that are explanatory, but that should not automatically be assumed to contain the causality required for the mechanism code are those such as, “through,” “due to,” “because,” “by,” “then,” (e.g., “These theoretical debates are examined through an analysis of cases.”)

Assessment

This code applies to instances in which an instructor describes methods of evaluation or assessment of students in the course as well as anything related to the course (including the course itself or the instructor). In all cases, descriptions of rubrics, grade percentages, other methods of evaluation, and writing assigned and submitted to an instructor are an Assessment, whether for a grade or not. Like Mechanism, applying the Assessment code always indicates a method as well; as such coders do not double excerpt for method when Assessment is applied.

 **Markers:** Words such as “assessment,” “grade,” “evaluation”; Grading breakdowns, (i.e., “The paper will count for 50% of your final grade”); any reference to rubrics, assignments of papers (with or without grade percentages), tests, quizzes, explicit references to any behavior that will impact the student’s grade (i.e., “a percentage of your grade will be deducted if you do not speak respectfully during heated debates,” or “I will evaluate you on your eagerness to learn.”).



Non-Examples: Without further context, words such as “expectation,” “dislike,” “want,” and other expressions that may indicate a professor cares about an element of the student’s performance, but which do not give the analyst enough cues to assume that element will actually factor into the instructor’s assessment or if it does how it might.

Syllabus Construction Code Definitions

Syllabus Construction Labels capture the different components of Syllabus Construction. Codes in this category are: Prerequisites, Course Description, Behavioral Norms, Course Session, Availability/Accessibility and Other.



Prerequisites

This label is applied literally and only to portions of a syllabus labeled by the instructor as “prerequisites” or in which the word “prerequisites” appears.



Non-examples: Optional Readings, Required Readings, or any other assignments.



Course Description:

This label captures where in the syllabus the major elements of the course purpose, methods, contents, and requirements are described. Course Description often includes a combination of general language about the central themes of the course, questions to be taken up, the texts to be studied, description of the assignments to be completed, and background information.



Markers: The use of “course description”; “overview,” “required readings,” goal oriented language (see “goal” in Craft Logic); lists of questions, themes, subjects, or canonical titles or subjects.



Course Session

This label is applied to portions of the syllabus that present the organization of the course. Some instructors organize their syllabus by session or day. Others group sessions by week or into units based on themes. We follow the instructor’s organization style and excerpt accordingly. This code is applied according to titled and/or natural breaks in the syllabus. Those breaks may be indicated by given dates (i.e., “xx/xx will cover”); themes (e.g., Utilitarianism in corporate decision making, Utilitarianism in the research lab, Utilitarianism in the social domain), class type or instructor type (Teaching Fellow, Professor, Guest, Lecture, Discussion), or by use of formatting that implies temporal, thematic, or class type distinctions.



Markers: “Session,” “Section,” “Week X,” and natural breaks in the syllabus layout, such as page, paragraph, or other formatting styles indicating a separation of theme, time, activity, method, material, etc.

Behavioral Norms

This label captures the professor's expectations of student conduct and gives directives for interaction with the material and other students both in and out of the classroom, as relevant to the class itself. This includes directives the instructor provides about the atmosphere and rules of the classroom (e.g., no cell phones/laptops.) and other kinds of requirements for participation in the course (e.g. academic eligibility, academic honesty, assignment formatting, rules for late assignments.). The Behavioral Norms code should also be applied to excerpts describing explicit expectations about interpersonal and personal conduct.

 **Markers:** Statements including words such as, “you,” “me,” “I,” “students,” “required,” “expect,” “must,” “behavior,” or “attitude,” formatting instructions (e.g., please use MLA formatting for your papers).

 **Non-Examples:** Excerpts only involving disability access and discussion of professional ethics (what someone should do in a particular discipline or profession outside of the classroom, which may or may not pertain to a student or participant in the classroom or related to class activities).

Availability/Accessibility

This label captures where in the syllabus an instructor provides information relating to the professor's availability or to any institutionally related issues of practical, physical accessibility. This information maybe in the form of instructions for contacting the instructors, parameters or expectations about contacting them, or information about resources relating to physical disabilities, learning needs, or mental health needs.

 **Markers:** Disability, Special Needs, Office Hours, locations, and contact information for instructors, information about access to materials.

 **Non-Examples:** statements concerning non-practical, process, or physical information about accessibility (e.g. “I want all students to feel welcome to share their thoughts”).

Other

This label captures rare contents or elements in a syllabus that do not fit in any of the other 5 categories.

In our training and in this archive, this code was not applicable.

SECOND ORDER CODES: Perceptual Domains Engaged, Psychological Capacities Deployed, Intellectual and Personality Development, and Human Development

Perceptual Domains Engaged Code Definitions

The Perceptual Domains Engaged codes are: *Aural, Visual, Behavioral Modeling, Kinesthetic, Memory, Verbal-Aural, Verbal-Textual, and PDE Undetermined.*

The Perceptual Domains Engaged (PDE) codes identify modes of perception or intake that are explicitly engaged for purposes of learning in a particular course. Evidence for the application of these codes requires intentionality expressed by the syllabus author's through word choice or implied by a perceptual domain inherent in the exercise undertaken (i.e. which perceptual domain connects the perceptual stimulation to the learning intended).

Aural

This code is applied when the primary mode of perceptual engagement emphasizes the experience of non-linguistic sound. This code is always applied to instances in which the media or activities mentioned feature musicality in terms of production, performance, analysis, or passive intake. This code does not apply to audio that depends primarily on linguistic auditory intake, i.e. lectures or speeches, without explicit recognition of the non-linguistic aural quality of the media (i.e., “pay particular attention to the score of the film” or “we will analyze the melodious qualities of Dr. King’s speeches”).



Markers: Opera/symphonic music, soundtrack, performed chamber music.



Non-Examples: Movies/Films (without additional evidence), Speeches/debates, radio-programs, discussion, audio-blogs.

Behavioral Modeling

This code is applied when the primary mode of engagement being described involves an instructor or student engaging in an activity as if they were taking on the role of an identified other (often in a specific context, such as a discipline, setting, or vocation) or by mirroring another person in an identifiable role or position. In particular, practicing the type of thinking or behavior associated with specific professions, social class/category, or time-periods is coded Behavioral Modeling.



Markers: Phrases such as “...complete as if we were _____”, “thinking like a _____”, or “pretending we are a _____”. Excerpts that mention Role-playing are always coded with Behavioral Modeling.



Non-Examples: Reading, discussing or producing case-studies (unless additional information is given).

Kinesthetic

This code captures occasions when the practitioner or student use physical capacities in concert with higher-order intellectual or psychological expression/reception to engage with course material. This code is applied when the activity described either requires the body moving in space to achieve a learning objective or particularly emphasizes tactile modes of processing. This code does not encompass simple movements required for the normal functioning of class (i.e. “The first half will be held in the first-floor lecture room. For the second half, we will break out into small section groupings” do not take the kinesthetic code).

 **Markers:** Dance performance, pantomime, stage-performance, re-enactment, athletic events, direct instruction for tactile engagement (i.e., “you should underline your text with your fingers and dog-ear the pages of your book”).

 **Non-Examples:** Unexamined or non-thematized movement required for completion of course objectives (moving seats to complete an exam, changing rooms, switching partners, walking tours) unless explicitly evidenced.

Memory

This code is applied when the primary mode of perceptual engagement emphasizes, references, or relies on the recollection of an individual’s experiences and metacognitive insights gained prior to an activity. In particular, this code is used to recognize when the “text” being accessed by a student is their own prior experience or their thinking about prior experience. Memory is differentiated from Cognitive-Recall in that Memory accesses experiences that may not be directly related to information or experiences provided during the course. For example, describing the feeling associated with taking a quiz in class would be coded Memory though the actual taking of the quiz –recalling the correct answers– would not.

 **Markers:** Personal experience and metacognition about a prototypical experience (ie “describe how does it feel when you take tests”).

 **Non-Examples:** Completing an out-of-class exam, writing a paper, completing a course reflection (unless additional evidence is given), Socratic method, accessing cultural-identity based recollections (unless they are personal to the student).

Verbal-Aural

This code is applied when the primary mode of engagement being described involves generating or perceiving linguistic communication via performed or recorded media (as opposed to writing or reading text). This code can be differentiated from Aural by its dependence on linguistic communication. In excerpts that describe a presenter reading a pre-written speech, i.e. if the primary mode of perception is listening to a speech (live or recorded), the Verbal-Aural code would be applied.



Markers: Taking in or putting on a lecture, speech, poetry recital, debate, or discussion, documentaries, films.



Non-examples: Instrumental audio, silent movies.



Verbal-Textual

This code is applied when the primary mode of perceptual engagement requires the production or perception of printed text, including written conversation, written exams, papers, and blog posts.



Markers: Producing or taking in written text, literature, poetry, screenplays, scripts, essays, papers, written reflections, written exams.



Non-Examples: Performed speeches/debates or in-class discussions, unless further information is provided.



Visual

This code is applied when the primary mode of engagement described involves recognizing or generating visual media. Films, plays, dance performances, works of art, and non-linguistic imagery engage the visual domain. The visual code does not apply when linguistic information is being viewed visually, i.e. subtitles in a film, printed-text, etc.



Markers: Film, painting/canvas prints, graphics, stained-glass, photography.



Non-examples: Viewing a political speech/debate, unless the imagery of the media or the distinctly visual aspects of the speaker's delivery are emphasized. Highly descriptive pieces of text, or written discussion concerning visual media without that media being present, do not meet the threshold for coding Visual.



PDE Undetermined

Though all activities being described by an instructor or completed by a student require the engagement of at least one perceptual domain, coders may not necessarily have enough information to determine exactly which perceptual domain is being intentionally engaged. In these situations, PDE Undetermined should be applied. All excerpts should have at least one PDE code applied.



Markers: When the term “participation” is used without additional evidence of PDE, the analyst cannot determine how students are expected to engage, or an excerpt with just the contact information of the instructor.

Psychological Capacities Deployed Definitions

The Psychological Capacity Deployed are: *Cognitive-Analytical, Cognitive-Imaginative, Cognitive-Recall, Metacognitive, Cognitive-Undetermined, Affective Domains, Intersubjective Domains, and Kinesthetic.*

The Psychological Capacities Deployed codes capture the psychological capacities used by students to process the material presented to them via the activity provided by the instructor. Every experience taken in through our multiple avenues of perception is then processed by our cognitive, intersubjective, affective, or kinesthetic capacities. To use this code, coders ask: “What psychological capacities are described as being deployed?” The possible answers are: Cognitive-Analytical, Cognitive-Imaginative, Cognitive-Undetermined, Cognitive-Recall, Metacognitive, Affective, Intersubjective, and Kinesthetic.

Cognitive-Analytical

The Cognitive-Analytical code should be applied to excerpts describing thinking or reasoning that depend on linguistic, mathematical, and visual-spatial capacities to transform representations (e.g. perceptions and memories) via inference, induction, deduction, analogy, identification of similarities and differences, categorization, and the manipulation of concepts.



Markers: analyze, think, engage, read, discuss, debate, compare, write, paper, and all markers for any Intellectual and Personality Development codes.



Non-examples: Simple statements about instructor accessibility or availability, simple descriptions of locations or other administrative information

Cognitive—Imaginative

This code should be applied to excerpts describing imaginative or creative thinking that depends on linguistic, mathematical, and visual-spatial capacities to transform representations (e.g. perceptions and memories) in novel and creative ways; this type of thinking may involve significant associative thinking, use of metaphor, lateral thinking, and breaking of paradigms and rules, etc. Excerpts that describe novel and generative thinking or that ask students to re-make or reconfigure would be coded cognitive imaginative.



Markers: creative, image, imagine, visual, picture, metaphor, photograph, painting, dance, film interpretive.



Non-examples: Analytical thinking that is synthetic but not novel (e.g. writing an essay analyzing a predefined construct across multiple texts) would not be coded Cognitive-Imaginative.

Cognitive-Undetermined

This code should be applied to excerpts describing activities that involve cognition but give no clear indication of whether that cognition is primarily analytic or imaginative. Some activities that are clearly cognitive rely on images or imagination. Others that are clearly cognitive rely on analysis. Many activities described rely on both imaginative and analytic capacities. Cognitive-Undetermined is used to mark cases in which the description in the excerpt involves a clearly deployed cognitive activity, which all university-level classroom activity will, but do not provide sufficient evidence to identify this cognitive deployment as either imaginative or analytical. For example, a syllabus assignment might ask the student to “describe an experience.” Responses to that request could be either imaginative (e.g. use of an inventive metaphor or imaginative thinking) or rely primarily on analytic cognition (creating logical connections between one event and another).



Markers: Any activities or directives in a syllabus for which either analytic or imaginative processing are not explicitly indicated.



Non-examples: Lists of topics, places, or readings without additional cues: “reflect on,” “experience,” or “write about,” “read.”

Cognitive-Recall

This code should be applied to excerpts that capture instances in which students are asked to bring back information to the class that was previously learned in the course. In these excerpts, recall is deployed in class activities such as quizzes or final exams. These activities explicitly demand recollection and processing of short-term information intake. Excerpts coded Cognitive-Recall do not describe instances where a synthetic or novel idea is drawn from prior learning.



Markers: midterm, in class exam, in class writing, recall, final exam, GRE, Bar exam, SAT, or any other cold-call reference to a standardized exam.



Non-examples: “I” statements (e.g. “I remember when my Grandma used to say not to talk to strangers”), personal recollections, references to subjects or experiences outside the context of the course, coming up with novel ideas. Cognition surrounding memory or positionality, such as bringing in one’s personal context or past experiences, is not coded Cognitive-Recall.

Metacognitive

The meta-cognition code is applied to excerpts describing thinking about thinking, self-reflection, self-regulation, and self-understanding. These occurrences can involve both theoretical and strategic forms of metacognition. The term “metacognitive” applies to thinking about one’s own thought processes, experiences, and feelings. This code is primarily applied to instances where students are asked to consider one thought while performing a task or to

evaluate their own thinking on a topic or problem (current or past). Excerpts in which a syllabus writer gives guidance on how to fulfill course expectations (e.g. paper formatting and citation expectations, how to go about a difficult set of readings) would also receive the Metacognitive code because the writer is explicitly asking the student to consider (and possibly change) how they think about course expectations



Markers: “you” statements, self-examination, self-reflection, self, often in contexts involving behavioral norms and, choices about required and optional activities, such as readings, or events within the context of the course.



Non-examples: Reflections on past actions is not coded Metacognitive unless explicitly asked to consider the thinking that led to said actions, discussions of memory, speculation about an other’s mind (historical or fictional), “we” statements



Affective Domains

This code should be applied to excerpts describing when a practitioner’s methods deploy, or are intended to deploy, the emotional and motivational makeup of the audience or student. The affective domain also captures intrapersonal personality traits, for instance, independence of judgment, self-confidence, attraction to or positive appraisal of complexity, aesthetic orientation, openness to experience, and risk-taking.



Markers: often context reliant: desire, interest, encourage, consult, share, insight, peers, collaboration, inspiration, build (e.g., coalition building, trust building, build empathy, skill building), intrigue, help (e.g., help appreciate, help understand), “our” statements (e.g. “our shared tradition gives us distinct insight into the mind of Kant” i.e. our understanding, our reliance, shared identity), mastery (e.g., skills to master), challenge (e.g., this course will challenge students to), concern, care, investigative questions (e.g., why do we care?), importance, matter, dislike, disgust, disapprove, happy



Non-examples: Analytic discussions of emotional constructs (e.g. an essay analyzing depictions of anger across multiple texts) should not be coded Affective.



Intersubjective Domains

This code is applied to excerpts where the practitioner’s methods deploy, or are intended to deploy, the psychological orientation of students to other people or intentional engagement with others. The intersubjective domain captures issues of attunement and/or mis-attunement as well as interpersonal personality traits, for instance empathy and perspectival flexibility.



Markers: Classmates, discussion, participation, fellow students, interview, consult, meet, interact with, collaborate, work with, peers.



Non-examples: interacting with non-living/non-sentient objects or figures, non-explicit interaction with sentient creatures (the fact that others are present in a lecture or class does not meet the threshold for intentional engagement with others).

Kinesthetic

This code is applied to excerpts where the practitioner asks students to use physical capacities and movement, the body, in concert with higher-order expressions or demonstrations of thinking.



Markers: performance, acting, enactment, directions to underline or dog-ear pages in a hard copy text.



Non-examples: Moving within a course for non-pedagogical reasons (e.g. “If the lab is in use for a study, we will hold class in the third-floor lecture hall”), analytic discussion/study involving movement but not involving student movement (e.g. writing an essay on physio-kinetics or analyzing ballet technique across various disciplines) should not be coded kinesthetic.

Intellectual and Personality Development

The Intellectual and Personality Development codes are: *Basic Literacy, Communicative Skill, Creativity, Practical Judgment, Critical Thinking, Advanced Literacy, Personality Factors, Understanding, and Appreciation.*

This code family captures the capacities (intellectual and personal) that develop as a result of the engagement of students in the activity being described or experienced. Cognitive, affective, intersubjective, and kinesthetic capacities work together to develop a range of kinds of intelligence. This code identifies the type of intelligence that each craft activity or project seeks to cultivate.

Basic Literacy

This code is applied to excerpts in which there is evidence of basic language competency development. This is primarily limited to activities where an individual is learning to read in their native language. It is rarely seen in university level syllabi. See Common Core State Standards for Language, all grade levels.



Markers: decoding, phonetics, basic (word or phrase) translation, including colloquialisms, idioms, and elemental words-to-word translation, dialects of a primary language, and other basic mechanical reading skills.



Non-Examples: Secondary language acquisition or interpretation.

Communicative Skill

This code is applied to excerpts that involve activities, assignments, or other work that utilize skills for transmitting information between individuals in an academic or vocational setting. This code includes presentations, preparing exhibits, slides, and writing (including lyric-based music), presentations, performances, and works of art when those activities aim at developing formalized communicative skills.



Markers: debate, participation, presentation, citation styles (MLA, APA, Chicago, Turabian, IEEE), paper writing, artistic forms of formalized communication such as dance, visual arts, and music.



Non-Examples: “listening” without additional evidence, musical composition (unless lyric writing or formal comp. is emphasized).

Creativity

This code is applied to excerpts that describe activities, exercises, or other work that involves the ability to develop novel or non-obvious ideas, solutions, objects, practices, or expressive works. Three common types of creativity found in the ETTLE 2018 archive include: 1) generating novel scholarly or artistic media; 2) generative engagement with others (without media, e.g., improvisation); unique/personal expressive contribution to a project or activity (e.g. “I want to see your individuality in this writing”), or creation of artifacts such as films, performances, paintings, musical compositions, or dance choreography.



Markers: discover, “novel idea,” original, generate, improvise, innovative, inspire, create, choreograph, design, artistic.



Non-Examples: Personal expression (without further context, personal expression is captured by the Personality Factors code), use of the markers listed above not in reference to student development (e.g., “Einstein’s innovative contribution to science”; “Nietzsche inspired a generation of thinkers”; “Columbus was not the first to discover”).



NOTE: Although the words “create” or “creativity” may appear in reference to people or activities not related to the student (e.g., “God created the universe,” or “Astrophysicist Jana Levin argues that creativity is innate to scientific genius”), the Creativity code applies only in the context of student development.

Practical Judgment

This code is applied when students are given opportunities to reason soundly in answer to the question, “What should be done?” This code pertains to decision-making processes that can be generalized to settings not directly related to the course (i.e., “topics will include strategies for disaster management”). This code should not be applied to excerpts describing a decision-making process that primarily relates to the student’s choices within to the course (i.e., “If you want an A, you need to re-read all passages twice”). Excerpts coded Practical Judgment should contain an indication of an external situation where decisions are needed (a crisis, for example) and guidance on how to make those decisions.



Markers: Should, encourage, make sure to, in order to (with practical goals), if you want to (with practical goals), expected, optional.



Non-examples: Required, Expected, Optional in the context of the course or classroom (“Required,” “Optional,” and “expected” preempt decision making and, therefore, do not trigger the Practical Judgment code), directions for formatting course papers and citations, and directions surrounding studying for and completing class work and assessment.

Critical Thinking

This code indicates when an activity develops one’s capacity to reason effectively, especially using analytical cognitive capacities that involve vying perspectives, judgment, or discernment.



Markers: critique, judge, debate, discussion, analyze, explore, dissect, inquire, investigate, compare, contrast, critical, examine, distinguish, review, evaluate, discern, perspective, underlying.



Non-Examples: list of topics, themes, or texts, summarize, state (verb), tell

Advanced Literacy

The Advanced Literacy code is applied to excerpts in which reading and interpretive skills are developed or deployed with reference to a text. These skills include, but are not limited to, “intertextual skills,” where readers draw connections among texts, as well as text-to-self skills, where readers draw connections between themselves or others and characters in a text. Advanced Literacy is developed through the application of skills to text; as such excerpts should be coded Advanced literacy if there is a text or type of text involved. A text existing solely inside the mind of a participant –e.g. one’s “personal narrative”– do not have sufficient evidence indicating Advanced Literacy is being developed.



Markers: Any reference to texts, titles of texts, reading, reading practices (e.g., “please read each chapter twice and underline what you think is most salient”), thematic listing of texts, the activity contrasting texts or authors, and case studies.

-  **Non-examples:** Contrasting subjects or themes with no reference to reading or texts, lists of topics with no references to texts, questions for discussion (absent reference to a text).

Personality Factors

This code is often more context dependent than many of the other codes in this code family. The Personality Factors code is applied to excerpts in which students are asked to exercise or develop personal psycho-emotional capacities that are commonly referred to as “non-cognitive” skills or “character traits/aspects.” In addition to intellectual “muscles” that are clearly cognitive, psycho-emotional capacities also help develop personality factors including, but not limited to, grit, perseverance, self-esteem, self-confidence, self-expression, ambition, and resilience. References to a psychological construct (i.e., need for cognition, tolerance of ambiguity, or curiosity), or inversions of positive traits or constructs (fear, weakness, insecurity, cognitive rigidity, intolerance) would similarly be coded Personality Factors.

-  **Markers:** Words such as grit, fear, perseverance, courage, ambition, sensitivity, personal expression, self-esteem, courage, reliability, open-minded, flexibility, comfort, discomfort, sense of judgment, weakness, “you” or “your” statements, “I” statements (e.g., “I expect you to bring your best self to each class,” or “You will be evaluated on your originality.”)

-  **Non-Examples:** Invitations to choose, options given, non-cognitive or psychological self-descriptions (i.e., “I live around the corner,” basic expressions of taste or appreciation, such as “If you don’t like Sartre, try the Kierkegaard reading”).

Understanding

The Understanding code is applied to excerpts in which a synthetic grasp of material (using cognitive-analytical, cognitive-imaginative, meta-cognitive capacities, or any combination of those three) is aimed for. Understanding can be distinguished from critical thinking (though they often occur in tandem) in situations where students are asked to bring concepts or processes together rather than, or in addition to, analyzing (taking apart) concepts or ideas.

-  **Markers:** understand, evaluate, connect, synthesize, explain, prove, contextualize, compare, contrast, recognize similar, elaborate upon, extend from, improve on, develop on/from..

-  **Non-Examples:** underlying, investigate, insight, familiarize, orient, perspective, engage with, activities such as reading and writing, assignments of texts or writing.

Appreciation

This code is applied to excerpts that indicate the instructor is aiming to motivate a student’s appraisal (positive or negative), understanding, or capacity to engage with the reasoning or creative work of another with regard to how it works, what it does, or why it is of value to academics or lay audiences.



Markers: Appreciate or appraise (the work of), perspective-taking language about the work of another, enjoy or value (in context), adaptation or interpretation (of another’s work).

Human Development Code Definitions

The Human Development codes are: *Civic, Existential, and Vocational*.

Human development codes capture the “projected future doing/activity” that the instructor is aiming to support and/or “current thinking or experiencing” that might impact future doing or activity that can be identified as civic, existential, or vocational. Coders are to ask: 1) is the instructor aiming to support “future doing” that is civic, existential, or vocational? “Projected future doing” implies projecting to some activity outside the classroom. 2) Is the “current thinking or experiencing” the instructor is asking students to engage with identifiably civic, existential, vocational?”

Civic

This code is applied to excerpts describing instances where the materials or activities used in the class aim to support empowerment for participation in the collective political life of a community, including generation of a sense of ownership over a common political world that includes strangers.



Markers: civic, policy, justice, history, political, citizen, community, neighborhood, council, court, government, world, law, environment, task force, culture, civility, liberty, freedom, rights, readings or other materials that emphasize a historical or political figure or topic, cultural comparisons, race, global, atrocity, mass incarceration, gender, social, sexuality (in socio-political context), violation, risk, stakeholder, protection.



Non-examples: class participation, classroom-oriented directives, proper names, book titles, unless they contain a marker (e.g., “Talking to Strangers: Anxieties of Citizenship” as a listed title in a course that is otherwise focused on creative practices and solutions for introverts. Though the course’s main focus might be existential, this title contains the marker “citizen” and so the excerpt should include the Civic Human Development code).

Existential

This code is applied to excerpts describing instances when the materials or activities in the class aim to support empowerment for success at creative self-expression and personal world-making; and for success at rewarding relationships in spaces of intimacy and leisure.



Markers: creative self-expression, emphasis on personal or individual development, experience/immersion (e.g., museum tour, star gazing, going to or participating in a theatrical performance, human experience of space, time, cosmos), creating art, feeling, personality factors/psychological factors/personal conduct that extends outside of the classroom itself or projected from coursework into the student’s experience of life (e.g., bravery, grit, fear, disgust, aspiration, tolerance of ambiguity, habit, enjoyment, intimacy, sexuality, identity, race, religion, gender, sexual orientation, relationships, creativity, love).



Non-examples: academic paper writing, responsibility (unless contextualized outside the classroom), class participation, classroom oriented directives (e.g., honesty policies), behavioral norms (unless explicitly directed at projected personal or individual growth outside the classroom), proper names, book/reading titles—even fiction or poetry, unless thematized as having an existential purpose or unless they contain a marker (e.g., a listed reading titled, “Report to an Academy, Franz Kafka,” does not contain enough information to take the Existential code—despite the fact that Kafka is traditionally categorized as an existential author. In contrast, a listed reading titled, “The Wreck of Time: Taking our Century’s Measure,” would. As would, “The Avoidance of Love: A Reading of King Lear.”)

Vocational

This code is applied to excerpts describing instances when materials or activities in the class aim to provide preparation for empowerment for success in a career, practice, vocation, or workplace.



Markers: occupation, work place, success, strategies, management, mock trials, professional, vocation, interview, work-related memos, see all for Communicative Skill: (citation styles such as MLA, APA, Chicago, Turabian, IEEE, submission guidelines, artistic forms of formalized such as dance, visual arts, and music), how-to guides, memos (in context).



Non-examples: Without context: skills that might be required or desired for success in a career, but that are not thematized as being developed for that purpose: for instance, without additional context, journaling, note-taking, paper-writing, reading, researching, case-studies, and so on.



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