

*C750- Learning and Teaching on the College Campus
Syllabus-Spring 2009*

Instructor:

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Class Meets: Thursdays from 11:15am – 2:00pm in room ED 3284
Section 29474 Credit Hours: 3

Office Hours:

I am available to meet with you in my office at 004, Franklin Hall on Monday and Friday from 1-2pm or by appointment. Generally speaking I am on campus and in my office every day of the week and I welcome meeting with you anytime that is convenient to both of us. Please do not hesitate to make an appointment with me or to drop in during office hours. My door is always open to each and every one of you.

| Important Campus-Wide Dates | DATE |
|---|---|
| Classes begin | Monday Jan 12 |
| 2 nd 8 week classes begin | Monday Mar 9 |
| Spring recess begins after last class | Saturday Mar 14 |
| Spring recess ends; classes resume at 8 a.m. | Monday Mar 23 |
| Free Week (see Final Examination Policy) | M Apr 27 - Su May 3 |
| Last day of classes | Weds May 2 |
| Final examination | 10:15-12:15 on Tuesday, May 5 th |

*From Office of the Registrar website http://registrar.indiana.edu/time_sensitive/finalexamsche4092.shtml

About the Class Meeting Times

This course will have 2 parts. In the first 8 weeks, everyone will develop a course. This could be your dream course, or one that you will teach (some students will be teaching a second 8 weeks course). Also, we will spend time every class session on what makes an effective classroom teacher.

After the 1st 8 weeks, students who will actually be teaching 2nd 8 weeks courses will meet in a learning community to discuss teaching issues as they arise and for further planning.

The rest of the students will pick a topic of their choice for further study (in groups or individually). You might choose to review the state of teaching in your discipline, to observe 5 different faculty teach and compare their methods, or to conduct a SOTL study. This will be negotiated by the class.

Course Goals

Teaching is best cultivated through mastering basic techniques, learning from the experiences of others, and studying the theoretical underpinnings of the practice. Teaching, like effective research, is the result of study, hard work, and the systematic cultivation of skills. This course will be divided into 2 parts.

Part I: First 8 weeks

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- Critically analyze pedagogical literature for relevancy to your classroom.
- Tryout numerous active learning strategies and classroom assessment techniques to develop your own teaching style.
- Apply Backward Design and Educative Assessment to produce your own course that results in integrative learning experiences.
- Cultivate the habit of sharing teaching strategies, which will be of assistance in obtaining a teaching job, relating to future colleagues, and in developing and maintaining a rewarding and satisfying career.

Part II: Second 8 weeks

- If a class member is teaching a second 8 weeks course, they will meet on several occasions as a group to discuss teaching issues and student learning. Individually, they will collect evidence of student learning and reflect on their teaching experience. They will attend several learning community sessions to discuss how their courses are going.
- If a class member is not teaching, they will conduct a research review, propose a study, or possibly conduct a small study about teaching and learning. There is flexibility for this project to be performed in teams or individually. There will be presentations of the results.
- Everyone will meet for the final exam/celebration, and to turn in their Learning Essay.

You will come out of the course with a well designed course, with confidence about your in-class teaching skills, and you will have gotten to explore some area of teaching in-depth.

Course Objectives

Through classroom activities, individual assignments and team projects, and through self-reflection and analysis, we will work together toward achieving the course goals. The course is structured along four broad and interrelated themes:

- Course Planning: including backward design and integrative learning processes
- Understanding Your Students: theories, models and practical research about college students and how they learn and develop during their college years
- Assessment and Grading: collecting and evaluating evidence of student learning
- Professional Development: preparing for a career as college faculty member

These overarching themes are useful as a method for framing any topic, objective or conversation included in this course. For example, the appropriate use of classroom technology is often recognized as an important topic to include in any course about teaching and learning.

Using the above themes we could discuss the use of technology as it relates to current theories and research about how students learn, look at it as a way to gather evidence of student learning, determine the role it might play within your professional development, or identify its' impact upon your course design. We will continually use this thematic framing device as we complete the following course objectives, which will be achieved by the end of this course.

- Design a course syllabus that includes active learning techniques, sound grading practices and incorporates other assessment methods as well
- Apply contemporary theories of student learning & development to your teaching practices and course design
- Practice using innovative student-centered teaching methods

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- Pave the way for becoming a self-directed life long participant in the ever changing, but exciting field of teaching and learning
- Identify some of the best ways to use classroom technologies to encourage student-centered learning
- Experience some of the complexity and hard work that is required of good college teachers
- Reflect upon how this course has influenced your professional and personal life

Final Course Grade and Evidence of What You Have Learned

In order to receive a passing grade in this course you must successfully complete each of the *intended and measurable learning outcomes* listed in the table below. For the benefit of all the members of this class, it is highly recommended that the outcomes be completed on or before the due date indicated in the detailed course outline. Please note that work submitted late will not be accepted without my prior approval. If you are having difficulty completing assignments on time, please come to speak with me in advance, (email or phone are good, too) so we can work together to head off any serious problems.

The purpose of each of the course outcomes is to provide documented evidence on how well you have met the course objectives. Here are the outcomes along with their value relative to your final grade.

| Intended Learning Outcome | Points |
|---|---------------|
| I. Class Participation/Attendance (11x2) | 22 |
| II. Just in Time Teaching Warmups (7 x 3) | 21 |
| III. Course Planning Portfolio (8 x 3) | 24 |
| IV. Micro Teaching | 5 |
| V. Team Project OR | 25 |
| VI. Reflective Teaching Journal | “ |
| VII. Learning Essay | 3 |
| Total Course Points | 100 |

As we progress through the course I will be providing detailed rubrics that describe the criteria used to grade and assign points for some of these outcomes. For now, here is a brief overview of what is included in each outcome.

I. Class Participation and Attendance (22 pts)

Your attendance and participation is vital for at least two reasons: a)The course is predicated on active-learning experiences, many of which will occur in class. b) I expect you to contribute to your classmates’ learning, and you cannot do that without being present. Stated another way, the way to succeed in this class is to do the readings, which will prepare you for the discussions, attend class conscientiously, participate in the discussions and push yourself on the course planning assignments and warmups. You will receive 2 points for attending/fully participating in the first 8 weeks of the semester. After that, if you are teaching a 2nd 8 weeks course, you will be expected to attend 3 of 4 Learning Community sessions to discuss the progress of your course. The rest of the students will negotiate the final 3 sessions with me as part of their research projects.

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II. Just-in-Time Teaching Warmups (21 pts)

For the first 8 weeks, I will ask you to write a response to the assigned readings before class. These study questions are called Just-in-Time Teaching warmups, and were invented by Gregor Novak, a physics professor at IUPUI, who now researches student learning at the Air Force Academy. Typically, this will involve reading assigned chapters, then responding to one or two essay questions. You will use Oncourse to send me your responses electronically 24 hours before class. I will use your responses to refine our class sessions. Please note warmups are due on Wednesdays at noon.

III. The Course Planning Portfolio (24pts)

This consists of a series of worksheets and exercises worked on collectively during class and individually on your own. They are planning documents that will eventually become incorporated into your syllabus. Numbers 1 through 8 can earn 3 course points each.

0. Dream Results
1. Course Goals
2. Core Competencies
3. Course Skeleton
4. Primary Trait Analysis (of at least one key assessment method)
5. Grading Rubric for one key assessment method
6. Classroom Assessment Technique as applied to one key assignment
7. Integrative Lesson Planning worksheet
8. Final Syllabus

For item # 8 you will create a syllabus for your 2nd 8 weeks course, or for a course that you would like to teach if you are not teaching in Spring '09. Chapter 3 of the Duffy-Jones textbook provides an exemplar. Your final course syllabus will be the culmination of much of our work in the 1st 8 weeks of the semester.

IV. Microteaching (5pts)

You will be responsible to present a topic of your choice to the entire class. Hopefully this topic will be one you will eventually present to your students. The presentation should be no longer than 20 minutes in length and must include at least one student centered learning activity and one classroom assessment technique. We will create the criteria for evaluating the presentations together as a class project. Following each microteaching we will have a discussion in which your peers will identify both the positive aspects of your presentation as well as some aspects to work on.

V. Research Project (25 pts)

If you are not teaching in the 2nd 8 weeks, you will explore any aspect of college pedagogy that interests you. This is an opportunity tailor this course to your own interests. There is flexibility for this project to be performed in teams or individually. We can collaborate to select topics for this project, and I can advise on possible topics. You will:

- Compose a research review, propose a study, or possibly conduct a small study about teaching and learning.
- Conduct a class presentation about your findings

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OR

V. Reflective Teaching Journal (25pts)

For those teaching a 2nd 8 weeks course, you will send me a reflective teaching assignment each week with three kinds of entries:

- Some material used in the course (these may be descriptions of activities)
- Comments on how the materials worked
- Reflections on the process of using the materials/activities

VI. Learning Essay (3pts)

I will give you separate instructions for your learning evaluation essay.

Required Texts:

Angelo, Thomas A. and Cross, K. Patricia. 1993. *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass Publishers. This book provides 50 techniques for assessing student learning, which can be adapted as learning exercises or group activities.

Duffy, D., & Jones, J. (1995). *Teaching within the Rhythms of the Semester*. San Francisco: Jossey-Bass. This text combines research with practical ideas about how to become an effective teacher.

There will be several chapters assigned that will guide you through the course design process, and other course topics. I will make these chapters be available on Oncourse in the Resources/Course Readings folder in order to keep course costs down. I do expect that you will take these readings as seriously as those in the textbooks.

Courtesy

- 1) This is an almost 3 hour class, so to keep your energy at a good level, please do bring food and drink to class, but try to ingest them discreetly. 2) Please turn off your cell phone during class and limit the use of your laptop to coursework or course activities. 3) I hope we will generate some lively discussions—even arguments—during class sessions. When that happens, please respect your classmates and their ideas. Please disagree without being disagreeable. (Cookman, 2006)

Plagiarism

Plagiarism is considered an unacceptable and unprofessional practice. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness. (quoted from Code of Student Rights, Responsibilities, and Conduct, Part II, Student Responsibilities, Academic Misconduct)

Web Resources:

Here are some useful websites in support of innovative college teaching and learning:

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Campus Instructional Consulting at Indiana University

<http://www.indiana.edu/~teaching/>

The Carnegie Foundation for the Advancement of Teaching

<http://www.carnegiefoundation.org/index.asp>

Teaching and Learning at IUB

<http://www.teaching.iub.edu/>

The Professional Organizational Development Network in Higher Education

<http://www.podnetwork.org/>

The International Society for Scholarship of Teaching and Learning

<http://www.issotl.org/>

Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Flexibility:

We will be visiting a “Master Class” sometime during the semester. In addition I may bring in a guest to conduct learning activities. For this reason the above schedule is apt to change. I believe the course plan outlined in the calendar is reasonable and attainable. Nonetheless, I reserve the right to revise topics and deadlines as necessary. I will do this in consultation with the class. Please tell me if you think such changes are warranted. (Cookman)

Credit

This syllabus was adapted from George Rehrey’s SPEA V621: *Seminar in Teaching Public Affairs* 2008 syllabus. I greatly appreciate the collegiality of George for letting me base my syllabus on his.

I also cite Claude Cookman several places when I borrowed concepts from his 2006 History of 20th Century photography syllabus. Claude is a master Journalism professor, who has won all of the major campus teaching awards.

http://journalism.indiana.edu//syllabi/ccookman/J462/pages/syl_syllabus.htm