

Introduction to College Teaching
Spring 2018

Wednesdays, 4:30 – 6:30pm
Scott Hall Room 119
College Avenue Campus

Course Coordinators: Janna Kline (Department of Psychology) & Kevin Sigerman (English)
Program Coordinators, Teaching Assistant Project (TAP)

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Office hours: After class and by request.
Please email with questions and/or to schedule an in-person meeting.

Course Information:

This course provides an overview of teaching practices in higher education. During this course, you will learn and practice effective pedagogical techniques. Each week you will have a seminar presented by the course instructor or an invited faculty member. We will cover topics such as: developing learning objectives, developing a teaching philosophy, teaching large classes, how to motivate and engage students, how to effectively create assessments and grade them, and how to apply technology and active learning strategies in the classroom. A key component of this course includes preparing and presenting two teaching practicums. Overall, this course should provide you with preparation to be a responsible academic professional and future faculty member in higher education.

Course Learning Goals:

Upon successful completion of this course, you will:

- Develop a basic understanding of the organization of higher education.
- Practice teaching and public speaking to enhance your teaching skills.
- Develop and refine a teaching philosophy statement as part of your teaching portfolio.
- Gain skills to confidently implement active learning techniques, teach large classes, teach with technology, and assign and grade assessments.
- Understand the importance of professional responsibility for faculty.

Course Requirements and Grading:

This is a zero-credit course that will be graded on a satisfactory/unsatisfactory basis. In order to receive a satisfactory grade and have the course appear on your Rutgers University transcript, you are required to fulfill the attendance requirements, participation requirements, and assignments below:

Attendance

- All students enrolled in this course are expected to attend all weekly meetings and arrive on time. Up to one excused absence may be allowed. If you must be absent or late to a class period, please email the course coordinator as soon as you are aware of the absence. Examples of excused absences could be those due to conference travel, illness, serious injury, family death, among others.
- If you are absent due to unforeseen circumstances or an emergency, you must communicate with the course instructor via email as soon as possible, or the absence will be considered unexcused.
- Two unexcused late class arrivals are considered one absence for the course. If you know you must arrive late to a class period, please notify the instructor beforehand.

Class Participation

- You are expected to be an active and engaged member of the class, as that is how you will get the maximum benefit from this course. Please pay close attention to course activities, seminars, and discussions and do your best to provide meaningful and constructive contributions during class.

- Please be prepared for class. Check the announcements and reminders on Sakai before class each week and complete all indicated assignments by the due date indicated. Read through any documents uploaded on Sakai and check the syllabus regularly.
- You may use electronic devices such as laptops and tablets for productive class contributions such as note taking or looking at references or working on your assignments, though please keep in mind that it is important to remain engaged with the class and your peers. Please be respectful of your classmates and the speakers; don't be distracted or distract others by using electronic devices inappropriately during the class.

Assignments

- You are expected to complete all assignments. Upon completion of the course, students will have:
 1. Written a rough and final draft of a Teaching Philosophy Statement (1-2 pages)
 2. Peer reviewed at least two Teaching Philosophies from your peers
 3. Prepared, presented, and reflected on two teaching practicum sessions (5 minutes each)
 4. Observed a Rutgers University faculty member teach and reflect upon the experience
 5. Written a reflection paper about the course and what you have learned about your teaching style (2-3 pages)

Teaching Philosophy Statement: Many applications for faculty positions request a teaching philosophy statement. For the first draft of your teaching philosophy statement consider the following: What do you hope students will take away from the courses you teach? What teaching responsibilities have you had? How do you assess your students' learning and how do you assign grades? What kind of feedback on your teaching have you previously received? What are your goals for yourself as a teacher? Write a 1-2 page statement answering the previous questions. You may wish to look at examples of teaching philosophy statements as a model or guide to create your own.

Peer Reviewing Teaching Philosophy Statements: You are expected to review and provide constructive feedback on two teaching philosophy statements from your peers. This is a great opportunity to learn from each other and exchange ideas with your classmates. To complete this assignment, you must be present during class on peer review day and provide your classmates with written and verbal constructive feedback.

College Teaching Practicum: You will complete two videotaped practice lessons. You will have 5 minutes to present and teach the class any topic of your choice using any teaching method you choose. It is highly recommended that you present a topic directly related to your academic discipline. You may choose to present a power point presentation, though it is not mandatory and you may use other instructional methods—feel free to be creative! The first practicum is scheduled for Week 3. The second practicum will be at the end of the course. Both practicum sessions will be videotaped and made available for you to review and reflect upon.

Faculty Teaching Observation: You will be required to observe one class session taught by a faculty member from your Rutgers academic department. The observed class session should be for a course that you will either be involved in as an Instructor or Teaching Assistant or would interested in teaching as a future faculty member. You will need to arrange this faculty observation yourself and confirm who you will be observing by Week 5, though you have the remainder of the course to observe the faculty member. During the faculty observation, you should reflect upon how the faculty member facilitates their course, their teaching style, how they engage students, and how they organize the lesson. The purpose of this observation is for you to analyze and think critically about effective teaching strategies to implement in your own practice as an Instructor, TA, and/or future faculty member.

Course Reflection Paper: You will write a 2-3 page (double spaced) reflection paper on your experience during this course. This reflection paper should include how this course has helped you refine your teaching style, shaped your views on college teaching, and how the course helped you identify areas of improvement in your instructional practice. You can draw upon what you learned during the process of writing your teaching philosophy, observing a faculty member, and preparing and presenting your practicum lesson.

Course Schedule:

Below is a tentative course schedule. Please pay attention to announcements on Sakai in case of any scheduling changes. In the case of inclement weather, please refer to the Rutgers New Brunswick Operating Status Website at <http://newbrunswick.rutgers.edu/about/operating-status> for the latest updates.

Week	Date	Topic	Presenter(s)	Assignment
Unit 1: Introduction and Overview of College Teaching				
1	17-Jan	Course Overview Organization and Administration of Higher Education in the U.S. and Contemporary Issues in the Academy	Janna Kline, Psychology & Dean Barbara Bender, School of Graduate Studies	
2	24-Jan	Course Learning Objectives & The Role of the Instructor	Kevin Sigerman, English, TA Project Program Coordinator	Come prepared next class with a 5-minute lesson on a single topic of your choice.
3	31-Jan	Teaching Practicum #1	Kevin Sigerman, English	
4	7-Feb	Teaching Practicum Reflection & Discussion: Motivating and Engaging Students	Janna Kline, Psychology	After class, submit ½ page reflection on teaching practicum including areas to improve, due before class on 2/14.
Unit 2: Developing Your Teaching Practices and Teaching Philosophy				
5	14-Feb	Developing a Philosophy of Teaching & Teaching Portfolios	Dr. Monica Devanas, CTAAR	
6	21-Feb	Teaching Large Classes	Dr. Jenny Mandelbaum, Communication	Confirm faculty observation and set a date.
7	28-Feb	Assessment (Testing & Grading)	Dr. Michael Weingart, Mathematics	
8	7-Mar	Active Learning	Dr. Rebecca Jordan, Human Ecology, Evolution, and Natural Resources	
9	14-Mar	NO CLASS SPRING BREAK		
10	21-Mar	Peer Review Teaching Philosophy Statements & Special Topics Day: -Dealing with Controversial Topics -Dealing with Difficult Students -Time Management/Lesson Plans -Balancing Research and Teaching	Janna Kline, Psychology	Upload first draft of Teaching Philosophy Statement by 3/21 & bring two printed copies to class.
11	28-Mar	Teaching with Technology & Developing your Classroom Culture	Kristina Howansky, Psychology	Come prepared next class with a 5-minute lesson on a single topic of your choice.

Unit 3: Refining your Teaching and Building Confidence				
12	4-Apr	Teaching Practicum #2	Janna Kline, Psychology	
13	11-Apr	Panel Discussion on Pedagogy	Invited speakers across a broad range of disciplines, stay tuned!	Upload final draft of your teaching philosophy statement to Sakai. Faculty observation completed and reflection paper submitted.

Resources and References

- Rutgers Center for Teaching Assessment and Advancement Research. <https://ctaar.rutgers.edu/>
- Barkley, E., K. Patricia Cross, and Claire Howell Major. Collaborative Learning Techniques: A Handbook for College Faculty. San Francisco: Jossey-Bass, 2004.
- Filene, Peter. The Joy of Teaching. Chapel Hill, NC: The University of North Carolina Press, 2005.
- Fink, L. Dee. Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco: Jossey-Bass, 2003.
- Marzano RJ. 2007. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.
- Miller, Thomas E., Barbara E. Bender, John H. Schuh, and Associates. Promoting Reasonable Expectations: Aligning Student and Institutional Views of the College Experience. San Francisco: Jossey-Bass, 2005.
- Uno, G.E. Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual. Philadelphia: Saunders College Publishing, 1999.
- Zull, James E. The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning. Sterling, VA: Stylus Publishing, 2002.

Active Learning

- Prince M. 2004. Does Active Learning Work? A review of the Research. 93(3): 223-231
- Segrist D. 2008. I'd Like to Use Active Learning... But What Can I Do? 21(11)
<http://www.psychologicalscience.org/index.php/publications/observer/2008/december-08/idliketouseactivelearningbutwhatcanido.html>
- Active Learning in Political Science © <http://activelearningps.com/>

Relevant Websites

- Teaching Assistant Project - <http://tap.rutgers.edu/>
- Tomorrow's Professor - <https://tomprof.stanford.edu/>
- Inside Higher Ed - <https://www.insidehighered.com/>
- Faculty Focus - <http://www.facultyfocus.com/>
- Rutgers Center for Teaching Assessment and Advancement Research. <https://ctaar.rutgers.edu/>