Course Coordinators: Eva Erber  
Department of German, Russian, and Eastern European Languages and Literatures  
Program Coordinator, Teaching Assistant Project (TAP)  

Contact: eva.erber@rutgers.edu  
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 but only for productive class contributions such  
  as note taking or looking at references or working on your assignments. 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presenter(s)</th>
<th>Assignment</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Unit 1: Introduction and Overview of College Teaching</strong></td>
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<tr>
<td>1</td>
<td>23-Jan</td>
<td>Course Overview</td>
<td>Eva Erber, German &amp; Dean Barbara Bender, School of Graduate Studies</td>
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<td>Organization and Administration of Higher Education in the U.S. and</td>
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<td>Contemporary Issues in the Academy</td>
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<td>2</td>
<td>30-Jan</td>
<td>Course Learning Objectives &amp; The Role of the Instructor</td>
<td>Kevin Sigerman, English, TA Project Program Coordinator</td>
<td>Come prepared next class with a 5-minute lesson on a single topic of your</td>
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<td>3</td>
<td>6-Feb</td>
<td>Teaching Practicum #1</td>
<td>Eva Erber, German &amp; Janna Kline Dominick, Psychology</td>
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<td>4</td>
<td>13-Feb</td>
<td>Teaching Practicum Reflection &amp; Discussion: Motivating and Engaging</td>
<td>Eva Erber, German</td>
<td>After class, submit ½ page reflection on teaching practicum including areas</td>
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<td>Students</td>
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<td>to improve, due before class on 2/13.</td>
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<td><strong>Unit 2: Developing Your Teaching Practices and Teaching Philosophy</strong></td>
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<td>5</td>
<td>20-Feb</td>
<td>Active Learning &amp; Teaching Diverse Students</td>
<td>Sandra C. Medina, Spanish &amp; Mohamed Abdellatif, Computer Science</td>
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<td>6</td>
<td>27-Feb</td>
<td>Developing a Philosophy of Teaching &amp; Teaching Portfolios, Intro to</td>
<td>Dr. Monica Devanas, CTAAR</td>
<td>Confirm faculty observation and set a date.</td>
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<td>SIRS</td>
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<td>7</td>
<td>6-Mar</td>
<td>Using SIRS Data in your Teaching Portfolio &amp; Creating a Digital</td>
<td>Dr. Christina Bifulco &amp; Dr Christopher Drue, CTAAR</td>
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<td>Portfolio</td>
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<td>8</td>
<td>13-Mar</td>
<td>Assessment (Testing &amp; Grading)</td>
<td>Dr. Michael Weingart, Mathematics</td>
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<td>9</td>
<td>20-Mar</td>
<td>NO CLASS SPRING BREAK</td>
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<td>10</td>
<td>27-Mar</td>
<td>Peer Review Teaching Philosophy Statements &amp; Special Topics Day</td>
<td>Eva Erber, German</td>
<td>Upload first draft of Teaching Philosophy Statement by 3/27 &amp; bring two</td>
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<td>printed copies to class.</td>
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<td>11</td>
<td>03-Apr</td>
<td>Teaching Large Classes</td>
<td>Dr. Jennifer Mandelbaum, Communications</td>
<td>Come prepared next class with a 5-minute lesson on a single topic of your</td>
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<td><strong>Unit 3: Refining your Teaching and Building Confidence</strong></td>
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<td>12</td>
<td>10-Apr</td>
<td>Teaching Practicum #2</td>
<td>Eva Erber, German &amp; Janna Kline Dominick, Psychology</td>
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<tr>
<td>13</td>
<td>17-Apr</td>
<td>Panel Discussion on Pedagogy</td>
<td>Invited speakers across a broad range of disciplines, stay tuned!</td>
<td>Upload final draft of your teaching philosophy statement to Sakai.</td>
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<td>Faculty observation completed and reflection paper submitted.</td>
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Resources and References

- Rutgers Center for Teaching Assessment and Advancement Research. https://ctaar.rutgers.edu/

Active Learning

- Active Learning in Political Science © http://activelearningps.com/

Relevant Websites

- Teaching Assistant Project - http://tap.rutgers.edu/
- Tomorrow’s Professor - https://tomprof.stanford.edu/
- Faculty Focus - http://www.facultyfocus.com/
- Rutgers Center for Teaching Assessment and Advancement Research. https://ctaar.rutgers.edu/