Introduction to College Teaching

Wednesday’s, 4:30 – 6:30pm
Scott Hall Room 119, College Avenue Campus
Spring 2016

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Teaching Assistant Project (TAP) Program Coordinator
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Teaching Assistant Project (TAP) Program Coordinator
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Office hours: Available upon request. You may email us any questions you may have or to schedule an in-person appointment.

Grading: This course will be graded on a satisfactory/unsatisfactory basis. In order to receive a satisfactory grade and have the course appear on your transcript, you are required to complete assignments and attend all weekly meetings. Please refer to the Course Requirements below for additional details.

Course Description: This in-person course provides a general overview of teaching practices in higher education. During this course you will learn effective pedagogical techniques from a variety of presenters. You will develop your skills as an instructor, define learning objectives and learning outcomes, learn how to develop a teaching philosophy, about 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. Each week you will have a seminar presented by the course instructor or invited staff or faculty member. This course will prepare you to be a responsible academic professional and provide you skills to become a future faculty member in higher education.

Course Learning Goals
- Develop an introductory understanding of the organization of higher education.
- Consider teaching styles and what is best for teaching within your discipline.
- Practice teaching and public speaking to enhance your teaching skills.
- Develop an understanding of contemporary undergraduates.
- Create a teaching philosophy.
- Identify methods for employing active learning strategies within your discipline.
- Enhance your understanding of utilizing teaching technologies.
- Consider and understand the role of “professional responsibility” for faculty.
**Course Requirements:** Even though this is a zero credit course, you must fulfill the requirements below in order for the course to appear on your Rutgers University transcript.

**Attendance**

- All students enrolled in this course are expected to **attend all weekly meetings and arrive on time.**
- 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 a student is absent due to unforeseen circumstances or an emergency he or she must communicate with the course instructors 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 instructors beforehand.

**Class Participation**

- You may use electronic devices such as laptops and tablets for productive class contributions such as note taking, looking at references or working on your assignments. Keep in mind that it is important that you remain engaged with the class and your peers during the class period. Please don't be distracted (and don't distract others) by using electronic devices inappropriately during the class. Bringing an electronic device to class is not mandatory. **Please be respectful to the guest speakers.**
- You will be expected to be an active and engaged member of the class. Pay close attention to course developments, activities, seminars, and class discussions. Provide meaningful and constructive contributions while in class.
- **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.

**Course Assignments:** By the end of *Introduction to College Teaching* all students will have:

1. Written a rough and final draft of a Teaching Philosophy Statement (1-2 pages)
2. Reviewed two Teaching Philosophies from your peers
3. Prepared, presented, and reflected on two teaching practicum sessions (5 minutes)
4. Observed an experienced Rutgers University faculty member teach a class session and reflect upon the experience.
5. Written a College Teaching Reflection Paper (2-3 pages)
1. **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.

2. **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. You will have one week to review the teaching philosophy statement of two classmates and provide them with written constructive feedback.

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

4. **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 are interested in teaching as a future faculty member. You will need to arrange this faculty observation yourself and send me a confirmation of who you will be observing by Week 5. If you are unable to confirm a faculty observation please let me know. During a faculty observation, you should reflect upon how that faculty member facilitates their course, their teaching style, how they engage students, and their organization. The purpose of these observations 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.

5. **College Teaching 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.
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<tr>
<th>Session Number</th>
<th>Date</th>
<th>Topic</th>
<th>Presenter(s)</th>
<th>Assignment</th>
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<td>1/20</td>
<td>Course overview</td>
<td>Ivelisse Irizarry, <em>Plant Biology</em></td>
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<td>Organization and Administration of Higher Education in the U.S. and</td>
<td>Kevin Sigerman, <em>English</em></td>
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<td>Contemporary Issues in the Academy</td>
<td>Dean Barbara E. Bender, <em>GSNB and TA Project</em></td>
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<td>1/27</td>
<td>What’s the Best Class You Ever Had? Developing Your Philosophy of</td>
<td>Dr. Gary A. Gigliotti, <em>Economics &amp; CTAAR</em></td>
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<td>Teaching</td>
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<td>2/3</td>
<td>College Teaching Practicum Session #1</td>
<td>Kevin Sigerman, <em>English</em></td>
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<td>Scott 106 also available</td>
<td>Ivelisse Irizarry, <em>Plant Biology</em></td>
<td>Prepare a 5 min presentation teaching a single concept.</td>
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<td>2/10</td>
<td>Course Learning Objectives: Who are Your Students? What Do They Need?</td>
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<td>2/17</td>
<td>Developing a Philosophy of Teaching &amp; Teaching Portfolios</td>
<td>Monica Devanas, <em>CTAAR</em></td>
<td>Use the handout provided on Sakai to confirm your faculty observation.</td>
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<td>2/24</td>
<td>Teaching Large Classes</td>
<td>Dr. Jenny Mandelbaum, <em>Communication</em></td>
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<td>Motivating Students</td>
<td>TBD</td>
<td>Bring 3 hardcopies of your teaching philosophy statement draft for peer review.</td>
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<td>3/23</td>
<td>Teaching with Technology</td>
<td>Dr. Joe Delaney &amp; Monica Devanas, <em>CTAAR</em></td>
<td>Upload final draft of your teaching philosophy statement to Sakai.</td>
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<td>Active Learning</td>
<td>Dr. Rebecca Jordan, <em>Human Ecology &amp; Ecology</em></td>
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Course Schedule
The course schedule is subject to change. Please pay attention to the announcements on Sakai in case of any announcements regarding changes to scheduling. In the case of inclement weather, please refer to the Rutgers University – New Brunswick Operating Status Website at http://newbrunswick.rutgers.edu/about/operating-status for the latest information about class cancellations.

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Resources and References


Active Learning

- Segrist D. 2008. ‘I’d Like to Use Active Learning... But What Can I Do?’ 21(11)
- Active Learning in Political Science © http://activelearningps.com/
Websites

- Teaching Assistant Project - http://tap.rutgers.edu/
- Tomorrow's Professor - https://tomprof.stanford.edu/
- Faculty Focus - http://www.facultyfocus.com/