Introduction to College Teaching
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Wednesdays, 4:30pm – 6:30pm
Scott Hall, Room 119, College Avenue Campus
Spring 2015

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Teaching Assistant Project (TAP) Program Coordinator
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Rutgers Graduate School – New Brunswick (25 Bishop Place; New Brunswick, NJ)
TA Project Office, College Avenue Campus

*This course will be graded on a satisfactory/unsatisfactory basis and will not incur additional tuition charges. Additional student fees may be charged for part-time students.

Course Description & Learning Objectives
This course provides an overview of teaching methods and the fundamentals of the teaching profession through lecture and practicum. During the semester, we will define effective teaching and learn specific pedagogical techniques from a series of guest presenters. Techniques for grading, interacting with students, teaching large classes, active learning, and teaching with technology will be presented by experienced Rutgers instructors. We will examine the contemporary college/university system and the multiple roles of the faculty member within the university structure. Throughout the course, you will experiment with various pedagogies as you define your own teaching style in aim of teaching at the university level.

Course Expectations
Students who complete the following requirements will earn a grade of “satisfactory.” Although this is a 0-credit course, all requirements must be met in order for the course to appear on your Rutgers University transcript. Students enrolled in Introduction to College Teaching are expected to:

• Attend ALL weekly seminar meetings. Arrive ON TIME.
  o If a student plans to be absent for an upcoming class session, prior approval must be secured from the course coordinator as far in advance as possible. Absences without prior electronic or in-person notification will be deemed unexcused.
  o If a student is absent from a class session due to unforeseen circumstances (i.e. family death, serious injury/illness), he/she must communicate this personal situation to the course coordinator via e-mail no later than 24 hours after the missed class session. Otherwise, the class absence will be deemed unexcused.
  o Two unexcused, late class arrivals are equivalent to one absence for the course.
  o Students should provide the course coordinator with prior notification about being late for an upcoming class session (if possible).
  o Students who meet these requirements will earn a grade of “satisfactory.” Two or more absences as well as failing to submit any assignments will result in the deletion of the course from the student’s transcript.
• REAP the benefits of class participation
  ○ RESPECTFUL: In-class use of phones, laptops, tablets, and other electronic
devices should be reserved solely for productive class contributions (i.e. taking
notes, researching supplemental references). It is more important that you are fully
“connected” to ongoing class discussions and activities as opposed to the
RUWireless connection. Repeated use of electronic devices leading to classroom
disengagement is grounds for deletion of the course from the student's transcript.
  ○ ENGAGED: Pay critical and respectful attention to ongoing course developments
including guest presentations, workshop activities, and class discussions as a
member of the classroom learning community.
  ○ ACTIVE: Collaboratively offer reflective contributions (i.e. questions, suggestions)
during class discussions and workshops on various college teaching topics.
  ○ PREPARED: Bring hard copies of all course assignments to designated class
workshop sessions for peer review purposes. Come prepared for your two teaching
practicum sessions. Think about 1-2 questions regarding the college teaching topic
presented during the following week.

Course Assignments
By the end of the *Introduction to College Teaching* course, all students will have:
  a. Written a rough draft and final draft of a Teaching Philosophy Statement (1-2 pages each)
  b. Critiqued two Teaching Philosophy rough drafts
  c. Led and reflected on two teaching practicum sessions (each between 5 and 7 minutes)
  d. Observed and reflected on an experienced Rutgers faculty member teaching a class session.

I. Teaching Philosophy Statement: Many applications for faculty positions require a statement of
your teaching philosophy. As a first draft, consider the following questions: Generally speaking,
what do you hope students will learn from your courses? What kinds of teaching responsibilities
have you had? How do you assign grades and why? What kind of feedback on your teaching have
you received? What are your goals for yourself as a teacher and for your students? Write a
statement of about one page answering the above questions.

The rough draft should be your best attempt at the statement. One week prior to the rough draft’s
submission deadline, we will have a speaker who will lead us in exercises pertaining to writing an
effective teaching philosophy statement. It is also a good idea to do research on your own for
examples of great teaching philosophies; you can also contact members of your respective academic
departments to see if they have examples available to share with you.

II. Critiques of Teaching Philosophy Statements: You are expected to comment on two
classmates’ teaching philosophy statements. This is a wonderful opportunity to see alternative ways
of approaching the statement and will also help you clarify each other’s teaching philosophies. You
will have one week to write comments on your classmates’ 1-2 page statements. These must be
returned to them the class before spring break (Week 8) so that they have ample time to integrate
your comments before the final statement drafts are due on Week 9.

III. College Teaching Practicum: You will complete a total of two videotaped college teaching
practicum sessions. The first teaching practicum is scheduled for Week 3. You will have between 5
and 7 minutes to teach the class anything you wish (string theory to string cheese) using any
technique. We will then take a few moments for verbal and written critiques.

The second practicum will come at the end of the semester during Week 11. Again, you can use any
pedagogy you choose, but now you must teach something from your academic discipline. You will
have 5 to 7 minutes followed again by verbal and written critiques. Both practicum sessions will be
videotaped for you to review in the future or with faculty members.

**IV. Faculty Teaching Observation:** You will be required to observe one class session taught by a
faculty member from your Rutgers academic department before Week 10. The observed class
session should be for an undergraduate course that you either (i) will be teaching during a
subsequent academic semester as a Teaching Assistant or (ii) are interested in teaching as a future
faculty member. Prior confirmations to observe the departmental faculty member’s classroom
teaching should be received no later than Week 5. If you are unable to confirm a classroom teaching
observation with a departmental faculty member by Week 5, please let me know advance so we can
look into possible alternatives and make appropriate arrangements.

During the faculty teaching observation, you should be thoughtfully considering the faculty
members’ facilitation and pedagogical techniques including their teaching style, modes of student
engagement, and the presentations’ overall organization and clarity. These observations are meant
for you to think critically about effective college teaching strategies to implement in your
instructional work as a Teaching Assistant and future faculty member. You will use the course’s
faculty presentations and the *Watching Yourself and Others Teach* handout (available on Sakai
Resources) to guide your teaching observations and analytic reflections.

**V. College Teaching Reflection Paper:** You will synthesize notes from your college teaching
observations and videotaped practicum sessions to write a 3-4 page reflection paper on the college
teaching experience. This reflection paper provides a critical analysis of your growth as a college
educator in terms of teaching style, meaningful pedagogical takeaways, changed views on college
teaching, and areas of improvement for future instructional practice. A set of guiding questions will
be provided to support you in highlighting key elements from the faculty observation and
videotaped practicum sessions that informed/will inform your approaches to college teaching.

**Course Materials & Readings**
Useful resources and suggested readings can be found under the *Resources* section of the Sakai course
site. All materials are organized by date and topic.

**Academic Integrity**
Please refer to the Academic Integrity Policy for Rutgers University students available at
http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf. This policy will
be strictly enforced in the *Introduction to College Teaching* course.
- The Rutgers University Code of Student Conduct can be accessed at
- For further information about Rutgers University’s Academic Integrity Policy, please visit
  http://academicintegrity.rutgers.edu/.

For any and all course assignments/activities, no copying of *any* kind is allowed. Course deletion
from the student’s transcript will likely result with any clear evidence of copying and/or cheating.
# Course Outline

<table>
<thead>
<tr>
<th>Unit/week</th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Assignments Due</th>
<th>Suggested Readings</th>
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<td><strong>Unit 1: Defining Good Teaching (Individual &amp; Institutional Perspectives)</strong></td>
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<td>Week 1</td>
<td>1/21/15</td>
<td>Course Overview</td>
<td>Luis Leyva, <em>Education &amp; Rutgers TA Project</em></td>
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<td>Organization and Administration of Higher Education in the U.S. and Contemporary Issues in the Academy</td>
<td>Dean Barbara E. Bender, <em>Rutgers GSNB &amp; TA Project</em></td>
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<td>Week 2</td>
<td>1/28/15</td>
<td>What's the Best Class You Ever Had?: Developing Your Philosophy of Teaching</td>
<td>Dr. Gary A. Gigliotti, <em>Economics &amp; CTAAR</em></td>
<td>CTAAR Link on Sakai Site</td>
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<td>Week 3</td>
<td>2/4/15</td>
<td><strong>College Teaching Practicum Session #1</strong></td>
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<td>Week 4</td>
<td>2/11/15</td>
<td>Course Learning Objectives: Who are Your Students? What Do They Need?</td>
<td>Damian Grammatikopoulos, <em>German</em></td>
<td>Davis (Ch. 42)</td>
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<td><strong>Unit 2: Pedagogical Techniques</strong></td>
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<td>Week 5</td>
<td>2/18/15</td>
<td>Developing a Philosophy of Teaching &amp; Teaching Portfolio</td>
<td>Dr. Monica Devanas, <em>CTAAR</em></td>
<td>Confirm faculty observation.</td>
<td>Davis (Ch. 41-43, 48); Handouts</td>
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<td>Week 6</td>
<td>2/25/15</td>
<td>Teaching Large Classes</td>
<td>Dr. Jenny Mandelbaum, <em>Communication</em></td>
<td>Bring three hard copies of teaching philosophy statement draft.</td>
<td>Davis (Ch. 21-23)</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<td>Week 7</td>
<td>3/4/15</td>
<td>Motivating Students</td>
<td>Luis Leyva, <em>Education &amp; Rutgers TA Project</em></td>
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<td>Davis (Ch. 8-11)</td>
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<td>Dr. Michael Weingart, <em>Mathematics</em></td>
<td>Return teaching philosophy critiques to your classmates.</td>
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<td>Week 8</td>
<td>3/11/15</td>
<td>Assessment (Testing &amp; Grading)</td>
<td>Dr. Michael Weingart, <em>Mathematics</em></td>
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<td>Davis (Ch. 26-33)</td>
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<td>Week 9</td>
<td>3/25/15</td>
<td>Teaching with Technology</td>
<td>Dr. Joe Delaney &amp; Dr. Monica Devanas, <em>CTAAR</em></td>
<td>Upload final copy of teaching philosophy statement.</td>
<td>Davis (Ch. 35-40)</td>
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<td>Week 10</td>
<td>4/1/15</td>
<td>Active Learning</td>
<td>Dr. Rebecca Jordan, <em>Human Ecology &amp; Ecology, Evolution, and Natural Resources</em></td>
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<td>Unit 3: Professional Responsibility</td>
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<td>Week 11</td>
<td>4/8/15</td>
<td>College Teaching Practicum Session #2</td>
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<tr>
<td>Week 12</td>
<td>4/15/15</td>
<td>Professional Responsibility</td>
<td>Dean Barbara E. Bender, <em>Rutgers GSNB &amp; TA Project</em></td>
<td>Upload college teaching reflection paper.</td>
<td>Davis (Ch. 34, 41, 43-45, 49)</td>
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<td>Course Conclusion</td>
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* Syllabus subject to change.
Additional Resources and Readings on College Teaching and Administration

  - Pages 153-161, Pascarella, Ernest and Pat Terenzini, “The Impact of College on Students: Myths, Rational Myths, and Some Other Things That May Not Be True”
- Walsh, J.A. and B.D. Sattes. *Quality Questioning: Research-Based Practice to Engage Every Learner.*

  - Pages 60-69, Kuh, George, et al. “Student Affairs and Liberal Education: Unrecognized (and Unappreciated) Common Law Partners”


**Websites**

- Derek Bok Center for Teaching and Learning at Harvard: [http://bokcenter.harvard.edu](http://bokcenter.harvard.edu)
- Eastern Kentucky University’s Teaching and Learning Center: [http://www.tlc.eku.edu](http://www.tlc.eku.edu)
- Teaching Assistant Project: [http://taproject.rutgers.edu](http://taproject.rutgers.edu)
- Teaching Science - Evolution: [http://evolution.berkeley.edu](http://evolution.berkeley.edu)
- Teaching Issues and Experiments in Ecology: [http://tiee.ecoed.net](http://tiee.ecoed.net)