Introduction to College Teaching, Spring 2020

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

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Course Information:
This course provides an overview of teaching practices in higher education. You will learn and practice effective pedagogical techniques. Each class will be led by the course instructor or an invited faculty member or TA. We will cover topics such as: developing learning objectives, developing a teaching identity, active learning, creating assignments, and boosting your confidence. A key component of this course includes preparing and presenting a final teaching practicum. 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, students will:

● Develop a basic understanding of the organization of higher education.
● Gain skills to confidently implement active learning techniques, motivate students, teach with technology, and craft and implement assessments.
● Begin to develop your own active approach to teaching.
● Practice teaching and public speaking to enhance your teaching skills.

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, please email the course coordinator(s) as soon as you are aware.
● If you are absent due to unforeseen circumstances or an emergency, you must communicate with the course coordinator(s) via email as soon as possible, or the absence will be considered unexcused.

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. The course is designed to minimize outside workload (e.g., homework) because we maximize the time we have during class for speakers, activities, group work, and more. Please do your best to provide meaningful and constructive contributions during class.
- Please be prepared for class. Check the announcements and reminders on Canvas before class each week and complete all indicated assignments by the due date indicated. Read through any documents uploaded on Canvas and check the syllabus regularly.

- 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, but 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
In addition to daily class participation, you are expected to complete several assignments:

- **Faculty Teaching Observation:** You are 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 be interested in teaching as a future faculty member. You will need to arrange this faculty observation yourself and confirm with 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.

- **Teaching Identity Paper:** You will write a 1-2 page reflection paper on your current or future teaching identity. What kind of teacher do you plan to be? How will your teaching philosophy be evident during and outside of class? What do you hope students will take away from the courses you teach? What type of university best supports these goals? This is your opportunity to define yourself as an instructor and set intentions for how you will be as a teacher.

- **Teaching Practicum:** Towards the end of the course, you will have 10 minutes to present and teach the class any topic of your choice using any teaching method you choose. It is recommended that you present a topic directly related to your academic discipline. You may use any instructional methods that you would like, e.g., power point presentation, activities, worksheets, videos, group work, etc.—feel free to be creative! The session will be videotaped for your own records so you can review and reflect upon the experience.
Course Schedule:
Below is a tentative course schedule. Please pay attention to announcements on Canvas 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>Speaker</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unit 1: Introduction to College Teaching</strong></td>
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<tr>
<td>1</td>
<td>Jan-29</td>
<td>Introduction to college teaching &amp; The best class you ever had</td>
<td>Janna Dominick</td>
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<td>2</td>
<td>Feb-5</td>
<td>Your role(s) as an instructor &amp; Learning goals</td>
<td>Zoë Kitchel</td>
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<td><strong>Unit 2: Developing your Teaching Identity</strong></td>
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<td>3</td>
<td>Feb-12</td>
<td>Fostering your classroom culture</td>
<td>Chloe Urbanski, Mathematics</td>
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<td></td>
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<td>➢ Diversity and inclusion</td>
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<td>➢ Classroom policies</td>
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<td>4</td>
<td>Feb-19</td>
<td>What kind of teacher do you want to be? Developing your teaching identity</td>
<td>Janna Dominick</td>
<td>Begin teaching identity reflection paper</td>
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<td><strong>Unit 3: Teaching Skills and Strategies</strong></td>
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<td>5</td>
<td>Feb-26</td>
<td>Becoming an active instructor</td>
<td>Chloe Urbanski, Mathematics</td>
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<td>6</td>
<td>Mar-4</td>
<td>Activities and assessments for engaging students</td>
<td>Janna Dominick</td>
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<td>7</td>
<td>Mar-11</td>
<td>Teaching with technology</td>
<td>Zoë Kitchel</td>
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<td>8</td>
<td>Mar-18</td>
<td>NO CLASS SPRING BREAK</td>
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<td><strong>Unit 4: Boosting Confidence and Preparing to Teach</strong></td>
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<td>9</td>
<td>Mar-25</td>
<td>Motivating students and Leading effective discussion</td>
<td>Zoë Kitchel</td>
<td>Faculty observation completed. Form submitted on canvas by 12pm.</td>
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<td>10</td>
<td>Apr-1</td>
<td>Teaching Practicum Day 1</td>
<td>Janna/Zoë</td>
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<td>11</td>
<td>Apr-8</td>
<td>Teaching Practicum Day 2</td>
<td>Janna/Zoë</td>
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<td>12</td>
<td>Apr-15</td>
<td>Organization and administration of Higher education in the U.S.</td>
<td>Dean Barbara Bender School of Graduate Studies</td>
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<td>13</td>
<td>Apr-22</td>
<td>Boosting your teaching confidence</td>
<td>Janna Dominick</td>
<td>Submit teaching identity reflection paper to Canvas by 12pm.</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/