

## **Introduction to College Teaching Spring 2008**

Course number: 16:186:855:01 index #66634

Credit: 0 credit seminar\*

Day/time: Wednesday 4:30-6:30 p.m.

Location: Scott Hall, room 119, College Avenue Campus

Coordinator: Sarah Alexander, Literatures in English and the TA Project

Phone: 732-932-7747

E-mail: tapweb@rci.rutgers.edu

*\*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**

This course will provide an overview of teaching methods and the fundamentals of the teaching profession through lecture and practicum. First, we will define effective teaching. Based on this initial definition, specific pedagogical techniques will be discussed each week by our 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.

### **Suggested Readings**

- Davis, Barbara Gross (1993). *Tools for Teaching*. San Francisco: Jossey-Bass.  
(available at the Rutgers bookstore on Albany Street across from the train station)
  
- Additional articles will be distributed.

### **Course Expectations**

Students enrolled in this course are expected to attend all seminar meetings, complete the reading assignments, and participate in the Master Faculty Observation Program. Students are also expected to write a Teaching Philosophy Statement, critique two Teaching Philosophies, and lead two teaching practicums. Students who complete the requirements will earn a grade of “satisfactory.” Two or more absences will result in the deletion of the course from the transcript.

### Statement of Teaching Philosophy

Many applications for faculty positions require a statement of your teaching philosophy. As a first draft consider the following questions. What do you hope students will learn from your courses in general terms. 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.

### Teaching Practicum

The first teaching practicum will be the second week of class. You will have 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 critique. The second practicum will come at the end of the semester. Again, you can use any pedagogy you choose, but you must teach something from your discipline. You will have 10 minutes followed again by verbal and written critiques. Both practicums will be videotaped for you to review in the future or with faculty members. Please bring two DVDs or videotapes with you to the second class on January 30.

### Master Faculty Observation

You will be required to observe **one** class taught by a Master Faculty member before April 9, 2008. The Teaching Assistant Project (TAP) has assembled a select group of outstanding faculty members who have volunteered to provide graduate students with the opportunity to observe their classes. These visits are designed to allow new teachers to learn pedagogical techniques by observing the ways that experienced teachers organize their courses, manage their classrooms, and engage their students. Schedule your classroom observation through the TAP website ([http://tapproject.rutgers.edu/services\\_tips/Master\\_Faculty.php3](http://tapproject.rutgers.edu/services_tips/Master_Faculty.php3)). You are responsible for turning in a copy of your completed Master Faculty Observation Guide.

## Semester Outline: Spring 2008

### **THEME I: DEFINING GOOD TEACHING**

#### **Week 1: January 23**

Instructor: D. Michael Shafer, Department of Political Science & CASE Program

Topic: What's the Best Class You Ever Had? Developing Your Philosophy of Teaching

#### **Week 2: January 30**

Instructor: Class Participants

Topic: First Teaching Practicum

#### **Week 3: February 6**

Instructor: D. Michael Shafer, Department of Political Science & CASE Program

Topic: Creating Course Objectives: Who Are Your Students? What do They Need?

Read: Davis chapters 5-7; 21-23

Activity: Learning Styles Inventory

### **THEME II: PEDAGOGICAL TECHNIQUES**

#### **Week 4: February 13**

Instructor: Monica Devanas, Center for Teaching Advancement and Assessment Research

Topic: Developing a Philosophy of Teaching and Teaching Portfolio

Read: Davis chapters 41-43, 48; Handouts

Activity: Brainstorm for Teaching Philosophy Statement

#### **Week 5: February 20**

Instructor: Lisa Miller, Department of Political Science

Topic: Teaching Your First Class Solo

Read: Davis chapters 1-3; Handout

Activity: Developing Your Teaching Style

**Week 6: February 27**

Instructor: Angela O'Donnell, Department of Educational Psychology

Topic: Testing & Grading

Read: Davis chapters 26-33

Activity: Grading tests

Due: 3 copies of Teaching Philosophy Statement

**Week 7: March 5**

Instructor: Jenny Mandelbaum, Department of Communication

Topic: Teaching Large Classes

Read: Davis chapters 12-17

Activity: Teaching Philosophy Critique

**Week 8: March 12**

Instructor: Sarah Alexander

Topic: Active Learning

Read: Davis chapters 8-11; 18-20

Activity: Teaching Philosophy Critique

**Spring Break: March 15-23****Week 9: March 26 Note Classroom Change: Satellite Computing Center, CAC**

Instructors: Joe Delaney & Monica Devanas, Center for Teaching Advancement  
and Assessment Research

Topic: Teaching with Technology

Read: Handouts

Activity: Online activities

Due: Final Draft, Teaching Philosophy Statement

**THEME III: REALITIES OF THE MODERN UNIVERSITY/COLLEGE****Week 10: April 2**

Instructor: Barbara E. Bender, Graduate School-New Brunswick & Teaching Assistant Project

Topic: Organization and Administration of Higher Education in the U.S. and Contemporary  
Issues in the Academy

Read: Davis chapters 34, 41-45, 49

Activity: Designing Colleges and Universities

**Week 11: April 9**

Instructor: Barbara E. Bender, Graduate School-New Brunswick & Teaching Assistant Project

Topic: Professional Responsibility

Read: Handouts

Activity: Case studies

**Week 12: April 16**

Instructor: Class Participants

Topic: Second Teaching Practicum

**Further readings on college teaching and administration:**

- Barkley, E., K. Patricia Cross, and Claire Howell Major. *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass, 2004.
- Bates, A.W. *Managing Technological Change*. San Francisco: Jossey-Bass, 2000.
- Bess, J. and D. Webster. (Eds.) *Foundations of American Higher Education* (2nd Edition). Needham Heights, MA: Simon & Schuster, 1999.  
Pages 114-135, Weidman, John, "Undergraduate Socialization: A Conceptual Approach."  
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"
- Bickel, Robert and Peter Lake. *The Rights and Responsibilities of the Modern University*. Durham, NC: Carolina Academic Press, 1999.
- Blackburn, Robert T. and Janet J. Lawrence. *Faculty at Work: Motivation, Expectation, Satisfaction*. Baltimore, MD: Johns Hopkins University Press, 2002.
- Bowen, William and Derek Bok. *The Shape of the River*. Princeton, NJ: Princeton University Press, 1998.
- Brookfield, S.T. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. Jossey Bass, 2000.
- Colby, A. Ehrlich, T., Beaumont, E., Stephens, J. *Educating Citizens: Preparing America's Undergraduates for Live of Moral and Civic Responsibility*. Jossey-Bass, 2003.
- Diamond. R.M. *Designing and Assessing Courses and Curricula: A Practical Guide*. San Francisco: Jossey Bass, 1997.
- 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.
- Finkelstein, Martin J. and Jack Schuster. *The American Faculty: The Restructuring of Academic Work and Careers*. Baltimore, MD: Johns Hopkins University Press, 2006.
- Houle, Cyril. *Governing Boards*. San Francisco: Jossey-Bass, 1997.
- Kennedy, Donald. *Academic Duty*. Cambridge, MA: Harvard University Press, 1997.
- Light, Richard. *Making the Most of College*. Cambridge, MA: Harvard University Press, 2001.
- Magnan, Robert (Ed.). *147 Practical Tips for Teaching Professors*. Madison, WI: Atwood Publishing, 1990.
- McKeachie, Wilbert. *Teaching Tips*. Boston: Houghton Mifflin Company (11th edition), 2001.

Menges, Robert J., et al. *Faculty in New Jobs*. San Francisco: Jossey-Bass, 1999.

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.

National Center for Education Statistics. (2002). <http://nces.ed.gov/fastfacts>.  
(Site visited January 17, 2002.)

Nettles, Michael T. and Catherine M. Millett. *Three Magic Letters: Getting to Ph.D.* Baltimore, MD: Johns Hopkins University Press, 2005.

Smart, John C., et al. *Academic Disciplines*. Nashville, TN: Vanderbilt University Press, 2000.

Uno, G.E. *Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual*. Philadelphia: Saunders College Publishing, 1999.

Walsh, J.A. and B.D. Sattes. *Quality Questioning: Research-Based Practice to Engage Every Learner*. Thousand Oaks, CA: Corwin Press, 2004.

Whitt, Elizabeth. *College Student Affairs Administration*. Needham Heights, MA: Simon & Schuster, 1997.  
Pages 25-35, "The Student Personnel Point of View," adapted from Higher Education for American Democracy: The Report of the President's Commission on Higher Education, Establishing the Goals (Washington, DC: Government Printing Office, 1947, New York: Harper and Brothers, 1948).  
Pages 60-69, Kuh, George, et al. "Student Affairs and Liberal Education: Unrecognized (and Unappreciated) Common Law Partners"

Zull, James E. *The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning*. Sterling, VA: Stylus Publishing, 2002.

#### **Websites**

Derek Bok Center for Teaching and Learning at Harvard. <http://bokcenter.harvard.edu/docs.html>

Eastern Kentucky University's Teaching and Learning Center <http://www.tlc.eku.edu>

Faculty Development Associates Online Resources.  
<http://www.developfaculty.com/online/index.html>

Richard Felder: Resources in Science and Engineering Education. <http://www.ncsu.edu/felder-public/RMF.html>

Teaching Assistant Project. <http://taproject.rutgers.edu>

Teaching Science: Evolution: <http://evolution.berkeley.edu>  
Ecology: <http://tiee.ecoed.net>