

**Introduction to College Teaching  
Spring 2017**

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

**Instructor:** Janna Kline, Department of Psychology  
Program Coordinator, Teaching Assistant Project (TAP)

**Contact:** janna.kline@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 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 provide you will preparation to be a responsible academic professional and future faculty member in higher education.

**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 Learning Goals:**

- Develop an introductory understanding of the organization of higher education.
- Understand 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:**

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 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 for productive class contributions such as note taking, looking at references or working on your assignments, though please keep in mind that it is important to remain engaged with the class and your peers during class. Please be respectful of your classmates and the speakers; don't be distracted or distract others by using electronic devices inappropriately during the class.

**Course Assignments:** Upon completion of the course, 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 each)
4. Observed a Rutgers University faculty member teach and reflect upon the experience
5. Written a College Teaching Reflection Paper (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.

*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.

*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. 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 are 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 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.

*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.

**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.

Week	Date	Topic	Presenter(s)	Assignment Due
<b>Unit 1: Developing Your Teaching Practices and Philosophy</b>				
1	18-Jan	Course Overview  Organization and Administration of Higher Education in the U.S. and Contemporary Issues in the Academy	Janna Kline, Psychology  Dean Barbara Bender, GSNB and TA Project	
2	25-Jan	What's the Best Class You Ever Had? Developing Your Philosophy of Teaching	Dr. Gary A. Gigliotti, Economics & CTAAR	
3	1-Feb	College Teaching Practicum Session #1 Also in Scott 103	Janna Kline, Psychology	Prepare a 5-minute presentation on a single topic of your choice.
<b>Unit 2: Pedagogical Techniques</b>				
4	8-Feb	Course Learning Objectives: Who are Your Students? What Do They Need?	Janna Kline, Psychology	
5	15-Feb	Developing a Philosophy of Teaching & Teaching Portfolios	Monica Devanas, CTAAR	Use the handout provided on Sakai to confirm your faculty observation.
6	22-Feb	Teaching Large Classes	Dr. Jenny Mandelbaum, Communication	
7	1-Mar	Assessment (Testing & Grading)	Dr. Lena Struwe, School of Environmental and Biological Sciences	Bring 3 copies of your teaching philosophy statement draft for peer review.
8	8-Mar	Motivating Students	Dr. Andrew Murphy, Political Science	
9	15-Mar	<i>NO CLASS SPRING BREAK</i>		
10	22-Mar	Teaching with Technology Room 1210 in new AB	Dr. Joe Delaney & Monica Devanas, CTAAR	Upload final draft of your teaching philosophy statement to Sakai.
11	29-Mar	Active Learning	Dr. Rebecca Jordan, Human Ecology, Evolution, and Natural Resources	
<b>Unit 3: Course Reflection and Professional Responsibility</b>				
12	5-Apr	College Teaching Practicum Session #2 Also in Scott 103	Janna Kline, Psychology	Prepare 5-minute presentation for college teaching practicum #2.
13	12-Apr	Professional Responsibility	Dean Barbara Bender, GSNB and TA Project	Upload college teaching reflection paper to Sakai.

## Resources and References

- Barkley, E., K. Patricia Cross, and Claire Howell Major. Collaborative Learning Techniques: A Handbook for College Faculty. San Francisco: Jossey-Bass, 2004.
- 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.
- Marzano RJ. 2007. The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction.
- 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.
- Uno, G.E. Handbook on Teaching Undergraduate Science Courses: A Survival Training Manual. Philadelphia: Saunders College Publishing, 1999.
- Zull, James E. The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning. Sterling, VA: Stylus Publishing, 2002.

## Active Learning

- Prince M. 2004. Does Active Learning Work? A review of the Research. 93(3): 223-231
- Segrist D. 2008. I'd Like to Use Active Learning... But What Can I Do? 21(11)  
<http://www.psychologicalscience.org/index.php/publications/observer/2008/december-08/idliketouseactivelearningbutwhatcanido.html>
- Active Learning in Political Science © <http://activelearningps.com/>

## Relevant Websites

- Teaching Assistant Project - <http://tap.rutgers.edu/>
- Tomorrow's Professor - <https://tomprof.stanford.edu/>
- Inside Higher Ed - <https://www.insidehighered.com/>
- Faculty Focus - <http://www.facultyfocus.com/>