

College Teaching II
Fall 2007

Course number: 16:186:856:01 index # 33040
Credit: 0 credit seminar*
Day/time: Wednesday 4:30-6:30 p.m.
Location: Scott Hall, room 216, College Avenue Campus
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**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

The course is intended for graduate students who have at least two semesters of college teaching experience or who have taken Introduction to College Teaching. The purpose of the class is to help students design a course they might someday teach. After formulating a set of instructional goals, each student will develop a course designed to meet those goals and create supporting materials such as a syllabus, assignments, and lesson plans. Experienced graduate student instructors, who have been designated as Rutgers fellows for the Carnegie Academy for the Scholarship of Teaching and Learning, will lead sessions on establishing goals for a course, content delivery (including lecturing, class discussions, and active learning), assignment design, and setting course policies.

Course Expectations

Students enrolled in this course are expected to attend all seminar meetings, complete the reading assignments, bring drafts of course materials to class, and critique the materials created by other students. 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.

Semester Outline: Fall 2007

Part I: SETTING COURSE GOALS

Week 1: September 5

Instructor: Paul Benzon, Literatures in English
What Do You Want Your Students to Get out of Your Class?

[Related readings on E-Reserve:

Peter Filene, *The Joy of Teaching*, Chapter 3, “Defining Your Aims and Outcomes” pp. 23-31;
Ken Bain, *What the Best College Teachers Do*, Chapter 3, “How Do They Prepare to Teach?” pp. 48-67]

Week 2: September 12

Workshop Day: Course Goals
Assignment due: bring in a list of instructional goals (subject to revision) for the course you’re designing

[In class, students form groups by field/discipline and discuss goals, how many can be fit into one course, how they might be achieved]

Week 3: September 19

Workshop Day: How Have Other Instructors Taught Courses Like Yours?

Assignment due: find syllabi for courses similar to the one you want to teach

[In class, disciplinary groups discuss syllabi, including course goals, methods, assignments, and policies; on each workshop day to come disciplinary groups will share and discuss their material]

Part II: FULFILLING COURSE GOALS AND PEDAGOGICAL TECHNIQUES

Over the next several classes, students will sketch out the weeks of their course, deciding on topics to cover and how they will be covered, readings, and assignments. In other words, students must plan how the class will help their students achieve the instructional goals they've laid out.

Week 4: September 26

Instructor: Thomas DeGloma, Sociology

Content Delivery and Lecturing

[Related reading on E-Reserve: Ken Bain, *What the Best College Teachers Do*, Chapter 5, "How Do They Conduct Class?" pp. 98-134]

Week 5: October 3

Instructor: Annachiara Mariani, Italian

Leading a Discussion

[Related reading on E-Reserve:

Barbara Gross Davis, *Tools for Teaching*, Chapter 8, "Leading a Discussion", Chapter 9, "Encouraging Student Participation in Discussion"

Stephen D. Brookfield and Stephen Preskill, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*, 2nd ed. Chapter 2, "How Discussion Helps Learning and Enlivens Classrooms," Chapter 3, "Preparing for Discussion," Chapter 4, "Getting Discussion Started," and Chapter 5, "Keeping Discussion Going Through Questioning, Listening, and Responding"

On Reserve in Alexander Library:

Stephen D. Brookfield and Stephen Preskill, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*, 2nd ed. Chapter 3, "Preparing for Discussion," Chapter 4, "Getting Discussion Started," and Chapter 5, "Keeping Discussion Going Through Questioning, Listening, and Responding"]

Week 6: October 10

Workshop Day: Preliminary Draft of Syllabus

Assignment due: bring in an outline of the course with a schedule of class topics and readings for each meeting

Week 7: October 17

Instructor: Norell Spiler-Hadzimichalis, Physiology & Integrative Biology
Active Learning/Group Work/Problem Solving

[Related reading on E-Reserve:

Chet Meyers and Thomas B. Jones, *Promoting Active Learning: Strategies for the College Classroom*, “Part One: Understanding Active Learning” pp3-18 and “Part Two: Strategies and Techniques” p. 19-119,

Related reading online:

<http://www.ntlf.com/html/lib/bib/91-9dig.htm>

Related Reading in Alexander Library:

Chet Meyers and Thomas B. Jones, *Promoting Active Learning: Strategies for the College Classroom*, pp. 19-119]

Week 8: October 24

Workshop Day: Syllabus/Class Plans

Assignment due: sketch out what you plan to do during each class meeting—lectures, discussions, group work, etc. Draft lecture notes, discussion questions, or the details of an active learning activity for a specific day of class.

Week 9: October 31

Instructors: Colleen Kennedy, French and Lara Pudwell, Mathematics
Assignment Design

[Related Reading on E-Reserve:

Lucy Cheser Jacobs and Clinton I. Chase, *Developing and Using Tests Effectively: A Guide for Faculty*; Chapter 2. p. 16-31

James Banner & Harold Cannon, *The Elements of Teaching*, p. 67-80

Peter Filene, *The Joy of Teaching*, Ch. 4, p. 35-46, Ch. 7, p. 75-91]

Week 10: November 7

Workshop Day: Assignments

Assignment due: Bring in drafts of the assignments. Note that once you create assignments, you may want to build them into your class plans by having students work on them in class individually or in groups, or having students make presentations to the class. (In the case that all assignments will be in the form of tests or exams, plan the format of the test and the type of questions you plan to ask.)

Week 11: November 14

Instructors: Lara Pudwell, Mathematics and Esther Leibovich, Ecology and Evolution
Assessment—How to Tell If Students Have Learned What You Want Them to Learn and Giving Feedback on Assignments

[Related Readings on E-Reserve:

Bette LaSere Erickson, et al, *Teaching First-Year College Students*, Chapter 11 “Evaluating Student Learning,” pp. 161-182 and Chapter 12, “Grading” pp.183-196

Peter Filene, *The Joy of Teaching*, Chapter 8, “Evaluating and Grading” pp. 92-112]

November 21: Thanksgiving Schedule - No Class

Week 12: November 28

Workshop Day: Final Draft of Syllabus

Assignment due: final draft of syllabus, including course policies, and continued discussion of assignments

Wrap-up discussion of other items, including classroom atmosphere, classroom etiquette, and setting the tone on the first day