Department of Educational Psychology and Higher Education

COURSE
EDH 780 Seminar in College Teaching
4:00 – 6:45 pm, Thursdays, CEB 208

PROFESSOR
OFFICE
PHONE
EMAIL
OFFICE HOURS

REQUIRED TEXTS

Other Book Recommendations


**COURSE DESCRIPTION**

EDH 780 Seminar in College Teaching is designed to provide (mainly) doctoral graduate students with the opportunity to develop pedagogical knowledge relative to teaching in higher education. In addition, the course will also examine topics which include assessment and evaluation, higher education culture, teaching strategies and alternative teaching styles.

Students will also enlist assistance from a current faculty member at UNLV to serve as a teaching mentor. Students will bring the completed Mentor Teacher MOU signed by the mentor no later than the second week of class.

**COURSE OBJECTIVES**

The major goals and objectives of this course are to provide the student:

1. With the opportunity to explore the college teaching literature with special emphasis on creating learning environments that foster experiential engagement and learning.

2. With the opportunity to reflect upon, discuss and write about the relationship between the college teaching literature and the teacher behaviors within the university setting.

3. With the opportunity to engage in teaching practice and critically reflect on such practice.

4. With the opportunity to enhance knowledge regarding participation in the academy as a professor in higher education.

**Course Details:**

1. **CLASS ATTENDANCE IS MANDATORY.** After one absence, the student’s grade will drop one letter grade; after four, two letter grades, etc.

2. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Exceptions will be made in extreme emergencies or a University excused absence only.

3. **ALL ASSIGNMENTS MUST BE TYPED UNLESS OTHERWISE NOTED- 12 POINT, TIMES NEW ROMAN, DOUBLE SPACED, and follow APA 6th edition, PLEASE.** THANK YOU. Assignments not typed following the above criteria **WILL NOT BE GRADED.**

4. **Children** are welcome in class, but make certain their presence will not detract from the activities of class.

5. **Cell phones… TURN THEM OFF, PLEASE.**
COURSE OPPORTUNITIES
Discussion & in-class activities & participation: regular and punctual attendance is expected throughout the semester. Participation in the form(s) of critical thinking and writing, sharing ideas and discussion are expected.

Academically Adrift (30 pts.): Students will have the opportunity to lead a 30-35 minute discussion on a chapter or part of a chapter from the book. NO PowerPoint notes, a TRUE discussion ☇. Students will prepare a thoughtful set of questions based on the chapter for that evening’s discussion. Students are strongly encouraged to utilize Bloom’s Taxonomy as a mechanism for question / discussion organization. Students will have one hard copy of questions for each student on the evening of the discussion and one for the professor. Students not leading the discussion are responsible to come prepared and encouraged to generate their own set of questions using Bloom’s Taxonomy.

Teaching Portfolio (approximately 200 pts.): You will have the opportunity to develop a teaching portfolio throughout this term. The portfolio will be inclusive of a number of elements which will characterize your pedagogical evolution. You will identify a course that you already teach and wish to refine or one in which you would like to develop. Portfolios will be electronic documents and will be submitted at the end of the term via DropBox. Elements to include in your portfolio:

A. This I Believe (3 x 15 pts) – this aspect will demonstrate your philosophical underpinnings relative to your pedagogical pursuits. This will be modeled after the long time running series on NPR entitled, This I Believe. You will submit and revise at least 3 statements of your teaching belief during the course of the semester.
B. Syllabus (25 pts) - You will develop / refine a course syllabus for the class utilizing information discussed in class.
C. Lecture/Learning Activity/Discussion (30 pts) – You will develop / refine 3-5 lectures/learning experiences for the class you are developing/redeveloping utilizing strategies discussed in class.
D. Academically Adrift (10pts/chapter) – Following class discussions, you are invited to contemplate the text and your work with your teaching mentor. These are brief reflections on the content of the chapter discussed and your experiences.
E. Assessment (30 pts) – You will develop 1-2 summative and 1-2 formative assessments for the class you are developing/redeveloping utilizing strategies discussed in class.
F. Coffee talk ($4.46): a component of the portfolio will provide students with the opportunity to maintain a verbal, reflective log. Once a month, each student is invited to schedule a 30-45 minute coffee with either Dr. Watson or Dr. Nehls. The discussion during the meeting will focus completely on the student’s pedagogical development, musings and reflections of his/her experiences and future goals relative to teaching / being in higher education.
G. Mentor Teacher – You may include additional items not already noted above that you believe assists in your course development/redevelopment.
Micro/Pear Teaching (75 pts.): Students will have the opportunity to peer teach formally two times in EDH 780 and receive feedback from the instructional team as well as peers prior to teaching in their mentor’s class. You will develop / refine one lecture/learning activity/discussion for the class you are developing/redeveloping utilizing strategies discussed in class. This activity should be accompanied by a one page overview describing the purpose of the activity, the expected learning outcomes, and the procedures you will follow to achieve those outcomes.

Peer Teaching Reflection (35 pts.): You will complete a reflection immediately following your micro/peer teaching. The reflection should include the following:
   a. Presenter Evaluation Form (15 pts.)
   b. What were 2-3 strengths of your lecture? (5 pts.)
   c. What were 2-3 weaknesses of your lecture? (5 pts.)
   d. As you developed your lecture, what elements did you consider in your planning, (interest of students, content of lecture, time limit, etc.)? (5 pts.)
   e. What are 2-3 goals you would like to set for yourself regarding your teaching? (5 pts.)

Mentoring Updates (3x 10 pts.): You will have the opportunity to submit updates on the work you are engaging with your mentor. Updates will be submitted at the end of February, March and April. Additional information will be coming.

GRADING SCALE:
Grades will be based on total points possible: 95%- 100%= A, 90%- 94%= A-, 88%-89%= B+, 84%-87%= B, 80%-83%= B-, 78%-79%= C+, 74%-77%= C, 70%-73%= C-

ADDITIIONAL NECESSITIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you
have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.** For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=6&navoid=531](http://catalog.unlv.edu/content.php?catoid=6&navoid=531).

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

- [https://www.unlv.edu/provost/teachingandlearning](https://www.unlv.edu/provost/teachingandlearning)
- [https://www.unlv.edu/provost/transparency](https://www.unlv.edu/provost/transparency)

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is [https://www.library.unlv.edu/contact/librarians_by_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at [https://www.library.unlv.edu/](https://www.library.unlv.edu/).

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students.
at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.
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<thead>
<tr>
<th>WEEK</th>
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<th>Additional</th>
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<tbody>
<tr>
<td>January 23</td>
<td>Course Introduction&lt;br&gt; <em>This I Believe</em></td>
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<td>January 30</td>
<td>The Rhythms of the Semester&lt;br&gt;Getting started</td>
<td>McKeachie Ch. 1, 2, 3</td>
<td><em>Due: This I Believe</em></td>
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<tr>
<td>February 6</td>
<td>Leading discussion</td>
<td>McKeachie Ch. 5 &amp; 18</td>
<td><em>Assign Peer Teach I</em></td>
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<tr>
<td>February 13</td>
<td>Facilitating student learning&lt;br&gt;<em>Adrift Discussion</em></td>
<td>McKeachie 4 &amp; 6</td>
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<tr>
<td>February 20</td>
<td><em>Peer Presentation I&lt;br&gt;Teach your Passion!</em></td>
<td>Arum &amp; Roksa Ch.1</td>
<td><em>Assign Peer Teaching I Reflection</em></td>
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<td>February 27</td>
<td>Culturally Responsive Practices&lt;br&gt;Handling Difficult Situations</td>
<td>McKeachie Ch. 12 &amp; 13</td>
<td><em>Peer Teaching Reflection I Due</em></td>
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<td>March 6</td>
<td>Motivating students&lt;br&gt;<em>Adrift Discussion</em></td>
<td>McKeachie Ch. 11</td>
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<td>March 13</td>
<td>Assessment, Eval &amp; Grading&lt;br&gt;<em>Adrift Discussion</em></td>
<td>McKeachie Ch. 7, 8, 10</td>
<td><em>This I Believe II Due</em></td>
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<td>March 20</td>
<td><em>No Class</em></td>
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<td><em>Spring Break</em></td>
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<td>March 27</td>
<td>Active learning</td>
<td>McKeachie Ch. 14 &amp; 15</td>
<td><em>Mentor Update</em></td>
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<td>April 3</td>
<td>Teaching large classes&lt;br&gt;<em>Adrift Discussion</em></td>
<td>McKeachie Ch. 18</td>
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<td>April 10</td>
<td>Teaching &amp; Technology&lt;br&gt;<em>Adrift Discussion</em></td>
<td>McKeachie Ch. 17</td>
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<td>April 17</td>
<td><em>Peer Presentation II</em></td>
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<td><em>This I Believe III Due</em></td>
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<td>April 24</td>
<td><em>No Class</em></td>
<td>NOLA</td>
<td><em>Mentor Update</em></td>
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<td>May 1</td>
<td>The Ethics of Teaching &amp; Entering the Academy</td>
<td>McKeachie Ch. 22 &amp; 23</td>
<td><em>Peer Teaching Reflection II Due</em></td>
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<td>May 8</td>
<td><em>Turn in Portfolios</em></td>
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