

“Preparing Professionals for Changing Educational Contexts”

ESP 794b Syllabus

Department of Special Education
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 794b
II.	Title	College Teaching Internship
III.	Credits	3 credit hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ESP 785 or consent of the instructor.
X.	Course Description (Course Introduction)	<p>The focus of this course is on the practical applications of the science and technology of teaching in higher education. This course emphasizes evidence-based strategies and tactics in the design of instruction. It includes the study of research, theory, and practices associated with teaching and learning within the system of higher education. Course content will emphasize behavioral research and theory in curriculum design and instructional systems to help prepare students for teaching at the college level.</p> <p>This course will serve as preparation for the internship in college teaching as required by the <i>Internship Requirement</i> for the Ph.D. degree.</p> <p>Requirements for the Teaching Internship: (a) successful completion of ESP 794b, (b) discuss with your advisor classes you are qualified to teach for the 16-week internship (the class will be in your advisor’s name and they will supervise you as you teach in the 16-week internship) (we will complete an interest form in class that will be given to the program coordinators for this experience), (c) teach the class for 16-weeks, and (d) successfully complete the teaching internship. This is required for ALL doctoral students---even GAs.</p> <p>Upon completion of the 16-week internship, if you want to teach for pay, you must complete the department teaching application and give it to me. I will notify the program coordinators that you are interested in teaching as a Part-Time-Instructor (PTI) for the department. The department will keep your application on file and accessible to the program coordinators. Please note teaching a class for pay is contingent on a class being available, the decision of the program</p>

		<p>coordinator, and the decision of the department chair. Teaching for pay is not guaranteed.</p>
<p>XI.</p>	<p>Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course</p>	<p><u>CEC Advanced Preparation Standards</u></p> <p>Standard 1: Assessment Standard 2: Curricular Content Knowledge Standard 3: Program, Services, and Outcomes Standard 4: Research & Inquiry Standard 5: Leadership & Policy Standard 6: Professional & Ethical Practice Standard 7: Collaboration</p>

XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following objectives:

<p>Objective 1: Students will plan and develop a systematic evaluation of the effectiveness of a strategy, system, or aspect of instruction in improving student performance related to specific learning objectives.</p> <p><u>Standards:</u></p> <p>CEC Standard 1 – Assessment (Special education specialists use valid and reliable assessment practices to minimize bias).</p>	
1.1	Special education specialists minimize bias in assessment.
1.2	Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.
<p>Objective 2: Students will become efficient in planning instruction based upon knowledge of content, learner characteristics, the community, and curricular goals and objectives.</p> <p><u>Standards:</u></p> <p>CEC Standard 3 – Curricular Content Knowledge (Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels).</p>	
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet then needs of individuals with exceptionalities.
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.
<p>Objective 3: Students will use research-based and evidence-based literature as they develop learning communities that support intellectual, career, social, and personal development of participants in the courses they teach.</p> <p><u>Standard:</u></p> <p>CEC Standard 3 – Programs, Services, and Outcomes (Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.)</p>	
3.3	Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

Objective 4: Students will become effective at employing a variety of strategies and methods while encouraging the development of critical thinking, problem solving, decision-making, and performance skills in the courses they teach.

Standards:

CEC Standard 4 – Research & Inquiry (Special education specialists conduct, evaluate, and use inquiry to guide professional practice).

4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

Objective 5: Students will become responsive to individual and group motivation/behavior in the design and support of learning environments that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard:

CEC Standard 5 – Leadership and Policy (Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments).

5.3	Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
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Objective 6: Students will become a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally.

Standard:

CEC Standard 6 – Professional and Ethical Practice (Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities).

6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
6.6	Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

Objective 7: Students will become efficient in collaboration during the design and implementation of the instructional process.

Standard:

CEC Standard 7 – Collaboration (Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families).

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

XIII. RESULTS

Course Objectives	Related CEC Standards	Measurement/Evaluation
Objective 1: Students will plan and develop a systematic evaluation of the effectiveness of a strategy, system, or aspect of instruction in improving student performance related to specific learning objectives.	CEC Standards 1.1, 1.2	<ul style="list-style-type: none"> •Syllabus Assignment •In-class Teaching Assignment
Objective 2: Students will become efficient in planning instruction based upon knowledge of content, learner characteristics, the community, and curricular goals and objectives.	CEC Standards 2.1, 2.3	<ul style="list-style-type: none"> •Syllabus Assignment •In-class Teaching Assignment •Visiting Lecture
Objective 3: Students will use research-based and evidence-based literature as they develop learning communities that support intellectual, career, social, and personal development of participants in the courses they teach.	CEC Standard 3.3	<ul style="list-style-type: none"> •Syllabus Assignment •In-class Teaching Assignment •Visiting Lecture
Objective 4: Students will become effective at employing a variety of strategies and methods while encouraging the development of critical thinking, problem solving, decision-making, and performance skills in the courses they teach.	CEC Standards 4.1, 4.2	<ul style="list-style-type: none"> •Reflection Paper •Philosophy and Goals for Teaching
Objective 5: Students will become responsive to individual and group motivation/behavior in the design and support of learning environments that encourages positive social interaction, active engagement in learning, and self-motivation.	CEC Standard 5.3	<ul style="list-style-type: none"> •Visiting Lecture •In-class Teaching •Reflection Paper

<p>Objective 6: Students will become a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally.</p>	<p>CEC Standards 6.5, 6.6</p>	<ul style="list-style-type: none"> •Reflection Paper •Philosophy and Goals for Teaching
<p>Objective 7: Students will become efficient in collaboration during the design and implementation of the instructional process.</p>	<p>CEC Standard 7.3</p>	<ul style="list-style-type: none"> •Philosophy and Goals for Teaching •Visiting Lecture

XIV. COURSE RESOURCES

Required Materials

Arum, R. & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago, IL: The University of Chicago Press.

Davis, B.G. (2009). *Tools for teaching* (2nd. Ed.). San Francisco, CA: Jossey-Bass.

Publication manual of the American Psychological Association (6th edition). (2010). Washington, DC: American Psychological Association.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

American Association of University Professors. (2006). *AAUP policy documents & reports* (10th ed.). Washington, DC: Author. **This is an excellent resource and guides all academic rules and regulations across all universities and colleges.**

Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd Ed.). San Francisco, CA: Jossey-Bass: Higher and Adult Education Series.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Buskist, W., & Groccia, J.E. (Eds) (2011). *Evidence-based teaching*. San Francisco, CA: Jossey-Bass.

Cook, B. G., Cook, L., & Landrum, T. J. (2013). Moving research into practice: Can we make dissemination stick? *Exceptional Children*, 79, pp. 163-180.

Dallalfar, A. & Kingston-Mann, & Sieber, T. (2011). *Transforming classroom culture: Inclusive pedagogical practices*. New York, NY: MacMillan.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Golden, M. (Ed.) (2012). *Teaching and learning from the inside out: Revitalizing ourselves and our institutions*. San Francisco, CA: Jossey-Bass.

Grunert O'Brien, J., Millis, B.J., & Cohen, M.W. (2008). *The course syllabus: A learning-centered approach*. San Francisco, CA: Jossey-Bass.

Klingner, J. K., Boardman, A. G., & McMaster, K. L. (2013). What does it take to scale up and sustain evidence-based practices? *Exceptional Children*, 79, pp. 195-211.

Magnan, R. (1990). 147 Practical tips for professors. Madison, WI: Attwood Publishing.

McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (12th Ed.) Boston, MA: Houghton Mifflin/College Division.

Moran, D. J. & Malott, R. W. (2004). *Evidence-based educational methods*. San Diego, CA: Elsevier Academic Press.

Suggested Internet Resources

•Council for Exceptional Children: <https://www.cec.sped.org>

•Council for Exceptional Children Accreditation Standards www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards?sc_lang=en

•Council for Learning Disabilities: <http://cldinternational.org>

Derek Bok Center for Teaching: <http://bokcenter.harvard.edu/>

•*Intervention in School and Clinic*: <http://isc.sagepub.com>

•InTASC Standards

http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html

•*Journal of Early Childhood Teacher Education*

<http://www.tandfonline.com/toc/ujec20/current#.Uq86YY1cQ7A>

•*Journal of Teacher Education* <http://www.sagepub.com/journals/Journal200961>

•National Association for the Education of Young Children <http://www.naeyc.org/>

•National Association for the Education of Young Children Standards and Accreditation Criteria www.naeyc.org/ncate/standards

•*Teacher Education in Special Education* <http://tes.sagepub.com/>

YOU WILL NEED THE STANDARDS EITHER FOR CEC OR NAEYC TO CREATE YOUR SYLLABUS ASSIGNMENT. YOU WILL ALSO NEED THE InTASC STANDARDS. THE WEBSITES WILL ALLOW YOU TO DOWNLOAD THE STANDARDS. **MAKE SURE TO GET THE MOST UP-TO-DATE STANDARDS---THERE SHOULD ONLY BE SEVEN STANDARDS TO COMPLY WITH CAEP REGULATIONS (WHICH MEANS NOTHING TO YOU AT THIS POINT IN TIME).**

XVI. ASSIGNMENTS (600 Possible for the Course)

Please keep all assignments in a binder that can be used as a portfolio that demonstrates your emerging teaching competencies. Please turn this binder in on the last day of class (December 5th) with all assignments. Ask yourself, how cohesive are your experiences and philosophy?

1. Philosophy and Goals for Teaching in Higher Education (Draft Submission = 0 points; Final Submission = 100 points). DUE Draft Sept. 26, 2016; Final Oct. 24, 2016.

- Students will write their philosophy and goals for teaching in higher education. This must include each of the **seven** major areas contained in the attached rubric.

- This statement should demonstrate that you are reflective and purposeful about your teaching (and interactions with students), communicate your goals as an instructor, and your corresponding actions in the classroom.

- This will be turned in twice during the semester (as I think this should evolve over the course of the semester and you learn more about teaching in higher education).

- IMPORTANT:** Each time you turn in the paper to me, you will also turn in your self-reflection evaluation of the sub-topics in the rubric (this means you turn this in twice). It is perfectly OK for these self-reflection evaluations to change. These will not be used to grade this assignment, but I want to see that you are reflecting on the items----please do not think that you should rank everything a FIVE. This needs to be what is important to you---it will provide you information about yourself in relation to university teaching and students.

- Extensive feedback will be given on the *draft*. So, it is to your benefit to submit it. No points will be given on the *draft*. **No late drafts will be accepted (so, if you do not turn it in on Sept. 26, 2016, I will not see it until you turn it in for a grade).**

2. Reaction Paper on the book *Academically Adrift: Limited Learning on College Campuses* by R. Arum & J. Roksa (100 points). DUE Oct.10, 2016.

- The paper must be written using APA 6th Edition.

- The paper must be 8-10 pages in length (not including title page or references).

- This is a *reaction* paper, not a book report (I have read the book). You should react to what you are reading in an organized and thoughtful manner. This book addresses some of the major criticism of higher education; you should have a lot to say about it.

- Please, remember, headings always help to organize your thoughts in a paper such as this.

3. Syllabus Assignment (100 points). DUE Nov. 21, 2016.

- Students will create **one** syllabus (undergraduate or graduate) using the syllabus template handed out in class.
- The syllabus must include *all* information included in the syllabus template (e.g., inTASC Standards, CEC standards, NAEYC Standards). Every component of the syllabus must be completed---this allows for you to think about how you would create a class from scratch. This should be a class you want to teach when you graduate. This assignment provides you the opportunity to prepare a syllabus to show folks when you interview.
- Specific classes will be assigned in class for the creation of the syllabus (according to your disability area of interest). **If you are teaching a class currently, you may NOT use that syllabus---class must be approved by instructor by Sept 21, 2016.**

4. Visiting Lecture (100 points). Must be completed by the week of Nov. 21, 2016, ALL paperwork is due Nov. 21, 2016

- Students must arrange to provide a lecture in a class currently being taught by a tenure track, tenured, or FIR (**no visiting instructors, no GA**) faculty member. This will be done in conjunction with the student's advisor (talk this over with him or her since it will impact the required teaching internship you must complete). The class may be an undergraduate or graduate class.
- Lectures should be arranged at a time that is convenient for the faculty member who agrees to have you teach their class and your advisor---it cannot be during our class time. The visiting lecture must cover the entire class time (typically 2.50 hours).
- Arrangements should be made with the faculty member to provide feedback on the your performance using the attached teaching evaluation form. Students must review the form with the faculty member and sign it. **Remember, this provides you an opportunity in a class to complete one of your doctoral competencies (I suggest you ask the faculty member to write you a "thank you" letter for the guest lecture to put in your doctoral file here in the department).**
- Students also will complete the attached teaching evaluation as a reflection of their teaching.
- **ALL** materials including lecture notes, lecture outlines, and PowerPoint will be submitted as part of this assignment. Some of these may be the work of your cooperating faculty member, that is OK---just want to make sure you went to class prepared.
- The final grade will be calculated using the following: (a) Instructors' review of teaching materials (final rating of 1.0 to 5.0), final rating of faculty member of visiting lecture (final rating of 1.0-5.0), and the average of the student's reflective rating (1.0-5.0).

4.5-5.0	= 100 points
4.0-4.4	= 90 points
3.5-3.9	= 80 points

3.0-3.4	= 70 points
2.5-2.9	= 60 points
2.0-2.4	= 50 points
<1.9	= 40 points

5. In-class Lecture Assignment (200 points ==100 points for lecture preparation and 100 points for lecture delivery). (DUE Nov. 28 or Dec. 5, 2016—we will draw names)

- Students will deliver a lecture to the class. The experience will incorporate the use of a *University Lecture Planning Tool*, class activity, PowerPoint, and handout.

- The lecture will be **25 minutes** long (no more, no less).

- The lecture will be appropriate for **undergraduate** students and be **academically based** in your area of expertise. This is a **lecture** that is appropriate for a university class.

- The lecture must include the following: (a) the completed *University Lecture Planning Tool* specific to this lecture, (b) new information/research incorporated into the lecture tool, (c) discussion of the interconnection between research and practice (what does research tell us, how can this be applied in classrooms), (d) the related activity, (e) the PowerPoint, and (f) the handout

- You will turn in: (a) the completed *University Lecture Planning Tool* specific to this lecture, (b) a hard copy of the PowerPoint, and (c) the handout.

- This is the **major** rubric of the class and both the actual lecture and the completed *University Lecture Planning Tool* will be graded---so, planning influences delivery and visa versa.

- TOPICS must be approved by Instructor by Sept. 19, 2016**

- Students MUST attend both evenings of lectures. Failure to attend BOTH nights, regardless of the reason, will result in 25 points being deducted off both the student's lecture preparation AND the lecture delivery scores.**

NOTES:

- Attendance, preparedness for class, and participation in class activities and discussions is expected. Although specific points are not attached to these items, this is a doctoral level course and full participation is required.
- All assignments are due in hard copy format by the date indicated in the syllabus. **No late assignments will be accepted.**
- A grade of incomplete will be granted if the student has completed **75%** of the course and has earned a grade of **"B"** or better on all assignments in the course at the time the incomplete is requested. Students must meet with the instructor to discuss the request for an incomplete, and it will be granted for reasons deemed extraordinary by the instructor. If an

incomplete is granted, students will have one academic year to complete the remaining course materials.

XVII. PERFORMANCE ASSESSMENTS

ESP 794b is a doctoral level course related to teaching at the university level. Therefore, no direct performance tasks are assigned or assessed through this course.

XVIII. SPECIAL NOTES

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: <http://studentconduct.unlv.edu/misconduct/policy.html>.

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 me during office hours so that we 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 me before or after class to discuss your accommodation needs.

Research Librarian - Students may consult with a librarian on research needs. For this class, the subject librarian for Education is Samantha Godbey 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/>.

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>.

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/transparency>

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of the course work up to the withdrawal date of 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 complete 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.

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> 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 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/>

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.

XIX. GRADING POLICY

Points Earned	Grade
94 - 100 points	A
92 – 93 points	A-
90 – 91 points	B+
84 – 89 points	B
82 – 83 points	B-
80 – 81 points	C+
74 – 79 points	C

72 – 73 points	C-
70 – 71 points	D+
64 – 69 points	D
62 – 63 points	D-
< 62 points	F

XX. CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 8/29/16	<p>Introduction & Overview of Class</p> <p>The Essence of Teaching</p> <p>FERPA</p> <p><i>American Association of University Professors Policy on Research and Teaching</i></p> <p>Higher Education Act and its Impact on Colleges of Education</p>	<p>Begin Reading Academically Adrift: Limited Learning on College Campuses By Arum & Roksa</p>	
2 9/05/16	Labor Day No Class		
3 9/12/16	<p>The Key to Quality in Educational Programs</p> <p>Criticisms of Higher Education</p>	<p>For this Class Read Davis part XI, pages 489-526</p>	
4 9/19/16	<p>The Need for Evidence-based Teaching</p> <p>Standards-based Accreditation of Educational Programs (CAEP, inTASC, CEC, NAEYC)</p>	<p>BRING the Syllabus Template with you to class tonight—we will use it in class to discuss standards</p>	
5 9/26/16	<p>What the Best College Teachers Do</p> <ul style="list-style-type: none"> •Working with Students •Mentoring <p>The Ethics of Teaching</p> <p>Teaching in Racially Diverse College Classrooms</p>	<p>For this Class Read Davis Part II, pages 55-93</p> <p>For this Class Read Davis Part VI, pages 259-302</p> <p>For this Class Read Poey, Chapter 4: Imaging the spaces between art and inclusive pedagogy (Web Campus)</p> <p>Resource: Teaching in Racially Diverse College Classrooms: http://bokcenter.harvard.edu/teaching-racially-diverse-college-classrooms</p>	<p><i>MUST have In-class Teaching Assignment Approved by this Date</i></p> <p><i>MUST have syllabus assignment approved by this date (what class will you develop a syllabus for)</i></p>
6 10/03/16	<p>Foundations of Instruction</p> <ul style="list-style-type: none"> •Developing a Course 	<p>For this Class Read Davis Part I, pages 3-54</p>	

			Draft of Philosophy of Teaching Statement Due
7 10/0/16	Foundations of Instruction •Developing a Syllabus •Including Standards in the Syllabus •A Syllabus Template	For this Class Read Hirsch (2010), The Promising Syllabus Enacted: One Teacher's Experience	
8 10/17/16	Foundations of Instruction •Assessment & Evaluation of Students •The ethics of grading	For this Class Read Davis Part VIII, pages 343-429 Discuss: Academically Adrift: Limited Learning on College Campuses By Arum & Roksa	Reaction Paper to Arum & Roksa book due
9 10/24/16	Foundations of Instruction •The Lecture •Integrated Course Design	For this Class Read Davis Part III, pages 95-132 For this Class Read Davis Part IV, pages 133-178	
10 10/31/16	Foundations of Instruction •Learning Activities •Enhancing Instruction •Enhancing Student Learning •Plagiarism	For this Class Read Davis Part V, pages 179-255 For this Class Read Davis Part VII, pages 303-341	FINAL Draft of Philosophy & Goals for Teaching in Higher Education
11 11/7/16	Foundations of Instruction •Doodads •Technology •Teaching Online	For this Class Read Davis Part IX, pages 431-457	
12 11/14/16	<i>No class----make appointments to teach this week if you have already not guest lectured</i>		If you want to chat with me about class, I will be available---make an appointment for class time.
13 11/21/16	<i>No class---make appointments to teach this week if you have not already guest lectured</i>		You should have completed your guest lectures by this week, if not, you must have it completed this week.
14 11/28/16	Evaluating and Improving Your Teaching Ending a Class	For this Class Read Davis Part X, pages 459-488 For this Class Read Davis Part X, pages 529-556	Syllabus Assignment Due Visiting Lecture Paperwork DUE
15 12/5/16	In-class Teaching Presentations		ALL In-class Teaching Materials Due (regardless of the night you present)

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