

TEACHING IN HIGHER EDUCATION

Eric Rofes

Associate Professor of Education

Course Location:	Theatre Arts 011
Date & Time:	Wednesdays, 5:00-7:50 p.m.
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Overview

This course is narrowly focused on the pedagogical relationship between instructors and students in higher education and on the classroom practice of teaching in higher education. Our work will prioritize issues related to teaching in the college classroom.

Education 583 is a seminar that aims to inspire and support graduates students as they become talented and enthusiastic teachers in higher education. Instructors in colleges and universities need to know a great deal about ways in which people learn, models of instruction, and the practice of creating and teaching a course. When you complete this course, we hope you will feel better prepared to teach in institutions of higher education and eager to work as one of the many educators who reflect on their own classroom teaching practices.

In completing this course you will:

- Feel greater confidence working with the full diversity of students that you will find in higher education classrooms today;
- Understand the diverse ways students communicate, process information, and acquire knowledge;
- Prepare lesson plans and learning activities that motivate students;
- Create a semester-long plan of instruction that utilizes a range of instructional and assessment methodologies;
- Establish learning environments that provide equitable education for all students;
- Demonstrate proficiency in teaching utilizing various methods, theories, and assessment techniques;
- Overcome barriers to using technology in the classroom.
- Develop the comfort level and skills to critique your own teaching and that of colleagues in a fair, supportive, and candid manner.

Ultimately, we intend this course to provide a solid foundation of knowledge, skills, and experience that will allow you to begin your career as a competent, committed, and reflective teacher in higher education.

Course Requirements

Attendance and Participation (25%): Your attendance and participation will be evaluated based on your punctual arrival to class, attendance at each class session, and the frequency and quality of your active participation in class discussions, small-group activities, and projects. The professor will also evaluate whether your participation demonstrates significant understanding of the course reading assignments through specific activities, quizzes, and written assignments.

Assignment #1: Evaluate the Start of this Class (15%): This is a brief analytical paper in which you will critique the first three meetings of the course, including instructional methods, effective use of time, clarity, the instructor's teaching style, and course materials. Please take notes during the first three class meetings and make use of these notes when you complete this assignment.

Assignment #2: Syllabus and Lesson Plans (30%): This final assignment involves the creation of a syllabus for a course you would like to teach some day and will provide you with the opportunity to experience all the work completed by instructors in conceptualizing and planning a new course; it will also include the creation of several lesson plans to accompany the syllabus.

Assignment #3: Team Teaching (30%): This assignment focuses on a one-hour team-teaching lesson that you will conceptualize, plan, organize, and execute with several classmates; this assignment will provide a key site where your actual instructional skills will be observed and critiqued.

Readings

Education 583 has three required texts and additional readings may be assigned in class. Texts are available from the HSU bookstore and will be placed on library reserve. The bottom line is this--> Students are expected to be prepared to discuss the week's assignment in class. Take this seriously. Your grade in classroom participation will be affected by your ability to discuss the day's readings in a meaningful way

Required texts are:

- ***Tools for Teaching***, by Barbara Gross Davis (San Francisco: Jossey-Bass, 1993)
- ***Beyond the Safety of Dreams***, by Mike Amnasan (San Francisco: Krupskaya, 2000)
- ***Giving a Lecture: From Presenting to Teaching***, by Kate Exley & Reg

Dennick (London: Routledge/Falmer, 2004)

Special Notes

- **Required E-Mail Contact:** An e-mail list will be created for this class. Students are required to check their email accounts at least once every two days.
- **Daily Announcements:** Brief announcements will be invited at the beginning of each class. Keep each announcement under one minute.
- **Cell Phone No-no:** Use of personal cell phones and beepers while class is in session is discouraged. If an emergency arises and you must have your technology turned on, notify the class during opening announcement period of potential disturbance.
- **Standard Academic Writing Expectation:** The use of standard, grammatically correct English in your writing and speaking is key to your success in this course. If you need assistance with your writing, please visit the university's Writing Center, seek help from classmates and friends, or visit the instructor during office hours. Take seriously this emphasis on English-language skills. Any paper that includes many errors or is not carefully proofread and edited will receive a maximum grade of C.
- **You Are Invited...:** Students are urged to attend office hours throughout the semester to discuss topics raised in the class, or seek help with assignments, study skills, academic or other matters. If scheduled times are not convenient, I am happy to schedule additional times to fit your schedule.
- **Access for Students with Disabilities:** Students with disabilities who will be taking this course and may need classroom accommodations are encouraged to check-in with me as soon as possible.
- **Ethics:** Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU catalogue.
- **Guess Who's Coming to Class?** Visitors are welcome to this class. Food and beverages are welcome. If you have friends who might benefit from joining us for a specific session, bring them along and introduce them during opening announcements.

Assignments are due on the announced date unless alternate arrangements have been made at least 48 hours in advance of the due date. Otherwise, late assignments will have a full grade deducted for every two days they are late.

Teaching in Higher Education

Schedule of Topics, Readings and Assignments

Date	Topic	Reading	Assignments
August 23	Introduction to Course: <i>Who are your students?</i>		
August 30	Preparing or Revising a Course	TFT: 3-27	

September 6	Responding to a Diverse Student Body	TFT: 31-59 Exley/Dennick: 1-44	
September 13	Instructional Methods: Discussion Strategies	TFT: 63-95 Exley/Dennick: 45-105	
September 20	Instructional Methods: Collaborative and Experiential Learning	TFT: 147-174	Assignment #1 due
September 27	Instructional Strategies: Lecture Strategies	TFT: 99-143 Exley/Dennick: 106-160	
October 4	Enhancing Student Learning & Motivation	TFT: 177-202 Amnasan: 1-34	
October 11	Writing Skills & Homewk. Assignments	TFT: 205-235 Amnasan: 35-63	
October 18	Assessment of Learning & Grading	TFT: 239-311	Team-Teaching Group A
October 25	Instructional Media and Technology	TFT: 315-341	Team-Teaching Group B
November 1	Office Hours, Advising & Mentoring	TFT: 369-390	Team-Teaching Group C
November 8	Film Night & Potluck Dinner	No reading...	
November 15	Improving Teaching on an Ongoing Basis	TFT: 342-368	Team-Teaching Group D
November 29	The Final Days of Class	TFT: 391-412	Team-Teaching Group E
December 6	Course Wrap-Up		Assignment #2 due