

TEACHING IN HIGHER EDUCATION

Eric Rofes

Associate Professor of Education

Location of Course Meetings:	Harry Griffith Hall 225
Time and Day of Meetings:	Wednesdays, 4:00-6:50 p.m.
Office Location for Instructor:	Harry Griffith Hall 209
Office Hours:	By appointment; also Wednesdays, 2:00-4:00 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. Education 583 is a seminar that aims to inspire and support students to become talented and enthusiastic teachers in higher education. Teachers 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 a reflective educator.

In completing this course you will:

- Feel greater confidence working with the full diversity of students 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

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| • Class Attendance and Participation | 25% |
| • Assignment #1: Evaluate the Start of this Class | 25% |
| • Assignment #2 Team Teaching | 25% |
| • Assignment #3 Term Project: Syllabus and Lesson Plans | 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. Assignment #1 is a short, analytical paper in which you will critique the first three meetings of this course, including instructional methods, effective use of time, clarity, the instructor's teaching style, and materials. *Please be sure to take notes during the first three class meetings and make use of these notes when you complete this assignment.*

Assignment #2 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. Assignment #3 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.

Readings

Education 583 has one required text. Additional readings may be handed out, put on reserve, or assigned in class. The bottom line is this--> Students are expected to be prepared to discuss the week's assignment in class. The required text is:

- *Tools for Teaching*, by Barbara Gross Davis (San Francisco: Jossey-Bass, 1993)

The text is available from the HSU bookstore and a copy will be placed on reserve in the HSU library.

Special Notes

- An e-mail list will be created for this class. Students are expected to check their email accounts at least once every two days. This is a course requirement.
- The 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, please notify the class during opening announcement period of potential disturbance.
- 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. Please 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.
- 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.
- Students with disabilities who will be taking this course and may need disability-related classroom accommodations are encouraged to check-in with me as soon as possible.
- Students are responsible for information about academic dishonesty and plagiarism as stated in the HSU Catalog.
- Visitors are welcome to this class. Food and beverages are fine. If you have friends who might benefit from joining us for a specific session, please bring them along and introduce them during the 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, assignments will have a full grade deducted for every two days they are late.

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Schedule of Topics and Readings

Date	Topic	Assignment
August 24	Orientation to EDUC 583	
August 31	Preparing or Revising a Course	pp. 3-27
September 7	Responding to a Diverse Student Body	31-59 + Document A
September 14	<i>Instructional Methods:</i> Discussion Strategies	63-95 + Document B
September 21	<i>Instructional Methods:</i> Lecture Strategies	99-143 Assignment #1 due
September 28	Team-Teaching Group Planning Time	
October 5	<i>Instructional Methods:</i> Collaborative & Experiential Strategies	147-174 + Document C
October 12	Enhancing Student Learning & Motivation	177-202
October 19	Writing Skills & Homework Assignments; Team Teaching Group A	205-235
October 26	Assessment of Student Learning & Grading; Team Teaching Group B	239-311
November 2	Instructional Media & Technology; Team Teaching Group C	315-341
November 9	Office Hours, Advising, and Mentoring; Team Teaching Group D	369-390
November 16	Improving Teaching on an Ongoing Basis; Team Teaching Group E	342-368
November 23	No Class	
November 30	The Final Days of Class: Teach Teaching Group F	Assignment #3 due
December 7	Course Summary	