

COLLEGES OF WORCESTER CONSORTIUM, INC.
Certificate in College Teaching

Syllabus
IDND 30501: Seminar in College Teaching (0.5 units)
Spring 2010

Class Meetings:

4:00 – 6:00 p.m. on the following Tuesdays: Jan. 19; Feb. 2, 16; Mar. 2, 16, 30; April 6 (if needed for snow makeup), April 13

Location:

MCPHS-Worcester: Room TBD
MCPHS-Manchester: Room TBD, if necessary

Instructor:

Kevin Kearney, PhD
Professor of Pharmaceutical Sciences
Director of Service-Learning
Massachusetts College of Pharmacy and Health Sciences
19 Foster Street
Worcester, MA 01608
Phone: 508-373-5605
kevin.kearney@mcpchs.edu

INTRODUCTION TO COURSE

The need for future college professors to have some formal training in educational theory and practice is becoming increasingly obvious. Graduate students who have had some formal training and mentored experience in undergraduate teaching find that they have a competitive edge when it comes to searching for their first faculty position. This seminar is designed to acquaint graduate students and faculty with some of the basic principles and theories of education and with instructional practices associated with effective college teaching. This information applies without regard to the particular nature of the subject matter being taught; the emphasis is on pedagogy, not course content. This seminar will include readings, lectures, discussions, and individual and group activities. During this course, each student will produce a portfolio that contains materials (syllabus, instructional materials, and videotaped lecture) for a course that s/he could someday teach, along with a narrative statement of teaching philosophy.

COURSE OBJECTIVES

At the successful completion of this course, students will have prepared a pre-teaching portfolio consisting of materials for teaching an introductory course, and demonstrating mastery of the following course objectives:

1. Articulate a philosophy of teaching and explain how they will put it into practice.
2. Develop performance based objectives and a course syllabus containing essential components.
3. Develop assessment and evaluation techniques based on sound pedagogical principles.
4. Demonstrate the ability to design and deliver an effective lecture presentation.
5. Articulate and develop varied active learning methods.
6. Integrate web-based tools into instructional activities.
7. Articulate the roles and responsibilities of college teachers.

COURSE MEETINGS

The course will consist of classroom meetings (“face-to-face” or “F2F”) and an asynchronous web-based learning component. F2F meetings will take place on seven Tuesdays from 4:00-6:00 p.m.: Jan. 19; Feb. 2, 16; Mar. 2, 16, 30; April 6 (if needed for snow makeup), April 13. An amount of course content equivalent to that engaged in the F2F format will be included in the online instruction during the interval between each F2F meeting. The final due date for all course projects is Friday, April 23.

REQUIRED TEXTS

Davis, B.G. (2009). Tools for Teaching (2nd edition). {“TfT”} San Francisco: Jossey-Bass. ISBN-10: 0787965677; ISBN-13: 978-0787965679

Mues, F. & Sorcinelli, M.D. (2000). Preparing a Teaching Portfolio. {“PTP”} Amherst, Massachusetts: The Center for Teaching, University of Massachusetts. Available free online at <http://www.umass.edu/cft/publications/teachingportfolio.pdf>.

Wankat, P. & Oreovicz. (1993). Teaching Engineering. New York: McGraw-Hill. {“TE”} Out of print; available free on line at: <https://engineering.purdue.edu/ChE/AboutUs/Publications/TeachingEng/index.html>.

Also posted in pdf format on the course web site; used bound copies are available from online used booksellers such as half.com. We will use chapters 4, 6, 7.2, 11, and 15 only.

Supplemental articles related to course content will be distributed in class.

OTHER COURSE MATERIALS

Course materials will be posted and assignments will be submitted via the IDND30501 Cicada website at: <http://cicada.clarku.edu>. If you are registered for the course, you should have access to the site; follow the directions on the login page. Contact the instructor for help if you have difficulties.

GRADING PROCEDURES

Your performance in this course will be graded primarily on the basis of your completion of a teaching portfolio (due on or before noon on Friday, April 23), which will have as its central theme an introductory course in your discipline that you might someday teach. During the course, you must complete a total of four assignments, all of which will be included in your portfolio. You are expected to hand in each of the assignments by the posted due dates; they will be returned to you with comments and a grade. As you assemble your portfolio, you may wish to revise assignments based on the feedback you were given. If you decide to include revised assignments, *please also provide (separately) your first version*. Revised assignments will be re-graded and the second grade will replace the first for that assignment.

Grade allocation is as follows. Each assignment is described in detail, and a grading rubric is provided, in the Assignments document, which is available separately. Please note that each portfolio component (narrative, video project, instructional materials, and syllabus) is graded separately, with an additional grade for portfolio assembly.

Portfolio narrative (drafts due Feb. 16, Apr. 13)	20%
Video & critique project (due Mar. 2)	20%
Instructional materials (due Mar. 16)	15%
Syllabus (due Mar. 30)	15%
Course website construction ('draft' due Mar. 2; final by Mar. 16)	10%
Portfolio assembly (due Apr. 23)	10%
Online participation	10%

Assignments will be graded with number grades. Your final course grade will be determined as follows: 90-100%=A; 80-89.9=B; 70-79.9=C; 60-69.9=D; below 60% is an F. We reserve the right to lower these grade cutoffs, but we will not raise them.

ACADEMIC HONESTY POLICY

There are no tests in this course, only take-home assignments. You are encouraged, and even required, to complete some assignments collaboratively. Thus, many of the traditional concerns about academic honesty are not relevant here. However, the collaborative nature of the work in this course does require that clear guidelines about collaboration be set.

When an assignment is done individually, you may consult any people you wish during the thinking and planning phases of the assignment. At the point at which you begin to write, your work is expected to be your own.

When an assignment is done collaboratively, all group members are expected to contribute approximately equally to the planning, execution, and reporting of the work. The inclusion of your name on a piece of submitted work is interpreted as your certification that you did your fair share of the group work. (This is generally not an adequate safeguard against "freeloading" in an undergraduate course, but in a course of this nature, it is usually sufficient.)

When making use of external sources such as books, published papers, web resources, etc., you are expected to cite sources of ideas and information that are not your own, and to enclose in quotation marks and properly attribute any material that you take verbatim from other sources. Such quotations should generally be brief, a few sentences at most.

Consult Clark University's "College Board Procedure for Dealing with Accusations of Violation of Academic Integrity" at www.clarku.edu/offices/aac/integrity.shtml for additional details and for penalties and procedures in case of violations.

STUDENTS WITH DISABILITIES

If you believe that you may need accommodations in this course, and if you have not already done so, please contact Jane Daigneault, Coordinator of Disability Services at Clark University (508-793-7468). Also, consult "Disability Services at Clark" at www.clarku.edu/offices/aac/ada/. If you would like to discuss how your accommodations will be implemented during this course or if you would like to share information unrelated to accommodations, please make an appointment to see one of us as soon as possible.

Course Schedule
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Spring 2009

Day(s)	Topic	Assignments Due
Before first class	Self-introductions	Intro posting on Discussion Board + two responses
Jan. 19	Introduction Learning Objectives	
Weeks of Jan. 19 – Feb. 2	The Teaching Portfolio Developing your Teaching Philosophy	Two postings on Discussion Board (original posting + one response)
Feb. 2	How Students Learn Lecturing	
Weeks of Feb. 2-16	Learning styles	Two postings on Discussion Board
Feb. 16	Teaching with discussion Service-Learning	Narrative (draft #1)
Weeks of Feb. 16 – Mar. 2	Internet-Assisted Instruction	Course website ("first draft"), by Mar. 2
Mar. 2	TBD Syllabus Construction	Video project
Weeks of Mar. 2-16	Complete Course Website Construction Work on assignments	Two postings on other students' Discussion Boards, and two on Seminar DB
Mar. 16	Grading Policies and Procedures Cooperative Learning	1) Instructional materials 2) Course website (final)
Weeks of Mar. 16-30	Student Ratings of Instruction	Two postings on Discussion Board
Mar. 30	Working with diverse student populations TBD	Syllabus
Weeks of Mar. 30 – Apr. 13	Work on assignments	
Apr. 6	Make-up class, if needed (snow)	
Apr. 13	Classroom Management Classroom Assessment	1) Narrative (draft #2) 2) Video project resubmit (optional)
April 23		1) Portfolio (including final draft of Narrative) 2) Instruct. materials resubmit (optional) 3) Syllabus resubmit (optional)