

**Certificate in College Teaching**

**Syllabus**

**IDND 30501 (Online): Seminar in College Teaching (0.5 units)  
Summer 2008**

***COURSE SCHEDULE***

The course week runs Wednesdays through Tuesdays. Class will run from Wednesday June 18 through Tuesday July 22. All work will be asynchronous and online; there will be no face to face meetings. The final submission date for course assignments is 5:00 PM on Tuesday, July 29.

***INSTRUCTOR***

Dr. Judith Miller  
Associate Dean for Special Academic Initiatives  
Phone: 508-793-7464  
Email: [judmiller@clarku.edu](mailto:judmiller@clarku.edu)  
Office location:  
3<sup>rd</sup> floor Corner House, 142 Woodland St.  
(corner of Woodland and Charlotte Streets)

Mailing address:  
Clark University  
950 Main St.  
Worcester MA 01610

***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.

## **REQUIRED TEXTS**

Davis, B.G. (2001). Tools for Teaching. {"TfT"} San Francisco: Jossey-Bass. The book has been reprinted many times but not revised, so any edition will do.

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.

## **OTHER COURSE MATERIALS**

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

## **TECHNOLOGY EXPECTATIONS**

- Access to a standard PC (Windows preferred, but not mandatory) or an Apple desktop or laptop computer with DVD writing capability
- Access to a broadband internet connection
- Ability to send and receive email and email attachments
- MS Office *or* OpenOffice (see <http://www.openoffice.org>) applications
- Adobe's Acrobat PDF reader (available free from <http://www.adobe.com>)
- An inexpensive microphone for your computer (if your computer doesn't have a built-in microphone); you can obtain one from Staples, OfficeMax, etc. for under \$10. But don't purchase this yet.

## **DUE DATES AND DISASTER RECOVERY**

- Unless otherwise stated, all assignments must be completed by 5:00 P.M. on the published due dates.
- Plan ahead and make local copies in Word or another format of all materials submitted or posted online in the event of systems failure.
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact Judy immediately via telephone or email.
- If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to re-enroll into the course at a future date.

## **TECHNICAL SUPPORT**

- Clark University ([blackboard@clarku.edu](mailto:blackboard@clarku.edu)) is the primary point of contact for Blackboard problems. All other technical problems should be directed to Judy unless otherwise indicated. More details will be provided later.

## **GRADING PROCEDURES**

Your performance in this course will be graded primarily on the basis of your completion of an online teaching portfolio (due on or before 5:00 PM on Tuesday, July 29), 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 submit each of the assignments by the posted due dates; Judy will hand them back 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 to the instructor*

*(separately) your first version.* Revised assignments will be regraded and the second grade will replace the first for that assignment.

Grade allocation is as follows. Please note that portfolio components are graded separately, with an additional grade for portfolio assembly. For details about each item, see the separate Assignments document (posted on the course website under Course Information).

Narrative philosophy of teaching statement (included in portfolio)	20%
Syllabus (included in portfolio)	15%
Instructional materials (included in portfolio)	15%
Video critique project (included in portfolio)	20%
Portfolio assembly	10%
Blackboard site construction	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. I reserve the right to lower these grade cutoffs, but I 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](http://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/](http://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 talk with one of us as soon as possible.

### **COURSE SCHEDULE**

Check course website for updates. Specific due dates are denoted in **bold face type**. Details about readings, activities, and discussion board postings are in the Assignments section of the course website. Details about major Assignments Due are in the Course Assignments document in the Course Information section of the course website.

Week	Topic	Assignments Due
Week One 6/18 – 6/24	Introduction Writing your Narrative Philosophy of Teaching Statement Developing Learning Objectives Evaluating Learning Objectives	<b>Two introductory postings to discussion board due 6/18</b> <b>Three additional postings to discussion board as per weekly assignment</b>
Week Two 6/25 – 7/1	Lecturing How Students Learn Learning Styles Teaching with Writing Teaching with Group Projects Building a Blackboard Site	<b>Narrative (draft #1) due 6/25</b> <b>Three postings to discussion board as per weekly assignment</b>
Week Three 7/2 -7/8	Teaching with Discussion Grading Policies and Procedures Syllabus Construction	<b>Blackboard site due 7/2</b> <b>Three postings to discussion board as per weekly assignment</b>
Week Four 7/9 – 7/15	Student Ratings of Instruction Working with Diverse Student Populations Working with Students with Disabilities Classroom Management	<b>Video project due 7/9</b> <b>Syllabus due 7/9</b> <b>Three postings to discussion board as per weekly assignment</b>
Week Five 7/16 – 7/22	Classroom Assessment	<b>Narrative (draft #2) due 7/16</b> <b>Instructional materials due 7/16</b> <b>Blackboard assignment resubmission (opt.) due 7/16</b> <b>Three postings to discussion board as per weekly assignment</b>
7/29, 5:00 PM		<b>Portfolio (including final narrative and any resubmitted assignments, with original graded versions and rubrics provided) due 7/29</b>