Syllabus  
CTPS 6125  
Undergraduate Teaching – Observation

Faculty  
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Course Description  
This course is designed to prepare postdoctoral scholars to teach science courses in the undergraduate college setting, under the guidance of a faculty mentor at a local undergraduate college or school, observe and discern different teaching methodologies and develop a teaching philosophy. The entire course consists of two phases. In the first phase (teaching observation) CTPS 6125, the postdoc instructor completes 12 hours of classroom observation and at least an equal amount of time writing a critique of each observation experience. In the second phase (teaching and laboratory/field trip experience), CTPS6126, the postdoc instructor completes 12 hours of training, which includes classroom preparation, teaching a segment of a scientific course, providing a laboratory teaching activity, possibly in the postdoc’s own lab, and writing a critical self-evaluation.

Objectives  
After completing both phases of the course, postdoc instructors should be prepared to:

• Apply various teaching techniques conducive to helping students develop and/or enhance learning skills.
• Enhance skills that will help to encourage curiosity, excitement about scientific discoveries, and discussion among the students in a classroom or laboratory setting.
• Apply methodologies for evaluating students’ knowledge and preparation.
• Demonstrate the ability to encourage participation by everyone in the group.
• Develop a teaching philosophy.

Prerequisites  
Permission of the postdoc’s mentor and the course director; successful completion of CTPS6301, College Teaching & Learning, or verified classroom teaching experience in lieu of CTPS6301.

Required Texts  
None

CTPS 6125 – First phase (teaching observation)  
During the first phase of the program, postdoctoral instructors will observe various classroom and laboratory activities led by seasoned full-time faculty in the undergraduate college or school. Observations will include diverse teaching methodologies and a variety of subjects, such as: Biology for Science Majors, Microbiology, Nutrition, Anatomy & Physiology, Chemistry, Physics, and Environmental Science. Observations include both lecture and laboratory activities. This phase will expose postdoctoral instructors to a variety of teaching methodologies, and means of faculty interaction with students (including those from diverse backgrounds) and handling difficult classroom situations. 
After each observation, the postdoc must write an evaluation or critique of the classroom experience.
During this phase postdoctoral instructors will meet regularly (weekly if schedules permit) with on-campus course director to assess progress and discuss such factors as: teaching issues relevant to the course, teaching/evaluation strategies, lecture/laboratory planning, specific classroom situations presented, and general aspects of teaching methodology. By completing the observation and writing critiques of the styles and methodologies of the undergraduate faculty, the postdoctoral instructor should develop a personal teaching philosophy.

Upon completion of the first phase, postdoctoral instructors will submit an assessment of instruction and a reflective critique of the teaching methodologies assignment to course directors.

**Grading**
The course consists of observing the teaching style of several faculty members, discussing observed best practices, and writing a brief review of the observations.

- Attendance & Participation 40%
- Discussions with course director at the college 25%
- Written reflection and assessment of observations 35%

Satisfactory grade requires a score of 70% or higher.

**Class Policies:**

**Absences**
The classroom observation and instruction are critical to learning, thus, a zero-tolerance policy is in place for that part of the course; any absences must be discussed in advance with the Galveston College faculty member to reschedule or make up missing sessions.

**Disability/Special Accommodations Statement:** It is the policy of the University of Texas Medical Branch (UTMB) at Galveston to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs, and activities of UTMB-Galveston solely on the basis of the disability.

The University of Texas Medical Branch is committed to equal opportunity for students with disabilities. If you have a documented disability or would like to obtain information regarding services for students with disabilities, a complete copy of the “Student with Disabilities: Guidelines for Compliance” may be obtained from the Office of Equal Opportunity and Diversity.

**UTMB Honor Pledge**
On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion and respect in all my academic and professional endeavors.

**Student Conduct and Discipline**
*Student Conduct and Discipline* policy in the *Institutional Handbook of Policies and Procedures (IHOP)*, Section 7.1.3 ([http://www.utmb.edu/policy/ihop/search/07-01-03.pdf](http://www.utmb.edu/policy/ihop/search/07-01-03.pdf)). “General Responsibilities: It is the responsibility of every student, faculty member and administrative official to initiate a disciplinary complaint when scholastic dishonesty or other misconduct is involved” UTMB *IHOP* Section 7.1.3. *Student Conduct and Discipline: General Responsibilities.*