Course Description

The College Teaching and Learning Seminar is designed to acquaint new college teachers with basic tenets and principles involved with instructional frameworks and practices related to effective college teaching for maximizing student learning. Seminar sessions will be interactive in nature and will demonstrate specific strategies for active learning. Among the questions that will guide discussion in this course are: What are some of the most prevalent theoretical models in teaching and learning? What are the characteristics of adult learners? How do we motivate students to learn essential course material? What should be included in my syllabus? What strategies might I use to get across important concepts in an effective manner? What types of teaching strategies engage students? How do I build in support for my students and their learning? What aspects do I need to consider in developing the content of my first lecture?

Purpose & Objectives:

As part of the successful completion of this course, students will:

- Demonstrate an understanding of the developmental characteristics of college students.
- Demonstrate and apply understanding of how to positively affect student motivation for learning.
- Develop an understanding of learning objectives and goals for a course they may teach and apply these to the development of a syllabus.
- Articulate an understanding of various active learning exercises.
- Articulate an understanding of various collaborative learning activities.
- Learn the best pedagogical practices associated with technology and course-management systems.
Learning Goals:
- Develop a teaching philosophy statement.
- Develop an introductory level course syllabus.
- Develop a lecture framework and create a “mini lecture.”
- Demonstrate the ability to implement one or more active learning strategies.
- Role-play possible scenarios involved in collaborative/group learning.
- Develop a resource guide and portfolio for use in teaching college courses.

Required Texts


Supplemental Readings-
Each course topic will include articles (supplied by instructors) on teaching and learning addressing theoretical and applied approaches to course design. These readings will also introduce students to the scholarship of teaching and learning (SoTL).

Blackboard Course Website

The course website provides course information including syllabus and any syllabus changes, announcements (very important), assignments, discussion boards, email for the instructors, your grades, and links to interesting articles and relevant websites. Course announcements will be posted on Blackboard, so you should check the site several times a week and always on class day.

Grading Policy

- Attendance, Participation, & Daily Work 20%
- Original Syllabus 20%
- Teaching Philosophy Statement 20%
- Lecture/Activity Presentation 40%
  - Mini-Lecture 20%
  - Active/Collaborative Learning Activity 20%
# Course Schedule & Readings

*(BB = Blackboard)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>BB</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Welcome &amp; Introduction to the Course; Teaching Philosophy&lt;br&gt;First Day Activities: Setting the Stage</td>
<td>McGlynn pp. 35-53 &amp; BB Readings</td>
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<tr>
<td>2</td>
<td>9/12</td>
<td>Syllabus 101: Planning the Course&lt;br&gt;Readings- McGlynn pp. 11-14; 133-144 &amp; BB Readings</td>
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<td>3</td>
<td>9/19</td>
<td>Course Management &amp; Welcoming Classroom&lt;br&gt;Readings- McGlynn pp. 15-33; 101-113; 55-70 &amp; BB Readings</td>
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<tr>
<td>4</td>
<td>9/26</td>
<td>Active Learning &amp; Collaborative Learning Models&lt;br&gt;Blackboard Readings&lt;br&gt;Syllabus Due- upload on BB</td>
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<tr>
<td>5</td>
<td>10/3</td>
<td>E-Learning: Best Practices for using Technology&lt;br&gt;BB Readings</td>
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<td>6</td>
<td>10/10</td>
<td>Creating Effective Assignments: Class Designs Rubrics&lt;br&gt;BB Readings</td>
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<tr>
<td>7</td>
<td>10/17</td>
<td>Designing Exams and Quizzes&lt;br&gt;BB Readings&lt;br&gt;Teaching Philosophy Due- upload to BB</td>
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<td>8</td>
<td>10/24</td>
<td>Promoting Student Participation and Motivation&lt;br&gt;Readings- McGlynn pp. 71-100 &amp; BB Readings</td>
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<td>9</td>
<td>10/31</td>
<td>Mini-Lecture/Activity Presentations and Feedback&lt;br&gt;Due today for all students- submit materials on BB</td>
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<td>10</td>
<td>11/7</td>
<td>Mini-Lecture/Activity Presentations and Feedback (set 2)</td>
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<td>11</td>
<td>11/17</td>
<td>Mini-Lecture/Activity Presentations and Feedback (set 3)&lt;br&gt;Closing the Semester: Reflective Teaching&lt;br&gt;Readings- McGlynn pp. 115-131</td>
<td>b</td>
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Assignment Instructions and Rubrics

Syllabus-
Develop a syllabus for a class that you would be likely to teach at the undergraduate level. See Blackboard for further support for developing your syllabus. Address the following aspects in your syllabus:

- Course Description- What will the course look like?
- Purpose- What is the purpose for the course?
- Learning Objectives- What will students learn in the course?
- Required Texts- What texts would be appropriate for the course?
- Grading Policy- How will you weight assignments? Will attendance and participation count?
- Assignments- What assignments will be required of students?
- Course Schedule- map out the semester with topics that you plan to cover
- Course Policies- what policies do students need to know about?
- Additional items for your syllabus based on best practices?

Teaching Philosophy Statement-
Write a paper outlining your teaching philosophy. This is a statement outlining your motivations for teaching, the methods you believe are most effective for learners, your teaching goals, a sampling of the strategies you hope to employ, and personal goals you have set for yourself as a learner and teacher. Think about the type of learning community you want to establish and nurture; describe the things that will characterize this community. See Blackboard for further support for developing your teaching philosophy.

Mini-Lecture & Active Collaborative Learning Activity-
Each student will design and present a 30-minute class session on a very narrowed topic that you might teach in an undergraduate course. The mini-lecture will incorporate some form of active learning or collaborative learning exercise, but should not take up more than 1/3 of the lecture. Please note the use of the word “lecture” here is not meant to refer strictly to podium style teaching. We hope to see a mix of teaching methods displayed in the presentation. Videos and multimedia may be used but should be chosen very carefully for the highest relevance and kept to a minimum in terms of time. Each student will present to the class for peer and instructor feedback on what works and what might be improved. The rubric for this and active/collaborative activity will be created by the class.

Contact the Instructors

Dr. Lillian McEnery Dr. Kim Case
mcenery@uhcl.edu caseki@uhcl.edu
281-283-3539 283-283-3338 (contact me by email)

Please note that changes to the syllabus may occur at the instructors’ discretion and will be announced in class or on Blackboard. You will be responsible for any changes.

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