

# *Developing Competent and Democratic Professionals*

## **COURSE SYLLABUS**

PRST 5900 – Doctoral Practicum: College Teaching  
Department of Professional Studies  
College of Education  
University of Wyoming

Fall Semester 2014

### **Instructor:**

Dr. Kay Persichitte, Professor  
Department of Professional Studies  
Education Building Room 315  
307-766-1998 (voice)  
E- mail: kpersi@uwyo.edu

**Office Hours:** by appointment

**Class Schedule:** September 3 to December 17, 2014

**Class Meeting Times:** Wednesdays, 9 to 11:50AM

**Location:** Engineering (EN) 3108

**Prerequisites:** Doctoral standing or consent of instructor

### **Course Description**

This course is designed to provide students with an understanding of instructional theory and experiences in applying teaching and assessment methods relevant to the role of an educator in higher education. Linking theories, perspectives, and principles of effective teaching and learning to practice in higher education is a priority of the course. Practicing and experiencing “hands-on” activities will be prime formats of the class.

### **Building the Learning Community**

Learning occurs most effectively in an environment that promotes mutual respect and collaboration. The metaphor of the learning community is useful here. Participants will be encouraged to think critically and voice opinions. At the same time, participants will be expected to focus on course content and activities, to be respectful of others’ opinions, experiences, and ways of perceiving things, and to be willing to collaborate with others when appropriate.

### **Instructor’s Role/Responsibility**

As the instructor, I am responsible to:

- Be reasonably available for you outside of class hours.
- Return assignments, emails, and phone calls in a timely manner.
- Create a classroom climate that encourages discussion, safe self-exploration, constructive feedback exchange, and learning from each other.
- Encourage students to explore their thoughts, reactions, beliefs, skills, and to realistically critique these qualities in themselves and their classmates.
- Evaluate student work/performance as described in this syllabus.

## Student's Role/Expectations

- Attend class prepared and ready to participate in discussions, and presentations with questions and lively dialogue.
- Support your fellow classmates with an open mind, attitude of acceptance, constructive feedback, and professionalism.
- Take some risks, try some new ways of being/thinking, and actively engage.
- Respect your fellow students by maintaining confidentiality in regard to class discussions when appropriate.

## Disability Statement

*If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.*

## Course Goals/Outcomes

1. The general goal of this course is to help you understand the major roles, responsibilities, and activities of higher education educators.
2. You will become familiar with several instructional theories and teaching methodologies as you begin to develop/expand your own theory of instruction.
3. You will gain an understanding of the ethical, legal, and multicultural issues associated with higher education teaching.
4. You will demonstrate your developing philosophy for teaching and learning by participating in co-teaching opportunities during the semester. These teaching responsibilities will include assisting with lesson design, delivery, and evaluation of student learning.

## Required Texts

- Brookfield, S. D. (2006). *The skillful teacher* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass. [ISBN: 978-0-7879-8066-5]
- Svinicki, M., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory of college and university teachers* (14<sup>th</sup> ed.). Belmont, CA: Wadsworth. [ISBN-10: 1133936792 | ISBN-13: 9781133936794]
- One self-selected book that closely relates to teaching and learning/education in higher education settings appropriate to course content and individual interests as agreed upon with the instructor. This is a link to an article that suggests ten such titles: <http://chronicle.com/article/Top-10-Books-on-Teaching/147015/> . However, you are free to choose from many other relevant titles.

## Recommended

American Psychological Association. (2010). *Publication Manual American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## Course Requirements/Assignments

1. **Co-Teaching Experience (including videotape of your teaching session) 25 points**  
You will spend a minimum of six (6) hours (i.e., two classes if they are 3-hour classes) in a university or community college undergraduate classroom: observing as well as co-teaching. During one of your teaching session(s), you will make a 20-30 minute video recording of the session. You will provide a presentation (30 to 45 minutes) to the class of your co-teaching

experience (e.g., your instructional goal of the teaching session, strategy(ies) applied, outcomes observed, areas for future development, Q&A, etc.). Use the videotape as relevant to your presentation to the class.

Your presentation will be graded according to the criteria above. I may ask for you to submit the videotape for my further review. If you have any concerns about completing this assignment, please discuss them directly with me. **Presentation dates: dates (Nov. 12 or 19 or Dec. 3).**

2. **University or Community College Undergraduate Class Observation      15 points**  
Attend and critique a university or community college undergraduate class (different from the class in Assignment #1). The critique should include: your general observations about the class, strengths and weaknesses of at least three teaching/learning strategies/approaches (including instructional technology integration) you observed, reflection about how you may adapt your teaching to be an effective undergraduate instructor, and three things you would do differently to achieve improved learning outcomes for this same lesson. Send the assignment to me as an email attachment by **September 30**.
  
3. **Reflection Paper      25 points**  
From theories to practice! What is the instructional foundation you bring to this class? What are your beliefs about how undergraduates learn? What is your responsibility for student learning? What qualities make an effective teacher? How can you tell when your students have learned? How are these beliefs rooted in your own experiences related to education? Try to answer these questions in your paper with support from literature of no more than 3000 words, double-spaced and size 12 Times New Roman font. Do not apply a question and answer format to your paper; follow academic paper format. Send the assignment to me as an email attachment by **October 31**.
  
4. **Book Review/Critique      20 points**  
Write a review of and reflect on your selected book. Include the following:
  - complete APA citation of the book
  - overview of the context (including the structure of the book)
  - purpose of the book and whether that purpose was achieved
  - strengths/weaknesses of the book
  - personal reaction, evaluation, and recommendation

The reviews will be evaluated on clarity of thought, quality of your writing (grammar, spelling, punctuation all matter), and your ability to identify the major themes of the book and then react to them. Additional criteria: 800-1200 words, double-spaced, size 12 Times New Roman font. Send the assignment to me as an email attachment by **November 10**.

5. **Brookfield text presentation/discussion      15 points**  
Four weeks of the course will include discussion of *The Skillful Teacher*. During the first class meeting, you will sign up to be part of a team to lead the class discussion for one of those weeks. Each team should expect to use about 45 minutes of class time in instructional activities related to the assigned chapters. You should assume that all class members have read the assigned chapters. Handouts and innovative activities are encouraged to actively engage your classmates. Grades will be based on shared team participation, pedagogical creativity, and the engagement of your peers.

<i>Students</i>	Chapters	1-4
<i>Students</i>	Chapters	5-8
<i>Students</i>	Chapters	9-12

6. **Svinicki & McKeachie text presentation/discussion** **10 points**

Five weeks will be spent examining *McKeachie's Teaching Tips*. During the first class meeting, you will sign up to be part of a team to lead the class discussion for one of those weeks. Each team should generate a few questions from the chapters assigned and be prepared to lead a 15 to 20 minute discussion. You should assume that all class members have read the assigned chapters.

<i>Students</i>	Chapters 1-5
<i>Students</i>	Chapters 6-10
<i>Students</i>	Chapters 11-15
<i>Students</i>	Chapters 16-18
<i>Students</i>	Chapters 19-21

**Unless otherwise stated, all written assignments should be carefully edited and completed according to the *APA Style Manual, 6<sup>th</sup> Edition*. Work that is below a graduate standard of writing and thought will be returned; you will have opportunities to rewrite if necessary.**

**Attendance & Participation**

The nature of this course makes attendance and participation crucial. It is expected that you will attend each class: on time and prepared. Unexcused absences, excessive excused absences, repeated tardiness or leaving class early will affect your grade—2 reasonable absences (including late arrival or early leaving) will be allowed if I am informed and a mutual agreement is reached in advance...or if you have an emergency situation. Two unexcused absences will result in a reduction of one letter grade. More than 2 excused absences (including late arrival or early leaving) will also result in a reduction of one letter grade.

**Grading**

Prior to considerations for Attendance, there are 110 points possible in this course. I will use a traditional scale to compute grades then apply any Attendance reduction(s).

99-110 points	A
88-98 points	B
77-87 points	C
66-76 points	D
<66 points	F

**Academic Honesty**

The University of Wyoming is built upon a strong foundation of integrity, respect, and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated (from the UW General Bulletin). Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at:

<http://uwadmnweb.uwyo.edu/legal/universityregulations.htm>

*Please note: No assignments from any other courses (including previous schoolwork) may be used for this course without discussion with and agreement from me.*

## Course Outline & Schedule

9/3

Week 1

- Welcome & Course overview
- Review/discuss syllabus
- Share contact information
- Sign up for text chapters (see #5 & 6 above)

Assignment:

- Create a list of characteristics of your valued higher ed instructors
- Identify the additional book related to college teaching (see #4 above)
- Read chapters 1-4 of *The Skillful Teacher*

9/10

Week 2

- *The Skillful Teacher* (chapters 1-4)
- Sharing lists of characteristics of your valued instructors
- Discussion of values and beliefs related to college teaching
- Guest speaker: Dr. Tonia Dousay (representing junior faculty; things you do not learn in grad school)
- Discuss aspects to be included in university class observation –what would be on your list to observe (see #2 above)

Assignment:

- Begin Reflection paper (see #3 above)
- Read chapters 5-8 of *The Skillful Teacher*
- Arrange or start university or community college class observation

9/17

Week 3

- *The Skillful Teacher* (chapters 5-8)
- Guest speaker: Dr. Meg Flanigan-Skinner (faculty support at UW/ECTL)
- Discussion of Co-Teaching Experience (see #1 above)

Assignment:

- Read chapters 9-12 of *The Skillful Teacher*
- Identify/arrange classroom for the Co-Teaching Experience

9/24

Week 4

- *The Skillful Teacher* (chapters 9-12)
- Sign up for Co-Teaching presentation dates (Nov. 12 or 19 or Dec. 3)

Assignment:

- **September 30: Due date for University or Community College Undergraduate Class Observation**
- Read *McKeachie's Teaching Tips* (chapters 1-5)

10/1

Week 5

- *McKeachie's Teaching Tips* (chapters 1-5)
- Guest speaker: Dr. Anne Alexander (UW International Programs)

- Assignment:
- Read *McKeachie's Teaching Tips* (chapters 6-10)
  - Read *The Skillful Teacher* (chapters 13-14)
- 10/8      Week 6
- Guest speaker: Dr. Leslie Rush (Student Evaluations in higher ed)
  - *McKeachie's Teaching Tips* (chapters 6-10)
  - *The Skillful Teacher* (chapters 13-14)
- Assignment:
- Read *McKeachie's Teaching Tips* (chapters 11-15)
- 10/15      Week 7
- Guest speaker: Dr. Reed Scull (UW Outreach)
  - *McKeachie's Teaching Tips* (chapters 11-15)
- Assignment:
- Read *McKeachie's Teaching Tips* (chapters 16-18)
- 10/22      Week 8
- Guest speaker: Dr. Cliff Harbour (representing veteran faculty; what I know now that I wish I had known then)
  - *McKeachie's Teaching Tips* (chapters 16-18)
- Assignment:
- Read *McKeachie's Teaching Tips* (chapters 19-21)
- 10/29      Week 9
- Guest speaker: Dr. Dorothy Yates (UW Office of Research)
  - *McKeachie's Teaching Tips* (chapters 19-21)
  - Guest speaker: TBA
- Assignment:
- **October 31: Due date for Reflection Paper**
- 11/5      Week 10
- **No class**; I am attending the AECT convention
- Assignment:
- **November 10: Due date for Book Review/Critique**
  - Complete Co-Teaching Experience and prepare for presentation
- 11/12      Week 11
- Guest speaker: Dr. Christi Boggs (Outreach/technology integration)
  - Co-Teaching presentations
- 11/19      Week 12
- Co-Teaching presentations
- 11/26      **Thanksgiving Break – no class**
- 12/3      Week 13
- Co-Teaching presentations

12/10      Week 14

- Co-Teaching presentations (if not complete)

12/17      Week 15      Finals Week

- Last class, review, evaluations, and celebrate!

**The instructor may make changes to the syllabus as the course proceeds.  
If necessary, these changes will be announced in class.**