

JOUR 806: College Teaching
Spring 2019
Tuesdays 4:30-7 pm
Stauffer-Flint Hall, Room 204

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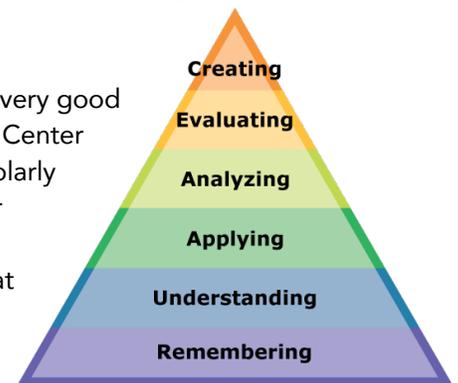
Welcome and What this Course is About. Teaching revolves around learning. So a course about teaching must by nature focus on learning about learning. This course will cover more than learning, but learning will be central, both in terms of how you can help your students learn but also how teaching itself is really about learning.

Lest I send you fleeing with fear of learning overload, let me assure you that this course will provide many practical skills to help you prepare, teach and evaluate your courses. We will spend time each week talking through the challenges of preparing good assignments, grading student work, working with difficult students, using class time effectively, and preparing for a teaching career. We will delve into the theories but also the practicalities of teaching and learning, and we will share our experiences as teachers and learners, helping each other solve problems.

If some of that sounds idealistic, it probably is. There's an idealist inside every good teacher, and I hope this class stirs that idealism. The class is rooted in the Center for Teaching Excellence philosophy of teaching as an intellectual and scholarly activity, and it draws heavily on approaches that have proved effective for learners of all types. Teaching is a privilege, a position of trust and responsibility that we can't take lightly. It is an opportunity, a vocation that helps shape minds and influence lives. It is also a job that requires much thought and hard work. We will pay homage to all of those roles this semester as we learn more about teaching, learning and the interaction between them.

So what is the key to success in this class? Be present (not distracted), participate (with all your heart), do the best you can, and keep trying. Life is a funny thing; the more you put into it, the more you get out of it.

Finally, we live in a multicultural world and we also have different lived experiences. As a first-generation, female minority faculty, fostering an inclusive learning environment is very important to me. All students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. We will demonstrate civility and respect for the dignity of others. This classroom is a place where you will be treated with respect as a human being — regardless of race, ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship, status, nationality and other diverse identities that they bring to class. I also appreciate and encourage diversity of thought, provided



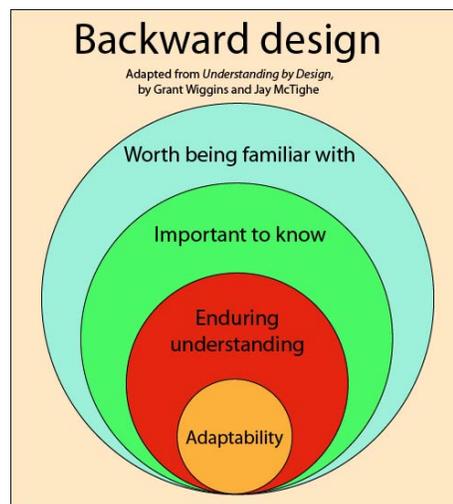
Bloom's taxonomy. If you aren't familiar with it, you will be by the end of the semester.

you can agree to disagree. It is my expectation that ALL students experience this classroom as a safe environment.

I am committed to your success. Please do visit me and set up an appointment if you cannot make it to my office hours so I can get to know you better. I am excited to embark on this journey with you and hope you are too!

What you will learn. By the end of this course, students will be able to:

- ❖ Demonstrate understanding of the principles of evidence-based teaching, Bloom's taxonomy, backward design, and key theories of learning.
- ❖ Demonstrate the ability to identify targeted learning outcomes for a course or for particular course activities.
- ❖ Create a syllabus and assignments that are aligned with course activities and learning outcomes.
- ❖ Develop assessment criteria and assess student work.
- ❖ Reflect on course outcomes and draw conclusions on the effectiveness of techniques used.



How we will achieve those goals. This class will involve a *considerable amount of reading and discussion*. You will have assigned readings each week on our course management website, and you should come to class prepared to discuss those readings, analyze the ideas in them, synthesize concepts, share your experiences, and lead discussions. You will also set individual learning goals and reflect on those goals in a journal, and create a syllabus and assignments for a course you expect to teach in the future. (See below for more details about assignments and grading.)

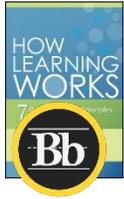
Expectations and roles. This is not a top-down class. I will provide structure, but I rely on students to complete assigned work, to participate in discussions and to think critically. This must be a collaborative effort. I can't make you learn. Learning must come from within you. I can and will create a framework to help you learn, though. Here's what you can expect from me:

- ❖ To provide course materials that inspire thinking about many facets of teaching and learning.
- ❖ To provide a course structure that promotes learning, builds community, encourages sharing, and provides a comfortable atmosphere for a diverse range of ideas and students.
- ❖ To treat students with respect and camaraderie.
- ❖ To provide meaningful feedback on assignments and projects.
- ❖ To help troubleshoot problems and point students to appropriate resources.
- ❖ To help students learn.

Here's what I expect of you:

- ❖ To set realistic learning goals for the course and to pursue those goals thoughtfully and meaningfully throughout the course.
- ❖ To complete all the required work and to participate thoughtfully in discussions.
- ❖ To treat colleagues, the instructor and visitors with respect.
- ❖ To keep an open mind and to share resources and ideas that help everyone in the class learn.

Required materials



■ *How Learning Works: 7 Research-Based Principles for Smart Teaching*, by Susan A. Ambrose et al., (San Francisco: Jossey-Bass, 2010).

■ Access to Blackboard. We will also use many articles, modules and other material that I will make available on Blackboard.

Assignments and grading. You will be graded on completion of three types of assignments: in-class discussions, through which you will critically analyze ideas and concepts from readings and other material; an individual learning journal, and a final project.

Discussions (30% of final grade). Readings and discussions will form the heart of the class. I will provide topics, readings and questions for reflection on Blackboard each week. We will discuss criteria in class for grading discussions, but I generally look for evidence that you have read the material and have come to class prepared. That includes participation in discussions and a willingness to share thoughts, ideas and observations, and a willingness to challenge conventional wisdom and your own assumptions as we work through topics. *Class discussion isn't about who can speak the most or the loudest. It's about engaging thoughtfully with colleagues about ideas and concepts as we work toward a deeper understanding of teaching and learning.*

Please be respectful of your colleagues during discussion. Learning to work through disagreement amicably is an important part of learning. If someone in the class says something misguided or offensive, don't hesitate to point it out. Be patient with others if they misspeak or struggle to find the right words, though. We are all learning and need the opportunity to learn.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classes support. The success of an inclusive class relies on the participation, support, and understanding of you and your peers. I encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others. Personal attacks will not be tolerated.

If you have any questions or concerns do not hesitate to raise them in class or with me directly.

Individual project (40% of final grade). The individual project will involve creation of materials for a course you would like to teach. This may be a course you know you will be teaching soon or a course

Grades. I provide more detail about grading below, but these are the three areas on which I will base final grades:

Discussions: 30%

Individual project: 40%

Learning journal and self-evaluations: 30%

Grading expectations. Give me up to a week for grading on most assignments, though I will gladly provide quick feedback whenever I can. We will discuss criteria for grading in class.

Grading scale. A = 93-100%;
A- = 90-92%
B+ = 87-89%; B = 83-86%
B- = 80-82%; C+ = 77-79%
C = 73-76%; C- = 70-72%
D+ = 67-69%; D = 63-66%
D- = 60-62%; F = 59% or below

you would like to teach at some point in the future. I'll provide deadlines on Blackboard for early stages of the assignments. The final versions will be due on Thursday, May 9. These are the elements you will create for the project:

- ❖ An interview with one scholar you identified from CTE Portfolio & Poster Gallery.
<https://cte.ku.edu/cte-portfolio-poster-gallery>
- ❖ Syllabus
- ❖ Class schedule
- ❖ Annotations in which you explain how you used backward design, Bloom's taxonomy and other concepts from the class to create the syllabus.
- ❖ At least two assignments in which you identify a concept and define how you will demonstrate student learning.

Learning journal (30% of final grade). You will create an entry in a learning journal each week. A learning journal is a place for you to reflect on readings and questions for class, list ideas for applying material to your classes, create and modify personal learning goals, ask questions about class material you don't understand, and write about other things related to learning. I will give you study questions to guide your reading each week, and you should reflect on these in your journal. The reflections don't have to be extensive. I'm not looking for volume or for perfectly formed arguments or responses. Rather, use the journal as an opportunity to start thinking through the questions, and to help you prepare for class. *Journal entries will be due at midnight Monday each week.* In addition to the weekly entries, you should create three additional entries during the semester:

Learning goals. Create your learning goals in a separate journal entry on Blackboard. Your learning goals should contain a reflection on why you are taking the course and what you hope to gain from it. Here's a format you can follow to help you get started. This isn't a required format. Rather, it is intended to give you a sense of some things that lead to good learning goals.

- ❖ *Start with your interests.* What facets of teaching are you most interested in? What would you like to learn more about?
- ❖ *Discuss your strengths and weaknesses in relation to those goals.* What areas are you most comfortable with? What areas do you need work in and why?
- ❖ *Consider what you would like to learn from this class.* How might this class help you bolster your strengths and shore up your weaknesses? What class topics are you most interested in? What topics would you like to pursue beyond those listed?
- ❖ *Create a rough plan.* How will achieve your learning goals? How will your individual project fit into that? How will you prepare yourself to learn?

Midterm entry. In this entry, revisit your learning goals, altering them as necessary. Explain how you have worked toward those goals. Where have you succeeded? Where do you still need to improve? What components of the class are going well? Which are not going as well as you would like? Also provide an update of your project. What progress have you made? Are you comfortable with the direction? Are you finding the types of sources you need? Is there anything you need help with?

Final entry. Your final entry should be a self-evaluation for the course. It should provide a reflection on your work in the class and a reflection on your project. Here's a general format:

- ❖ Restate your learning goals and explain why you chose those goals.
- ❖ Explain how you worked toward those goals. Where have you succeeded? For instance, have you noticed any changes in the way you think about teaching and learning? If so, how? If not, why?
- ❖ Where could you have done better, and what do you need to keep in mind as you continue working as a teacher?
- ❖ What aspects of the class have been most helpful in your learning and which could be improved?

But hold on...I still have some pressing questions. If you are interested in our course policies on note taking, absences, inclement weather, campus resources, etc., I might have the answers you're looking for. Read on!

Could I submit assignments late? Each assignment has a deadline. Late assignments, unless barring significant intervening circumstances, will be deducted 10% of your grade *each day* the assignments are late. If you do not plan to be on campus the day an assignment is due, please submit it in early.

Could I use laptop and cellphone in class? Let's admit it: Technology is helpful and disruptive at the same time. To enhance your learning experience, I warmly invite you to put away your laptop and cellphone in class, *unless it's requested by the instructor for learning purposes*. I reserve the right to adjust your professionalism grade up to 100 points based on your adherence to the course policy.

How could I take my notes if my laptop is stored away? Take notes in longhand. Handwriting, according to new scientific evidence, allows you to read more quickly and to remain better at retaining information and generating new ideas. For more details, see *the NY Times* article on "[What's Lost as Handwriting Fades.](#)"

Would I be missing something important in class if I skip the class? My answer will always be YES! Tell me early on if you are planning to miss a class or two. Excused absences (especially for exams) will be granted only under highly unusual circumstances, such as documented medical emergencies, death of an immediate family member, and official KU business. Family gatherings, weddings, vacations, leaving early for the break, etc. do not qualify. Official documents will be required.

What is the grade change policy? First, please leave your parents out of this. Your parents, Chancellor, or the Dean, are not responsible for your grade. You are. They also would not tell professors like me to change a student's grade. If you have any questions about your grade, come talk with me. Better yet, ask questions to receive feedback before any assignments are due. If there is a change in grade, it is solely authorized by me and only under unusual circumstances.

What if I need help? I am committed to your success. I encourage you to attend office hours or meet with me by appointment to discuss any questions pertaining to the course, the readings, exams and assignments, or career prospects and opportunities. Do not hesitate to seek continuing assistance throughout the semester.

Here is a list of resources to help you succeed: (more will be provided on BB)

- Office of Multicultural Affairs (OMA) offers help to underrepresented students and offer inclusive learning environment for all. It also has retention programs to help you succeed, academically and personally: <https://oma.ku.edu/about>
- Need tips for learning? Or if you think you need course-specific academic assistance, please contact Academic Access and Achievement Center (AAAC): <https://achievement.ku.edu>
- KU Office of Student Access Services coordinates accommodations for all students who are eligible: <https://disability.ku.edu/>
- Public safety offers provide a safe and secure environment for everyone on campus. If you need information about how to protect you from becoming a victim of a crime, help you recognize and report suspicious activity and guide you in the event of an emergency, Public Safety is your go-to source: <https://publicsafety.ku.edu/>
- Need help with issues related to adjusting to college and other psychological, interpersonal, and family problems? KU Counseling and Psychology Services (CAPS) is here to help: <https://caps.ku.edu/>
- Are you in need of some food to help you get through the week? Campus Cupboard is here to help: <https://www.cco.ku.edu/food/>
- Want to learn more about gender equity? Need a private service to discuss gender related issues? Want to advocate and support campus community of all genders? Please visit Emily Taylor Center for Women & Gender Equity: <https://emilytaylorcenter.ku.edu/>
- Need someone to review your writing before submission? KU writing center is here to help: <http://writing.ku.edu>
- Looking to meet people who share your interests? Consider joining a club organized by Student Involvement & Leadership Center (SILC). <https://silc.ku.edu/> You can also easily search for clubs on rockchalkcentral.ku.edu
- Consider getting involved in the Lawrence community by volunteering with the Center for Community Outreach (CCO) <http://www.cco.ku.edu/>
- At any point in your journey towards a career you can contact the University Career Center (UCC). They offer resume help, mock interviews, career assessments, help with internships, and more. <https://career.ku.edu/>

Could I copy or record your class lectures? Course materials prepared by me, as well as content of all lectures presented by me in class and on Blackboard, are my property. Video and audio recording of lectures without instructor consent is prohibited. On request, I will usually permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. This also applies to any lecture notes and other content prepared by me on Blackboard.

Could I sell my notes to commercial note-taking ventures? Commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

What if I want to bring concealed weapon to campus? For students who choose to carry concealed handguns, you are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy. Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

The weather is bad. Do I still have to go to school? In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW).

The fine print

Academic Misconduct: We will strictly follow the code of Academic Misconduct detailed in the [Code of Student Rights and Responsibilities](#). University policies covering academic misconduct are spelled out in the current Student Handbook.

Policy on Plagiarism and Fabrication/Falsification: The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the teachers of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

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