

**AUBURN  
UNIVERSITY  
SYLLABUS**

**Course Number:** HIED 8510

**Course Title:** Seminar in College Teaching

**Credit Hours:** 3 Semester Hours

**Prerequisites:** Graduate Student Status

**Corequisites:** None

**Instructor:** Dr. James E. Groccia, Professor, EFLT (Administration of Higher Education), 4084 Haley Center; Office hours by appointment

Class Location: 1454 Haley Center

Email: [groccje@auburn.edu](mailto:groccje@auburn.edu), Phone: 334-844-5038,

**Day and Time:** Thursdays, 5:00-7:50 PM

**COURSE DESCRIPTION:**

This course provides an overview of the major issues in higher education and methods of instruction in college teaching through the use of experiential learning, discussion, lecture, group and collaborative activities, readings, case studies, e-mail dialogue, student interaction, guest instructor presentations and reflective writing. Participants will experience active learning, develop their critical thinking skills about teaching, prepare a teaching philosophy, and practice teaching techniques. Teaching and learning issues are reviewed in depth. Contextual issues affecting teaching and learning are also discussed.

**RATIONALE:**

Postgraduate instruction appropriately focuses on the development of advanced subject specialty skills, research experiences, and the methods and habits of thought in the discipline. Many graduate students aspire to careers as faculty in higher education but never receive training for the principal task they will face: teaching college classes. The rationale for this course is that knowledge of the complexities of college teaching will establish a foundation upon which students can build a repertoire of college teaching skills. Completion of this course may provide a competitive advantage during your future search for an academic position. This course also satisfies one of the requirements for Auburn University's graduate Certificate in College/University Teaching.

**REQUIRED TEXTS:**

- Svinicki, M., & McKeachie, W. J. 2014. *McKeachie's Teaching Tips: Strategies, research, and theory for college and university teachers (14<sup>th</sup> Edition)*. Belmonte, CA: Wadsworth, Cengage Learning.
- Additional articles will be assigned and posted on Canvas.

**COURSE GOALS AND OBJECTIVES:**

Through reading, assignments, and active and engaged participation in this course, you will be able to:

- Develop a framework for understanding and improving university/college teaching
- Analyze one's conception of teaching and describe its impact on teaching
- Implement effective first day of class teaching activities
- Design an effective and comprehensive course syllabus
- Design reliable and valid learning assessment, testing and grading strategies

- Describe theories of learning
- Develop strategies to facilitate student motivation
- Understand the range of student diversity and develop strategies to teach culturally diverse students
- Use a variety of active learning/teaching strategies including: Engaged lecturing; Discussion; Problem-based learning; Team-based learning; Case studies; Interteaching; Service-learning; Just-in-time teaching; Web-based computer-aided personalized instruction; and On-line teaching
- Apply strategic learning principles to teach students to be self-regulated learners
- Teach ethically, responsibly and legally
- Develop continuous professional development strategies and a critically reflective approach to college teaching through engagement with fellow classmates and instructors

#### COURSE REQUIREMENTS:

Since the process of understanding, designing and developing instruction is reflective and requires constant referral to a range of literature and related sources, it is not an activity that depends on instant recall of factual information, even though such skill can be developed through extended practice. For that reason, objective tests of knowledge will not be employed as part of the assessment process for this course. This puts additional emphasis on the quality of other course requirements as measures of performance.

- Class Attendance/Participation: No more than 2 excused absences during the semester. Participation in class discussions, engaged learning activities.
- Readings Questions: Thoughtful and comprehensive answers to readings questions
- On-Line Reflections: Weekly postings (at least 1 original posting and 1 response to someone else's posting) on Canvas reflecting on each week's readings and classroom activities.
- Educational Autobiography: a detailed 4-5 page description of your educational history which includes a description of the context of your schooling and the factors that you think have been most influential in shaping your learning and behavior.
- Statement of Teaching and Learning Philosophy: a detailed 1-2 page description of your philosophy (the rationale for what you do [or plan to do] in the classroom based on experience, theory and evidence). A handout will be provided to assist with format.

#### GRADING:

Participation (including attendance) .....	10 points
On-Line Reflections (at least 1 original posting and 1 response to someone else's posting on Canvas each week).....	30 points
Answers to Questions .....	30 points
Educational Autobiography.....	15 points
Statement of Teaching and Learning Philosophy .....	<u>15 points</u>
	<b>100 points</b>

The following grade scale will be used:

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- F = 59 or below

#### ADA STATEMENT:

If you have special needs as addressed by the American with Disabilities Act (ADA) and need

assistance, please immediately notify the Program for Students with Disabilities (844-2096) or me. Reasonable efforts will be made to accommodate your special needs.

**ACADEMIC HONESTY:**

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

**CIVILITY STATEMENT:**

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions (rude, sarcastic, obscene or disrespectful speech or disruptive behavior) will be removed from class. In order to achieve our educational goals and to encourage the expression, testing, understanding and creation of a variety of ideas and opinions, respect must be shown to everyone.

**Revised 07/21/15jeg**