

**HiED 8510**

**Seminar in College Teaching**

**Fall 2022**

**PROFESSOR:** Dr. Travis C. Smith

**OFFICE:** 4076 Haley Hall

**OFFICE HOURS** Mon:1- 4pm & Wed: 1- 4:00pm. or [Schedule Only](http://calendly.com/tcsmith1906)

**EMAIL:** tcs0066@auburn.edu

**MEETING TIMES:** Monday 5:00-7:50pm

**Class Creed:**

The classroom will be a safe space for all learners regardless of race, gender, class, (dis)ability, cultural background, religion, or sexuality. We will promote and embrace active engagement, critical dialogue, self-reflection, active listening, and authenticity. Each voice is valued in this space as we honor the experiential and content knowledge of every individual.

**Course Description:**

This course is designed to be a comprehensive preparation for teaching at the college level. We will engage in course design and development around student outcomes/objectives; teaching strategies that motivate, inspire, and promote active, multimodal, collaborative, and experiential learning for all students regardless of identities or backgrounds; create assessment of student learning and teaching effectiveness; and job search preparation. This course provides an opportunity for all current and future administrators, faculty, and educators to deepen their understanding of learning, teaching, and curriculum in higher education across various settings.

**Course Outcomes:**

Upon completion of this class, students will be able to:

* Understand philosophical and theoretical frameworks for understanding teaching and learning;
* Identify and understand perspectives on different ways to facilitate learning;
* Understand and critique conceptual and practical issues related to curriculum development.
* Write a solid teaching philosophy and vita to enhance job market success.
* Design a college course based on principles of effective college teaching. The course must be: (a) oriented to the cognitive level and learning styles of non-traditional students and millennial students; (b) coherently built around student-learning objectives (outcomes); and (c) inclusive of class-by-class assignments and activities that will directly enhance students’ learning and attainment of learning objectives.

**Required Text:**

* APA. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
* Hooks, B. (2014). *Teaching to transgress*. Routledge.
* Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons. (On Canvas) “TAB”
* Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. teachers

college press. “CRT”

**Reading Expectations**

Reading for this course. Students who thoughtfully read assigned material will be more equipped to contribute to discussions in class than those who do not. Everyone is encouraged to thoughtfully evaluate the ideas within the readings assigned with other classmates. Consider the following questions as you read for the course:

* What are the authors’ main arguments?
* Which authors’ arguments make the most sense to you and why?
* Are the authors’ arguments *true* for everyone? Or, do they explain the realities of *certain groups* more than others?
* How might the authors have strengthened their arguments?
* How might the ideas presented in this work inform educational practice?
* Do multiple ideas presented across readings contradict each other? What might these differences convey about the complexity of the issues being discussed by the author

**Course Assignments:** Grades assigned will be A (90-100 points), B (80-89 points), C (70-79 points) D (69-60), F (Below 60)

Class Participation 10 points

Class Activations 15 points

Mock Syllabus 25 points

Class Facilitation 50 points

1. **Class Participation/Discussion.** Each student is expected to adhere to the “Class Creed” which can be found on page one. Students should be actively engaged in course readings, videos, presentations, panels, and discussions. Learning is an active process which means you must participate and invest in course content to make meaning of the information.
2. **Class Activations.**  It is important that you are able to creatively design activities to activate the learning for students in the beginning of class. express yourself in everyday ways. For this assignment, student groups will design a 10–15 minute opening class activity (aka icebreaker) related to the readings of the class session. Students will lead the class through this engaging and thought provoking activity while incorporating various learning paradigms. Students will be assessed on the timeframe of the activity, design to incorporate various learning styles, and class facilitation skills.
3. **Mock Syllabus** This assignment is designed to mimic the creation and delivery of a course within an academic unit. Students are required to create and/or edit a syllabus of a course that they desire to teach in the academy. The syllabus should include the major components; course description, course objectives, course readings (up to 4 weeks), 1 course assignment, and 1 course lesson plan (that you will use to guide your presentation). The mock syllabus should be uploaded to canvas and should **not exceed 5 pages.**
4. **Class Facilitation**. For the class facilitation, each student will have 20 minutes to facilitate the course session they have designed. One week prior to each facilitation, students will disseminate course readings and any pertinent information needed for the facilitation. Students will be assessed based on the clarity of their lesson plans, activity design, class engagement, and facilitation skills. Any facilitation documents (ppt, handouts, etc) should be uploaded as one pdf via the assignment’s portal on canvas.

**Important Notes:**

* All assignments should be saved as lastname\_firstname\_AssignmentTitle
* All assignments must be submitted via Canvas assignment modules
* Please note that this syllabus is subject to change as needed.

**Excused Absences.** **Excused Absences.** Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor before the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Extension and Late work.** All assignments are due before (submitted via Canvas) the start of class on the dates below. Students are encouraged to request extensions via email on course assignments when needed. These requests will be evaluated on a case-by-case basis. Except in extraordinary circumstances (determined by the instructor), no late or make-up work will be accepted. Late work and associated penalties will be accepted and determined at the discretion of the instructor.

**Technology and Communication.** Students are responsible for checking university email and the Canvas site regularly. Phones, tablets, and laptops are welcome in the classroom for use in course-related activities. Regular, subtle use of devices (text, social media, etc.) should be avoided. Distractions, resulting from the use of electronic devices will result in a grade penalty (participation points). The instructor will communicate with students individually and/or as a group via email.

**ADA Policy.** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). If you do not have an established accommodation, but would like to discuss possible accommodations while seeking or in lieu of an established accommodation, please the instructor directly.

**Academic Honesty.** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

**Emergency Contingency.** If normal class activities are disrupted due to illness, emergency, or crisis situations, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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| Date | Topics | Readings | Learning Artifact Due |
| 8/22/22 | Intros; Syllabus Review  |  |  |
| 8/29/22 | Philosophical/Theoretical Frameworks  | Teaching to transgress Chapters 1-5 |  |
| 9/5/22 | Labor Day  | Teaching to Transgress 6-10 |  |
| 9/12/22 | Philosophical/Theoretical Framework | Teaching to Transgress 11-14 | CA |
| 9/19/22 | Philosophical/Theoretical Frameworks | TAB: Chapter1 & CRT 1 | CA |
| 9/26/22 | Cultural Approaches / Course Design | TAB : Chapter 2-3;  | CA |
| 10/3/22 | Cultural Approaches/ Course Design | TAB : Chapter 4; & CRT 2 | CA |
| 10/10/22 | Cultural Approaches /Course Design | TAB : Chapter 10; & CRT 3 | CA |
| 10/17/22 | Cultural Approaches /Course Design | TAB : Chapter 12-13; & CRT 4 | CA |
| 10/24/22 | Cultural Approaches /Teaching Approaches  | TAB: Chapter 14; & CRT 5 | CA |
| 10/31/22 | Cultural Approaches /Teaching Approaches | TAB : Chapters 15-17; & CRT | CA |
| 11/7/22 | Cultural Approaches /Teaching Approaches | TAB : Chapters 19-20; & CRT 6 | CA |
| 11/14/22 | Cultural Approaches /Teaching Approaches | TAB : Chapters 21-22 CRT 7 | CA |
| 11/21/22 | Indigenous Memorial Break |  |  |
| 11/28/22 | Teaching Approaches / Reflections | TAB : Chapters 24-25 CRT 8 |  |