

Rutgers, The State University of New Jersey

**15:233:566:90: Fundamentals of College Teaching for Adults
 Spring 2021**

Instructor: Christine Harrington	Email: Christine.harrington@rutgers.edu
Phone Number: 732.690.2090	Location: Virtual Office Hours by Appointment
Office Hours: By Appointment	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning goals:

As a result of taking this course, students will be able to create effective lectures, facilitate meaningful conversations and be able to use a variety of active approaches to teaching (i.e. peer reciprocal teaching, inquiry-based methods, and experiential learning). Students will be able to determine which method best aligns with learning outcomes and will be able to engage in formal evaluation of teaching methods.

Course catalog description:

Fundamentals of College Teaching for Adults (15:233:566) focuses on traditional and innovative teaching approaches to facilitating learning in a college setting, taking into consideration the characteristics of the adult learner. This course is designed to give students the opportunity to put theory and research into practice via active learning experiences. Specifically, students will be developing a lecture, facilitating an online discussion, and evaluating teaching methods.

Required texts:

Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd edition). San Francisco, CA: Jossey-Bass.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th edition). San Francisco, CA: Jossey-Bass.

Suggested texts:

Gabriel, K. F. (2018). *Creating the path to success in the classroom: Teaching to close the graduation gap for minority, first-generation, and academically unprepared students*. Stylus.

Harrington, C., & Zakrajsek, T. (2017). *Dynamic lecturing*. Sterling, VA: Stylus.

Silberman, M., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. Hoboken, NJ: Wiley.

Grading policy:

Grading Scale	
Letter Grade	Percentage
A	93+
B+	88-92
B	83-87
C+	78-82
C	73-77
F	72 and below

Assignment Type	Total Weight
Major Assignments	40%
Recorded Lecture	15%
Facilitating an Online Conversation	15%
Reflection Paper	10%
Module Assignments	60%
Modules 2/3: Creating a Welcoming, Inclusive Environment Discussion	5%

Assignment Type	Total Weight
Modules 2/3: Small Group Project: Creating a Welcoming, Inclusive Environment Faculty Resource	5%
Modules 4/5: Lecture Feedback Discussion	5%
Modules 6/7: Save the Last Word for Me Discussion	5%
Modules 6/7: Peer Feedback on Discussion Prompt	5%
Modules 8/9: Group Work Consultation Role Play	5%
Modules 8/9: Peer Facilitated Discussion	5%
Modules 10/11: Small Group Project: Tips for Creating Meaningful Assignments Project	5%
Modules 10/11: Peer Facilitated Discussion	5%
Modules 12/13: Verbal and Written Feedback Assignment	5%
Modules 12/13: Peer Facilitated Discussion	5%
Modules 14/15: Peer Facilitated Discussion	5%
	Total: 100%

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Course Requirements

Summary of Requirements

Students will complete readings, watch online lectures, and actively participate in discussions and other module activities related to teaching methods and practices. Throughout the semester, students will also have numerous opportunities to put theory and research into practice by creating an effective lecture and facilitating a meaningful online discussion.

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1 (1.19.21 - 1.24.21)	Choosing Teaching Methods: Outcome Driven Design	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Nilson (2016) Chapter 11: Matching Teaching Methods with Learning Outcomes • Brookfield (2015) Chapter 1: Experiencing Teaching; Chapter 2-:The Core Assumptions of Skillful Teaching; Chapter 4: What Students Value in Teachers <p><u>Website:</u></p> <ul style="list-style-type: none"> • https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/ <p><u>Lectures:</u></p> <ul style="list-style-type: none"> • Outcomes-Driven Design and Lesson Planning • Backward Design <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Video Introductions
2 and 3: (1.25,21 - 2.7.21)	Creating a Welcoming, Inclusive Learning Environment	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Nilson (2016) Chapter 7- Creating a Welcoming Classroom Environment for All of Your Students • Brookfield (2015) Chapter 8- Teaching in Diverse Classrooms <p><u>Lecture</u></p> <ul style="list-style-type: none"> • Creating a Welcoming Learning Environment • Employing Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities • Responding to Racial Bias and Microaggressions in the Online Environment <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Creating a Welcoming, Inclusive Learning Environment Discussion. • Small Group Project: Creating a Welcoming, Inclusive Learning Environment Faculty Resource.
4 and 5 (2.8.21 - 2.21.21)	Lecturing	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Nilson (2016) Chapter 12- Lecturing for Student Learning • Brookfield (2015) Chapter 6- Lecturing Creatively <p><u>Lecture:</u></p> <ul style="list-style-type: none"> • Dynamic Lecturing <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Major Assignment: Developing a Lecture • Lecture Feedback Discussion
6 and 7 (2.22.21 - 3.7.21)	Facilitating Effective Discussions	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • Nilson (2016) Chapter 13- Leading Effective Discussions

		<ul style="list-style-type: none"> • Brookfield (2015) Chapter 7 Using Discussion Methods • Aloni & Harrington (2018) <p>Lecture</p> <ul style="list-style-type: none"> • Online Discussions <p>Assignments:</p> <ul style="list-style-type: none"> • Save the Last Word for Me Discussion • Peer Feedback on Discussion Prompt
8 and 9: (3.8.21-3.14.21 and 3.22-3.28.21; Spring Break is the middle week)	Engaging Students in Productive Group Work	<p>Readings:</p> <ul style="list-style-type: none"> • Nilson (2016) Chapter 15 Managing Productive Groups <p>Lecture:</p> <ul style="list-style-type: none"> • Maximizing Learning via Effective Groups • Jigsaw Classroom <p>Assignments:</p> <ul style="list-style-type: none"> • Group Work Consultation Role Play • Peer Facilitated Conversation
10 and 11 (3.29.21 - 4.11.21)	Creating Meaningful Assignments	<p>Readings</p> <p><u>Text:</u> Nilson (2016) Chapter 26- Constructing Student Assessments for Grading.</p> <p><u>Website Resources:</u> http://resources.depaul.edu/teaching-commons/teaching-guides/assignment-design/Pages/default.aspx</p> <p>https://www.depts.ttu.edu/tlpc/Resources/Teaching_resources/TL_PDC_teaching_resources/CreatingEffectiveAssignments.php</p> <p>http://teachingcommons.cdl.edu/cdip/facultyteaching/Designingassignments.html</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Small Group Project: Tips for Creating Meaningful Assignments • Peer Facilitated Conversation
12 and 13 (4.12.21 - 4.25.21)	Written and Verbal Feedback	<p><u>Readings:</u></p> <p><u>Text:</u> Nilson (2016) Chapter 24: Improving Student Performance with Feedback; Chapter 27 Grading Student Assessments Brookfield (2015) Chapter 14 Giving Helpful Evaluations</p> <p><u>Lecture</u></p> <ul style="list-style-type: none"> • Using Feedback to Improve Learning Webinar • Written and Verbal Feedback <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Written and Verbal Feedback Assignment • Peer Facilitated Conversation

<p>14 and 15 (4.26.21 - 5.9.21)</p>	<p>Examining Grading Systems and Policies</p>	<p><u>Readings</u> Guskey (n.d.) Schinske & Tanner (2014) <u>Website:</u> https://www.cmu.edu/teaching/assessment/assesslearning/grouppWorkGradingMethods.html <u>Lecture:</u> Grading Policies <u>Assignments:</u></p> <ul style="list-style-type: none">• Peer Facilitated Conversation• Final Reflection
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