Course Description

This course will provide graduate students preparing to teach at the college level an introduction to pedagogical theory and an exposure to practical techniques for effective teaching. As an introduction to pedagogical theory, the goal of this course is to help graduate students begin to define a personal teaching philosophy by thinking about such questions as What is the goal of teaching? What are the political, ethical, and philosophical aspects of teaching? and What is the role of the teacher in student learning? As an exposure to practical teaching techniques, the goal of the course is provide graduate students with a set of tools for thinking about course preparation, syllabus construction, assignment design, grading strategies, approaches to lecturing, methods for effective discussion, etc. The class will mostly be run as a traditional graduate seminar, but occasionally we will have in-class exercises, workshops, role-playing, etc. for the more practical aspects of teaching.

Texts

• Lewis, Karron G. and Michael Sweet, eds., Teaching Pedagogy to Graduate Student Instructors, 3rd ed. Austin: Division of Instructional Innovation and Assessment (DIIA), University of Texas at Austin, 2007. Available at <https://webspace.utexas.edu/mss662/398Thandbook/index.html>.
• Other readings available online through Blackboard (see attached reading list)

Assignments

• Annotated Bibliography. You will prepare a review of pedagogy articles and resources from field-specific sources. The annotated bibliography should highlight 10-15 articles that you feel could be helpful to someone preparing to teach in your field. These could be articles that give you ideas for your own teaching, help you understand something about teaching, or that you can imagine someone might be able to use in developing a course. (Due Oct 9; 30% of course grade).

• Lecture observation. Sit in on two undergraduate lectures by two different instructors and observe the instructors’ teaching. How would you characterize the style of lecturing in each? Did you see any evidence of pedagogical techniques being consciously employed? What worked and what didn't? Were students being effectively engaged? Prepare a written summary/evaluation/reflection of your observations, comparing the two lectures. (Due Nov 13; 20% of course grade).

• Teaching Portfolio, consisting of a statement of teaching philosophy, a sample syllabus for a course, a lesson plan, and selected sample assignments. (Due Dec 11; 50% of course grade).

• In addition to the above assignments, of course, being prepared for class (i.e. having done the readings) and participation in class discussion is assumed.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Introduction</td>
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<td>(Supp: Carraher et al, Karpicke &amp; Blunt)</td>
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<tr>
<td>3</td>
<td>9/11</td>
<td>Educational Theory: The Ends of Education</td>
<td>Humboldt, Lustig, Howitt, Bilwise, Menand</td>
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<td>4</td>
<td>9/18</td>
<td>Lectures &amp; Discussions</td>
<td>McK Ch 5, 6, 18, Wood &amp; Tanner, Charman &amp; Fullerton, Tanner, DIIA Ch 6, 8</td>
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<td>5</td>
<td>9/25</td>
<td>Active Learning</td>
<td>McK Ch 4, 14, 15, 21, Scheyvens et al, Bizzell &amp; Herzberg, Kurtz</td>
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<td>(Supp: Grossman, Cutler &amp; Hay)</td>
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<td>6</td>
<td>10/2</td>
<td>Service Learning</td>
<td>Battistoni, Crump, Gilbert &amp; Masucci, CSULB</td>
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<td>7</td>
<td>10/9</td>
<td>Lesson Planning &amp; Assessment</td>
<td>McK Ch 7, 8 (skip p 95-100), 10 DIIA Ch 9, Foucault</td>
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<td><strong>Journal Review Due</strong></td>
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<td>8</td>
<td>10/16</td>
<td>Writing</td>
<td>McK Ch 16, 9, Park, Heyman Student Writing websites (on BB)</td>
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<td>9</td>
<td>10/23</td>
<td>Instructional Design</td>
<td>McK Ch2, DIIA Ch 5, Slattery&amp;Carlson, Muller, Holmes</td>
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<td>10</td>
<td>10/30</td>
<td>Classroom Management</td>
<td>McK Ch 3, 12 DIIA Ch 2, 3, 4, 11 Washburn, Boysen &amp; Vogel</td>
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<td>11</td>
<td>11/6</td>
<td>Developing Portfolios &amp; Teaching Philosophies</td>
<td>DIIA Ch 16, Montell 1 &amp; 2, Bullard &amp; Mclean, Websites on BB</td>
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<td>12</td>
<td>11/13</td>
<td>Dealing with Students</td>
<td>McK Ch 8 (p 95-100), 13, 22 Rocheleau &amp; Speck, Cohen, Prieto, Oppenheimer</td>
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<td><strong>Lecture observation Due</strong></td>
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<td>13</td>
<td>11/20</td>
<td>CTL Workshop</td>
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<td>14</td>
<td>11/27</td>
<td>No Class – Thanksgiving Break</td>
<td>Draft Teaching Philosophy Due</td>
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<td>15</td>
<td>12/4</td>
<td>Last Day – Debriefing &amp; Discuss draft teaching philosophies</td>
<td>McK Ch 23</td>
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<td>Finals</td>
<td>12/11</td>
<td></td>
<td>Teaching Portfolios Due</td>
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GRG 398T Reading List


Boysen, Guy, and David Vogel. "Bias in the Classroom: Types, Frequencies, and Responses." Teaching of Psychology 36.1: 12-17.


Tanner, Kimberly. "Moving Theory into Practice: A Reflection on Teaching a Large, Introductory Biology Course for Majors." *CBE—Life Sciences Education* 10 (Summer 2011): 113-122.


Wasburn, Mara H., "Is Your Classroom Woman-Friendly?" *College Teaching* 52.4 (Fall 2004):156-158.