

**9448: College Teaching**  
**Fall 2011**  
**Monday 4:00 PM – 6:45 PM**  
**Townsend 204**

**Instructor Information:**

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**Description:**

This course is designed to introduce graduate students to theories and practices central to teaching in a higher education setting. Teaching and learning theories will be explored and by the end of the course, students will develop their own teaching philosophy. It is one of several options that is required course in the University-wide Minor in College Teaching, but can serve as an elective for any graduate student who is interested in formal and informal teaching in academe.

**Required Texts:**

Arum, R., & Roksa, J. (2011). *Academically adrift: Limited learning on college campuses*. Chicago, IL: The University of Chicago Press.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Nilson, L. B. (2003). *Teaching at its best: A research-based resource for college instructors* (3<sup>rd</sup> ed.). San Francisco, CA: Anker.

Tennant, M., McMullen, C., & Kaczynski, D. (2010). *Teaching, learning, and research in higher education: A critical approach*. New York, NY: Routledge.

There are book chapters and journal articles that will also be included in the required reading for the course. These readings are available on this course's Blackboard Website (referred to as **Electronic** in the Calendar of Course Activities). In addition, your classmates will identify readings to accompany classroom presentations throughout the semester. You are required to read these materials in preparation for class and to participate in our discussions.

### Journal & Electronic Articles and Book Chapters (additional readings):

Allan, E. J., & Madden, M. (2006). Chilly classrooms for female undergraduate students: A question of method? *Journal of Higher Education*, 77(4), 684-711.  
doi: 10.1353/jhe.2006.0028

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New York, NY: The Carnegie Foundation for the Advancement of Teaching. (Chapter 2: Enlarging the Perspective).

Brown, S. C., & Kysilka, M. L. (2002). *Applying multicultural and global concepts in the classroom and beyond*. Boston, MA: Pearson. (Chapter 2: The Teacher)

Chickering, A., & Ehrmann, S. (1996). Implementing the seven principles: Technology as a lever. *AAHE Bulletin*, 49(2), 3-6.

Chickering, A. W., & Gamson, Z. F. (1987, March). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3-7.

Fuhrmann, B. S., & Grasha, A. F. (1983). *A practical handbook for college teachers*. Boston, MA: Little, Brown, and Company. (Chapter 1: The Past, Present, and Future in College Teaching: Where Does your Teaching Fit?)

Hutchings, P. (2010). The scholarship of teaching and learning: From idea to integration. *New Directions for Teaching and Learning*, 123, 63-72. doi: 10.1002/tl

Johnson, A. G. (2006). *Privilege, power, and difference* (2<sup>nd</sup> ed.). Boston, MA: McGraw-Hill. (Chapter 2: Privilege, oppression, and difference.)

Wehlburg, C. M. (2010). Hopes and directions for the future. *New Directions for Teaching and Learning*, 123, 97-101. doi: 10.1002/tl

The purpose of reading is to provide you with a scholarly foundation and to help you think more critically about issues related to college teaching and student learning. There may be times where the reading will not be fully discussed in class, but you are strongly encouraged to explore questions and ideas related to readings on Blackboard. In the end, the intention of the assigned reading is to help you be more reflective about your practice.

To help guide you as you read, you should come prepared to class with questions and ideas, and ready to engage in dialogue. The class and subsequent Blackboard discussions are opportunities to clarify, define, analyze and make connections between readings and class discussions, and a time to do one's own "work" on some of the issues raised. In order to avoid simply repeating or summarizing the reading, consider the following suggestions for preparation:

- Vocabulary and definitions clarification
- Concepts that need elaboration
- Analysis of author's point of view

- Alternative interpretations for author's logic
- Personal connections and experience
- Significant learning – ideas that caused rethinking of your assumptions
- Connections to other readings or previous class discussion
- Connections to goals of class

### **Philosophy of Teaching and Learning:**

I approach teaching with the same critical and postmodern epistemological guidance as my research. My focus is on establishing a scholarly environment wherein students and I engage in a mutually beneficial educational experience. I see my role in the classroom as a facilitator of knowledge and growth rather than an expert imparting knowledge. I am always interested in assisting students with the postmodern process of “becoming” (Chia, 1995), particularly focused on becoming more conscious constructors of their own knowledge and identity. This co-constructed environment allows students, and me, to utilize strengths in our understanding as well as identify and work on challenge areas. I view teaching and learning as an ongoing process, with no boundaries on the knowledge or experiences we are able to explore. Providing students with opportunities to participate in the teaching and learning process also encourages further engagement with their colleagues and the course material. This also assists with socializing students into the profession(s), which I believe to be one of the responsibilities of graduate education.

As in my research, the questions I explore through my teaching are based on an understanding that experiences are influenced historically, socially, and temporally, and thus, our self-perceptions and the multiple realities around us are fluid. Critical reflection (Brookfield, 1995) is both important for my own teaching and learning as well as the educational experiences of students. Thus, I often try to provide a variety of opportunities for critical self-reflection in the classroom, including: (a) reflexively-designed assignments such as journaling; (b) intentional small group discussions; (c) speakers who discuss their personal experiences with professional issues; and (d) provision of “feedforward” assessments (Knight, 2007). These experiences along with other active learning techniques, including the use of case studies, peer critiques, and a focus on incorporating relevant research, are all intended to combine the importance of questioning, critiquing, and deconstructing our knowledge in order to continuously move us our forward in our understandings of higher education.

### **Purposes and Objectives of the Course:**

- 1) Consider a variety of pedagogical techniques and their implications for student learning.
- 2) Provide opportunities to practice college teaching techniques.
- 3) Introduce current issues that affect teaching and learning.

### Expectations of Students:

- 1) Students will be expected to participate in class activities and to complete all course assignments.
- 2) Students will be able to identify and use a variety of teaching and learning techniques.
- 3) Students will be able to identify current issues related to college teaching and learning.
- 4) Students will be able to reflect on their own teaching philosophy, style, and skills and develop an awareness of personal strengths and areas in need of enhancement.

### Basis for Student Evaluations:

External rewards often do not result in internal motivation (Ryan & Deci, 2000). Many educators and learners consider traditional grading a form of external reward. In an effort to shift the focus on external rewards, we will be using a modified grading approach. At the beginning of the semester, students will be asked to identify their learning goals for the semester. Throughout the semester, students should reflect on those goals and the extent to which they are meeting them. At the end of the semester, they will be asked to again reflect upon those goals and assess the degree to which they have met them. As part of that assessment, students should assign themselves a letter grade (A, B, C, F). This grade will be the final grade they receive for the course. **Learning goals are due in class on AUGUST 29, 2011.**

I will assess and provide feedback/feedforward (Knight, 2007) guidance on all assignments. I will provide point totals, as described below. This, however, does not determine course grades, unless individual students choose to use these assessments as a way to measure goal completion. In the case of extreme negligence or violations of academic honesty, the course grade will be subject to reconsideration by the instructor.

<u>Activity</u>	<u>Point Value</u>
Teaching Experience	20
Teaching Observation, Interview, and Analysis	25
Major Project, Proposal, and Consultation	25
Written Teaching Philosophy	15
<u>Class Contributions</u>	<u>15</u>
TOTAL	100

### Teaching Experience:

Each student will be responsible for *directing and enhancing* our learning about one of the topics to be covered in this class (topics are included below). This activity is designed to provide the students with an opportunity to develop teaching skills, including the planning and development

of an educational session; the selection of the teaching methodology to employ; and the presentation of the topic.

Plan to use approximately 30 minutes of the class period (time may be modified based upon size of the class). You may select the teaching methodology and format of your session (e.g., lecture, discussion, case-based, problem-solving, inviting a guest to co-present with you, co-teach with a classmate (you would have 60 minutes for such a presentation)). You should consider using handouts or other materials to accompany your session. Your presentation will be video recorded for you to view and personally reflect upon your teaching.

One **must select** a posting from Tomorrow's Professor Mailing List (you do not need to subscribe; you can view all archived postings at <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php> ) to supplement/complement your presentation. The sections on Teaching and Learning and on Academic Careers are most likely to have an appropriate posting. In rare circumstances where you cannot find a suitable posting, you should provide an article no older than 5 years from InsideHigherEd.com or the *Chronicle of Higher Education* instead. The article **must** be made available to the class **at least one week prior to your presentation**. Post it to the discussion section in the folder for the week **prior** to your presentation on the class Blackboard site. Please mark the reading with your name, the session title, and the date the reading will be used. Be sure to reference both the reading(s) you selected and any references from required readings (if appropriate) in your presentation.

On the evening of your presentation, you **must** submit in class:

- 1) an **outline** (approximately two pages) of your presentation
- 2) a **list of issues for discussion** in class
- 3) the **list of references** you used in developing your presentation.

Following the presentation, your classmates will provide written feedback to you. This feedback will only be for your personal development and will not be shared with me.

You will be asked to select a topic from the following list. If you have other ideas not on this list, I am happy to consider them as possible topics as well, but suggestions must be made during the first week of the semester to accommodate a new topic idea. **Each student should email me** ([jfxv4@mail.missouri.edu](mailto:jfxv4@mail.missouri.edu)) with their rank-ordered list of the top three topics about which you would like to teach **by 5:00PM on Friday, August 26**. I will assign topics and dates based upon students' requests as much as possible and you will receive your assigned topic and presentation date in-class on Monday, August 29. Presentations will begin Monday, September 19.

Potential topics:

- Teaching portfolios—documenting teaching effort and success
- Teaching as scholarship
- Computer assisted instruction and distance learning
- Student assessment of teaching
- Motivation and facilitation of student learning
- Teaching styles

- Learning techniques
- Learning theories
- Teacher as mentor, friend, counselor—teachers' roles and limitations
- International views on teaching
- Differences in teaching and learning based on academic discipline
- Ethics and teaching
- Classroom management and behaviors
- Testing and other forms of student performance assessment
- Teaching diverse students (e.g., gender issues, issues related to ability, age diversity, racial/ethnic diversity)
- Feminist and/or anti-racist pedagogy
- Teaching outside the classroom
- Service learning
- Teaching and the role of adjunct and part-time faculty
- Tenure and teaching

I will evaluate this activity on the following:

- the quality of your preparation for the session, including materials reviewed to prepare the session (reflected in the references);
- the selection of a reading for the class (centrality of the reading to your presentation);
- the organization of the session (reflected in the outline): and
- quality of the execution of your session and the extent to which the session enhanced learning on the topic selected.

Teaching Observation, Interview, and Analysis:

Students will select a faculty member and type of class/teaching to observe. You cannot choose a class in which you are currently enrolled. In addition, you should consider a class different from those in which you traditionally participate so that you can observe teaching from a new perspective. You may want to make more than one observation. These observations may be selected from among the following list, or you may propose a type of class not listed here.

- Large group lecture
- Small group discussion/seminar
- Clinical settings
- Performance classes (e.g., music, theatre, dance)
- Laboratory classes
- Field teaching
- Studio classes

As a group, we will design the outlines to guide your observation and interviews on **SEPTEMBER 12, 2011**. Bring your ideas related to the content of these outlines to class on that day.

You must contact faculty early in the semester to request their participation and to schedule the observation and interview. **The guidelines below should be followed for this assignment.**

**Broad themes and specific questions to consider for your interview, observation, and analysis will be distributed at a later date pending our group design of the issues to be included in the observation and interview.** Written analyses are due **OCTOBER 31, 2011** and should be submitted electronically through Safe Assign on Blackboard no later than the start of class time, 4:00PM.

### **GUIDELINES FOR OBSERVATION/INTERVIEW ASSIGNMENT**

#### **Setting up and conducting the observation/interview:**

- Schedule far in advance—give the instructor sufficient time to schedule your observation during a class convenient for her/him. The interview probably will require at least 30 minutes. Assure the instructors that you will hold their identities in confidence—neither your classmates nor I need to know whom you interviewed.
- Request a copy of the syllabus and handouts for the class you will be observing, if there is any.
- Conduct the observation before the interview.
- I recommend that you study the observation guide before going to the class. Try to make more complete notes regarding your observation immediately after leaving the class (while your memory is still fresh) by referring to the guide.
- The interview should be conducted in as open-ended a manner as possible. You should try to cover most of the topics/questions listed on the interview guide, but do not feel constrained by the guide. If the instructor wants to pursue a particular topic in your discussion, encourage her/him to do so. You will likely feel that you have a better understanding of the instructor and her/his thoughts about the teaching role if you allow her/him to tell you what is important to her/him. Do not pursue a topic that is clearly upsetting to the instructor or a topic that she/he seems hesitant to answer. Some topics may be politically or personally difficult—try to make the interview as comfortable and collegial as possible.

#### **Guidelines for the Written Analysis**

- Comment on your observations regarding each of the major headings listed in the Observation Guide.
- If you were unable to pursue a topic in your discussion or observe some facet of class, indicate why this is so.
- Strive to be clear and descriptive in your analysis, and try to indicate in the document when you are making interpretations of what you observed. This is most likely to happen when you make assumptions about causality (i.e., The sentence: “The students were angry because the instructor was mean to them when answering their questions” would be better stated, “The students were frowning and muttering to each other in angry tones; I think they were reacting to the manner in which he answered the students’ questions—in a brusque manner and with a sharp tone of voice.”)
- Comment on these additional areas:
  - Did you encounter any difficulties in conducting the observation and interview? What were they and how were they resolved?

- What did you observe/learn that you would incorporate in your own teaching or will use in your future role in higher education?
- What did you observe/learn that you will want to avoid in the future?
- Provide an analysis (not a report) of your observation/interview and your interpretation of what you observed. Specifically, reflect on how your personal beliefs, values and biases influenced your interpretation of events?

**The written analyses will be graded on the following criteria:**

- The degree to which you provide an analysis of what you saw and heard, rather than a simple recounting. Think about what you observed and what you learned through the interview and through review of the documents you obtained (if any). In what ways do these various sources of information support or refute each other? For example, would you have expected the instructor to interact with the students differently had you only just discussed teaching with the instructor and not observed the class?
- The degree to which you make application of this experience to your own learning needs. How will you use what you have learned? What changes in your own approach to teaching or in the way in which you conduct your future professional role? How did this experience help you identify personal learning and development issues; what are they? How did this experience help clarify your own values and biases?
- The clarity and descriptiveness of your writing. Grammar and neatness count—as does APA formatting and referencing, if appropriate. Try to provide rich descriptions of what you saw during your observation.

**Major Project and Consultation:**

This project is truly of your design (with my advice and counsel), as long as the project is clearly within the scope of the course objectives and student expectations. The project **MUST BE GROUNDED IN THE LITERATURE RELATED TO TEACHING AND LEARNING IN HIGHER EDUCATION**. Use this opportunity to pursue a topic or to develop a skill that is most pertinent to your interests and/or career goals. It should be relatively large in scope and represent a major theme or themes central to this course.

Two products must be turned in prior to completion of the project:

- 1) A brief (2-3 page) proposal for the project, discussing the topic, methods, and your personal learning goals for the project.
- 2) In order to have an experience in guiding a student, students will be paired together to serve as consultants to each other on development of their project proposals. As a consultant, you will submit an even briefer (1-2 page) discussion of the project being proposed, your thoughts regarding the value of the project to your classmate's learning, a description of ideas and counsel you provided your classmate, and guidelines by which I might evaluate the project. Specifically address the following in the consultation discussion:
  - summary of the proposed project
  - thoughts on the value of it to the knowledge and learning of the student proposing the project
  - ideas shared in the consulting session

- how the project might be evaluated by course instructor (i.e., what criteria should be considered to effectively evaluate the project?)

We will have some time during class on September 19, 2011 to discuss the projects. The proposal and the consultation will be due in class on **OCTOBER 10, 2011**. I will return the proposal during the next class meeting, indicating approval or the need to discuss the proposal further with you.

I will evaluate the project based upon the quality of materials used to develop the project and the execution of the project, including style, writing clarity and grammar, and most importantly how the project advanced the student's knowledge of one aspect or several aspects of college teaching.

Final projects should be submitted electronically through Safe Assign on Blackboard no later than 5:00PM on **DECEMBER 5, 2011**. If your project includes items that cannot be submitted electronically, please discuss submission guidelines prior to the due date.

#### Written Teaching Philosophy:

Based upon your personal and professional goals, you should craft your personal teaching philosophy. In this 2-4 page paper, you should discuss those personal and professional characteristics that are important to be an effective teacher whether it is inside or outside of the traditional classroom setting.

The written teaching philosophy should be submitted electronically through Safe Assign on Blackboard no later than the start of class time, 4:00PM on **NOVEMBER 14, 2011**.

#### Attendance and Class Contributions:

Your attendance in class is vital to your individual and our collaborative learning. Students are permitted two excused absences. For the purpose of this class, excused absences include: 1) advanced absence requests submitted by email related to illness, family emergency, inclement weather, and professional development (e.g., presenting a paper at a conference, interviewing for employment) and 2) completion of a make-up assignment provided by the instructor. Subsequent excused absences and each unexcused absence will reduce the student's letter grade by one-half. You are responsible for the material covered in missed classes and should make plans to secure copies of notes, assignments, and announcements from a peer.

The success of this class is based upon the engagement and discussion. To develop and establish a learning community, meaningful contributions from all members is vital. Class contributions consist of (a) preparation for each class session, (b) active and thoughtful contributions in discussions (in class and on Blackboard, when appropriate) based on a thorough and critical analysis of readings, and (c) active and full contribution to small-group activities.

### Percentages as Assigned to Letter Grades:

There is no preconceived designation of the number of students to receive each grade, nor any ceiling on the number of "As" to be assigned if all students exhibit the high standard of performance expected for that grade. In general, 93% and above will be reserved for an "A," 83 – 92% for a "B," and 73 – 82% for a "C." Please note: The ELPA department does not offer +/- grades in our courses.

92.50 – 100 = A

82.50 – 92.49 = B

72.50 – 82.49 = C

72.49 or below = F

**Please note carefully the submission guidelines and deadlines for all assignments. Points equal to the loss of one letter grade will be immediately deducted to any assignment up to one day late. Each subsequent day an assignment is late will result in the loss of points equal to one half of one letter grade.**

### Writing Style:

Writing should be stylized according to the style guide for your discipline. All students in the College of Education and others who are not familiar with their discipline's style guide must use the *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*.

### 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.**

Plagiarism is the failure to distinguish the student's own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, summary, or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor (Harris, 2001, p. 132).

If evidence of a violation of academic honesty is discovered, University policy will be followed to adjudicate the violation. Further, should the case be deemed plagiarism, the student will receive a point total grade of 0 for that assignment.

**Tips for engaging in a good classroom and Blackboard conversation** (N.B., Nash (1996) assumes that our language, truths, and conversations are embedded in our own constructed morality, hence the term *moral* is used throughout the following):

1. An honest effort to read and understand the assigned texts
2. An acute awareness that you have moral biases and blind spots
3. An open-mindedness about the possibility of learning something from both the author and your peers in the conversation
4. A willingness to improve your current moral language
5. A conscious effort to refrain from advancing your own current moral language as if it were the best one
6. An inclination to listen intently in order to grasp the meaning of other people's languages for expressing their moral truths
7. An agreement that clarifying, questioning, challenging, exemplifying, and applying ideas are activities to be done in a self- and other-respecting way
8. A realization that we will frequently get off course in our conversations because a spirit of charity, intellectual curiosity, and even playfulness will characterize many of our discussions.
9. An appreciation of the reality that it will take time for us to get to know each other, and a realization that eventually we will find ways to engage in robust, candid, and challenging conversation about ethics without being so "nice" we bore each other to death, or without being so hostile that we cripple each other emotionally and intellectually (Nash, 1996, p. 25).

**ADA Accommodations:**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

Office location: 206 Hill Hall

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

**References:**

- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.
- Chia, R. (1995). From modern to postmodern organizational analysis. *Organization Studies*, 16(4), 579-604.
- Harris, R. A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles, CA: Pryczak.
- Knight, P. (2007). Grading, classifying and future learning. In D. Boud & N. Falchikov (Eds.), *Rethinking assessment in higher education: Learning for the longer term* (pp. 72-86). New York, NY: Routledge.
- Nash, R. J. (1996). *"Real world" ethics: Frameworks for educators and human service professionals*. New York, NY: Teachers College Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.

### Calendar of Course Activities

<b>Week 1</b> <b>August 22</b>	Introduction to course and participants
<b>Week 2</b> <b>August 29</b>	<p><b>Readings:</b></p> <p>(1) Fuhrmann, B. S., &amp; Grasha, A. F. (1983). (Electronic)  (2) Wehlburg, C. M. (2010). (Electronic)  (3) Boyer, E. (1990). (Electronic)  (4) Hutchings, P. (2010). (Electronic)</p> <p><b>Assignment Due: Course Learning Goals</b></p>
<b>Week 3</b> <b>September 5</b>	<b>NO CLASS</b> <b>Labor Day</b>
<b>Week 4</b> <b>September 12</b>	<p><b>Readings:</b></p> <p>(1) <i>Becoming a Critically Reflective Teacher</i> (Chapters 1-3)</p> <p><b>In-Class: Brainstorm Interview and Observation Items</b></p>
<b>Week 5</b> <b>September 19</b>	<p><b>Readings:</b></p> <p>(1) <i>Teaching at Its Best</i> (Chapters 1, 2, 5, 7-9)  (2) Chickering, A., &amp; Gamson, Z. (1987). (Electronic)  (3) Chickering, A., &amp; Ehrmann, S. (1996). (Electronic)</p> <p><b>In-Class: Consultation about Major Project</b></p>
<b>Week 6</b> <b>September 26</b>	<p><b>Readings:</b></p> <p>(1) <i>Teaching at Its Best</i> (Chapters 11 &amp; 20)  (2) <i>Teaching at Its Best</i> (Chapters 12-19, 21-22 &amp; 26-27 will be assigned separately, <b>you are only responsible</b> for the chapter you are assigned)  (3) <i>Becoming a Critically Reflective Teacher</i> (Chapters 4-8 will be assigned separately, <b>you are only responsible</b> for the chapter you are assigned)</p> <p><b>Guest Speaker:</b> Dr. Joe Donaldson, Problem-Based Learning</p>
<b>Week 7</b> <b>October 3</b>	<p><b>Readings:</b></p> <p><i>Teaching at Its Best</i> (Chapters 23-25, 28-29, 31-32)</p> <p><b>Guest Speaker:</b> Dr. Jeni Hart, Signature Pedagogies</p>
<b>Week 8</b> <b>October 10</b>	<p><b>Readings:</b></p> <p><i>Becoming a Critically Reflective Teacher</i> (Chapters 9-10)</p> <p><b>Assignment Due: Major Project Proposal and Classmate Consultation</b></p>
<b>Week 9</b> <b>October 17</b>	<p><b>Readings:</b></p> <p><i>Becoming a Critically Reflective Teacher</i> (Chapters 11-12)</p>

<b>Week 10</b> <b>October 24</b>	<b>Readings:</b> <i>Teaching, Learning, &amp; Research</i> (Chapters 1-3)
<b>Week 11</b> <b>October 31</b>	<b>Readings:</b> <i>Teaching, Learning, &amp; Research</i> (Chapters 4-7)  <b>Assignment Due: Teaching Observation, Interview, and Analysis</b>
<b>Week 12</b> <b>November 7</b>	<b>Readings:</b> <i>Teaching, Learning, &amp; Research</i> (Chapters 8-11)  <b>Guest Speaker:</b> Matthew Livengood-Clouse, Educational Technologies
<b>Week 13</b> <b>November 14</b>	<b>Readings:</b> (1) Allan, E. J., & Madden, M. (2006). (Electronic) (2) Brown, S. C., & Kysilka, M. L. (2002). (Electronic) (3) Johnson, A. G. (2006). (Electronic)  <b>Assignment Due: Teaching Philosophy</b> <b>Guest Speaker:</b> Dr. Kenneth Wang, International Students
<b>Week 14</b> <b>November 21</b>	<b>NO CLASS</b> <b>Thanksgiving Break</b>
<b>Week 15</b> <b>November 28</b>	<b>Readings:</b> <i>Academically Adrift</i>
<b>Week 16</b> <b>December 5</b>	<b>Assignment Due: Major Project</b>