

LINCOLN UNIVERSITY

**BA 388: Seminar on Higher Education
Spring 2012 Course Syllabus**

Wednesday 12:30 – 3:15 PM

Credit: 3 units (45 lecture hours)

Instructor: Professor Tamar Larsen, Ed.D.

Email: tlarsen@lincolnuca.edu

Office hours: Wednesday 3:15 – 3:45 PM

Course Description for BA 388: SEMINAR ON HIGHER EDUCATION

Offered to students in the doctoral program or to master students as an elective course for extra credits. The seminar examines the core values, structures, processes, language, and personnel of higher education, analyses critical issues facing colleges and management skills for tracking them. It includes oral presentations required for each participating student. (3 units)

Required Textbooks:

1. **What the Best College Teachers Do**, by Ken Bain. Cambridge, Massachusetts: Harvard University Press, 2004. ISBN-13: 978-0-6740-1325-4.
2. **On Course**, by James M. Lang. Cambridge, Massachusetts: Harvard University Press, 2010. ISBN-13: 978-0674047419

Suggested/Optional Textbook:

McKeachie's Teaching Tips, by Marilla Svinicki, 13th edition. ISBN-13: **978-0495809296**

This is a great, very “how to” and detailed hand guide and book for those who will be teaching in higher education.

Learning Objectives:

1. To create a C.V. that reflects a professional identity
2. To develop a research statement that conveys your area of academic interest

3. Develop a teaching philosophy in light of your future as a faculty member in higher education.
4. Become familiar with theories of learning used in higher education and an awareness of how these instruction designs enhance the teacher/student experience
5. Design your own course syllabus and communicate the rationale used in its creation: how and why you chose your materials, the sequencing of the course content, the design of activities, the methods of assessment used
6. Demonstrate evidence of reflective learning and practice through peer feedback, journal entries, a teaching practicum and a final paper

Methodology and Topics: This is a highly participatory course aimed at preparing graduate students for a career in higher education. We will explore topics relating to the realm of higher education, and teaching at the college level. These include: how to create a comprehensive syllabus, how to teach effectively, how to recognize your own teaching style, understanding “best practices” in teaching at this level, developing a Personal Teaching Philosophy, how to continue professional development, and more.

This course will be experiential, in that each participant will have the opportunity to lead a class session, as well as to lead weekly class discussions as a group.

Plagiarism: Under no circumstances is any of your written work to be copied from any published materials or online materials. Period. Any work that has been deliberately or un-deliberately plagiarized will be automatically failed. I look forward to reading original work, created by your own thoughts, viewpoints and experiences. All written major papers to be graded will be submitted by you to **turnitin.com**, which the head librarian (Nicole) can help you with.

Attendance: Consistent attendance at and preparation for all class sessions are crucial to the student’s successful performance in this course. Missing more than one or two classes takes away the experience from your fellow classmates. We honor each other by showing up and choosing to be present. This means not just sitting in your chairs, but engaging actively with one another as guided by the professor.

Additional Guidelines:

- Keep a copy of everything you submit.
- A front cover page should be attached to all work handed in. This cover page should have the name of the assignment, the student's name, the course title, the professor's name and the date.
- All papers to be typed (word processed), double spaced with proper margins on all sides. Please refer to APA or AAA for proper guidelines for academic papers. You can find these online.
- Assignments must be turned in when due. *Late work cannot be accepted unless prior arrangements have been made with the professor.*
- Please turn off all cell phones while in class or put them on vibrate. No texting in class. This is disrespectful towards both your professor, and your fellow students.

There are several key elements that will comprise your grade:

1. CV & Vision as Future Faculty Member (*2-3 pages*)
2. Teaching Philosophy Statement (*1 page*)
3. Research Statement (*1 page*)
4. Course Syllabus
5. Weekly Journal Page (*1 page*)
6. Reflective Final Paper (*4 pages*)

The C.V.: This is a chance to create a resume that focuses on your experience relevant to teaching in higher education and that highlights your abilities to engage students, work as a faculty member (as part of a team), shows you can work independently as well as a part of the larger organization of a college. You will each write your C.V. independently at home, and have the opportunity to “workshop” it with your partner in class. This peer feedback is to allow greater clarity, an “extra set of eyes”, the chance to strengthen this important document in your future career path. **(Due Feb. 8)**

The Teaching Philosophy Statement: Developing a clear and expressive view on paper of how you like to teach, what you bring to your class/students in terms of teaching and specifically how you go about doing this. **(Due Feb. 15)**

The Research Statement: A thoughtful and developed paper articulating what your research interests are, and specifically how you aim to go about making it happen. The How, What, Why of what you will be doing in your own research as a faculty member in higher education. Due **(Feb. 29)**

Course Syllabus: Putting together a comprehensive syllabus that represents what you would be teaching (in the course of your choice, and in your area of knowledge) throughout a standard semester. This will be done individually and be presented to the class. You will have a chance to “teach us” during class for a 45 minute session. **(Due March 28)**

Weekly Journal Page: Your own reflections on the readings that have been assigned for the week from our required readings. **(Ongoing throughout course)**

Reflective Final Paper: This is to be a personal and insightful paper regarding the subjects we have addressed in class, your experience learning new teaching techniques, and your thoughts in how to integrate these pedagogical practices into your future professional life.

Please write 4-5 pages reflecting upon the process of composing your professional identity. What have you learned so far? What questions do you have? For instance, you may want to reflect upon the ways in which your understanding of your teaching philosophy has changed since the beginning of the course. Or, you may want to reflect upon how you will incorporate knowledge of teaching and learning theories and methods into your future teaching or syllabus. Feel free to address these questions, or any others pertaining to your experience constructing your professional identity as part of the course. **(Due May 2)**

Grading: The quality of learning in this class depends on each participant contributing to the class in meaningful ways. This includes but is not limited to:

- the contribution of each person to the class discussions.
- maintaining a positive outlook towards everyone present in the class.
- the appropriateness and insightfulness of your responses.
- the ability to work with classmates in an inclusive and collaborative manner.

Grading Scale:	Grade	Percentage
	A	93-100
	A-	92-90
	B+	87-89
	B	82-86
	B-	80-81
	C+	77-79
	C	72-76
	C-	70-71
	D+	67-69
	D	64-66
	D-	60-63
	F	50 or less

Assignments: Evaluation criteria will include the quality and quantity of your written and oral projects.

The student's final grade for the course will be determined as follows:

The C.V: 20%

The Teaching Philosophy Statement: 20%

The Research Statement: 20%

Course Syllabus: 20%

Reflective Final Paper: 20%

Please Note: Grading is subjective, in that the professor takes into consideration the engagement, intentionality, enthusiasm, language level of students. This is not a math or statistics based class, with one correct answer. It is an exploration of an entire body of issues. So, active communication is a very important part of this process, and will play a role in the quality of your final grade.

Course Schedule:

Session #1: January 18th

- Introduction of myself
- Review of Course Syllabus
- What is this class about? What is critically reflective teaching? Is this approach currently used in your field? How? What kind of teaching approaches do you prefer and why? What teaching approaches do you think are ineffective and why?
- Ice- Breaker, introduce your partner: where are they from, why in this course, why are they here, their professional goals....
- Individual writing exercises: what makes a good teacher: Did you ever have a great one growing up (who, what, how, why)?
- **For next week, read chapters 1 in Bain, and Week 1 and 2 in Lang**
- **Write journal entry pages with your reflections on these chapters to hand in next class.**

Session #2: January 25th

- Share thoughts about textbooks with class, journaling experience
- Professional Identity: Roles, Expectations and Vision

- Explore together the following questions: What is the role of higher education? In what ways do research and teaching (and service) inform each other? What do you think means to be a scholar in your discipline? What roles and responsibilities do faculty member have?
- In class writing exercise of Vision Statement (a paragraph of two), work with partner to review these once written
- Sign-ups for presenting your syllabus and “practicum teaching” day
- **For next week, read chapter 2 in Bain, Week 3 and 4 in Lang, and journal entry papers**
- **Begin work on teaching C.V.**

Session #3: February 1st

- Discussion on chapter 2 in both books: what did we like, agree, disagree
- Workshop on teaching C.V. in class with partners
- The Theory & Practice of Teaching in Higher Education: thoughts up to this point
- Roles and Responsibilities in terms of Research, Teaching, Service, new vs. old concepts with a few video clip examples
- Pedagogies, Engagement
- **For next week: read chapter 3 in Bain and Week 5 and 6 in Lang and do journal entry papers**
- **Final C.V. due next class**

Session #4: February 8th

- **Due: final C.V.**
- In groups discuss, discuss chapter 3 from both texts
- What are different teaching philosophies, styles, roles and approaches? Why is it important to understand and communicate a teaching philosophy? What are some general learning goals, methods and assessment strategies that inform your teaching philosophy?

- Begin in class creating Teaching Philosophy Statement, 1st alone, then with partner
- **For next week, read chapter 4 in Bain and Week 7 and 8 in Lang**

Session #5: February 15th

- Discussion on chapter 4
- A Framework for Teaching in Higher Education: Educator, Process, Method and Learner
- What should college students learn? What factors influence how one teaches and how students learn? What pedagogical approaches are most effective to foster authentic (or deep) learning?
- **Group Presentation on Planning**
- **Due: Teaching Philosophy**
- **For next week, read chapter 5 in Bain and Week 9 and 10 in Lang**

Session #6: February 22nd

- Explore together themes in Chapter 5
- **Group Presentation on Motivation**
- Start working in class on Research Statement
- **For next week, read chapter 5 in Bain, and 5 and 6 in Lang**

Session # 7: February 29th

- **Research Statement due**
- **Group Presentation on Experiential Elements**
- **For next class, read chapters 6 in Bain and Week 7 and 8 in Lang**

Session #8: March 7th

- In class workshop, choosing syllabus topic and getting started with sticky notes and poster board. Think About: What course topic have you chosen for your course design assignment and why? Have you designed a syllabus in the past? What are key dimensions of a good syllabus?
- **Group Presentation on Diversity/Technology**
- Thoughts for the day: Who are today's undergraduates? What factors do you believe influence how individual learners learn? What do you think are effective pedagogical approaches and strategies to engage today's undergraduate learners? What challenges do today's students raise?
- **For next class, read chapter 7 in Bain and Week 9 and 10 in Lang**

Spring Break Week (March 14th)

No Class, ah, relax...

Session #9: March 21st

- Theories in Higher Education—let's delve deeper
- Discussion: exploring higher education from Global Perspective—do different techniques work better in certain specific cultures? Why is this? Do you think it should shift and if so, how.
- Provocative Question of the day: Why is Cal predominantly Asian and what does this say about Eastern vs. Western education at the college level?
- Also for discussion: what are some ways people learn? What processes do learners engage in? What are different approaches and strategies that inform the learning process lens?
- **For next week, read week 11 and 12 in Lang**
- **Due next class: everyone's syllabus**

Session #10: March 28th

- **Due: working syllabus from everyone**
- **Teaching practicum for 2 students**
- Peer review and feedback
- **For next week, read week 13 and 14 in Lang**

Session #11: April 4th

- **Teaching Practicum for 2 students**
- Peer Review and feedback
- **For next week, read week 15 of Lang**

Session #12: April 11th

- **Teaching Practicum for 2 students**
- Peer Review and Feedback

Session # 13: April 18th

- **Teaching Practicum for 2 students**
- Peer Review and Feedback

Session 14: April 25th

- **Teaching Practicum for 2 students**
- Peer Review and Feedback

Session 15: May 2nd

Our Last Class

- Breaking bread together
- Due: Reflective Final Paper
- Re-cap what we have learned, final discussions, wrapping things up
- Explore possibilities to connect with teaching opportunities in higher education

Last notes: The professor reserves the right to modify this syllabus at any time during the course. An announcement of any changes will be made in class, so please exchange contact information with at least one other student so that you can be kept abreast of any changes in case you are absent. It is the student's responsibility to attend class, or at least check with a classmate (and not the professor) if a class is missed.

Resources in Teaching and Learning

Books:

Bain, K. (2004). *What the best college teachers do*. Cambridge MA: Harvard University Press.

Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. San Francisco, CA: Jossey-Bass.

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

Fink, L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco: Jossey-Bass.

McEntee, G.H. (2003). *At the heart of teaching: A guide to reflective practice*. New York: Teachers College Press.

O'Meara, K., & Rice, R. (2005). *Faculty priorities reconsidered. Rewarding multiple forms of scholarship*. San Francisco: Jossey-Bass.

Schon, D.A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Sorcinelli, M., Austin, A., Eddy, P., & Beach, A. (2006). *Creating the future of faculty development*. Boston, MA: Anker Publishing

Stephenson, F. (2001). *Extraordinary teachers: The essence of excellent teaching*. Kansas City: Andrews McMeels Publishing

Wulff, D. (2005). (Ed). *Aligning for learning: Strategies for teaching effectiveness*. Boston, MA: Anker Publishing.

Online resources for finding academic positions:

<http://chronicle.com/section/Jobs/61/>

<http://gradschool.about.com/cs/beyondgradschool/a/acadjobs.htm>

<http://www.higheredjobs.com/>

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