Instructor: Dr. Tasha Souza, tasha.souza@humboldt.edu

Required Reading:

2. Articles posted in Moodle

Course Description:

Instructional Planning and Pedagogical Practice is a highly interactive asynchronous course designed to prepare you with concepts, principles, and skills employed to create significant learning experiences. The primary focus of the course is on understanding and applying a learning-centered approach to your instructional planning and pedagogical practice.

Course Goal:

To prepare and support graduate students and current/future higher education faculty to reflect upon and apply principles of effective instruction and assessment in order to enhance student learning.

Course Outcomes

In completing this course, you will be able to:

- Identify and achieve the goals of an effective first day of class
- Analyze and develop appropriate responses to difficult teaching encounters
- Develop authentic formative and summative assessments to improve student learning
- Design an appropriate assignment and rubric for chosen course
- Design, implement, and assess a variety of teaching/learning activities that promote rich learning experiences
- Summarize important elements of teaching outside the classroom

This course explicitly contributes to skills/knowledge acquisition relevant to HSU Learning Outcomes:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
• Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

Pre- or Co-Requisites and Minimum Grade Needed to Count Towards the Major

EDUC 507, 508 or equivalent with instructor approval

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-62</td>
</tr>
<tr>
<td>F</td>
<td>below 62</td>
</tr>
</tbody>
</table>

Course Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (20 points weekly)</td>
<td>160</td>
<td>40%</td>
</tr>
<tr>
<td>Course Assignment &amp; Rubric</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Course Activity</td>
<td>100</td>
<td>30%</td>
</tr>
</tbody>
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Class Participation (reflections, engaged weekly discussions and activities). 40% of overall grade

Because reflection is essential to learning, our discussion forums (called surface intervals) will help you to reflect upon the meaning and value of the readings and assignments. Each discussion post will be guided by a prompt related to the assigned readings or activities. Such posts will offer a rich opportunity to share impressions of course material and are the cornerstone of high-quality online learning where the exchange of ideas from everyone enhances learning throughout the learning community. You will also be involved in other activities to further engage you with the course material and with your peers.

Course Assignment & Rubric 30%

You will construct one new course assignment (with goal, outcomes, description, etc.) and develop an appropriate rubric to assess the assignment learning outcomes.

Course Activity 30%

You will develop one creative activity in support of one or more learning outcomes to utilize in your selected course.
Course Policies and Expectations

My Expectations

I teach best when students are actively involved in the learning process and the co-creation of meaning. In other words, students engage in lively online discussions, complete all assigned work by the due date, and take full responsibility and ownership for their course-related actions. I encourage and expect an online environment that is supportive, sensitive, and respectful of all the members of the class. Our satisfaction with the learning atmosphere in this class will depend largely on the extent to which you honor these expectations to the best of your abilities.

Devote the same amount of time for this course as you’d spend in a regular on-site course. One of the advantages of online learning is that you can plan your class time to fit your schedule. However, it is important to balance this flexibility with your new responsibility of scheduling your own learning. Begin planning now for private, uninterrupted time in your schedule to complete the reading and writing assignments – preferably in at least one-hour blocks and at least three times a week so that you don’t miss deadlines and fall behind! Be sure to check your email account regularly for updated information.

Have a question or concern? Check the “Safety Stop” in the top section of our course main page to see if your concern has been addressed already, and post your question there if you don’t see an answer.

Your Expectations

I believe that you have the right to have expectations of me and I will do my best to honor those. In order to do this, please make your expectations clear to me so that I may address their feasibility, clarify them, and meet the agreed upon expectations to the best of my ability. There are no hidden agendas in the course expectations. I will give you explicit requirements for all assignments and encourage you to ask questions.

Written Work

All assignments will be graded on both content and style and must be well written. It is my expectation that the writing will be clear, specific, solid in substance, coherent, and free of grammatical/spelling errors. Please proof all written work.

Plagiarism

Plagiarism (the unacknowledged use of materials prepared by others) and cheating are very serious offenses that can result in failure of an assignment or the course, or being expelled. They are also offenses to your own personal honor and respect for your personal capabilities. All of your assignments are expected to be your own original work, and you are expected to properly reference material that you use which is not your original work. If you are not sure what is considered plagiarism, please consult with me. It is your responsibility for knowing the policy regarding academic honesty. For more information, visit: Academic Honesty Policy or HSU Catalog.
Missed Assignments/ Late Work

As a general rule, makeups will not be allowed. I am aware that emergencies do arise and that on rare occasions there may be other legitimate reasons for missing an assignment. As soon as you become aware you will be unable to meet a deadline, contact me via e-mail. Should you convince me that your situation warrants flexibility on my part, I will do my best to accommodate you. The more advance notice I am given, the more accommodating I will be.

Risk-Taking

I believe that in order to learn, people need to take some necessary and appropriate risks. For example: learning to ride a bicycle. You cannot learn how to ride a bike simply by observation. You have to take the risk of falling and hurting yourself. You will not fall nor hurt yourself in this class, but will be expected to stretch your comfort zone and take risks in your teaching behavior and pedagogical choices.

Community Orientation

This class is a community because you are learning and engaging with other people who are striving for the same goals as you are, in a situation that involves challenge and choice-making. Because you will be working with this same community for the course, it is important that we build community and embrace the opportunities to learn from each other (through online discussions, activities). Everyone has useful and insightful information to offer to the class.

Civility

You are expected to treat each other with dignity and respect. Behavior that is disruptive to the learning environment will not be tolerated because it infringes on the rights of other students’ freedom to learn. You are responsible for knowing the policy regarding attendance and disruptive behavior: Class Attendance and Disruptive Behavior

Feedback

I will be available for any of you who seek additional help or would like me to review your work and give you feedback before it is turned in. If you have comments or suggestions about the class or my teaching methods, please share them with me. I welcome the feedback and will try to improve the class in any way that I can.

Accommodations

Persons who wish to request disability related accommodations should contact the Student Disability Resource Center in HS 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. Student Disability Resource Center
Add/Drop Policy

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. Schedule Adjustments (Adding or Dropping)

Incompletes

Incompletes will be allowed only in extreme circumstances.

Minimum Hardware and Software Requirements (you should know this by now)

1. You will need access to a computer and the Internet. Most late model computers have adequate processing capabilities for online courses. For specific questions about the technical suitability of your home computer or laptop, contact the HSU Help Desk (707-826-4357 or help@humboldt.edu). If you do not have a computer at home or work but do spend time on campus, you can use any of the computer labs during open hours. A laptop with wireless capability will provide maximum flexibility for accessing the course when on campus.

2. If you plan to connect to the Internet from home, you will need Internet access. High speed Internet access with a cable modem or DSL is recommended. For either connection method, you will need an Internet Service Provider (ISP).

3. You also will need word processing software (e.g., Microsoft Word). If you need a word processor, contact the HSU Bookstore for reduced pricing on Microsoft Office (includes Microsoft Word word processing software) available to registered HSU students. An acceptable alternative is OpenOffice's Writer program available at no cost. Review documentation on using this MS Word substitute.

4. Free web browsing software can be downloaded from the Internet but is usually already installed on modern computers (e.g., Firefox only for Macs; Firefox or Chrome for Windows). Your browser must have the Java plug-in enabled.