Syllabus EDUC X580
Teaching in Higher Education: Teaching Practicum & Reflective Observation

Prerequisites: EDUC X507, EDUC X508 and EDUC X509

Course Overview:
This course is designed to serve as a culminating experience in which you apply the teaching and learning strategies examined in the previous three courses through reflective observation and practice in the higher education classroom. Participants will observe classroom instruction by a qualified instructor and provide written analysis. Participants will also plan and teach a lesson in their discipline with a live audience to gain the practical experience necessary to effectively reflect, evaluate and improve upon their teaching style and methods.

Additionally, students will complete their professional teaching portfolio which they have been building throughout the program by adding an instructional plan (i.e. lesson plan). Upon completion of the certificate program, students will have developed a final portfolio consisting of a teaching philosophy, course syllabus, sample assignment, assessment rubric, learning activity and instructional plan fitting to their chosen discipline.

Learning Outcomes: Upon completion of these courses, you will:
• Identify and distinguish various teaching methods and formats upon observation
• Create an instructional plan utilizing a variety of teaching and learning strategies appropriate to your discipline
• Deliver an interactive lesson to adult learners
• Reflect upon your own practice and use those reflections to improve your future teaching methods and style

Course Expectations
This course will be presented through weekly segments including readings, web explorations, online and offline activities and online group discussions. It is essential that course participants visit the course site several times each week to stay current on discussions and activities. Students are expected to arrange an opportunity to observe a qualified instructor in their classroom (for a minimum of one class period). Students will also be expected to plan, teach and video record a 30 – 50 minute teaching event, including an active learning activity, for an adult audience.

You can expect me to:
• Plan the course AND alter the plan as needed. I believe the best curriculum comes from the students. That means that we will take advantage of unforeseen events that capture our interest and then juggle the class topics as necessary.
• Give you feedback. Take the assignments in this class seriously, and have made giving feedback a top priority.
• Make time for questions of course material. I will respond within 48 hours, but usually sooner.
• Be patient when you are struggling with ideas. To me, the struggling reveals that learning is taking place.
• Be open about options. I think it’s great when students bring ideas and request topics to be discussed.
• Treat you as adult learners.
Here's what I expect from you:

- Participation in class, which includes frequent reading and responding in the discussion forums—making a positive contribution to the learning environment. Conventions of on-line etiquette ("netiquette") which include courtesy to all users, will be observed.
- Devote the same amount of time for this course as you'd spend in a regular on-site course. One of the exciting 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. It can be easy to fall behind!
- Check your email account regularly for updated information. If you prefer different email account other than your HSU email account, be sure to update your preference using Student Center.
- Read directions carefully.
- Effort to make this class your own. In other words, what will you do to foster your learning?
- Completion of the assignments – including all of the readings.
- College level quality writing. Writing should be at the college level reflecting appropriate professionalism, synthesis of information and competency. Be sure to proofread for spelling and grammatical errors!
- Courage. Courage to challenge what you read or hear. Courage to communicate with me if there are concerns-before they become burdensome. Use e-mail for private messages to the instructor and other students. The discussion forum is for public messages.
- Check the Question and Answer 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.

Course Policies:

**Academic Honesty**
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Students are responsible for knowing the Humboldt State University policy regarding academic honesty. Additionally, unless otherwise specified, each student is to generate work independently.

**Late Assessments**
Students are expected to be aware of all course related deadlines and adhere to them. Assignments turned in after the due date will receive a maximum of 90% of the possible points. No assignment will be accepted after seven calendar days from its due date unless arrangements have been made with the instructor prior to the due date.

**Student Disability Accommodation**
It is important to me that your learning environment is engaging and accessible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Additionally, the HSU Student Disability Resource Center (DRC) can assist you with determining eligibility for accommodations and can be reached at: (707) 826-4678, (707) 826-5392 TDD. The SDRC is located in the Lower Library. Some accommodations may take up to several weeks to arrange.
Add/Drop Policy
Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes.

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<thead>
<tr>
<th>Course Requirements - Evaluation</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Class Participation – Weekly Discussion Forum - 40%</td>
<td>80</td>
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<tr>
<td>Faculty Observation Report - 15%</td>
<td>30</td>
</tr>
<tr>
<td>Instructional Plan – 15%</td>
<td>30</td>
</tr>
<tr>
<td>Teaching Event (video and reflection) – 30%</td>
<td>60</td>
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You will be able to track your grade points exactly throughout the course. If you have any questions about your grade, contact the instructor promptly.

Grading Scale
A = 93-100%, A- = 90-92%, B+ 87-89%, B 83-86%, B- = 80-82%, C+ 77-79%, C 73-76%, C- = 70-72%,
D+ 67-69%, D = 63-66%, D- = 60-62%, under 59%

Each student is responsible for completing reading assignments as well as all other assignments and activities.

All assignments should be completed to pass the course. Assignments and papers will be submitted online.

Because this is an online course designed to get feedback on assignments to you electronically, you must make prior arrangements with the instructor before submitting an assignment by other methods (e.g., personally delivered, via fax, or the postal service).

If you have problems submitting your assignments, contact the Humboldt State Help Desk (help@humboldt.edu or 707-826-4357) immediately by phone or email to resolve the problem.

Refer to the schedule for due dates for each assignment (see below).

The weighted grading for the course is as follows:

Class Participation (80 points; 10 points per week)

While you may be accustomed to participating in face-to-face classes by attending and speaking up in class, your online class participation will consist of

1. writing and posting your thoughts to online discussion forums and reading and responding to others' responses; and
2. completing assigned weekly learning activities.

Therefore you likely will read and write more in this class than in most courses. Each student is expected to complete three substantive and relevant posts per week (initial response to discussion topic/questions due before 11:00 p.m. on Wednesday and response to at least two peers is due before
11:00 p.m. on Sunday. Additional contributions can further enhance your learning but are not required. This interaction with your classmates and the instructor is your opportunity to share impressions of the instructional materials and your knowledge.

**Faculty Observation Report (30 points)**

You will conduct a “field” observation of qualified instructor teaching for at least 50-minute class session. Using the Reflective Observation Template provided, you should take notes during and after the observation to reflect on the strategies and methods of the instructor. You’ll submit a final report using this template to share your findings. Aim to discuss at least three teaching and learning themes, strategies and/or methods you recall from the previous courses (or from Tools for Teaching).

**Instructional Plan for Teaching Segment (30 points)**

To prepare to teach your lesson to a live audience, you’ll create an instructional plan outlining your lesson. A general template will be provided that includes learning outcomes, modifications for students with special needs or who are English language learners, detailed plan for instructional delivery, assessment methods, etc. You are encouraged, although not required, to utilize and expand upon the learning activity you developed in EDUC X509.

**Teaching Event & Reflection (2 parts - 60 points)**

*Teaching Demonstration & Video:*

To truly put theory into practice, you will utilize your instructional plan to teach a lesson to an adult audience that is fitting to your discipline or career goals. You’ll video record your teaching segment (a typical class period would be 50 minutes), review and edit it to approximately 10 minutes that can be shared with your instructor and classmates. Contexts can vary for your needs and situation – i.e., as guest instructor in a course through a local college or university, a training workshop for your company or another organization, or other opportunity to be discussed with the instructor that provides you with the experience of teaching to a live audience. If necessary, you can simulate teaching event with volunteers. (20 points for completing demo and posting video)

*Reflection:*

This is an opportunity to reflect on your teaching performance. After reviewing your video, analyze your teaching by referencing the theories, strategies and methods we’ve learned over the course of the certificate program. Assess the overall experience of teaching a live audience, explore specific strategies you found most effective for meeting your learning outcomes, comment on the challenges you faced and the adjustments you will make in future lesson planning and teaching. You’ll use the checklist provided to guide your assessment. (40 points)

**Incomplete Grades**

Incomplete grades are available to students who have participated in at least half of the discussions and completed half of the assignments but are unable to complete the course. If you are interested in earning an incomplete, please let me know as soon as possible.

**Grade Disputes**

If you wish to dispute the grade assigned to a paper or project, you must do so IN WRITING within 24 hours after the assignment has been returned. You must include a specific rationale for why you feel your grade should be higher. "I think I deserve a better grade" does not constitute a rationale.
Course Materials

Required Reading: Tools for Teaching (Davis, 2000) and additional reading posted weekly in Moodle.

Minimum Hardware and Software Requirements

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. A 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 Internet Explorer 7 or later for PCs only). Your browser must have the Java plug-in enabled.