

**PSY550 (Teaching of Psychology)** Spring 2018 MWF 11:30-12:20 3 credits Dr. Laura Madson  
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**COURSE DESCRIPTION:** Despite the title, this course is designed to serve new and experienced teachers in any discipline. It will help new teachers design and conduct a successful course and help experienced teachers improve their teaching. The course focuses on developing and conducting an introductory course in your discipline, although most of the issues and techniques we will discuss will apply to other courses as well.

My goal is to model the principles of a student-centered classroom. Consequently, this class may be unlike other courses you have taken (e.g., there are no exams and no papers in the traditional sense and I will not lecture much). Instead, you will demonstrate your learning via a series of products that should both facilitate additional learning and serve as useful resources in your future teaching.

The semester is broken into two broad sections: 1) What college teachers should do and why; 2) How to achieve those goals. The first section will include discussions of how students change in college, the status quo in teaching and learning at U.S. institutions of higher education, and what the best college teachers do. The second section will include lessons on best practices in undergraduate education, significant learning, integrated course design, team-based learning, assessing learning, and documenting one's teaching success.

**PREREQUISITES:** None

**REQUIRED TEXTS:** (Available through Amazon.com or from the publisher)

- Bain, K. (2004). *What the best college teachers do*. Harvard University Press: Cambridge, MA.
- Bean, John C. (2011) *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* next time
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. Jossey-Bass: San Francisco, CA.
- Richmond, A.S., Boysen, G.A., & Gurung, R.A.R. (2016). *An evidence-based guide to college and university teaching: Developing the model teacher*. Routledge: New York.
- Misc articles distributed via email or Canvas

**EMAIL:** Official communication from NMSU to you will come only through your NMSU e-mail box. Please access it regularly, or forward it to your current use address, as your success in college may depend on your ability to respond quickly. I will communicate with you using NMSU email and [Canvas](#).

## **COURSE OBJECTIVES:**

In this class you will have the opportunity to:

- observe two undergraduate classes taught by two different faculty members and write an essay reflecting on the experience (e.g., the strengths and weaknesses of each class, observations about students' in-class behavior, insights that could be applied to one's own course)

- practice teaching two mini-lessons to your classmates
- design an introductory course in your discipline using best practices identified in research on the scholarship of teaching and learning. This course design will include:
  - course objectives describing what students will be able to DO at the end of the course
  - a plan to assess the course objectives
  - learning objectives for each day of the class, including reading assignments
  - selection of an appropriate textbook
  - a detailed plan of one unit
  - a complete syllabus
- complete at least four Canvas workshops
- design a course evaluation reflecting best practices in teaching and learning and use it to evaluate PSY550 (in addition to the standard course evaluation used by the Psychology Department)
- write a philosophy of teaching and a curriculum vitae
- become excited about teaching

## COURSE REQUIREMENTS:

**1) Classroom observation reflection essay (Due in class 2/2/18)-** Teachers can learn a great deal by observing their peers in action. Classroom observations outside your discipline are especially powerful because you can focus on the teaching rather than the content. You will select and observe three undergraduate classes taught by three different instructors. **Two of the three courses you observe must be outside your home department.** Please contact each instructor in advance for his/her permission to visit class. Also ask his/her preferences regarding when you visit, where you should sit, etc. You may want to arrive early and chat informally with students enrolled in the courses regarding their impressions of the course and the instructor.

Although you are free to observe anyone that you wish (aside from the limitations specified above), consider the following suggestions:

- Compare three sections of a single course taught by different instructors
- Compare three courses of similar size and format (e.g., three large lecture-format courses)
- Observe award-winning instructors (see a list at the Teaching Academy's website: [teaching.nmsu.edu](http://teaching.nmsu.edu))
- Observe three senior faculty members, three new faculty members, or some of each

Elements to discuss in your essay include:

- How did the instructor spend class time (e.g., how many minutes spent lecturing, how many questions did the instructor ask, how many minutes were used to elicit discussion, did he/she use technology)?
- What were the students doing during class (e.g., taking notes, asking questions, texting, sleeping, strolling in late)?
- What were your experiences during class (e.g., could you understand the content, could you take good notes over the content, was technology used effectively, were you struggling to stay awake, would you like to take a course from this instructor, etc.)?
- What qualities of this instructor/class would you like to integrate in your teaching?
- What qualities of this instructor/class would you like to avoid in your teaching?

Your essay should identify the three classes you observed (e.g., class title, instructor's name, length of class period) and describe your observations. Your essay need not have any particular structure or format. Essays should be approximately five double-spaced pages.

**2) Course objectives (Due in class 3/2/18)**– You will write course objectives for an introductory course in your discipline and bring one copy of them for each student in class. Each objective should be an observable, measurable behavior (e.g., what students should be able to do after successfully completing the course). For example, objectives should contain verbs such as practice, write, explain, conduct, discuss, etc. Avoid verbs such as learn, understand, comprehend, appreciate, etc. Be careful with verbs like improve, increase, decrease, etc., as these imply pre-post measurement you may not intend. Don't be afraid to think big or creatively. Strive to structure the course around one or more themes or Big Question(s) to help students integrate the course into a coherent whole rather than a disjointed set of unrelated topics.

You will bring one copy of your course objectives for each student in class on the day the objectives are due and give a five-minute presentation explaining your choice of objectives.

I will evaluate the objectives on the degree to which they meet each of the following criteria:

- Are the objectives observable, measurable behaviors?
- Are they specific enough to facilitate lesson and assessment planning?
- Do the objectives include authentic tasks that go beyond “learn and remember?”
- Do they incorporate the breadth of the discipline?
- Do they incorporate basic liberal arts skills?

Each criterion will be evaluated using the rubric available on Canvas.

**3) Practice teaching** –You will present two micro-lessons in class. Each micro-lesson should use no more than ten minutes of class time (including any preparation time). These lessons should be on a topic outside of your area of expertise.

Prior to presenting your lesson, you will turn in a list of all required materials, one or more learning objectives for the lesson, and a specific description of the procedure for the lesson (if you choose to give a lecture, you'll turn in your lecture notes and learning objectives). The learning objective should be an observable behavior that you will be able to measure during the lesson. Although not required, you are encouraged to try active learning techniques.

After each lesson, your peers and I will give you formative feedback (i.e., not graded) on each of the following criteria:

- Did the lesson fulfill its learning objective(s)?
- Did the lesson require higher-level thinking/learning skills from students?
- Was the lesson appropriate in depth & level of difficulty for an Intro Psych course?
- Was the lesson appropriate in duration?
- Was the lesson clear and well-organized?
- Was the lesson fun and engaging from a student's point of view?

**4) Daily learning objectives & course schedule (Due 3/26/18)** – One process that can transform your teaching is to plan a specific learning objective for each day of class. Doing so requires considerable thought and planning but it is well worth the time. Learning objectives are “smaller” and more specific than the course objectives your team has already written. The daily learning objectives should break the course objectives down into the component skills, knowledge, and abilities students will need to achieve the course objectives.

To do so, you will select an introductory textbook from a selection I will provide courtesy of several different textbook publishers. Start by breaking your course objectives into manageable daily learning objectives. Then identify what skills and/or information students will need in order to achieve each day’s objectives. Select topics and reading assignments based on this analysis.

For convenience, assume the class meets three days/week in fifty-minute periods using the Spr ‘18 class schedule. Your course schedule should identify a specific topic and at least one learning objective for each day of class. You should also identify a reading assignment for each day of class, although each day need not have a unique reading assignment (e.g., you can assign Chap 2. for three days of class). Similarly, each day need not have a unique learning objective, although there should be sufficient variety in learning objectives across the course. The reading assignments will presumably be from the textbook you select but don’t feel overly wedded to it. Feel free to use readings from other sources or skip chapters altogether when appropriate to the day’s learning objective.

You will distribute copies of your course schedule and daily learning objectives to each student in class on the day it is due. You will give a five-minute presentation justifying your learning objectives, your inclusion of the specified topics and your exclusion of other topics. Also describe your rationale behind the sequence of the specified topics. Although it is acceptable to follow the textbook, your rationale should not be limited to that as a justification for your order of topics.

Your product will be evaluated on the degree to which it meets the following criteria:

- Do the learning objectives demonstrate one or more best practices?
- Are the daily learning objectives observable, measurable behaviors that can reasonably be achieved given a fifty-minute class period?
- Do the learning objectives demonstrate adequate specificity and variety?
- Are themes or a Big Question(s) evident in the schedule and learning objectives?
- Is the inclusion and exclusion of topics reasonable and thoughtful?
- Is the sequencing rationale reasonable and thoughtful?

Each criterion will be evaluated using the rubric available on Canvas.

**5) Teaching philosophy (Due 4/9/18)** – This document is your mission statement as a teacher. It explains why you teach, what your goals are in teaching, how you determine if you are moving toward your teaching goals, and how you continue to improve as a teacher. Like your CV, it is a “living document” in that you will continue to revise it throughout your career. This assignment will give you an opportunity to write the first version of your teaching philosophy.

Your philosophy will be evaluated on the degree to which it meets the criteria below. Please note that I will not be evaluating the presence and specificity of the content described, not the particular choices you make (i.e., it is not for me to determine whether your values, goals, and pedagogy are “right”).

- Is there a clear and thoughtful statement of your values as an instructor (e.g., What are your underlying values as a professional? In other words, why do you teach? Why is what you teach important to you? Why are students important to you?)
- Is there a clear and thoughtful statement of your goals as an instructor (e.g., What are your goals for your students and yourself? How do those goals play out in terms of course content, skills, attitudes, values, personal growth? Why are your goals important to you?)
- Is there a specific description of your pedagogy, including a justification of your choice of pedagogy (e.g., What techniques (lecturing, group work, etc.) do you incorporate in the classroom and why?)
- Is there a specific and thorough description of your principles and techniques for assessing your students?
- Is there a specific and thoughtful discussion of the ways in which you plan to improve as an instructor over time? What are these areas of improvement and how are they tied into your values, goals, pedagogy, and/or assessment

**6) Assessment plan (Due 4/16/18)** – In this assignment you will describe how you will assess your course objectives. The plan may include exams, formal or informal writing assignments, in-class activities, projects, etc.

The plan should describe each assessment in detail *including a full grading rubric* and the weight given to each assessment technique (e.g., 25% of final grade). I should be able to evaluate any student product as you intend based on your assessment plan. Regarding grade weights, you may weight a collection of assessments rather than weight each assessment separately (e.g., 2 points/muddiest point paper; all papers worth 15% of final grade). I should also be able to calculate a student's final grade as you intend based on the information in your assessment plan.

For example, if you plan to use exams, describe the number and type of items, the format (i.e., in-class vs. take-home), the content covered by the exam, 5-8 sample questions, and where the exam fits in the progression of the course. In short, *anything you would give students (questions, assignments, quizzes, instructions, grading rubrics), you should include as part of your assessment plan.*

Please include a list of your course objectives as part of your assessment plan and specify which objective(s) is/are being assessed by each activity in your assessment plan. Your assessments and your objectives should be conceptually aligned. That is, every assessment should be tied to at least one objective and every objective should have at least one assessment.

You will distribute copies of your assessment plan to each student in class on the day it is due and will give a ten-minute presentation briefly explaining the plan.

Your plan will be evaluated on the degree to which it meets the following criteria:

- Does each assessment appropriately measure at least one course objective?
- Are each objective assessed in at least one way?
- Are rubrics appropriately specific?
- Is there an adequate variety and quantity of assessments?
- Do the assessment techniques enhance learning in addition to simply assessing learning?
- Are the assessment techniques likely to be fun and engaging from a students' point of view?

Each criterion will be evaluated using the rubric available on Canvas.

**7) Unit plan (Due 4/23/18)** – You will plan one unit for your introductory course. The plan should include at least one learning objective for the unit (i.e., the course objective or objectives that correspond to this content) and a detailed outline of every class period in the unit (i.e., daily learning objectives, reading assignments, lectures, in-class activities, and assessment techniques), including time estimates for each class element (e.g., ten minute shaping demonstration).

Another person from your discipline should be able to successfully teach the unit based solely on your plan. If you plan to lecture, you should provide an outline of each lecture, including any examples, along with a time estimate. Activities should include any materials you would give students and detailed instructions for the instructor. Also include specific assessments you plan to use. Your unit plan will be evaluated on the degree to which it meets the following criteria:

- Is the unit appropriate in content, length, and level of detail for an introductory course?
- Are the learning objectives appropriate (i.e., observable and measurable behaviors that go beyond “learn and remember”)?
- Does the unit incorporate best practices, including active learning techniques?
- Are the specified activities/lectures likely to accomplish the learning objective(s)?
- Are the learning objectives assessed appropriately?

Each criterion will be evaluated using the rubric available on Canvas.

**8) Canvas workshops** – Instructional Innovation and Quality (IIQ) offers a variety of workshops on how to use Canvas. Although you may choose not to use Canvas much in designing your introductory course, knowing a bit about Canvas will make it easier to learn another learning management system in the future. Choose **at least four Canvas workshops** to complete during the term. Workshops are offered throughout the semester (schedule available [here](#)). Please keep the recommended sequence in mind:

|    |                            |  |
|----|----------------------------|--|
| 1. | Introduction to Canvas     | <b>Prerequisites:</b> none   |
| 2. | Canvas Home Pages          | <b>Prerequisites:</b> Introduction to Canvas   |
| 3. | Canvas Assignments/Rubrics | <b>Prerequisites:</b> Introduction to Canvas   |
| 4. | Using Canvas Modules       | <b>Prerequisites:</b> Introduction to Canvas; Assignments  |
| 5. | The Quiz Tool in Canvas    | <b>Prerequisites:</b> Introduction to Canvas   |
| 6. | Using the Canvas Gradebook | <b>Prerequisites:</b> 1-3 months experience using Canvas;<br>Introduction to Canvas workshop<br><b>Recommended:</b> Assignments and Quiz workshops |

|     |                                   |   |
|-----|-----------------------------------|---|
| 7.  | Facilitating Learning with Canvas | <b>Prerequisites:</b> Introduction to Canvas              |
| 8.  | Using Adobe Connect in Canvas     | <b>Prerequisites:</b> Introduction to Canvas              |
| 9.  | Audio and Video in Canvas         | <b>Prerequisites:</b> Introduction to Canvas; Homepages   |
| 10. | Student Groups in Canvas          | <b>Prerequisites:</b> Introduction to Canvas; Assignments |

Complete a Canvas workshop reflection paper for each workshop you attend. The reflection paper assignment and rubric are on Canvas. All four reflection papers should be completed by class time on the last day of class (i.e., 5/4/18), although you are strongly encouraged to submit them earlier in the term.

**9) Course evaluation design (Due 4/23/18)** – You will construct a course evaluation reflecting best practices in teaching and learning. Although it may be tempting to simply ask everything you can dream up, your course evaluation should be a manageable length (e.g., something you wouldn't mind collecting during your own class period or mind completing as a student). The evaluation should include appropriately labeled response scales.

Should your course evaluation include subscales, indicate which individual items will be combined and specifically how they should be combined (e.g., average items 1-5). You are welcome to include open-ended items in addition to closed-ended items.

Bring one copy of the course evaluation for each student to class on the day it is due.

Your course evaluation will be evaluated on the following criteria:

- Does the evaluation reflect best practices in undergraduate education?
- Does it assess various aspects of the course (e.g., the instructor, students, course structure, and other relevant aspects of the course)?
- Is the evaluation of a manageable length?
- Would the evaluation help students reflect on their learning?
- Would the evaluation provide the instructor with helpful feedback regarding the course (e.g., provide specific ideas about what elements to retain and what elements to change)?

Each criterion will be evaluated using the rubric available on Canvas.

**10) Course syllabus (Due 5/9/18)** – Your complete course syllabus should contain all of the elements you have already completed (e.g., course objectives, assessments, daily learning objectives, etc.) plus any other necessary elements (see the Dean's annual syllabus memo for a guide to NMSU policy). Your course may change throughout the semester so be sure that all the elements of your syllabus are internally consistent.

You will distribute copies of your course syllabus to each student in class on the day it is due. You will give a ten-minute presentation briefly explaining your rationale for each of the following:

- course objectives and assessments
- choice and sequence of topics
- choice of reading assignments/textbook

- selected teaching strategy or strategies

Your syllabus will be evaluated on the degree to which they meet the following 25 criteria using a 4-point scale of

|           |      |              |                |
|-----------|------|--------------|----------------|
| 4         | 3    | 2            | 1              |
| Excellent | Good | Satisfactory | Unsatisfactory |

1. Course information is included and complete (e.g., title and dates of the course, name of instructor of record, pre- and co-requisite, credit hours)
2. Contact information for the instructor is included and complete (e.g., office hours, office location, email address, phone, website, any other means of preferred communication, and whether you are available outside of office hours)
3. Course texts and materials are listed, including both required and optional texts, whether older editions of a textbook are acceptable
4. The instructional methods incorporate a variety of best practices
5. Students are engaged in the learning process in a variety of ways
6. Accessibility/ADA/Universal Design for Learning issues are explicitly addressed
7. Academic misconduct/dishonesty/plagiarism are defined and relevant policies are explicitly described, including how you will deal with incidents.
8. The syllabus clearly identifies what is expected of students both inside and outside the class, including attendance policies, what students need to do when they must miss class, and late work policies
9. Campus resources for students are listed (e.g., where students can seek help outside of the course)
10. Faculty roles and responsibilities are clearly defined (include information such as timeliness of responses to e-mails, when graded assignments will be returned, etc)
11. Students are provided communication tools to communicate with one another and the instructor outside of class and these tools are well integrated into the course to facilitate student learning.
12. Learning assignments are mostly or completely consistent with best practice pedagogy in teaching the subject matter (e.g. active learning, problem-based learning, laboratory work, etc. as appropriate for the course.)
13. Course calendar/schedule includes dates of class meetings with corresponding course topics, reading assignments, daily learning objectives, and due dates for all assignments and assessments
14. Grading policies describe how and what students will be graded on, including a breakdown of grade distributions, point values, letter grades, information on incompletes and withdrawal policies.
15. Rationale for the course and its design are clearly stated.
16. Course goals are clearly defined and aligned to learning objectives.
17. Learning objectives are identified, consistently written in a measurable manner, and require students to demonstrate higher levels of thinking/learning.
18. The allocation of class time and weight of assignments clearly parallels the course objectives as stated on the syllabus.
19. Learning objectives are closely aligned with appropriate course and assessment activities.
20. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and/or skills.



21. Syllabus is clear and well organized, including providing a “big picture” overview. Students can clearly understand all components and structure of the course.
22. Aesthetic design presents and communicates course information clearly throughout the document.
23. The syllabus has a warm and engaging tone. This may include things like use of positive language and strategies for student success. Syllabus is written from a student perspective, typically in first person.
24. Syllabus is internally consistent and free of typographical errors, misspellings, and grammar problems, and adheres to APA format for references.
25. The course seems like it would be fun and engaging for students.

**11) Reading accountability exercises** – I make a concerted effort to model best practices in the design and administration of this class. One best practice is requiring students to do something to hold them accountable for completing reading assignments. Although this technique might feel odd in a graduate course, graduate students (and faculty, for that matter) fall prey to the same human failings as other students. In the absence of accountability, it is tempting to get behind or skip reading assignments altogether.

To hold you accountable for completing reading assignments and as a means to stimulate self-reflection and discussion, you will respond to a series of questions about each of the assigned readings. These assignments are on Canvas. Please bring a hard copy of your response to class each day as it may serve as a helpful reference during our discussions. Although it is not necessary for your response to be in fully-edited English or APA style, all attempts to express complete thoughts and correct grammar are appreciated.

**SETTING GRADE WEIGHTS:** One practice you may choose to include in your teaching is allowing students to set grade weights. To give you first-hand experience with both the process and the results, you will determine the percentage of the final grade for each of the 9 assignments described above (teaching practice is not included).

| Assignment                            | % of final grade |
|---------------------------------------|------------------|
| Classroom observation essay           | 10%              |
| Course objectives                     | 5%               |
| Learning objectives & course schedule | 5%               |
| Teaching philosophy                   | 5%               |
| Assessment plan                       | 5%               |
| Unit plan                             | 10%              |
| Course evaluation design              | 10%              |
| Course syllabus and presentation      | 15%              |
| Reading accountability exercises      | 35%              |

100%

Due to university policy, I am required to reduce my assessment of your learning to the woefully inadequate representation of a letter grade. Final grades will be assigned based on the following percentages:

| Grade | Percentage of total points earned |
|-------|-----------------------------------|
|-------|-----------------------------------|

|    |         |
|----|---------|
| A  | 92-100% |
| A- | 90-91%  |
| B+ | 88-89%  |
| B  | 82-87%  |
| B- | 80-81%  |
| C+ | 78-79%  |
| C  | 72-77%  |
| C- | 70-71%  |
| D+ | 68-69%  |
| D  | 62-67%  |
| D- | 60-61%  |
| F  | < 60%   |

Note that grade reports are not automatically mailed to students. Students can access grades and credits by the web using [my.nmsu.edu](http://my.nmsu.edu). At the request of the student, the instructor will provide information on progress in the course prior to the last day to drop a course.

#### **DIGITAL TECHNOLOGY POLICY:**

As adults, you should know that using a digital device during class for purposes unrelated to class activities is unacceptable. Unfortunately, in the last decade, you have also observed virtually every other adult using digital technology at inappropriate times. Thus, the following clarification is necessary.

Except on days when I instruct you to bring a web-enabled device to class for use during an in-class activity, the use of computers, iPads, netbooks, cell phones or other electronic devices is NOT allowed. Put simply, if you are using a digital device, you are not participating fully in the day's activity. If the teaching assistants or I observe you using a digital device in an unauthorized way, we will confiscate it for the remainder of the class period. I hold myself accountable to this standard as well. I pledge not to use my laptop or phone for purposes unrelated to class during all class meetings.

#### **CIVILITY AND PROFESSIONALISM:**

Learning new ideas or encountering new situations can sometimes trigger emotions ranging from delight to frustration. Please feel free to share positive emotions with me and your classmates early and often. You are also free to share negative emotions with me and your classmates provided you do so civilly (e.g., you don't pass judgment, you refrain from using obscenities). I am happy to answer your questions and/or to help you identify ways to improve your performance in class. However, I will not respond to written or verbal communications that fail to uphold this standard of civility.

I will hold your written work to an analogous standard of professionalism. I expect that all written work students submit for this class will use standard, edited English and observe professional standards regarding content. Put simply, I expect you to use full English sentences, proof read and spell check your work, and to remain on topic. In particular, be mindful of what personal information you choose to disclose in your written work. One guideline for personal disclosure is The Grandmother Test: If you wouldn't feel comfortable telling your grandmother, don't include it in your assignment or paper.

**WITHDRAWALS:** To withdraw from this class, you must turn in a signed withdrawal form by close

of business on 3/15/18. I will not automatically drop you for any reason.

**INCOMPLETES:** The [University catalog](#) states, “Instructors may assign *I* grades only if the student is unable to complete the course due to circumstances beyond the student’s control that develop after the last day to withdraw from the course. Examples of appropriate circumstances include documented illness, documented death or crisis in the student’s immediate family, and similar circumstances. Job related circumstances are generally not appropriate grounds for assigning an *I* grade. In no case is an *I* grade to be used to avoid the assigning of *D*, *F*, *U*, or *RR* grades for marginal or failing work.” If something arises in your life that interferes with your ability to do your best in this class, talk to me ASAP. The sooner you do so, the more options I have to help.

**DISCRIMINATION AND DISABILITY ACCOMMODATION:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

**Trudy Luken, Director**

Student Accessibility Services (SAS)  
Corbett Center Student Union, Rm. 208  
Phone: (575) 646-6840  
E-mail: [sas@nmsu.edu](mailto:sas@nmsu.edu)  
Website: <http://sas.nmsu.edu/>

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation. For more information on discrimination issues, Title IX, Campus SaVE Act, NMSU Policy Chapter 3.25, NMSU’s complaint process, or to file a complaint contact:

**Lauri Millot**

Title IX Coordinator

**Agustin Diaz**

Title IX Deputy Coordinator

Office of Institutional Equity (OIE)  
O’Loughlin House, 1130 University Avenue  
Phone: (575) 646-3635  
E-mail: [equity@nmsu.edu](mailto:equity@nmsu.edu)  
Website: <http://eeo.nmsu.edu/>

**Other NMSU Resources**

|  |                |
|--|----------------|
| <a href="#">NMSU Police Department:</a>      | (575) 646-3311 |
| <a href="#">NMSU Police Victim Services:</a> | (575) 646-3424 |
| <a href="#">NMSU Counseling Center:</a>      | (575) 646-2731 |
| <a href="#">NMSU Dean of Students:</a>       | (575) 646-1722 |

|   |                |
|---|----------------|
| <a href="#">NMSU Military and Veterans Programs</a> | (575) 646-4524 |
| <a href="#">NMSU Student Success Center</a>         | (575) 646-3136 |
| <a href="#">NMSU Student Technology</a>             | (575) 646-4857 |
| For Any On-campus Emergencies:                      | 911            |

**ACADEMIC AND NON-ACADEMIC MISCONDUCT:** The Student Code of Conduct defines [academic misconduct](#), [non-academic misconduct](#) and the consequences or penalties for each. The Student Code of Conduct is available in the [NMSU Student Handbook](#) online

Acknowledging that the vast majority of NMSU students do not engage in dishonest behavior, the university's policy regarding academic misconduct and plagiarism will be upheld in this class.

Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other intellectual content taken from another source must be acknowledged in a citation that gives credit to the source. This is irrespective of the origin of the material, including the Internet, other students' work, unpublished materials, or oral sources.

Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university. The NMSU Library has more [information and help](#) on how to avoid plagiarism. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy.

Even with a citation, failure to put quotation marks around direct quotations also constitutes plagiarism, because it implies that the writing is your own. Material should either be paraphrased or clearly designated as a quotation. Note that replacing words with synonyms, changing verb tense or other minor alterations do not qualify as paraphrasing.

**STUDENT RECORD KEEPING:** Please keep all graded assignments until you receive your final grade and are satisfied that your grades were recorded properly. These papers are your proof, should you need it, that your math is better than ours. If you believe a clerical error has been made, please contact me as soon as possible after final grades are posted.

**TENTATIVE SCHEDULE:**

| <b>Date</b> | <b>Topic</b>   | <b>Before class prep</b>   | <b>Learning objective</b>  | <b>In-class activity</b>  |
|-------------|--|--|--|---|
| 1/17        | Course Orientation; Teaching goals & perspectives        | Take the TPI ( <a href="http://www.teachingpersepctives.com">www.teachingpersepctives.com</a> ) and the Teaching Goals Inventory Online (and bring both results to class | Articulate your beliefs & goals related to teaching and learning                   | Discuss video: The five-minute university, what is and should be FMU for our disciplines, compare beliefs and goals with your classmates. |
| 1/19        | Facilitating learning with Canvas                        | None   | Discuss Canvas features to help engage students                                    | <b>CLASS MEETS IN MILTON 81</b> ; Robbie Grant and Michelle Lebsock, presenters   |
| 1/22        | How do students change in college?                       | Pascarella & Terenzini Ch. 11 pp. 571-626; Higher Ed stats   | Summarize and integrate conclusions about the effects of college on students.      | Set grade weights, discuss implications of higher ed stats  |
| 1/24        | The status quo and dreaming big                          | Fink Chap. 1   | Articulate your dream for your students two years after finishing your course      | Compare and discuss dreams; reflect on our own undergraduate learning experiences   |
| 1/26        | What is good teaching?                                   | Bain Chap. 1; Richmond et al Chaps 1 and 2   | Articulate the characteristics of good teaching                                    | Discuss whether/how teaching and learning varies by discipline/level of student   |
| 1/29        | What do the best teachers know about how students learn? | Bain Chap. 2, Richmond et al Chap. 3   | Identify foundational concepts to include in your introductory course              | Discuss mental models (about learning, the discipline, reality) students are likely to bring with them; compare foundational concepts     |
| 1/31        | How do the best teachers prepare to teach?               | Bain Chap. 3   | Identify four “big questions” that could be addressed in your introductory course. | Compare big questions and required reasoning abilities  |
| 2/2         | The status quo at NMSU                                   | <b>Classroom observation essay</b>   | Identify qualities of instructor/class you want to integrate and avoid in your     | Discuss observations and identified qualities   |

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|      |   | <b>due in class</b>                      | introductory class   |   |
| 2/5  | What do the best teachers expect of their students? | Bain Chap. 4;<br>Richmond et al Chap. 5  | Consider how the content fundamentals in your discipline and how to help students develop LEAP outcomes. | Discuss the role of liberal arts skills in introductory courses and intro courses for majors/non-majors |
| 2/7  | How do the best teachers conduct class?             | Bain Chaps. 5;<br>Richmond et al Chap. 4 | Design one assignment to engage students in disciplinary thinking  | Compare disciplinary thinking assignments   |
| 2/9  | How do they treat their students?                   | Bain Chap. 6                             | Describe the purpose of the introductory course in your discipline                                       | Discuss the purpose of introductory courses; Prepare for upcoming teaching practice                     |
| 2/12 | Practice teaching                                   | <b>Bring list of all materials.</b>      | Give a micro-lesson and exchange feedback with your peers.   | Students take turns giving lessons and giving feedback  |
| 2/14 | Practice teaching                                   | <b>Bring list of all materials.</b>      | Give a micro-lesson and exchange feedback with your peers.   | Students take turns giving lessons and giving feedback  |
| 2/16 | Practice teaching                                   | <b>Bring list of all materials.</b>      | Give a micro-lesson and exchange feedback with your peers.   | Students take turns giving lessons and giving feedback  |
| 2/19 | Practice teaching                                   | <b>Bring list of all materials.</b>      | Give a micro-lesson and exchange feedback with your peers.   | Students take turns giving lessons and giving feedback  |
| 2/21 | Significant learning                                | Fink Chap. 2                             | Articulate course objectives for each of Fink's six types of significant learning                        | Discuss how to integrate Fink's six dimensions of significant learning into your introductory course    |
| 2/23 | Designing Significant Learning Experiences I:       | Fink Chap. 3                             | Articulate important situational factors for your course   | Discuss cross-disciplinary situational factors; Brainstorm forward-looking assessments                  |

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|      | Getting Started  |   |  |  |
| 2/26 | Course objectives  | Nilson Chap. 4; <b>Bring first draft of course objectives to class.</b>   | Try making an outcome map; decide whether to adopt one or more course objectives from those of other students. | Compare objectives, discuss the outcome map                            |
| 2/28 | Textbooks/OER  | Choosing textbooks resources (on Canvas)                                  | Select a textbook for your course  | Students review sample textbooks; Discuss pros and cons of OER         |
| 3/2  | Designing Significant Learning Experiences Steps 4 and 5 | Fink pp. 113-141  | Design a rich learning experience for your introductory course.  | Compare rich learning experiences; Discuss online learning             |
| 3/5  | Course objectives revisited                              | <b>Course Objectives due in class</b>                                     | Borrow ideas from other students   | Brief presentations of course objectives                               |
| 3/7  | Teaching Strategies                                      | Fink, pp. 141-153, Michaelsen & Sweet (2008), Eison (2002), Nelson (1996) | Select a teaching strategy (or strategies)   | Discuss advantages and disadvantages of different teaching strategies. |
| 3/9  | Connections between thinking and writing                 | Bean Chaps. 1-5   | Begin considering how to use writing to stimulate engagement and critical thinking in your introductory course |  |
| 3/12 | Formal writing assignments                               | Bean Chap. 6  |  |  |
| 3/14 | Informal writing assignments                             | Bean Chap. 7  |  |  |
| 3/16 | Integrated Course  | Fink pp.153-156   | Decide what activities should  | Discuss sequencing   |

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|           | Design: Step 8                                |  | occur at the beginning, middle, and end of your introductory course                         |  |
| 3/19-3/23 | SPRING BREAK                                  |  |   |  |
| 3/26      | Daily learning objectives and course schedule | <b>Daily learning objectives and course schedule due in class</b>          | Decide whether to adopt one or more ideas from other students.                              | Compare and discuss learning objectives and course schedules |
| 3/28      | Teaching philosophy                           | Korn (2003); Teaching phil guide; Beatty et al (2007); Beatty et al (2009) | Begin drafting your teaching philosophy   | Complete teaching philosophy exercise                        |
| 3/30      | NO CLASS                                      |  |   |  |
| 4/2       | Practice teaching                             | <b>Bring list of all materials.</b>  | Give a micro-lesson and exchange feedback with your peers.                                  | Students take turns giving lessons and giving feedback       |
| 4/4       | Practice teaching                             | <b>Bring list of all materials.</b>  | Give a micro-lesson and exchange feedback with your peers.                                  | Students take turns giving lessons and giving feedback       |
| 4/6       | Practice teaching                             | <b>Bring list of all materials.</b>  | Give a micro-lesson and exchange feedback with your peers.                                  | Students take turns giving lessons and giving feedback       |
| 4/9       | Practice teaching                             | <b>Bring list of all materials.</b>  | <b>Teaching philosophies due;</b> Give a micro-lesson and exchange feedback with your peers | Students take turns giving lessons and giving feedback       |
| 4/11      | TBA   | Integrated Course Design: Steps 9-12; Fink pp. 156-172                     |   |  |



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| 4/13 | TBA  | Assessing learning:<br>Bain pp. 150-163;<br>Richmond et al Chap.<br>6   |  |  |
| 4/16 | Assessing learning                             | <b>Assessment plan<br/>due in class</b>   | Decide whether to adopt one<br>or more ideas from peers  | Bring one copy of plan to class for each<br>student.   |
| 4/18 | Unit plan                                      |   | Create a detailed unit plan.                             | Students work on unit plan.  |
| 4/20 | Unit plan                                      |   | Create a detailed unit plan.                             | Students work on unit plan.  |
| 4/23 | Unit plan                                      | <b>Unit plan due in<br/>class.</b>  | Decide whether to adopt one<br>or more ideas from peers  | Bring one copy for each student.   |
| 4/25 | Designing course<br>evaluations                | Seven Principles<br>Faculty Inventory,<br>Bain pp. 163-172;<br>Richmond et al Chap.<br>8  | Revisit the issue of what it<br>means "to teach."        | Brainstorm course evaluations  |
| 4/27 | Course evaluations                             | <b>Course evaluations<br/>due in class.</b>   | Select the best course<br>evaluation.                    | Bring one copy of your course evaluation for<br>each student. Class selects/creates the best<br>course evaluation. |
| 4/30 | How do model<br>teachers construct<br>syllabi? | Richmond et al Chap.<br>7; Nilson (2007)<br>Chaps. 1-3; NMSU<br>Syllabus<br>recommendations;<br>Exemplary_Syllabi<br>pointers.pdf; Project<br>Syllabus rubric | Evaluate two syllabi using<br>criteria from the readings | Discuss syllabi evaluations  |
| 5/2  | TBA  |   |  |  |
| 5/4  | Goals &  | <b>Completed TPI &amp;</b>  | Identify changes in your                                 | Compare TGI and TPI responses from   |

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|                            | perspectives reprise | <b>TGI due in class.<br/>Bring previous TPI<br/>&amp; TGI results</b> | thinking about teaching and learning over the term.    | beginning and end of the term. |
| Wed 5/9<br>10:30-<br>12:30 | Your syllabus        | <b>Final course<br/>syllabus due</b>                                  | Collect ideas & documents you could use in the future. | Syllabus presentations         |