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Office Hours: As posted on BlackBoard and by appointment

**Student Learning Outcomes and Course Overview:**  
Being an effective college instructor is essential to success as a professional academic. This course is designed for graduate students who are considering careers in higher education in any of a number of different venues from research universities to liberal arts colleges and community/junior colleges. This course will address current teaching strategies, curriculum design, evaluation and trends/issues in science education. Participants will explore a variety of topics relevant to the teaching and learning of science at the college level.

The course is open to all graduate students; but especially those who plan to teach in the sciences (or related fields) at the collegiate level. The course is also designed to help graduate students be effective teaching assistants and to help prepare them for independent teaching later in their careers. A successful student in the course should be able to:

- apply an understanding of learning physiology and educational psychology to science teaching
- develop and demonstrate proficiency in pedagogy (teaching strategies and classroom management skills), presentation techniques, science curriculum development, and assessments/evaluation appropriate for your field
- discuss of trends, issues, and challenges associated with a career in post-secondary education
- articulate the expectations for college level science teaching
- locate and use appropriate college science teaching resources and associated technologies.
- design and develop a teaching portfolio, compose a teaching philosophy, and develop course syllabi in preparation for seeking employment.

The course will rely heavily on class discussion, papers, and presentations. You will have the opportunity to engage in innovative teaching methods, gain practical teaching experience, and direct/detailed feedback about your progress. The course will also serve as a workshop to help you develop courses, syllabi, and teaching philosophies for future use. By the end of the course you will know some of the basic terminology, theory, and applications concerning post-secondary teaching as well as practical experience teaching in front of a class.

**REQUIRED READING AND SUPPLIES:**  
**REQUIRED:**
- DVD mini-disc for your recording of your teaching sessions.

**STRONGLY RECOMMENDED:**
- Additional readings will be distributed in class or via Blackboard.

**INTERNET ACCESS IS REQUIRED.** Materials will be distributed routinely via Blackboard, an internet based course support system. You are required to have a Blackboard account and an official ASU email address. We will use these to make announcements, distribute materials (lecture notes, outlines, handouts, and exam checklists) and post grades. You can access blackboard 24/7 at ‘http://blackboard.angelo.edu’. Please visit the site regularly. If you are a first time user of Blackboard, your login information is the same as your ASU computer lab login. If you have not used Blackboard before, you may wish to review tutorial at http://blackboard.angelo.edu/tutorial or call the ASU IT Help Desk at 942-2911 (MCS-111) to setup an account.

**CLASS REQUIREMENTS:**
1. You are required to have the class supplies listed above.
2. You are required to attend each class AND be on time.
3. You are required to come to class prepared having read and/or completed any assignment(s).
4). You are required to turn assignments in on time meaning at the beginning of class. Late assignments (meaning after class officially begins) will be accepted with a proportional deduction starting at 25% and increase by 10% for each day the assignment is late.
5). You are required to participate in class discussions and follow the “ground rules” for discussion below.
6). You are required to follow the directions, policies, procedures etc. outlined in this syllabus as well as those given orally, in writing, via Blackboard, etc.

ASSESSMENTS – Detailed requirements and assessments will be provided upon assignment. See Schedule for due dates.

- (15%) Teaching Philosophy – This is a statement of how and why you teach and assess students. Almost all universities and community colleges require them. You will write three of these throughout the semester and share them with the class in a specific format to be determined later.
- (20%) Literature Circle Assignments based on Readings – These are specific writing assignments related to the reading that help focus and facilitate class discussions. These will be due at the beginning of most class meetings (see schedule below).
- (25%) Course design and Syllabus Construction – You will design a course from the ground up which will include writing a comprehensive syllabus, a text selection justification, class and lab activities, the basis of grading system and assessment measures, sequence or calendar of topics, and exams.
- (30%) Microteaching Episodes (2 sessions using different teaching techniques) – You will be assigned a topic in your field to teach using the various methodologies we discuss at three different times during the semester. The episodes will vary in length and real students may be present during your assignment. Your colleagues, the students, and your instructors will critique your teaching. At the end of the three episodes you will write a reflection paper about the experience (methodologies, assessments, etc).
- (10%) Participation & Discussion (subjective based on a grading rubric). This course functions primarily on participation and that participation is required. Your thoughts, opinions, and analyses are strongly valued and will serve as the basis for class discussion as long as they are topically relevant. Rude, degrading, or offensive comments will not be tolerated. Please review the “ground rules” for discussion below. Attendance is required. Students who arrive late or are absent will be subject to point deduction.

MORE ABOUT YOUR ASSESSMENTS

- Unless otherwise states, ALL assignments are due when class officially begins at 6 pm. Assignments turned in after 6 pm (even those at 6:02) will be considered late and subject to an automatic 25% point reduction. The point deduction will increase in increments of 10% until the assignment is turned in or the grade is 0.
- Students who are not present for in-class assignments/discussion will not have the opportunity to make-up these points. Students who arrive late for class will not be given extra time to complete an assignment.

ATTENDANCE POLICY: Because participation is a large part of this course, attendance is mandatory. ASU also requires that attendance be checked at each class meeting. Attendance will affect your grade in the course. You are required to attend lecture for the full time each week and are responsible for all information given. (Being absent does not exclude or excuse you from missing information). A modified list of ASU ID numbers (or other means) will be circulated during each meeting. You must initial the space beside your name on the roster. It is your responsibility to locate and sign the attendance sheet. Anyone who does not initial the sheet at each day's meeting will be counted absent. Other means of taking attendance will also be used to cross reference the roll sheet. If you arrive late (meaning after class officially begins), you will be considered tardy. Three tardies will equal one absence.

Students who miss more than 2 classes will have their grade dropped by two full letter grades at the end of the semester unless special permission (verifiable and university recognized) has been granted from the instructors within 24 hours of the absence (no exceptions). Students who leave class early or who leave for an extended period and then return will be counted absent. You must stay for the entire class AND participate to get credit for attendance.

In general it is true that students who exhibit erratic attendance do not perform to their full potential and may be perceived as having a lack of interest in completing the course. If a situation exists which is causing you to miss an excessively, I encourage you to discuss the situation with me. Excessive absences/tardies are required by the university to be reported to the Registrar’s Office, the Dean of Student Life and/or the department head of your declared major. Contrary to popular belief, a student who fails to attend class is not automatically withdrawn from a course and will receive a grade that represents their performance throughout the entire semester.

ELECTRONIC DEVICES such as cell phones, pagers, iPods, etc. are not allowed to operate (i.e. ring/play/talk/text) during formal lecture. No exceptions. After an initial warning, five percentage points will be deducted from your final grade for each time they ring/chime/hum, etc...or you talk/text on them during class. They are considered by the biology department to be a disruption as well.
as a distraction to your fellow students and to the instructor. If the disruptive behavior continues, you will be reported to the Dean of Student Life and your department head. If you would like to use recording devices such as laptops/tape recorders during lecture only, please ask.

ACADEMIC HONESTY STATEMENT:
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the student handbook. Cheating (in any form) will not be tolerated and will result in an automatic failing grade in the course.

GROUND RULES FOR IN-CLASS DISCUSSIONS:

1. To earn participation points, you are required to verbalize your thoughts on the assignments and readings and follow these “ground rules.” You must therefore come prepared by reading and completing the assignment(s) prior to class. In order to create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name-calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive and won’t be tolerated.

2. The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students. Thus, questions and comments should be asked or stated in such a way that will promote greater insight into and awareness of topics as opposed to anger and conflict.

3. Learning is both about sharing different views and actively listening to those with different views. Students in this class are expected to do both. Learning is maximized when many different viewpoints are expressed in the classroom.

4. Keep the discussion and comments on the topic, not on the individual. Rather than personalizing the dialogue, direct challenging comments or questions to the instructor or the entire class. Comments irrelevant to the topic of discussion or those not following these stated rules are not eligible for participation points/credit.

5. Remember that it is OK to disagree with each other. Let’s agree to disagree. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions.

6. Everyone is expected to share. Keep in mind that the role of the instructors is to make sure that everyone’s voice is heard in class, make sure that discussion is productive, and provide you with feedback.
**Tentative Schedule:**

<table>
<thead>
<tr>
<th>Week/Date (Monday)</th>
<th>What we are doing in class this week.</th>
<th>Reading Assignment* From On Course by J.Lang</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Aug. 28</td>
<td>Introductions, Course Overview, <strong>Teaching Philosophy</strong> Introduction to How College Students Learn</td>
<td>None</td>
<td><strong>Teaching Philosophy 1 is Due</strong></td>
</tr>
<tr>
<td>Week 2 Sept. 4</td>
<td>How College Students Learn NOTE – no class meeting on Labor Day Holiday</td>
<td>p. 153-195 and selected readings</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 3 Sept. 11</td>
<td>Pedagogy I – Teaching Strategies – Instructional Design</td>
<td>p. 63-103 and selected readings</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 4 Sept. 18</td>
<td>Pedagogy II – More Teaching Strategies, Use of Technology, Labs, Motivation</td>
<td>p. 104-126 and selected readings</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 5 Sept. 25</td>
<td>Assessment I - When, How Often, Using Rubrics</td>
<td>p. 127-152 and selected readings</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 6 Oct 2</td>
<td>Assessment II Diagnostic, Summative, Formative, Action Research</td>
<td>p. 43-62 p. 196-213 and selected readings</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 7 Oct. 9</td>
<td>Mechanics of Course Design – Lecture: Syllabi, Content, Choosing a textbook, Teaching Resources</td>
<td>p. 1-42 and selected readings</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 8 Oct. 16</td>
<td>Mechanics of Course Design – Laboratories: Syllabi, Lab Safety, Content, Budgets, Resources, <strong>Teaching Philosophy 2</strong></td>
<td>Selected Readings TBA</td>
<td><strong>Teaching Philosophy 2 is Due</strong></td>
</tr>
<tr>
<td>Week 9 Oct. 23</td>
<td><strong>WORK DAY – WORK DAY- Attendance IS required.</strong></td>
<td>p. 232-250 and selected readings TBA</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 10 Oct. 30</td>
<td><strong>Microteaching 1</strong> - Tangential Topics and Overflow</td>
<td>p. 251-264; 265-282 and selected readings TBA</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 11 Nov. 6</td>
<td>On-line Learning and Teaching with Technology –This class meeting will be held online on Nov. 8</td>
<td>Selected readings TBA</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 12 Nov. 13</td>
<td><strong>Microteaching 2</strong> Classroom Management – Discipline, Cheating, Sexual Harassment, Other Issues</td>
<td>p. 283-294 and Selected Readings TBA</td>
<td>Literature Circle</td>
</tr>
<tr>
<td>Week 13 Nov. 20</td>
<td><strong>Teaching Philosophy 3 &amp; Discussion</strong> Getting Your First Job: Where to look, Interviews, etc. (Dealing with Administration?) <strong>Teaching Philosophy is DUE – CLASS will not meet on the 22nd due to Fall and Thanksgiving Break</strong></td>
<td>Selected Readings TBA</td>
<td>Literature Circle <strong>Teaching Philosophy 3 is DUE</strong></td>
</tr>
<tr>
<td>Week 14 Nov. 27</td>
<td><strong>Course Design Paper DUE</strong> - Tough Problems Brainstorming Activity &amp; Discussion;</td>
<td>Selected Readings TBA – Course Design Group Activity</td>
<td><strong>Course Design Paper is DUE</strong></td>
</tr>
<tr>
<td>Week 15 Dec. 4</td>
<td>Cultural Issues &amp; Professional Ethics</td>
<td>p. 293-299 Selected Readings TBA</td>
<td>MT Reflections Paper Due</td>
</tr>
<tr>
<td>Week 16 Dec. 11</td>
<td><strong>MT Reflections Paper Due</strong> - Course Review – Microteaching Debriefing Discussion, Reflections Paper Discussion, Teaching Philosophy Discussion Note: Class will meet during the time designated for Final Exams (8:00-10:00 pm on the 4th –this will be the last class meeting of the semester.</td>
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*These are the assignments from the required text. Kindle locations available upon request. Some coursework assignments and selected reading assignments TBA. There is no final exam for this course.*