

SGS 5651A Preparing Future Faculty I

Instructor: Patricia Hovis-French, Ph.D.

School of Graduate Studies

Administrative Center, Room 348

5115 Oak Street

Phone: 816-235-1057

e-mail: hovisp@umkc.edu

Office Hours: By appointment, or on-line through Blackboard site Tuesdays 1-2 p.m.; Wednesdays 9-10 p.m.

Class time: One Saturday per month: / 1-3 p.m., plus on-line assignments

Final assignments are due 12/11/2009.

Students must enroll in and complete SGS 5651B in Winter 2010 to receive credit for this course.

Class location: On-line portions: <http://www.umkc.edu/blackboard> Saturday seminars: location TBA

Catalog description:

Course is the first in a 6-course series focusing on teaching at a college or university and exploring the opportunities at, and differences among, various types of institutions of higher education. Course development and exploring the various roles and responsibilities of university faculty members are the emphases of the first two courses. Offered on credit/no credit basis. Requirements for both SGS 5651A and 5651B must be satisfied in order to receive credit for either course. Prerequisite: Year I Preparing Future Faculty Fellow or doctoral student recommended by two faculty members in student's doctoral program and permission of instructor. 1 credit hour

Description of Course and General Course Goals

This course and its companion course (SGS 5651B) are the first two courses in a 6-course series that focus on teaching at a college or university and explore the opportunities at, and differences among, a variety of institutions of higher education – public, private, 2-year and 4-year. Primary emphasis in the first two courses is on course development and on exploring the various roles and responsibilities of university faculty members.

General goals for the two-course sequence are:

1. Develop syllabus for an introductory course in student's field that includes learning objectives and expected outcomes
2. Develop a teaching philosophy statement to include in an electronic teaching portfolio
3. Explore how expectations for teaching, research and service are incorporated into a faculty member's day-to-day activities
4. Collaborate with peers and mentors to expand knowledge of teaching/learning strategies

Course Organization

The course has three components:

- 1) Required attendance at four monthly 2-hour seminars that focus on various aspects of teaching/learning issues and faculty roles. The Fall 2009 seminars are from 1-3 p.m. on the following dates: **September 12**
October 10
November 14
December 5

If a student is unable to attend a seminar, he or she may request permission in advance to substitute an alternate event and report on the alternate activity.

- 2) Weekly on-line activities including participating in focused discussion threads and developing a teaching philosophy statement and posting it for critique by other students and the instructor.
- 3) Shadowing a UMKC faculty mentor and reporting on the experience.

Assignments

Attend all four monthly PFF Seminars or an approved alternate activity.

Arrange to shadow your PFF Faculty Mentor in a classroom situation and interview him or her about **preparation, course development, and assessment philosophies**. Submit a one-page report of the shadowing and interviews no later than December 11.

Develop a teaching philosophy statement (*See on-line resources posted under "Course Documents" in Blackboard for guidelines*)

Participate in the weekly Blackboard discussion threads as indicated in the next section.

On-Line Discussions

September 13-20; October 11-18; November 15-22; December 6-11:

During the week immediately following each required seminar (listed above), post a brief written critique of the seminar (or alternate activity) on the Blackboard discussion board. The on-line critique of each seminar should address the strengths and weaknesses of the presentation and the three most important things learned from the seminar. Before the date the current discussion thread closes, read the postings of other students and respond to at least two critiques posted by other students.

September 21-October 9: Post your initial teaching philosophy statement on Blackboard and respond to/comment on at least two teaching philosophy statements posted by other students.

October 19-November 13: Read Chapters 3 and 4 in "Teaching at its Best" and post responses to the questions posed in the Blackboard Discussion Thread titled "Course Design by Objectives". Respond to/comment on at least two postings by other students.

Required Textbook

Nilson, L.B. (2003). *Teaching at its Best: A Research-Based Resource for College Instructors (Second Edition)*. Bolton, MA: Anker Publishing Company, Inc.

Grading

This course is graded on a credit/no credit basis.

Students who complete all assignments for SGS 5651A will receive an Incomplete grade at the end of the Fall 2009 term. After enrolling in and completing all assignments for SGS 5651B during the Winter 2010 semester, Credit grades will be posted for both courses.

Students who do not complete all assignments for SGS 5651A during Fall 2009 will receive a grade of No Credit and will not be allowed to enroll in SGS 5651B in the Winter term.

SGS 5651B Preparing Future Faculty II

Instructor: Patricia Hovis-French, Ph.D.

School of Graduate Studies

Administrative Center, Room 348

5115 Oak Street

Phone: 816-235-1057

e-mail: hovisp@umkc.edu

Office Hours: By appointment, or on-line through Blackboard site Tuesdays 1-2 p.m.; Wednesdays 9-10 p.m.

Class time: One Saturday per month: / 1-3 p.m., plus on-line assignments

Final assignments are due April 30.

Credit for SGS 5651A will not be assigned until satisfactory completion of SGS 5651B in Winter 2010.

Class location: On-line portions: <http://www.umkc.edu/blackboard>

Saturday seminars: location TBA

Catalog description:

Course is the second in a 6-course series focusing on teaching at a college or university and exploring the opportunities at, and differences among, various types of institutions of higher education. Course development and exploring the various roles and responsibilities of university faculty members are the emphases of the first two courses. Offered on credit/no credit basis. Requirements for both SGS 5651A and 5651B must be satisfied in order to receive credit for either course. Prerequisite: SGS 5651A and permission of instructor. 1 credit hour

Description of Course and General Course Goals

This course, and its companion course (SGS 5651A) are the first two courses in a 6-course series that focus on teaching at a college or university and explore the opportunities at, and differences among, a variety of institutions of higher education – public, private, 2-year and 4-year. Primary emphasis in the first two courses is on course development and on exploring the various roles and responsibilities of university faculty members.

General goals for the two-course sequence are:

1. Develop syllabus for an introductory course in student's field that includes learning objectives and expected outcomes
2. Develop a teaching philosophy statement to include in an electronic teaching portfolio
3. Explore how expectations for teaching, research and service are incorporated into a faculty member's day-to-day activities
4. Collaborate with peers and mentors to expand knowledge of teaching/learning strategies

Course Organization

The course has three components:

- 1) Required attendance at four monthly 2-hour seminars that focus on various aspects of teaching/learning issues and faculty roles. The Winter 2010 seminars are from 1-3 p.m. on the following dates:

January 16

February 13

March 13

April 10

If a student is unable to attend a seminar, he or she may request permission in advance to substitute an alternate event and report on the alternate activity.

- 2) Weekly on-line activities including participating in focused discussion threads and developing a teaching philosophy statement and posting it for critique by other students and the instructor.
- 3) Shadowing a UMKC faculty mentor and reporting on the experience.

Assignments

- 1) Attend all four monthly PFF Seminars or an approved alternate activity.
- 2) Arrange to shadow your PFF Faculty Mentor in a service or research situation and interview him or her about **faculty time management issues and strategies**. Submit a one-page reflection paper about the shadowing and interview experience no later than **April 30**. (Include – at a minimum --what was the most useful thing you learned, what surprised you, what didn't surprise you, and why.)
- 3) Develop a syllabus —including the course description, general course goals, and learning objectives -- for a new or modified undergraduate course in your field. **Submit no later than April 30**.
- 4) Participate in the weekly Blackboard discussion threads as indicated in the next section.

On-Line Discussions

January 17-24; February 14-21; March 14-21; April 11-18:

During the week immediately following each required seminar (listed above), post a brief written critique of the seminar (or alternate activity) on the Blackboard discussion board. The on-line critique of each seminar should address the strengths and weaknesses of the presentation and the three most important things learned from the seminar. Before the date the current discussion thread closes, read the postings of other students and respond to at least two critiques posted by other students.

January 25-February 12: Post your refined teaching philosophy statement on Blackboard and respond to/comment on at least two refined teaching philosophy statements posted by other students. (See resource list on Blackboard)

February 22-March 12: Read Chapter 12 in "Teaching at its Best" and post responses to the questions posed in the Blackboard Discussion Thread titled "Teaching to Different Learning Styles." Respond to/comment on at least two postings by other students.

Required Textbook

Nilson, L.B. (2003). *Teaching at its Best: A Research-Based Resource for College Instructors (Second Edition)*. Bolton, MA: Anker Publishing Company, Inc.

Grading

This course is graded on a credit/no credit basis.

Students who complete all assignments for SGS 5651A will receive an Incomplete grade at the end of the Fall 2009 term. After enrolling in and completing all assignments for SGS 5651B during the Winter 2010 semester, Credit grades will be posted for both courses.

Students who do not complete all assignments for SGS 5651B during Winter 2010 will receive a grade of No Credit for both SGS 5651A and SGS 5651B.