

SGS 5652A Preparing Future Faculty III

Instructor: Patricia Hovis-French, Ph.D.

School of Graduate Studies

Administrative Center, Room 348

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Office Hours: By appointment, or on-line through Blackboard site Tuesdays 1-2 p.m. and 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 5652B 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 third 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. The emphasis in SGS 5652A and B is on the teaching/classroom experience. Offered on credit/no credit basis. Requirements for both SGS 5652A and 5652B must be satisfied in order to receive credit for either course. Prerequisite: Year 2 Preparing Future Faculty Fellow, or recommendation 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 5652B) are the second 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. The emphasis in SGS 5652A and B is on the teaching/classroom experience. Students develop an on-line course (or a course with on-line components) to add to their teaching portfolio. Their classroom teaching is evaluated by their UMKC faculty mentor and these critiques and what students learn from their teaching experiences inform the weekly on-line discussions among SGS 5652A and SGS 5652B enrollees. Students interview UMKC faculty from at least three disciplines/programs and share/compare their insights in weekly on-line discussions. Visits to the campus of other institutions are an option.

General goals for the two-course sequence are:

1. Develop syllabus for an on-line course, or course with on-line components, that includes learning objectives, expected outcomes, and assessment methods to include in a teaching portfolio
2. Be observed by and get feedback on classroom teaching from faculty mentor.
3. Explore the ways in which teaching, research and service are incorporated into the day-to-day activities of faculty from three or more disciplines/fields.
4. Collaborate with peers and mentors to expand knowledge of teaching/learning strategies

Course Organization

The course has four components:

- 1) Required attendance at four monthly 2-hour seminars that focus on various aspects of teaching/learning issues and faculty roles. The dates for 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 that critique the seminar presentations, focus on incorporating technology in the classroom, and explore similarities and differences in faculty life across disciplines.
- 3) Developing a plan for observation and evaluation of the student's performance in classroom by a UMKC faculty mentor.
- 4) Designing the syllabus that includes learning objectives and expected outcomes for an online course, or a course with online components.

Assignments

- 1) Attend all four monthly PFF Seminars or an approved alternate activity.
- 2) Using the **Class Instruction Feedback Form** as a guide, meet with a UMKC Faculty Mentor to set goals for having your teaching observed and evaluated during SGS 5652B. Submit a copy of the plan, including dates of observation, type of class period to be observed, and other pertinent details no later than **December 11**.
- 3) Develop syllabus for an on-line course, or course with on-line components, that includes learning objectives and expected outcomes to include in a teaching portfolio. Submit no later than **December 11**.
- 4) 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: Read Chapter 22 in "Teaching at its Best" and Chapters 1-2 in "147 practical tips for teaching online groups." Post responses to the questions posed in the Blackboard Discussion Thread titled "Tools of the Trade: Making the most of instructional aids and technology." Respond to/comment on at least two postings by other students.

October 19-November 8: Interview UMKC faculty from at least three disciplines other than your own about the ways in which teaching, research and service are incorporated into their day-to-day activities. Post a brief reflection paper about the similarities and differences you discover. Include faculty members' disciplines (See interview guide under "Course Documents" in Blackboard). Respond to/comment on at least two postings by other students.

Required Textbooks

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

Hanna, D.E., Glowacki-Dudka, M., and Conceição-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of Web-Based Education*. Madison, WI: Atwood.

Grading

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

Students who complete all assignments for SGS 5652A will receive an Incomplete grade at the end of the Fall 2009 term. After enrolling in and completing all assignments for SGS 5652B during the Winter 2010 semester, Credit grades will be posted for both courses.

Students who do not complete all assignments for SGS 5652A during Fall 2009 will receive a grade of No Credit and will not be allowed to enroll in SGS 5652B in the Winter term.

SGS 5652B Preparing Future Faculty IV

Instructor: Patricia Hovis-French, Ph.D.

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Office Hours: By appointment, or on-line through Blackboard site Tuesdays 1-2 p.m. and 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 5652A will not be assigned until satisfactory completion of SGS 5652B in Winter 2010.

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

Saturday seminars: location TBA

Catalog description:

Course is the fourth 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. The emphasis in SGS 5652A and B is on the teaching/classroom experience. Offered on credit/no credit basis. Requirements for both SGS 5652A and 5652B must be satisfied in order to receive credit for either course. Prerequisite: SGS 5652A and permission of instructor. 1 credit hour.

Description of Course and General Course Goals

This course and its companion course (SGS 5652B) are the second 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. The emphasis in SGS 5652A and B is on the teaching/classroom experience. Students develop an on-line course (or a course with on-line components) to add to their teaching portfolio. Their classroom teaching is evaluated by their UMKC faculty mentor and these critiques and what students learn from their teaching experiences inform the weekly on-line discussions among SGS 5652A and SGS 5652B enrollees. Students interview UMKC faculty from at least three disciplines/programs and share/compare their insights in weekly on-line discussions. Visits to the campus of other institutions are an option.

General goals for the two-course sequence are:

1. Develop syllabus for an on-line course, or course with on-line components, that includes learning objective, expected outcomes and assessment methods to include in a teaching portfolio
2. Be observed by and get feedback on classroom teaching from faculty mentor.
3. Explore the ways in which teaching, research and service are incorporated into the day-to-day activities of faculty from three or more disciplines/fields.
4. Collaborate with peers and mentors to expand knowledge of teaching/learning strategies

Course Organization

The course has four components:

- 1) Required attendance at four monthly 2-hour seminars that focus on various aspects of teaching/learning issues and faculty roles. The dates for 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 that critique the seminar presentations, focus on incorporating technology in the classroom, and explore similarities and differences in faculty life across disciplines.
- 3) Observation and evaluation of the student's performance in classroom by a UMKC faculty mentor.
- 4) Completing a syllabus for a new or modified online course, or a course with online components.

Assignments

- 1) Attend all four monthly PFF Seminars or an approved alternate activity.
- 2) Follow plan developed during SGS 5652A for having faculty mentor observe and evaluate student's classroom teaching. **Class Instruction Feedback Form** completed by faculty mentor in due no later than **April 30**.
- 3) Complete development of a syllabus for an on-line course, or course with on-line components, that in addition to learning objectives and expected outcomes includes assessment processes to be used for online components. Submit by **April 30**.
- 4) Participate in the weekly Blackboard discussion threads as indicated in the next section.

On-Line Discussions

- 1) **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.

- 2) **January 25-February 6:** Read Chapters 3 and 4 in "147 practical tips for teaching online groups." Post responses to the questions posed in the Blackboard Discussion Thread titled "Organizing the Online Course." Respond to/comment on at least two postings by other students.

- 3) **February 22-March 12:** Interview a UMKC faculty member (or a faculty member from another institution) from your discipline about the ways in which teaching, research and service are incorporated into their day-to-day activities. Post a brief reflection paper about the similarities and differences you discover between your own discipline and those you explored in SGS 5652A. (See interview guide under “Course Documents” in Blackboard). Respond to/comment on at least two postings by other students.

Required Textbooks

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

Hanna, D.E., Glowacki-Dudka, M., and Conceição-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of Web-Based Education*. Madison, WI: Atwood.

Grading

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

Students who complete all assignments for SGS 5652A will receive an Incomplete grade at the end of the Fall 2009 term. After enrolling in and completing all assignments for SGS 5652B during the Winter 2010 semester, Credit grades will be posted for both courses.

Students who do not complete all assignments for SGS 5652B during Winter 2010 will receive a grade of No Credit for both SGS 5652A and SGS 5652B.