



**HIED 542: Analysis of Teaching in Higher Education**  
**Spring 2013**  
**Dates: January 14 – April 26**  
**Saturday, 10:50am – 1:30pm**  
**Location: Mesquite Metroplex**

**Instructor:** Derek Lester, PhD

**Class Location:** Mesquite Metroplex, Rm. TBD

**Office Location:** Universities Center at Dallas; 1901 Main Street, Suite 107; Dallas, TX

**Office Hours:**

- Saturday, 1:30-2:30pm, and by appointment.
- Saturday 10:10-10:40am, 1:30-2:30pm (Available after class)
- Monday and Wednesday, Noon to 3pm (UCD)
- Tuesday, Noon to 3pm (TAMUC)
- Available by appointment: In-person, phone, and Google+

**Cell Phone:** (206) 407-9904

**Office Fax:** (214) 915-1903

**University Email Address:** Derek.Lester@tamuc.edu

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings**

*Textbook(s) Required:*

Welkener, M.W. (Ed.). (2010). *Teaching & Learning in the College Classroom* (3<sup>rd</sup> ed.). (ASHE Reader). Boston, MA: Pearson Learning Solutions.

*Publications Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010). Washington D.C.: American Psychological Association.

**Course Description**

The Community College Curriculum. Three semester hours. Furnishes an examination of trends and issues in the community college, and an evaluation of major community college curriculum areas. Changes in the community college curriculum will be analyzed to suggest future planning strategies.

**Student Learning Outcomes**

After this course, students will:

1. Understand basic processes of human learning.
2. Learn effective instructional techniques.

3. Identify the different curricular functions of the community college and the appropriate teaching strategies for each environment.
4. Demonstrate effective instructional techniques through in-class presentations of course readings.
5. Develop their knowledge and understanding of the content through in-class discussions and presentations.
6. Develop and demonstrate an instructional strategy for a community college academic unit.
7. Research instructional strategies and their outcomes.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

#### **Student Led Article Discussion**

Each student will lead the review and application for two of the assigned articles. Presentations will be 20-30 minutes in length. The first half of the presentation will be a review and highlight of an article's main points. The second half of the presentation may be either a discussion or exercise that highlights the application of the main ideas presented in an article.

#### **Engagement Articles Discussion**

Students will research and bring to class two (or more) research articles that examined the learning outcomes of an engagement related activity. Articles will be discussed in a round table format.

#### **Instructional Lesson Plan Paper**

Students will write a 5-7-page research paper and do a 10 minutes presentation of any instructor approved teaching topic. Students will describe an instructional style used at a community college, cite relevant literature, and create a lesson plan to teach a specific skill within the context of community college/university setting. The lesson plan will include the research based reasoning for the instructional methods use to teach the skills and an outline of the desired learned skills. The research citations for this project may come from work collected for the research paper.

#### **Research Paper**

Students will write a 15-17-page literature review paper that describes the current state of research of student learning and pedagogical techniques used at colleges and universities. The paper will include a summation of at least 20 research articles, summary of the findings, and write-up of the implications of the findings on college instruction. Students will present the findings during a 10-12 minute presentation.

Three paper drafts will be submitted for review: proposal, second draft, and final draft. The first two drafts will help the student and professor focus the paper content and improve writing. Grading for the first two drafts will be liberal, as the goal for these

drafts is for the student to focus the work, and for me to see progress and refinement of a concept. The final draft will be diligently graded.

### **Web-Enhanced Projects**

#### Reading Logs (On-line journals)

- For each assigned chapter of the required texts, submit a 2-page summary (approximately 300 to 500 words) with 3 or more questions/comments. Post the article summaries and questions into the eCollege Journal. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb this content. Late reading logs will not be accepted.

#### Discussion post

- For each posted discussion question, respond with two comments or questions to either the original question or to a colleague's comment/question. The purpose of on-line discussion posts is to help facilitate the understanding of the material before the class period. Discussion posts will add to the depth of discussions during the in-class period because of the additional time in thought and conversation outside of class. Late discussion posts will not be accepted.

### **Attendance Policy**

Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. One absence will not affect a student's grade. A second and third absence will result in a 5% reduction of the total course grade. The fourth absence will result in a failing grade for the course.

### **Participation**

Fourteen percent of the total course grade is dependent on individual students' class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day.

### **Grading**

A = 4.0 = 90-100%  
B = 3.0 = 80-89%  
C = 2.0 = 70-79%  
D = 1.0 = 65-69%  
F = 0.0 = <65%

<b>TECHNOLOGY REQUIREMENTS</b>
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Some course assignments and internet-based research are required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Email me at [Derek.Lester@tamuc.edu](mailto:Derek.Lester@tamuc.edu). I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Writing Requirements**

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 55% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 10% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6<sup>th</sup> Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

### **Respect Differing Views**

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

### **Academic Honesty**

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

**Technology Use**

Personal use of computers, cell phones, or tablets is not permitted during the class session.

**Late Assignments**

An electronic copy of each assignment is due at the beginning of class. Electronic copies of proposals and papers must be submitted to Document Sharing in eCollege. Chapter summaries will be submitted via eCollege Journal. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

**Examination Policy**

Exams are timed and closed book, unless otherwise stated.

**Religious Holidays Policy**

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

**Writing Center**

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at: <http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

Also, I am available to help with the writing process during office hours and by appointment.

**University Specific Procedures:****Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*.)

<b>COURSE OUTLINE / CALENDAR</b>
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**COURSE SCHEDULE FOR SPRING 2012**

<u>Date</u>	<u>Topic</u>	<u>Reading(s)</u>
Jan 14 Jan 19	<b>ONLINE - Module One: Introductions</b> <b>METROPLEX: Module One</b> <b>Intro to Course: Course Requirements</b> <b>Intro to Text</b> <b>Human Learning Mini Lecture and Discussion</b>	
Jan 21 Feb 2	<b>ONLINE - Module Two: Community College Instruction</b> <b>METROPLEX: Community College Instruction</b> <b>Discussion of Instructional Practices</b> <b>Proposal Draft One Due</b>	
Feb 4 Feb 16	<b>ONLINE – Module Three: Effective Instructional Practices</b> <b>METROPLEX: Effective Instructional Practices</b> <b>Instructional Paper Due</b> <b>Presentations of Instruction Paper</b>	
Feb 18 Mar 2	<b>ONLINE - Module Four: Effective Instructional Practices</b> <b>METROPLEX: Effective Instructional Practices</b> <b>Article Discussions</b> <b>Proposal Draft Two Due</b>	
Mar 4 Mar 9-16 Mar 23	<b>ONLINE – Module Five: Student Engagement</b> <b>SPRING BREAK</b> <b>METROPLEX: Student Engagement</b> <b>Article Discussions</b>	
March 25 April 6	<b>ONLINE - Module Six: Assessing Human Learning</b> <b>METROPLEX: Assessing Human Learning</b> <b>Article Discussions</b>	
April 8 April 26	<b>ONLINE - Module Seven: Final Projects</b> <b>METROPLEX: Final Projects</b> <b>Student Presentations of Final Paper</b> <b>Final Exam</b> <b>Final Papers Due</b>	

