Instructor: Dr. Jon Travis, Professor
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COURSE INFORMATION

Materials—Textbooks, Readings, Supplementary Readings:

Textbook Required:

Optional and Supplementary resources:


Course Description: This course provides an analysis, comparison, and contrast of a range of teaching styles and models available to community college and university faculty. Particular emphasis will be directed toward teaching improvement models and assessment skills.

Student Learning Outcomes:
Upon completion of this course, the student will be able to
1. Demonstrate an enlightened attitude toward college teaching andragogy. Specifically, the student will be able to discuss the modern role of the college professor, as described in the literature.
2. Demonstrate an understanding of the theoretical basis of learning. Specifically, the student will be able to
   2.1 Discuss the contributions of Maslow and Bloom to instructional theory.
   2.2 Describe the unique characteristics of the adult learner.
   2.3 Identify and discuss the learning styles and multiple intelligences research.
3. Demonstrate an understanding of the theoretical basis of instruction. Specifically, the student will be able to
   3.1 Describe the components of instructional planning.
   3.2 Describe the elements of instructional objectives.
4. Demonstrate an understanding of teaching methodology. Specifically, the student will be able to identify, describe, and demonstrate
4.1 Peer learning and mentoring.
4.2 Small group techniques.
4.3 Case method.
4.4 Simulations, games, and role playing.
4.5 Individualized instruction.
4.6 Independent study/projects and writing.
4.7 Field work/experiential learning.
4.8 Seminar.
4.9 Panel discussion.
4.10 Laboratory/workshop.
4.11 Discussion/question & answer.
4.12 Various lecture methods.

5. Demonstrate an understanding of student assessment. Specifically, the student will be able to identify and discuss the available options for assessing students in higher education.

6. Demonstrate an understanding of the use of available models for improving the quality of instruction. Specifically, the student will be able to
6.1 Identify and describe the Cross/Angelo Classroom Assessment model.
6.2 Identify and describe Weimer's Five-Step Process for Improving Teaching.
6.3 Identify and describe the Instructional Skills Workshop.
6.4 Identify and describe the Great Teaching Seminar.
6.5 Identify and describe Chickering & Gamson's Seven Principles for Good Practice in Undergraduate Education.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments
Readings in the course text as well as additional outside reading. This reading should serve as a basis for understanding course material and participating in discussion.
Class presentations on assigned topics.
An exam.
Regular and prompt attendance.
Participation in class discussion.
To be considered for a grade of A, a research paper is also required. The research paper should demonstrate a sound understanding of the scholarship of teaching and must conform to the requirements of the APA Style Manual. (IMPORTANT: Late submissions will not be accepted. Papers must be thoroughly edited.).

Grading
The following criteria will be utilized for student evaluation:
Attendance/participation in class discussion (50 pts.—5 pts. each week)
Presentations (50 pts.)
Exam (100 pts.)
(Total possible without paper—200 pts.)

Paper (50 pts.)
(Total possible with paper—250 pts.)

The minimum number of points required for each grade is as follows:
A—210
B—160
C—130

(Please remember, no grade below a B may be applied to a doctoral degree.)
TECHNOLOGY REQUIREMENTS

This course will be using the eCollege platform for web enhancement. The eCollege platform will be used as needed.

All communication with the professor outside of class should be directed to the professor’s university e-mail address.

Access to the library’s available resources via the student’s MyLeo account will be required, unless the student prefers to use the library’s holdings in person.

ACCESS AND NAVIGATION

To access the eCollege platform, students should type the following address into their internet browser: https://leo.tamuc.edu/login.aspx. Students will need their CWID and password to log in to the course. Students who do not know their CWID or have forgotten their password should contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/Policies

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 the 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@tamuc.edu)

COURSE OUTLINE:

(Note: Subject to change)

Topic

College teaching and learning: Overview & analysis
Learning: Domains; Learning styles; Multiple intelligences

Instruction: Course planning; Instructional methods
Instructional methods (cont.)
Instructional methods (cont.)
Instructional methods (cont.)
Instructional methods (cont.), Assessment and evaluation
Selected models—Weimer; Cross & Angelo
Selected models—Chickering & Gamson; Great Teaching Seminar; Instructional Skills Workshop
Exam