

**Eastern Illinois University**  
***Revised Course Proposal***  
**CSD 5780, College Teaching**

**1. Catalog Description**

Course number: CSD 5780

Title: College Teaching

Meeting times and credit: 3-0-3

Terms to be offered: Spring

Short title: College Teach

Course description: The focus of the course is to develop and refine instructional knowledge, skills, and sensibilities to college-level teaching.

Prerequisite: None

**2. Objectives of the Course**

This course is designed to increase the effectiveness of classroom instruction at the college level by making the organization of teaching, learning, and performance compatible with sound pedagogical practices. Specifically, students will:

- a. gain an understanding of and appreciation for the diversity of college students of the twenty-first century and how to deal with student problems and situations.
- b. understand aspects of the intellectual development of college students and how to promote intellectual development from the lowest to more advanced, sophisticated levels through purposeful teaching strategies.
- c. design and share individual educational interventions that can be tested in various courses.
- d. reflect on various theoretical viewpoints about teaching that facilitate a broad-based teaching philosophy.
- e. prepare a syllabus, develop curriculum, and carry out the preparation for a college level course.

**Instructional Model:**

This course will use a problem-solving approach to teaching. Instructional activities will include dialogue with class members, individual and group case studies, problem finding and problem solving. Discussion, case study, inquiry and cooperative learning are instructional methods that will be used. Students will be responsible for careful reading of the assigned materials so that informed discussion can take place.

**Learning Model:**

This graduate level course will use the constructivist information-processing model of learning. Students will be expected to reflect on the readings, classroom discussion, and out-of-class work to develop their understanding of college teaching as it applies to student affairs practice.

**3. Outline of the Course**

**Assessment:**

This course assesses the attainment of higher level thinking skills such as

analysis, synthesis and evaluation. As such, it would not be appropriate to use a marking system that has its basis the total percentage of material that has been memorized or is available for recall. Written material at the graduate level should be assessed with procedures that reflect the level of thinking skills involved in its creation.

**Assignment #1: Individual Learning Contract.** Students will design an experience that is relevant to the course content and pertinent to their development, either personal-professional growth or academic-professional experiences. The contract includes a goal statement, specific objectives, a timeline to accomplish the objectives, and a plan to assess the completed project. The complete project should include an entire course syllabus. This assignment represents 25% of the total grade.

**Assignment #2: Teaching Presentations.** Students will do two teaching presentations using the Recall, Summarize, Question, Comment, and Suggest (RSQCS) technique. Class members will evaluate the sessions independently from the course instructor. This assignment represents 25% of the total grade.

**Assignment #3: Teaching Interventions.** Students will design teaching interventions that relate to their personal interests for using the material in the course. These will be discussed with a group of students on-line (i.e., WebCT) the week following the class presentation about the particular technique/philosophy used in the intervention. Students will provide the instructor with a one page handout that details the intervention and its attainment. This assignment represents 25% of the total grade.

**Assignment #4: Teaching Autobiography:** The purpose of this assignment is to bring some personal reflection into the development of a teaching philosophy. This paper focuses upon students' experiences/conceptions of teaching from birth to the present, and should include Seven Great Ideas about college teaching drawn from experience or academic readings. This assignment represents 25% of the total grade.

## **Course Outline**

### UNIT ONE: The Undergraduate Clientele

- a. Course Introduction, Kolb's experiential learning model (1 week)
- b. A typology of undergraduate college students (1 week)
- c. The Net Generation goes to college (2 weeks)

### UNIT TWO: Methods Traditional and Non-traditional Instructional Delivery

- d. Lecture Method (1 week)
- e. Effective Discussions (e.g. role playing, simulation, etc...) (1 week)
- f. Laboratory Teaching (activity based learning) (1 week)
- g. Appraisal of Course Content (1 week)

### UNIT THREE: Facilitating Learning in the College Classroom

- h. Class Size and Effective Teaching (1 week)
- i. Learning and Cognition in the College Classroom (1 week)
- j. Classroom Research and Self-Evaluation (1 week)

- k. Student Perceptions of Learning (1 week)
- l. Academic Advising and Mentoring (1 week)
- m. Ethics in College Teaching (1 week)
- n. College Teaching – Panel Discussion of Selected Guests (1 week)
- o. Final Examination

#### **4. Implementation**

- a. Faculty member to whom the course may be assigned:  
The course will be assigned to Dr. Charles G. Eberly, Department of Counseling and Student Development
- b. Specification of any additional costs to students:  
There will be no additional costs to the students.
- c. Text and supplementary materials to be used, including publication dates:  
McKeachie, W.J. (1994). Teaching tips. (9<sup>th</sup> ed). Lexington, MA: Heath.  
Tapscott, D. (1998). Growing up digital: The rise of the Net generation. New York: McGraw-Hill.
- d. Term to be first offered:  
This course is planned to be first offered in Spring, 2002.

#### **5. Rationale**

- a. Purpose and need:  
  
The proposed revisions in the curriculum of the Eastern Illinois University college student affairs master's program follow the recommendations of an External Review carried out in 1999 using the Council for the Advancement of Standards in Higher Education criteria for pre-service preparation programs in college student affairs.
- b. Justification of the level of the course and a list of all prerequisites:  
This course will be offered to students at the graduate level. This course will meet the Council for the Advancement of Students in Higher Education (CASHE) Standards based on external review recommendations.
- c. Similarity to existing courses and/or effect upon programs in other departments:  
This new course is unlike any other course taught in the University in this or any other department. Overall, the course will enable practitioners in student affairs to work cooperatively with teaching faculty to facilitate a seamless learning environment for students.
- d. Requirement or elective:  
This course will be offered as a requirement for the Master of Science in College Student Affairs.

#### **6. Community College Transfer**

A community college course will not be judged equivalent to this course.

#### **7. Date approved by the Department: September 27, 2000**

8. **Date approved by the College of Education and Professional Studies Curriculum Committee:** October 9, 2000
9. **Date Approved by CAA:** NA
10. **Date approved by CGS:** November 28, 2000