

Course in College Teaching: Summer 2020

Two groups: Mondays 5-6:30pm
Fridays 3:30-5pm

Instructor: Ian Petrie
petrie@upenn.edu

Description: The Course in College Teaching is an eight-week course designed to help graduate students and post docs at the University of Pennsylvania prepare to teach their first college course. The program will encourage participants to become more thoughtful teachers by creating materials and reflecting on their teaching with other participants. This iteration of the CCT will give most attention to traditional “bricks and mortar” teaching, with some consideration of the on-going move to online instruction in this pandemic.

Goals: This program aims to prepare participants to go on the job market and teach their first college course. Participants will:

1. Create materials for the job market including teaching philosophy, syllabus, and sample assignments.
2. Discuss teaching with a group of other instructors as a way of exploring what works in the classroom.
3. While thinking about what makes teaching effective, consider both individual teaching style and disciplinary differences in teaching.

Expectations: I’m aware that this course is not for credit and so have tried to keep my focus on what will be most useful to you. Each week I expect that you will:

1. Bring the assigned work with you to class (if you can).
2. Participate actively in discussion and group activities.

If you cannot make one or two weeks of class, please tell me. If you think you will miss more than that, please give up your spot to someone else. It is particularly important that you attend the teaching demos.

TENTATIVE SCHEDULE

(I may shift things around in response to the needs and interests of the class.)

Week 1 (Week of June 8) Introductions

Activities:

1. Set expectations for what you want out of the class and set ground rules for our work.
2. Develop a set of standards for thinking about teaching: what is good teaching? What standards apply to all disciplines/all schools? What is unique to your discipline?
3. Begin drafting a teaching philosophy – list your three main teaching goals and activities/ideas of how you would accomplish them.

Week 2 (Week of June 15): Understanding the big picture

Due: Using your bullet points from last week, bring a very brief outline of your teaching philosophy and a syllabus from an undergraduate course (not a course you have taught).

Activities:

1. Discuss goals in your respective provisional teaching philosophies.
2. Think about the connection between a class's goals and the syllabus using the syllabuses that you brought.

Week 3 (Week of June 22): Inclusive Teaching Practices

Reading:

Kelly Hogan & Viji Sathy, "Want to Reach All Your Students? Here's How to Make Your Teaching More Inclusive" *Chronicle of Higher Education*

https://www.chronicle.com/interactives/20190719_inclusive_teaching

Anthony Abraham Jack, "I Was a Low-Income College Student. Classes Weren't the Hard Part" *NYT Magazine* (Sept. 10, 2019)

<https://www.nytimes.com/interactive/2019/09/10/magazine/college-inequality.html>

Annette Lareau, "Teaching First-Generation College Students," *Penn Almanac* (Oct. 23, 2018)

<https://almanac.upenn.edu/volume-65-number-10#teaching-first-generation-college-students>

Activities:

1. Discuss the week's readings: which elements most resonate with you? How could they be applied to courses in your discipline?
2. Small group conversations re: the ways you envision using class time in your future course(s).

Week 4 (Week of June 29): Teaching (Large) Lecture Courses

Reading:

Eric Mazur, "Farewell lecture?" *Science* (2009)

Sarah Rose Cavanaugh, "How To Make Your Teaching More Engaging" *Chronicle of Higher Education*

<https://www.chronicle.com/interactives/advice-teaching>

James Lang, "How To Teach a Good First Day of Class" *Chronicle of Higher Education*

<https://www.chronicle.com/interactives/advice-firstday>

Week 5 (Week of July 6): Teaching Remotely in a Pandemic

Reading:

Kelly Hogan & Viji Sathy, "8 Ways To Be Inclusive in Your Zoom Teaching" *Chronicle of Higher Education* (April 8, 2020)

<https://www.chronicle.com/article/8-Ways-to-Be-More-Inclusive-in/248460>

Michelle D. Miller, "Five Takeaways from my Covid-19 Teaching," *Chronicle of Higher Education* (May 6, 2020)

<https://www.chronicle.com/article/5-Takeaways-From-My-Covid-19/248713/>

Week 6 (Week of July 13: Assignments & Assessments)

Due: Bring a one-page description of a significant assignment for a class.

Reading: Kevin Gannon. "How to Create a Syllabus", *Chronicle of Higher Education*
<https://www.chronicle.com/interactives/advice-syllabus>

Activities:

1. Create in-class exercises to help students prepare for your out of class assignment.
2. Create a rubric for grading.
3. Discuss (looking ahead): What should be on the syllabus?

Week 7 (Week of July 20): Draft Syllabuses

Due: Bring a one-to-two page draft syllabus (or more if you wish!), with a course description, key texts and assignments indicated.

Activities:

1. Compare and discuss our syllabuses
2. Discuss (looking ahead): What makes for an effective teaching statement?

Week 8 (Week of July 27) Redrafting your teaching philosophy and thinking about the job market

Due: Revised Teaching Philosophy

Activities:

1. Use discussion of teaching philosophy to consider how to talk about teaching in your job letter and in an interview.
2. Wrap up the course and focus on the key questions developed by the course in college teaching.