

CETL 8719 Teaching Immersion

Fall 2016 syllabus

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CULC 457B

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Office Hours: by appointment

Immersion Course Description:

As the instructor of record, you will teach your own course with the support of a faculty mentor who will provide frequent (at least monthly) feedback. Participation in this learning community with other practicum/immersion students will provide you the opportunity to a) reflect on your own teaching using both self-assessment and peer/mentor feedback, b) provide peers with feedback on their teaching, c) interview faculty about academic life at different kinds of institutions and learn more about an academic job search, and d) write or revise your teaching philosophy statement.

Goals

By the end of the course, you will be able to...

1. Apply foundational knowledge to teaching experiences
 - a. Write a lesson plan that specifies learning objectives, activities, assessment methods, and strategies for including and motivating students
 - b. Demonstrate application of foundational knowledge during teaching
2. Demonstrate professional and effective communication
 - a. Demonstrate appropriate and intentional use of delivery methods for your instructional content
 - b. Demonstrate welcoming and respectful interpersonal communication
3. Engage in critical analysis of your and others' teaching
 - a. Assess your and others' teaching and identify strengths and areas for growth
 - b. Collect and reflect on feedback from students, peers, and mentors on your teaching skills
4. Develop your faculty career goals
 - a. Characterize the experience of faculty members at a variety of institutions
 - b. Revise your teaching statement
5. Design a Teaching-as-Research proposal that could be implemented in a future course

Readings

There are occasional readings selected by the instructor that are intended to be a follow-up to or a resource for issues raised by the students in the course.

Schedule

NOTE: The schedule is custom generated each term based on the teaching times of the various practicum students.

Logistics

T-SQUARE will provide access to readings, assignments, and forms. Students will submit assignments to the Drop box.

Grades:

This is a Pass/Fail course. To pass, students must satisfactorily complete all of the course requirements, receiving a 2 on at least 80% of course assignments.

Assignments – please see additional documentation for more complete descriptions. *All assignments will be scored on a scale of 0-2. To receive a 2, the assignment must meet most of the instructions listed in the guidelines. If an assignment does not meet at least 75% of the guidelines, it will receive a score of 1. If the assignment does not follow the guidelines or is not submitted, it will receive a score of 0.*

1. Completed contract
2. Delivery preview forms –two full classes
3. Class delivery analysis papers – one for each of the two full class deliveries
4. Peer observation papers – observe each of your peers’ full class deliveries either in person or through video post in T-Square (4 total observations and papers)
5. Classroom dialogue summary
6. Career development assignment – pick one (or both)
 - a. Faculty interview paper – to include interviews with one faculty member from a research intensive institution and one from a non-research intensive institution
 - b. Job ad analysis paper
7. Teaching philosophy – initial and revision
8. Teaching-as-Research project outline and peer review
9. Final report

Expectations:

- Meet contract obligations and keep contract updated as appropriate
- Follow mentoring guidelines
- Ongoing observational notes: Reflect on how each class period went along with implications for moving forward as class continues or for the next time you might teach the course.
- Attend or watch video of peers’ class deliveries.
- Complete all assignments on time
- Adhere to the in-class discussion guidelines

Policies:

Changes to contract: Notify CTL practicum instructor to any changes to full lecture dates ASAP so adjustments to video-recording/peer observation and the practicum learning community schedule can be made. Notify your CETL 8715/19 instructor of any other major changes.

Missed/Late work: The expectation is that you are a professional and you will turn all work in on time. If, however, there is a case when you cannot make the assignment deadline, please let the CTL instructor know ASAP.

Attendance/Absences: The expectation is that you will be an active member of this learning community, but life does sometimes get in the way. Please give as much notice as possible if you are sick, traveling, etc. and need to miss class.

Academic Integrity: It is expected that you will maintain the expectations of the Georgia Tech Honor Agreement and Code stated here: <http://osi.gatech.edu/content/honor-code>.

Accommodations for Disabilities: If you need course adaptations or accommodations because of a disability, you must contact the Office of Disability Services in the Smithgall Student Services

Building, Suite 221. If you have any other important emergency medical information to share with me, please make an appointment with me as soon as possible.