



**DELTA COLLEGE CLASSROOM
TEACHING IN SCIENCE & ENGINEERING
EPD 654: SPRING 2019**

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Course Specifics	
Time: Thursdays, 11:00 am-1:00 pm	
Location: Teacher Education Building, 229	
Credits: 2 credits, face-to-face instruction; Traditional Carnegie Definition of credit hour	
Pre-Reqs: None	
Office Hours: We welcome the opportunity to meet with students! Please email or catch us in class to set an appointment.	

About the Course

COURSE DESCRIPTION AND GOALS

The DELTA College Classroom course is designed for graduate students and post docs in STEM disciplines. It provides a forum to examine teaching, learning, and assessment. Course participants will create a learning community in which to engage in teaching-as-research (TAR) and learn through the principle that excellence and diversity are intertwined. After completing this course, participants will know how to create an inclusive classroom environment that welcomes all type of learners and will be able to use TAR in future classrooms of their own.

The main purpose of the College Classroom course is to provide foundational knowledge of a wide range of pedagogical theories, ideas, and practices. We will emphasize a learner-centered classroom environment to provide participants with a perspective that highlights the interconnected cycle of teaching, learning, and assessment. We aim at creating the framework to develop reflective practitioners, viewing classrooms as sites for ongoing research in teaching and learning. Finally, we will encourage participants to actively practice what we learn, ultimately providing students with the tools to become reflective teaching, learning, and assessment practitioners.

LEARNING OUTCOMES

As a result of engaging with the readings, discussions, and activities in this course, you will be able to:

1. View classrooms as sites for ongoing research into teaching
2. Develop a deliberate, systematic, and reflective approach to teaching practices
3. Investigate and apply effective assessment, teaching, and learning practices
4. Use the diverse learning habits and backgrounds of students to enhance instruction
5. Use research as a basis for solving real world teaching and learning issues
6. Become a reflective practitioner, cognizant of the many challenges and opportunities inherent in teaching and learning
7. Practice what we learn and our resources preach!

OUR ROLES IN THE COURSE

Our role in supporting your learning: **First, we are responsible for treating you with humanity, honoring you as a person who has experienced the world in ways different from me, and as a result have expertise and strengths we cannot begin to imagine without spending time and energy to know you. Second, we are responsible for working to recognize, name, and tackle instances of systemic or incidental oppression in our classroom.** We are continuing to learn how our society, university, and program perpetuate inequities, and so we ask for your help in shouldering this responsibility. Third, we are responsible for creating a classroom culture based on trust, respect, and sensitivity to one another. Together, these responsibilities involve our making a commitment to learn with and from you, taking responsibility for the impact of our words and actions on you, and assuming the best intentions on your part while also speaking our discomfort (adapted from the UW Multicultural Student Center).

Fourth, we are responsible for exposing you to theories of teaching, learning, and assessment, showing you examples of those theories, and allowing you to engage with and practice putting those theories into action. Fifth, we are responsible for providing activities and assignments that support your learning, clarity in our expectations around those activities and assignments, and promptness in grading and returning those activities assignments. Sixth, we are responsible for being on time to class, being present and engaged in the class, and being available to talk about your learning and the course outside of class. Finally, we are responsible for listening to your ideas and experiences, and helping you generate and answer questions related to those experiences.

Your role in supporting your learning: **First, you are responsible for acknowledging and honoring the experiences, strengths, and needs of your peers in our learning community.** This responsibility is no more or less than we should expect to have in our own classrooms and labs with students, and is one with which we can never have enough practice. Again, this responsibility involves your making a commitment to learn with and from one another, taking responsibility for the impact of your words and actions on one

another, and assuming the best intentions on the part of your peers while also speaking your discomfort.

Second, you are responsible for attending class regularly. Third, you are responsible for participating in the mutual sharing of ideas that serves as the basis for this course. "Participation" means being meaningfully engaged with the thoughts and responses of others. When working in groups, you are responsible for establishing and maintaining productive working relationships with your colleagues and peers. Fourth, you are responsible for thoughtfully completing the assignments in the course. This includes not only the written assignments **but also the course readings**. Finally, and most importantly, you are responsible for your own learning. This responsibility involves coming to us with any questions before those confusions start to impact your understanding of other topics and before assignments are due. Whatever time and energy you put into your learning, we will also put into your learning.

Course Materials

REQUIRED READINGS

All articles are available on Canvas. Every week will vary as to how much reading you will be required to complete.

Assignments & Grading

SPECIFIC ASSIGNMENTS

All written work should be uploaded to Canvas by the **start of class** on the due-date. If you have trouble meeting a due date, let me know at least 24 hours before the due date via e-mail, providing a reason and negotiating a mutually agreeable alternate date. **Late assignments will not be accepted without prior arrangement.**

ASSIGNMENT	DUE DATE	POINTS
Weekly reading and participation in discussions	On-going	10 points
Syllabus Design	Draft due 3/7 Final version due 4/4	20 points
Microteachings and Reflection	Rotating; final reflection due May 2	30 points
Participation in peer feedback on microteaching	Rotating	10 points
Teaching Statement	May 2	30 points

1) Weekly reading and participation in discussions (10 points; ongoing)

Reading scholarly work is an essential part of this course and should be taken very seriously. Our discussions of the readings will constitute *the main substance of the course material*. As a result, the course can only be as good as your reading

and reflections of those readings. This means it is essential for everyone's learning that you come to class prepared to discuss the reading, participate in activities around the reading, and offer additional insights, critiques, and questions.

2) Syllabus design (20 points; draft due 3/7, final version due 4/4)

You will design a syllabus for a course you expect to teach either before earning your degree or more likely, after you graduate. The course should be a standard introductory course taken by undergraduates in your department. The syllabus you design should provide evidence of knowledge of the teaching, learning, and assessment practices discussed in our class. You will receive feedback on your draft that you can either incorporate into your final syllabus or provide a rebuttal for why you chose not to incorporate it.

3) Microteachings and reflection (30 points; rotating with reflection due 5/2)

Over the course of the semester you will microteach the same content to your classmates *two times*. Early in the semester you will prepare a short (15 minute) microteaching lesson on a core concept from an introductory course in your discipline. After this "first attempt," you will receive immediate feedback (verbal and written) from your peers for 5-10 minutes.

Later in the semester you will microteach the same content again but this time you will specifically incorporate "good" teaching, learning, and assessment practices learned in the course. ***You will video record this microteach.*** Additionally, at the end of the second microteach, your peers will give you feedback about the specific lesson as it relates to the objectives in our course.

Using both the video recording and your peers' feedback, you will complete a one- to two-page single spaced reflection of the strengths and weaknesses of your second microteaching as well as evidence for those evaluations (or ideas about how you would get such evidence). You will also reflect on changes to be made in the future.

4) Participation in peer feedback on microteachings (10 points; rotating)

To support your peers in their adoption of teaching, learning, and assessment practices discussed in the course, you will provide oral and written feedback to your peers on their microteaching two times during the course.

5) Teaching Statement (30 points, due 5/2)

Most faculty positions – whether tenure track or non-tenure track, adjunct or full-time, R1 or liberal arts school – require you to submit a teaching statement with your job application. These statements provide others (and yourself!) with a clear vision of what we consider important in our teaching and how we interact with students. You will use your reflections on your own learning experiences, our course readings, and class discussions to develop a teaching statement to use moving forward in your career in higher education.

GRADING

You will be provided with either guidelines or a rubric for assignments (2), (3), and (5) . All other assignments will be graded using letter grades based on completeness and clarity as well as evidence of thoughtful and active engagement with the spirit and purpose of the assignment. ***It is our hope that everyone in this class will earn an "A," and we will give everyone the opportunity to do so by providing open and honest feedback you can use to iterate on and improve your verbal or written work.***

The grading scale we will use for determining final grades is: **A** (93 - 100), **AB** (88 – 92), **B** (83 - 87), **BC** (78 - 82), **C** (70 - 77), **D** (60 - 69), **F** (below 60)

Additional Course Policies

Diversity and Inclusion: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Accommodation for Students with Disabilities: Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Religious Holidays: The one exception to my attendance policy is religious holidays. According to University Policy, you need to notify me within the first two weeks of class of the specific dates on which you will not be attending classes. You can speak with me either in person or via email.

Academic Integrity: By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards.

Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings
Week 1 – Jan 24	Teaching as a Research	1. Psst. Don't tell anyone, but some professors like teaching.
Week 2 – Jan 31	Models of Students and Learning	1. How does student prior knowledge affect their learning? 2. How does the way students organize their knowledge affect their learning?
Week 3 – Feb 7	Microteach Round 1	No Readings <i>Teachers:</i> Bailey Murphy Maribel Torres-Velazquez Katarzyna Dubiel Hugh Purdy Hao Ding Sourav Biswas Katherine Mueller
Week 4 – Feb 14	Learning Outcomes and Backward Design	1. What is backward design? 2. Biology in Bloom: Implementing Bloom's taxonomy to enhance student learning in biology
Week 5 – Feb 21	Microteach Round 1	No Readings <i>Teachers:</i> Jonathan Snodgrass Patricia Tran Naomi Barshi Ben Peterson Amy Shipley Kelly Vazquez
Week 6 – Feb 28	Learner Centered Classrooms and Active Learning	1. Five characteristics of learner-centered teaching 2. What kinds of practice and feedback enhance learning?
Week 7 – Mar 7	Microteach Round 1	No Readings <i>Teachers:</i> Austin Henke Jonathan Henn Javier Martinez Neydis Moreno Morales Kathleen Thompson Nathan Stevens
Week 8 – Mar 14	Equity and Diversity in the Classroom	1. How diversity makes us smarter 2. Grade gap/Future Gap: Addressing Disparities in L&S Introductory Courses (p. 1-22) 3. Please stop using the phrase 'Achievement Gap'
SPRING BREAK – Mar 21		

Week 9 – Mar 28	Microteach Round 2	No Readings <i>Teachers:</i> Bailey Murphy Maribel Torres-Velazquez Katarzyna Dubiel Hugh Purdy Hao Ding Sourav Biswas Katherine Mueller
Week 10 – Apr 4	Formative Assessment <i>for</i> Learning	1. Formative assessment: Assessment for learning 2. Involving students in assessment
Week 11 – Apr 11	Microteach Round 2	No Readings <i>Teachers:</i> Jonathan Snodgrass Patricia Tran Naomi Barshi Ben Peterson Amy Shipley Kelly Vazquez
Week 12 – Apr 18	Summative Assessment <i>of</i> Learning	1. Summative assessment: Assessment of learning 2. What gets graded is gets valued 3. Stop telling students to study for exams
Week 13 – Apr 25	Microteach Round 2	No Readings <i>Teachers:</i> Austin Henke Jonathan Henn Javier Martinez Neydis Moreno Morales Kathleen Thompson Nathan Stevens
Week 14 – May 2	The Tenure Track Life: Teaching and Research	1. Teaching excellence, teaching expertise, and the scholarship of teaching 2. What it means to be a critically reflective teacher