

SYLLABUS

INSTITUTION: Great Falls College Montana State University

COURSE TITLE: Foundations of Teaching at Community College

COURSE NUMBER:

NUMBER OF CREDITS: non-credit, 30 OPI Renewal Credits, 3 CEU, or 2 Graduate Credits through MSU Northern

SEMESTER/YEAR: Fall 2014

INSTRUCTOR: Teresa Rivenes
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Email: teresa.rivenes@gfcmsu.edu or through D2L
Office Hours: by appointment in the Learning Center

- I. **COURSE DESCRIPTION:** To remain successfully employed as an instructor or faculty member at Great Falls College MSU, every new faculty is required to take Foundations of Teaching at Community College, or meet its equivalent. The course emphasizes strategies for academic and professional success including; the philosophy of community college, the mission and values of GFC MSU, the eight GFC MSU abilities, student success, teaching strategies, D2L, engaging in student-faculty communication, communication in the work place, boundaries in the classroom, dealing with difficult students, encouraging a cooperative academic environment, active learning, curriculum design, feedback, assessment, learning styles, respecting diversity, safety and tough topics in education. Faculty are expected to enroll in this class during their first semester of teaching.
- II. **PREREQUISITES:** Prior to the start of class students should have completed; Online Diversity Training, Online Title IX Training, Online Sexual Harassment Training and be enrolled in the D2L Basics course. In addition the appropriate OPI License Application must be completed.

III. COURSE MATERIALS:

Textbooks:

- Stewart, D. (2004). Effective teaching; A guide for community college instructors. American Association of Community Colleges. Community College of Vermont. Washington DC.
- OPTIONAL/EXTRA: O'Banion, T. (2013). Access, success, and completion: A primer for community college faculty, administrators, staff and trustees. League for Innovation in the Community College. Elumen Publishing. Chandler, AZ.

OPTIONAL:

USB flashdrive

Notebook

Reliable access to a computer and the internet

IV. COURSE OBJECTIVES:

1. Students will be able to identify and utilize campus resources and interpret college policies and procedures. They will develop a support network and understand how to access needed assistance.
2. Students will understand the philosophy of community college and the role they play in both institution and student success.
3. Students will understand the mission, values and eight abilities which are the backbone of GFC MSU.
4. Students will understand and apply appropriate written and oral communication skills including faculty to student, faculty to faculty and faculty to stakeholder communication.
5. Students will understand and apply effective teaching strategies including encouraging a cooperative academic environment, classroom safety, active learning, curriculum design, feedback, assessment, learning styles, and respecting diversity.
6. Students will be able to understand their interests, values, and develop the ability to establish and work toward short-term and long-term personal, academic, and career goals.
7. Students will establish and participate in a collegiate and supportive environment designed to meet their professional development needs.

V. COURSE OUTLINE:

Orientation Session: Students will complete An eight (8) hour orientation session which provides the basis for the course as well as provides the resource portion of the course (Objective 1, 2, 3).

Class Sessions: Students will participate in fifteen 90 minute sessions (22 hours total) on individual topics in instructing and becoming a more successful teachers (Objective 4, 5, 6).

Reflective Essay: A reflective essay will be completed that talks about the process and value of said class (see rubric). (Objective 3, 4, 5, 6).

Project & Poster Presentation: Students will develop, implement, evaluate and present a project unique to their teaching experience. Project will highlight one or more effective teaching strategies and presented to peers in a poster session (Objective 4, 5, 7).

VI. COURSE EVALUATION:

Attendance/participation (16 MEETINGS * 10 POINTS EA = 160 PTS);

- In order to pass the course, the Students must attend the Orientation Session.
- In order to pass the course, the Students must attend 80% of the sessions.
- Online students will utilize the drop box and discussion areas for participation points.

Reflective Essay (100 POINTS);

- In order to pass the course, students must complete a class project designed to improve the school community. The project will be graded via a reflective essay of said project.

Project & Poster Presentation (150 POINTS);

- In order to pass the course, the Students must develop and present a poster presentation project highlighting a successful classroom technique or intervention.

Grading scale:

A	369-410
B	328-368
C	287-327
D	246-286
F	➤ 245

VII. MIDTERM GRADES:

Midterm grades will not be used for this course. If you have questions about midterm grades, please see your instructor.

VIII. REQUIRED DOCUMENTATION FOR TWO (2) GRADUATE CREDITS:

The following documents must be completed and returned to earn graduate credits through MSU-Northern:

1. Completed Signature on sign-in sheet and Attendance tracked in writing by instructor
2. Completed MSU-Northern Course Registration Form
3. Completed MSU-Northern Course Evaluation
4. Tuition Payment of \$185 (payable to MSU-Northern)

IX. REQUIRED DOCUMENTATION FOR THIRTY (30) OPI RENEWAL UNITS OR THREE (3) CEU CREDITS:

1. Completed Signature on sign-in sheet and Attendance tracked in writing by instructor

VIII. STUDENT SUCCESS ALERT:

This course is not participating in the Student Success Alert.

IX. ATTENDANCE AND TARDINESS:

Students are expected to attend and participate in all class sessions. Students who arrive promptly and remain for the entire class session have the best opportunities for academic success. Unless there are unusual circumstances, missing more than four (4) classes will result in failing the class. Also, unless there are unusual circumstances, **a late arrival of more than ten minutes equals one absence.**

Remember, even if you are absent, you are still responsible for the material covered in class and for any assignments due.

If you are going to be late, please try to let your instructor know ahead of time. Enter the classroom quietly, without disrupting class or other students.

VII. ACCOMMODATIONS

Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class,

please contact the Director of Disability and Learning Support Services at 406-771-4311 or stop by the Disability and Learning Support Services office (R261) to make arrangements.

VIII. LEARNING CENTER

The Learning Center helps students successfully complete their courses by providing free tutoring to GFC MSU students in a variety of areas, including writing, math, science, accounting, and computers. The Learning Center also helps students improve their study skills. No appointment is necessary. Tutoring is available on campus in R263 and online. For more information, including a current tutoring schedule, go to www.gfcmsu.edu/students/LearningCenter or call 406-771-5121.

IX. PLAGIARISM AND ACADEMIC INTEGRITY

300.14 ACADEMIC HONESTY

The integrity of the academic process requires credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources and the respect and recognition of others' academic endeavors.

300.42 DESCRIPTIONS AND EXAMPLES

D. Plagiarism

This is presenting the work of another as one's own without proper acknowledgment.

Examples of plagiarism include submitting as one's own work the work of another student, ghost writer or commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; or using facts, figures, graphs, charts or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Please see the link below for more information and the entire policy. http://www.msugf.edu/about/PoliciesProcedures/300/300_STUDENT_CONDUCT_AND_GRIEVANCE_002.pdf

X. OUTCOMES ASSESSMENT ALIGNMENT

Course Objectives	Aligns with the Following Program/ Degree/Division Outcomes (From CAS Orientation Program Standards)	Type of Course Objective: <i>Introductory, Reinforce, or Emphasize</i>	Assessment Tool Used to Determine if Course Objective Has Been Achieved	Great Falls College Abilities
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1. Students will be able to identify and utilize campus resources and interpret college policies and procedures. They will develop a support network and understand how to access needed assistance.	Realistic self-appraisal: Focuses on areas of academic ability and interest and mitigates academic/professional weaknesses.	Introductory	80% of attendance	A8- Effective Citizenship
2. Students will understand the philosophy of community college and the role they play in both institution and student success.	Social responsibility: Understands the requirements of the codes of conduct; has knowledge of institution governance systems.	Introductory	80% of attendance (class discussion) 80% or higher on poster presentation project	A7- Critical Thinking A8- Effective Citizenship
3. Students will understand the mission, values and eight abilities which are the backbone of GFC MSU.	Academic Responsibility: Has knowledge of institution values, missions and abilities central to learning.	Introductory	80% of attendance (class discussion)	A8- Effective Citizenship
4. Students will understand and apply appropriate written and oral communication skills including faculty to student, faculty to faculty and faculty to stakeholder communication.	Meaningful Interpersonal Relationships: Creates relationships with fellow students, staff, Students members, academic advisors, and other institution staff to be engaged with the institution in a meaningful way.	Reinforce	80% of attendance (class discussion)	A1 – Communication
5. Students will understand and apply effective teaching strategies including encouraging a cooperative academic environment, classroom safety, active learning, curriculum design, feedback, assessment, learning styles, and respecting diversity.	Educational Mastery: Students will learn, practice and apply best practices and effective teaching strategies for Students and student success.	Emphasize	80% of attendance (class discussion) 80% or higher on poster presentation project	A4 – Aesthetic Engagement A5 – Diversity
6. Students will be able to understand their interests, values, and develop the ability to establish and work toward short-term and long-term personal, academic, and career goals.	Personal & educational goals: Determine personal and academic goals and objectives.	Reinforce	80% of attendance (class discussion) 80% or higher on poster presentation project	A1 – Communication

7. Students will establish and participate in a collegiate and supportive environment designed to meet their professional development needs.	Learning Community: Students will engage and participate as an active member of a learning environment.	Emphasize	80% Attendance at learning community events 80% on Class Project Essay	A1 – Communication
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GFC MSU – Eight Abilities:

The Students and staff of Great Falls College MSU have deemed the following abilities to be central to the personal and professional success of all graduates:

A1 – Communication: The ability to utilize oral, written, and listening skills to effectively interact with others.

A2 – Quantitative Reasoning: The ability to understand and apply mathematical concepts and models.

A3 – Inquiry and Analysis: The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

A4 – Aesthetic Engagement: The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.

A5 – Diversity: The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

A6 – Technical Literacy: The ability to use technology and understand its value and purpose in the workplace.

A7 – Critical Thinking: The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

A8 – Effective Citizenship: The ability to commit to standards of personal and professional integrity, honesty, and fairness.

XI. COURSE CALENDAR

This schedule is subject to change at the discretion of the course instructor to accommodate instructional and/or student needs.

CLASS	DATE	DAY	TOPIC	HOMEWORK-DURING WEEK
1	8/12/14	FRI	Orientation	Stewart Text Part 1 (pages 3-13)

			BRING A SYLLABUS TO EVERY CLASS!!!	
2	8/29/14	FRI	So You Want Me to Teach? Teaching/Advanced Classroom Andragogy	Read the Terry O'Banion text 1-34p.
3	9/5/14	FRI	Your Online & Onsite Teaching Toolbox (Curriculum Design)	Read Stewart text pages 55-77
4	9/12/14	FRI	Getting the Message Across: Communication	Part 2 of Stewart text (pages 15-25)
5	9/19/14	FRI	Managing Difficult Students & Classrooms	Read Stewart text pages 25-27
6	9/26/14		Self Regulated Learners	Read Stewart text pages 27-30
7	10/3/14	FRI	The Techie Teacher- Technology for use in the online and onsite classroom	Read Stewart text pages 31-37
8	10/10/14	FRI	D2L in a Nutshell & Teaching Online (Best Practices for Students & Students)	Read D2L-Instructors Manual
9	10/17/14	9	Learning Styles, Emotional Intelligence & More *Bring syllabus and text to class!	Read Stewart text pages 37-55
10	10/24/14	FRI	Construct Learning	Read Stewart text pages 78-81
11	10/31/14	FRI	Diversity	Read Stewart text pages 81-82
12	11/7/14	FRI	Working with Students Who Have Differing Abilities	Read Stewart text pages 82-92
13	11/14/14	FRI	Flipped and Blended	Read Stewart text Appendix Resources
14	11/21/14	FRI	7 Habits of Highly Effective Faculty	
15	11/28/14	FRI	NO CLASS, THANKSGIVING HOLIDAY	
16	12/5/14	FRI	Poster Presentation and End of Term Potluck	Poster Presentation Reflective Paper Due

Grading Rubrics

Reflective Essay (100 Points)

Class Project Criteria (100PTS)	Poor	Fair	Average	Good	
Content	Does not answer required questions and responses are not clear, concise or thoughtful.	Answers fewer than half of the required questions or answers are not clear, concise and thoughtful.	In a clear, concise and thoughtful manner answers the majority of the required questions (minimum of 4).	In a clear, concise and thoughtful manner answers all of the following questions; Why did you choose to participate in this class? Who did it benefit? How did you feel before starting this class? How did you feel after? Will you continue to engage in these kind of activities? Why or why not? What did you learn through this class?	/60
Resources	Resources are not scientific or research based	1 or less scientific resources	2 scientific resources, one may be the textbook	3+ or more scientific resources, one may be the textbook	/10
Writing	Multiple spelling and grammatical errors that detract from the paper and make it difficult to read	A number of spelling and grammatical errors. The paper is readable, but not graduate level work	A few spelling and grammatical errors. The paper is readable and acceptable at the graduate level	Virtually error free, easy to read and ready to publish as an example of excellence	/15
APA	Fails to demonstrate the ability to use APA in the scholarly writing of papers; unable to write in a scholarly fashion	Written communication is well-developed but has some APA errors and inconsistencies	Written communication is well-developed; successfully implements APA style	Written communication is well-developed; successfully implements APA style and conveys, as well as enhances, the written message in a scholarly and scientific manner. Includes a properly formatted cover page and reference page	/15

Poster Presentation (150 Points)

Poster Presentation Criteria (150 PTS)	Poor	Fair	Average	Good	100
APA	Fails to demonstrate the ability to use APA in the scholarly writing of papers; unable to write in a scholarly fashion	Written communication is well-developed but has some APA errors and inconsistencies	Written communication is well-developed; successfully implements APA style	Written communication is well-developed; successfully implements APA style and conveys, as well as enhances, the written message in a scholarly and scientific manner. Includes a properly formatted cover page and reference page	/
Writing	Multiple spelling and grammatical errors that detract from the paper and make it difficult to read	A number of spelling and grammatical errors. The paper is readable, but not graduate level work	A few spelling and grammatical errors. The paper is readable and acceptable at the graduate level	Virtually error free, easy to read and ready to publish as an example of excellence	/
Resources	Resources are not scientific or research	2 or less scientific resources	3 scientific resources, one may	4+ or more scientific resources, one may be the textbook	/

	based		be the textbook		
Topic	Fails to demonstrate knowledge and understanding of the assignment. Does not select an instructional best practice or clearly answer the questions completely and accurately in an organized, factual and interesting manner	Selects an instructional best practice and clearly answers some of the questions completely and accurately in an organized, factual and interesting manner	Selects an instructional best practice and clearly answers most of the questions completely and accurately in an organized, factual and interesting manner	Selects an instructional best practice and clearly answers all of the questions below completely and accurately in an organized, factual and interesting manner <u>Questions:</u> What is your instructional practice? Why is it a best practice? What research supports the practice? How does it tie into the philosophy of community college and the instructor plays in both institution and student success? How does this practice tie in with the GFC-MSU mission, values and abilities? When would you use this practice and when would you not? Give the step by step process for teaching resistant peers to use this process.	/
Oral Presentation Criteria	Poor	Fair	Average	Good	
Length	0-5 minutes	5-9 minutes	9-15 minutes	At least 15 minutes, but not over 30	/
Speaking Skills	Presenter mumbles, talks very fast or too quietly for the majority of students to hear and understand. Shows no interest in topic presented.	The delivery detracts from the message; eye contact may be limited, the presenter may look at the floor, mumble, speak inaudibly, or read the speech. Nonfluencies ("ums") are used excessively.	The delivery is generally effective, however, effective use of volume, eye contact, vocal control, and nonfluencies are inconsistent. Generally, the audience members hear and appreciate the presentation.	The delivery is natural, confident, and enhances the message. The talk is respectful and the speaker is interested in the topic. The vocal tone, delivery style, and message are consistent. Nonfluencies are not observed. All audience members hear, understand and appreciate the presentation.	/
Organization	Audience cannot understand the presentation because there is no sequence of information.	Ideas may not be focused or developed; the main purpose is not clear. The introduction and conclusion are under-developed. The main points are not clear and difficult to identify.	Main idea is evident, but the organizational structure may need to be strengthened. Ideas may not always flow smoothly and transitions may be awkward, the conclusion needs additional development.	Ideas are clearly organized, developed and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience, the main points are clear and the conclusion relates back to the introduction. The presentation is smooth and flows well.	/
Knowledge	Purpose is unclear, information included does not support topic and may be incorrect.	Student does not have a clear grasp of the information, inaccurate, generalized or inappropriate supporting material may be used. Over dependence on notes is observed.	Student has partial grasp of information. Supporting material may lack originality, but is of good quality. Student is at ease with any questions, but fails to elaborate. Depends heavily on notes.	Student has a clear grasp of the information. Supporting material is original, logical, respectful and of high quality. Student demonstrates full knowledge of the topic and can answer any questions asked. Speaking outline or notes are used for reference only. Addresses the following questions: What is your instructional practice? Why is it a best practice? What research supports the practice?	/

				<p>How does it tie into the philosophy of community college and the instructor plays in both institution and student success?</p> <p>How does this practice tie in with the GFC-MSU mission, values and abilities?</p> <p>When would you use this practice and when would you not?</p> <p>Gives a step by step process for teaching resistant peers to use this process.</p>	
VISUAL AID	No visual aid was used.	Visual aid was used, but it was poor quality or the audience could not read and appreciate. Visual aid contained errors.	Visual aid was clear and correct. Audience could read visual aid, but it did not keep and hold the audience's attention.	Visual aid was clear and relevant. It went with the talk and was interesting to look at. A professional program was used (PowerPoint, etc). The audience could clearly see and appreciate the visual aid.	/