Instructor Information
Matt Johnson
Graduate Coordinator for Navy LEAD Program, Counseling and Personnel Services (CAPS)
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Class Schedule
Tuesdays, 11:00 am – 1:45 pm
Location: LeFrak 1221
Office Hours: By appointment
Website: www.elms.umd.edu

Course Overview
EDCP 775 is designed to help students in the LEAD Program develop an understanding of the teaching/learning process and how it can be facilitated. The definition of learning that we will use for this course comes from Learning Reconsidered: “Learning is a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other.” (ACPA/NASPA, 2004, p. 2) As future company officers, you will be called upon to help the midshipmen in your company learn in many different areas. Having a solid theoretical base to support your practice is crucial to helping students develop into the best future Navy officers that they can be. Beyond being a company officer, the tenets of teaching and learning will be helpful in almost any capacity you will find yourself in life.

The specific learning outcomes for this course are as follows:
1) To understand major theories of student and adult development and to develop an understanding of the interaction of developmental issues with the process of teaching and learning;
2) To gain an understanding of learner diversity and how this relates to the teaching/learning process;
3) To be able to assess both student learning and curriculum characteristics with respect to stages of intellectual development, learning styles, identity issues, and skill/ability issues;
4) To develop insight into the process of instruction as it relates to one’s functioning as a company officer and as a classroom instructor;
5) To be able to design and implement developmental learning environments and to be able to assess and evaluate the effectiveness of a developmental design/learning environment;
6) To conceptualize, design and frame curricular and co-curricular experiences in terms of student learning;
7) To develop confidence in your ability to teach courses at the Naval Academy.

Course Expectations
• Students will come to class prepared for active participation. A quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructor. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
• Class attendance is essential and expected. Unexcused absences will be factored into final grades. Students are expected to notify the instructor prior to an absence from class. Each day of class is the equivalent of a week of class. Thus, partial absences (late arrival, leaving early) will also be counted. (NOTE: Simply because you tell an instructor that you will not be present does *not* necessarily mean that the absence is excused. See the university’s attendance policy for more details.)

• The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructor are expected to treat each member with respect.

• Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point font, with 1” margins. All citations must be in APA format. Websites must also be cited with their full and accurate URL.

• Students can expect the instructor to come prepared. The instructor will be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructor’s schedule.

Academic Integrity Statement from Student Honor Council
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism.

For more information on the Code of Academic Integrity or the Student Honor Council, please visit: http://www.studenthonorcouncil.umd.edu/whatis.html

In addition, students will sign the University’s honor pledge (see below) during the first class, which will hold true for all assignments, papers, and tests throughout the semester.

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

– Sign your name

Acknowledgements
I am grateful to both Dr. Marcy Marinelli and Dr. Stephen Quaye who have taught this course previously, and from whom I have borrowed aspects of their respective syllabi. This class is better because of their good thinking and willingness to share materials, ideas, and lesson plans.

Academic Accommodations for Persons with Disabilities
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), I would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact me within the first week of the course to discuss appropriate accommodations. The University is responsible for providing appropriate accommodations for
students with disabilities, and has services available for both staff and students to help support their ongoing success. Additional information and support is available through Disability Support Services at 301-314-7682 or http://www.inform.umd.edu/dss/. It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities. Should you need help with any foundation skills (e.g. mathematics, writing) I will assist you in seeking that help as well.

**Religious Observances**
The University System of Maryland’s policy on “Assignments and Attendance on Dates of Religious Observance” states that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* If you have any religious observance that comes into conflict with our time together or your work in this course, please let me know so that I can plan accordingly.

**Required Texts**
We will use the following texts as primary sources this fall:


**Additional Readings**
These are the additional readings we will be using throughout the course. They can all be found on BlackBoard in the folders for the respective class periods.


Course Requirements and Evaluations

1. Attendance and participation. This is a graduate class. As such, I view our work together in the context of our being colleagues in the profession. Your attendance is very important to the functioning of the entire class – to your learning and to that of your classmates. Attendance and participation are taken into account in the evaluation of your performance in the course. Since our class meets just once a week, attendance is essential. Active interaction and participation are important to your learning; however, participation doesn’t mean merely verbal interaction. Your preparation, attentiveness, and willingness to share and disclose in smaller groups are essential. Absence will reflect in participation on the final grade. Please give me a call, text message, or e-mail me if you must miss class or if you will be absent or late. But please don’t do this as you are driving.

2. Readings: I assume that all readings will be done prior to class. The success of the class depends upon our active engagement with the issues; true active engagement cannot happen if you are uninformed.

3. Grading: I will only ever hold you accountable to the criteria set for in the assignment descriptions noted on the syllabus or a supplementary handout that I will distribute before the assignment.

4. A note on extensions: As adult learners I recognize that you have other responsibilities in your lives and that often life and managing multiple commitments can be difficult. I am willing to grant reasonable extensions that will eliminate whatever pressures you are feeling. Please request an extension prior to the due date and propose an alternate due date in your request.

Assignments

1. You as a Learner (15 points): Your ability to meet others’ learning needs is dependent in large part on your self-awareness as a learner. We will be spending a lot of time learning various theories and models related to learning in this class, all of which will be examined and understood through your own experiences, preferences, and beliefs. The purpose of this assignment is to explore how you have come to think about learning. You may consider such ideas as how you define learning, how you promote others learning, what elements are important in the learning process, how you prefer to learn, and who/what has influenced your thinking on learning the most. Please upload this assignment in the “You as a Learner” Assignment tab on BlackBoard. **DUE: September 7, 2010**

Page length suggestions: My guess is that writing less than two pages for this assignment would be difficult, but more than five would be too extensive for the scope of this assignment.

2. Reflective Journals (50 points total): There are a total of ten different reflections that will be posed to you, as listed on the syllabus. You are to complete five of them (10 points each). You can choose which five you would like to complete. Some weeks I will pose a question for reflection, other weeks you can reflect on what stood out to you from this week’s readings or class discussion. If I am going to post a question for reflection, I will do it on the “Assignment” function for that particular journal of our BlackBoard site by 5:00 pm the day of class. As you reflect, think about the following questions: How will I use this information in my work as a company officer? How does this material inform my understanding of teaching/learning? Does what I am reading make sense given what I know of the types of students at the Academy? Feel free to write about whatever stands out to you that is useful, interesting, provocative, or that you disagree with. You have maximum flexibility in these
assignments. You will upload these in the Assignment tab on BlackBoard. **DUE: Weekly as noted on course outline.**

3. Classroom Assessment (25 points): In pairs, you should select one of the classroom assessment techniques from the Angelo & Cross *Classroom Assessment Techniques* book and demonstrate it in our class. Each pair will choose a date to present. We’ll sign up the first day of class. I will give you a handout with more information on this CAT presentation. **DUE: As noted in the syllabus, dependent on signups**

4. Developmental Application Project (100 points – 75 for lesson plan, 25 for presentation): You will develop a 30 minute lesson plan for a class that you will teach and then present that lesson plan to our class. The topic for the class will be one that you might teach in the Leadership course at UM or the Naval Academy courses that you will teach in the future. You can choose any topic that is of interest to you. You will need to do background research into the topic to become comfortable and competent. When you create your lesson plan you will need to include the following elements:
   a) Topic and Rationale – why is this topic important to midshipmen? How does it fit into their Academy experience and to their future as Navy officers?
   b) Learning Outcomes – what will the learner be able to know, demonstrate, or appreciate as a result of this class?
   c) How you will address learner diversity (different learning styles) in your design?
   d) How you will insure that the developmental instruction variables are included in your plan?
   e) Step-by-step outline of how you will accomplish the learning outcomes (different types of learning activities you plan – I’ll give you a hand-out to help you here)
   f) Assessment of student learning – how will you know that students have learned? What will they be able to demonstrate, do, or appreciate afterward?

Your lesson plan should be at least **six pages**. You will teach your lesson to the class (as if we are midshipmen). as part of this project. These 30-minute presentations will take place during the last three class periods. I will give you a rubric that describes the details about this culminating course assignment. In addition to receiving my comments, you will do peer evaluations of each person’s presentation, much like we did in the Student Leadership Development course. **DUE: As noted in the syllabus, dependent on signups**

5. Teaching Philosophy Paper (35 points): Being able to clearly articulate your philosophy of teaching is a skill that every teacher should have. In fact, when people apply for a teaching position, they are almost always asked to submit a short summary outlining their philosophy. You will get a head start on this by writing your teaching philosophy in no more than **two pages** and turn it in the last day of the class. You should have a readily identifiable short summary (250-500 words) of your philosophy contained in the document, which some concise expansion in the rest of the paper. Refer to this document as you go through the rest of your program and use it when you teach the leadership class in the spring.

**Grading Scale**

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<td>186-180</td>
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<td>8/31</td>
<td>Welcome, Introductions, Course Overview, Overview of Learning</td>
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| 9/7   | Setting the Context for Teaching and Learning in Higher Education     | Learning Reconsidered (BB) – *Mosi, Amanda, Aron*  
Learning Reconsidered 2 (BB) – *Tosh, Justin, Eric*  
Greater Expectations (BB) – *Kevin, Rob, Matt*  
Powerful Partnerships – *Beau, Justin, Jake*  
Student Learning Imperative – *Ryan, Groot* | You as a Learner                                   |
| 9/14  | Setting the Context for Teaching and Learning in Higher Education Cont’d | Baxter Magolda & King (2004) – Chapters 1 & 2  
Barr & Tagg (2003)  
Richlin p. 113-114 | Reflection #1  
(Discretionary)                           |
| 9/21  | Learning – How the brain works, information processing, SRL           | Zull 1&2, McKeachie 23                                                                                           | Reflection #2  
(Discretionary)                           |
| 9/28  | Learning – learning style, Kolb’s LSI, teaching style               | Zull 3&4, Richlin 8-10                                                                                           | Reflection #3  
(Discretionary)                           |
| 10/5  | Learning – Active Learning, Cooperative Learning, Classroom Assessment Techniques, Technology & Learning | Zull 5&6  
McKeachie 16, 18  
Stallheim-Smith (1998) | Reflection #4  
(Discretionary);  
do Teaching Goals  
Inventory online |
| 10/12 | Learning – Developmental Instruction, Practice to Theory to Practice  | Zull 7&8  
Halpern & Hakel (2003) | Reflection #5  
(Discretionary)  
LSI paper |
| 10/19 | Teaching – Overview; Teaching Values; What makes for good teaching?  
Bloom’s Taxonomy                                                                     | Zull 9&10  
Richlin, Chpts. 1-6, 12 | Reflection #6  
(Discretionary)  
CAT 1&2 |
| 10/26 | Teaching - What do we want students to learn? Learning outcomes, designing instruction | Zull 11&12                                                                                           | Reflection #7  
(Discretionary)  
CAT 3&4 |
| 11/2  | Teaching – Learner diversity, student motivation, learning styles     | Richlin Chpt. 13  
McKeachie, 12-14  
Bualdi (2006)  
Moran, Kornhaber, Gardner (2007)  
Parker Palmer (Chapter 2) | Reflection #8  
(Discretionary)  
CAT 5&6 |
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<tr>
<td>11/16</td>
<td>Teaching – Assessment, grading, tests, assignments, rubrics</td>
<td>McKeachie 7, 11 DeBoer, Anderson &amp; Elfessi (2007) Richlin 17-21</td>
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<td>Assigned Final Exam Date – catch up date if needed</td>
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**Additional Resources**


