EDCP 888T PLC1: Teaching Apprenticeship
Spring 2013 – LEAD Program
Thursdays, 9:00 am –11:45 am
Architecture 1123

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Course Description
EDCP 888T is a seminar focused on the process of teaching and learning as it happens in the college classroom. It is designed to be taken concurrently with your teaching field placement, in which you are responsible, with a colleague, for the instruction of a semester-long, three-credit, undergraduate course, or a one-credit course taught individually. It is important to remember that EDCP 888T is focused on the process of your teaching as well as the learning experience of your students, not the content of the course you are teaching; it is your responsibility, along with your co-teachers (if any) and participating instructor (the faculty member responsible for the course you are teaching), to determine course content.

Course Objectives
While you will no doubt learn many things this semester as a result of your classroom teaching and the discussions you will have with your peers in the seminar, there are three objectives that are particularly important. Through your teaching apprenticeship and your participation in this seminar, you should:

• Demonstrate understanding of how theories of student development, learning, and group behavior inform the process of teaching and learning,
• Demonstrate an ability to enact learning environments and interventions that can promote learning among students from diverse backgrounds, and
• Develop insight into your own role as an educator.

Course Expectations
• 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, values, and voice.
• All class written assignments should present solid content and convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will

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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 style. Web sites must also be cited with their full and accurate URL. Unless otherwise noted, all assignments are due by class time on the designated date. All assignments, unless otherwise noted, are to be uploaded to the class Canvass site.

- Being present is critical to learning from others and to let us learn from you. You are expected to read and study assigned materials and come to each class prepared to participate and question.
- You can expect that I will be prepared, read and return your work in a timely way, and be interested and engaged with your projects. I will remember that each of you bring different backgrounds and experiences to this course, and ask that you do the same for me as well. I strongly believe that we are all teachers and learners. I will be a willing listener with regard to your concerns. You can expect me to be available outside of class to give additional help and support. These meetings will be scheduled to meet both of our schedules.

Structure of the Teaching Apprenticeship
The course objectives will be supported by the following activities:
- Student contact through classroom teaching (3 hours per week)
- Course design and preparation (2 hours per week)
- Administrative tasks, office hours/appointments, and grading (3 hours per week)
- Participation in EDCP 888T seminar (3 hours per week)
- Completion of EDCP 888T assignments and readings (3 hours per week)

Supervision
You will receive supervision during your teaching apprenticeship from three sources:
- Your course’s supervising instructor. He or she will meet with you at least twice during the semester to design course content and to provide feedback from his or her observations of your teaching. See the syllabus for meeting weeks; meeting times (typically during the time of our normal class session) will be scheduled directly with your course supervisor. We will not hold our regular class during those weeks.
- Me/other guest instructors. Each week, I (or a guest instructor) will provide “group supervision” during seminar to answer questions and offer guidance on issues related to teaching and learning.
- An outside observer. Twice during the semester an outside observer (typically an advanced doctoral student in the CHSE department) will observer your teaching.

Class Sessions
Most class sessions will use the following format:
9:00-9:05 AM  Announcements, housekeeping
9:05-9:50 AM  Peer discussion facilitation of the reading
9:50-10:00 AM  Break
10:00-11:00 AM  Peer case presentations
11:00-11:10 AM  Break
11:10-11:45 AM  Discussion of highs and lows, issues that you are having in your teaching

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Code of Academic Integrity
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 www.shc.umd.edu.

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

Religious or Cultural Observances
Because we are a diverse community and enroll students with many spiritual beliefs, I will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

ADA Statement
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructor would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructor so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Students in Need of Assistance
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University

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Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)        Counseling Center
2201 Shoemaker Hall                    Shoemaker Hall
Email – Lasinfo@umd.edu                Phone – 301-314-7651
Phone – 301-314-7693                  Web site – www.counseling.umd.edu
Web site – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Web site - www.health.umd.edu/services/mentalhealth.html

Course Evaluations
While I hope to create a learning environment in this course that allows students to provide timely feedback to the instructor, there are more formal ways I will engage in evaluation as a class. The university has a new campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. I value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the Web site (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the Web site is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo’s CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

Acknowledgements
I am grateful to Drs. Roxy Peldani, Matt Johnson, Matt Soldner, Julie Owen, and Kristan Cilente who assisted with the creation of the original syllabus and subsequent designs of this course.

Textbooks:
Svinicki, M. & McKeachie, W. (2011). *Teaching tips: Strategies, research and theory for college and university teachers (13th Ed.)*. Boston, MA: Houghton Mifflin. (This was also used in the EDCP 775 course.)

Additional readings available will be made available on Canvass (www.elms.umd.edu)

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Assignments
Unless otherwise noted, written assignments should be uploaded to Canvass prior to the start of the class in which they are due. All assignments should use proper APA formatting (no abstract is necessary).

Highs and Lows
Due: each Tuesday by midnight
Points: 30 (1 for submitting a high, 1 for submitting a low, 1 for reading peers’ submissions each week)

In order to facilitate discussion of what is happening in each of your classes, each week you are required to post at least one HIGH (a good thing that happened with your class) and one LOW (a not so great thing that happened with your class) by midnight on Tuesday. Prior to class on Thursday, please read through all of your peers’ highs and lows and be prepared to discuss them during class. There are 12 possible classes for which you should post and read highs and lows; you may skip 2 weeks if you so choose (extra credit will not be given for posting/reading additional weeks). Please post highs and lows through the appropriately dated discussion forum on Canvass.

Discussion Facilitation
Due: varies
Points: 20

To ensure that class readings and discussions are meeting the needs of the class, and to give you additional experience facilitating discussion, each week one student will be responsible for selecting readings and facilitating a 45-minute discussion (which may include one or more activities) based on the readings. Topics and readings may be chosen by the facilitator, but should be relevant to issues that the class is dealing with related to teaching and learning. You may choose to revisit readings that we did in prior classes if they are relevant in a new way to your teaching this semester. Reading should be uploaded to Canvass at least 1 week before the facilitation date. Please post readings through the “Announcements” feature in Canvass.

Case Presentations (2)
Due: varies
Points: 40 (20x2)

Since 10 minds are better than one, twice during the semester (once before spring break and once after) you will present a case presentation in which you talk about one thing you did well in class (so that others may learn from what you did) and something you would like feedback or help on (so that you use the collective experience we all have to work on something you are struggling with). These presentations will consist of a 15 minute presentation (with a one-page handout/write-up of the two things you are presenting) and then 15 minutes in which the class gives you feedback. You should include specific questions you have for the class on the handout. While some of you are co-teaching, it is important that your two topics be issues specific to you (or if you are including an issue that you and your co-teacher are having together, make sure you talk this over with your co-teacher before you present to ensure they are ok with you presenting on that issue).

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Peer Observations  
Due: 2/28  
Points: 20

Once during the first half of the semester you will observe your classmate(s) teaching. After this observation, write a 3-5 page paper directly to your peer(s) (and upload a copy to Canvass under the “Assignments” tab as well) that describes:

- Teaching style of instructor
- Apparent learning style and developmental characteristics of students
- What worked well and what didn’t
- Any lessons you will incorporate from your observation into your own teaching style

The feedback paper is due on February 28, but you will obviously need to schedule your actual observation before that date.

Observation Reflections  
Due: 3/14, 5/2  
Points: 40 (20x2)

Over the course of the semester you will be observed twice by an outside observer (typically an advanced doctoral student in the CHSE department). After each observation you will receive feedback from the observer. These pieces of feedback will serve as reference points for how others view your teaching. You will not be graded on how effective you are as a teacher; rather, you are graded on your ability to make meaning of the feedback you receive. After receiving each set of feedback you will incorporate these insights into your own informal assessments of and reflection on your teaching. These reflections should be at least 2 pages in length and should be submitted under the Assignments feature in Canvass.

Final Reflection on Your Teaching Philosophy  
Due: 5/16 by 5:00 PM  
Points: 50

As part of the EDCP775 course, you developed a comprehensive teaching philosophy. Your task for this assignment is to look back at this philosophy and reflect on how well you are living it out this semester as a teacher. You may think about areas where you are excelling, areas you may need to improve, how you might modify your philosophy, and unanswered questions you have about facilitating learning for others. This paper should incorporate feedback from your observations and student teaching evaluations. You should reflect on your progress over the course of the semester as both a teacher and a learner. Include references to student development, activities to improve teaching and learning, and future goals. You should also discuss how what you learned as a result of this teaching experience will apply to your role as a company officer at the USNA. You may also wish to discuss what you learned about yourself through this experience and how you will apply those lessons later on in life, in your military career or beyond. This paper should be at least 4-6 pages in length and should be submitted under the Assignments feature in Canvass.

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| Grading                      | Points | 99-100% | 93-98.9% | 90-92.9% | 87-89.9% | 83-86.9% | 80-82.9% | 77-79.9% | 73-76.9% | 70-72.9% | 67-69.9% | 63-66.9% | 60-62.9% | <60% |  
|-----------------------------|--------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------|--------|
| Highs and Lows              | 30     | A+      | 77-79.9% | C+       |          |          |          |          |          |          |          |          |          |      |        |
| Discussion Facilitation     | 20     | A       | 73-76.9% | C        |          |          |          |          |          |          |          |          |          |      |        |
| Case Presentations (2)      | 40     | A-      | 70-72.9% | C-       |          |          |          |          |          |          |          |          |          |      |        |
| Peer Observations           | 20     | B+      | 67-69.9% | D+       |          |          |          |          |          |          |          |          |          |      |        |
| Observation Reflections (2) | 40     | B       | 63-66.9% | D        |          |          |          |          |          |          |          |          |          |      |        |
| Final Reflection             | 50     | B-      | 60-62.9% | D-       |          |          |          |          |          |          |          |          |          |      |        |
| TOTAL                       | 200    | <60%    |          | F        |          |          |          |          |          |          |          |          |          |      |        |

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