MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS

Course Number & Prefix: CCL 8173

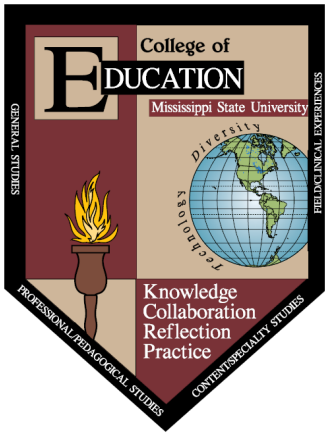
Course Title: Community College Teaching and Learning

Credit hours: 3 Semester Hours

Type of course: Lecture (delivered online/intensive weekend)

Catalog description: Three hours lecture. Comprehensive preparation for teaching at the community college: teaching strategies centered on outcomes and experiential learning, assessment of learning, and job related responsibilities.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals **-** dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

To successfully complete the course, students are expected to achieve the following specific objectives.

1. Understand the scholarship of teaching in community college settings. (CFPO 3, 11)

2. Design a course that includes active learning techniques, sound grading practices, and incorporates assessment methods. (CFPO 3, 4, 5, 7, 11, 12)
3. Apply strategies in the course design that include cognitive level and learning styles of traditional and nontraditional students. (CFPO 2, 3, 4, 5, 6, 7, 10, 11)
4. Develop class-by-class assignments and activities for a course that will directly enhance students' learning and attainment of the learning objectives. (CFPO 2, 3, 4, 5, 6, 7, 8, 10, 11, 12)
5. Apply contemporary theories of student learning and development to teaching practices and course design. (CFPO 3, 10, 11, 12, 14)
6. Practice using innovative student-centered teaching methods. (CFPO 1, 3, 5, 11)
7. Create a personal statement of teaching goals, methods, and philosophy. (CFPO 1, 5, 8, 11)
8. Explain the multiple responsibilities of faculty members in community colleges. (CFPO 1, 8, 13, 14)
9. Plan a scholarly investigation of a specific teaching and learning strategy in the discipline. (CFPO 3, 13)

Topics Covered in the Course:

Content Area	**Course Outline**
Community College Students and the Scholarship of Teaching (Learning Objective 1)	4 contact hours
A. The scholarship of teaching	Read text/articles
B. The community college student	Review PowerPoint lecture outlines
C. Understanding students	Communicate via email, chat, or phone
Structured Discussion Board Session	1 contact hour
Designing a Course	5 contact hours
A. Objectives, goals, outcomes	
B. Instructional techniques (cognitive level and learning styles)	Read text/articles Review PowerPoint lecture outlines
C. Assessments and grading	Communicate via email, chat, or phone
D. Class-by-class assignments	Take Quiz 1
E. Application of contemporary theories	
Structured Discussion Board Session	1 contact hour
Instructional Methods (Learning Objectives 2, 3, 4, 5, 6)	5 contact hours
A. Lecturing	Read text/articles
B. Discussion	Review PowerPoint lecture outlines
C. Active learning	Communicate via email, chat, or phone
D. Case studies	
E. Problem-based learning	
F. Group-based (Team) learning	
G. Experiential learning	
Structured Discussion Board Session	1 contact hour
Assessing, Testing, and Evaluating, Grading (Learning	4 contact hours

Objectives 2, 4)	Read text/articles
A. Good assessment designs	Review PowerPoint lecture outlines
B. Assigning grades	Communicate via email, chat, or phone
C. Academic integrity	
D. Rubrics	
Structured Discussion Board Session	1 contact hour
Cognition: How People Learn (Learning Objective 5)	4 contact hours
A. Research basis for teaching, motivation, models of intellectual development	Read text/articles Review PowerPoint lecture outlines
B. Learning theories	Communicate via email, chat, or phone
C. Motivation in the classroom	Take Quiz 2
D. Teaching culturally diverse students	
Structured Discussion Board Session	1 contact hour
Community College Student Development (Learning Objectives 1, 8)	4 contact hours
A. Strategies for dealing with difficult behavior	Read text/articles
B. Effective social arrangements for teaching and learning	Review PowerPoint lecture outlines Communicate via email, chat, or phone
C. Working with students with disabilities	
D. Academic advising	
Structured Discussion Board Session	1 contact hour
Teaching with Technology and Teaching for Higher-Level Goals (Learning Objectives 2, 3, 4, 5, 6)	4 contact hours
A. Using technology	Read text/articles
B. Teaching online strategies	Review PowerPoint lecture outlines
C. Teaching students to become strategic and self-regulated learners	Communicate via email, chat, or phone
D. Teaching thinking	
E. The ethics of teaching and the teaching of ethics	
Structured Discussion Board Session	1 contact hour
Promotion and Growth of Your Teaching Career (Learning Objectives 6, 7)	4 contact hours
A. Multiple responsibilities of faculty	Read text/articles
B. Teaching philosophy statement	Review PowerPoint lecture outlines Communicate via email, chat, or phone Take Quiz 3
Structured Discussion Board Session	1 contact hour
Exams (1, 3 hour online exam)	3 contact hours
Total	**45 contact hours**

Required Text:

Svinicki, M., & McKeachie, W. J. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teaching* (13th ed.). Belmont, CA: Wadsworth.

Methods of Instruction:

Methods of instruction include assigned readings in required text and supplemental materials; multimedia presentations; communication via email, chat, and/or telephone; structured discussion; quizzes; real-world learning projects; exam; and use of technology.

Suggested Student Activities:

1. Read the textbook as well as supplemental readings such as journal articles. View PowerPoint lecture outlines. (Objectives 1-9)
2. Communicate with the instructor and with other students via email, telephone, and/or the chat room. (Objectives 1-9)
3. Participate in on-line discussions. (Objectives 1-9)
4. Complete online quizzes and a final exam. (CFPO1-9)
5. Assignments
    a. Class observation assignment: Observe and analyze a class session led by an instructor in your discipline or in a closely related discipline. (CFPO 1)
    b. Course syllabus assignment: Design and prepare a course syllabus that includes a class by class listing of your classroom activities. You should choose a course that you realistically expect to teach in your year as a faculty member. (CFPO 2, 3, 4, 5, 6)
    c. Assessment techniques assignment: Develop at least two different classroom assessment techniques included in your listing of classroom activities in the course syllabus you designed. Include the assessment's assignment and rubric. (CFPO 2, 3, 4, 5, 6)
    d. Teaching strategy literature review assignment: Conduct a scholarly literature review of a specific teaching and learning strategy, and write an essay. Use APA conventions. Show advantages of using the specific strategy, and identify any gaps in the related research. (CFPO 9)
    e. Web resources annotated bibliography assignment: Critique web-based information. Identify a topic that would be found in an introductory course in your discipline. Prepare an annotated bibliography of at least five useful websites as resources to help you with your teaching. (CFPO 4)
    f. Teaching philosophy assignment: Write a paper to identify your general teaching goals, philosophy, methods, principles, and values that inform your teaching. (CFPO 7)
    g. Teaching video assignment: Develop a five-minute video that shows you practicing a specific teaching and learning strategy. (CFPO 1-9)

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Technology:

Technology will be used extensively in the course since it is taught online. Students will retrieve information and presentations, link to reading materials, review the requirements for and submit assignments, take quizzes and the exam, participate in discussions, and communicate with the instructor using myCourses.

Diversity:

Diversity will be addressed in readings and course activities. As students complete activities, they are oriented to the cognitive level and learning styles of diverse students.

Disability:

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

Field Component:

There will not be a field component.

Evaluation of Student Progress:

Evaluation will include the items listed below. The due date for each item is listed on the *myCourses* site. Students' grades are based on the following.

Participation in on-line discussions	10%
Quizzes	10%
Final exam	10%
Class observation assignment	10%
Course syllabus assignment	10%
Assessment techniques assignment	10%
Teaching strategy literature review assignment	10%
Web resources annotated bibliography assignment	10%
Teaching philosophy assignment	10%
Teaching video assignment	10%

Grading is on a 10-point scale as follows:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

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