Vision Statement
We develop educational leaders who create tomorrow's opportunities.
Mission Statement
Our mission is to prepare professionals to serve and lead education
and human services organizations.

Syllabus
Department of Educational Leadership
CC688 - College Teaching
(7-Week Format - Online) – _Current as of Spring 2010_

General Information
Credit Hours: 3
Instructor: Dr. Pattie Gibson
Office Phone and Fax: (928) 523-4922 and (928) 523-1929
Office address: College of Education - Room 161
Office hours: Wednesdays 10:00 a.m. - 2:00 p.m. at either the Flagstaff campus (COE Room 161) or NAU-East Valley EDL office at 145 N. Centennial Way, 4th Floor in Mesa.
Note: Please call or e-mail first to arrange a confirmed appointment at a preferred location.
Email: pattie.odgers@nau.edu (My preference is that you use the e-mail tool in VISTA.)

Catalog Course Description
Teacher-learning and administrative environment in college; student culture; learning theory; classroom procedures.

Course Objectives
At the completion of the course, students will be able to:
1. Describe characteristics, based on research, of effective teaching and learning.
2. Create a syllabus for a class to be taught that includes learning objectives, appropriate instructional activities and methods, and assessment.
3. Discover key concepts about learning in higher education from diverse information resources.
4. Identify compelling issues in college teaching and learning.
5. Develop a teaching and learning philosophy.

Course Overview
The analysis of teaching and learning in the college classroom is a complex matter. This course captures this complexity by providing different aspects and issues of college teaching, learning, and assessment. Quantitative and qualitative research regarding the teaching and learning in higher education will be approached from theoretical and scholarly perspectives. The goal of this class is to provide students with practical and purposeful knowledge and applications about college teaching and

learning so that a personal and pedagogical/andragogical framework can be built and applied in college teaching and learning context and environments. Specifically, the course will be divided into three learning modules concerning community colleges and other post-secondary schools. Those modules will cover: 1) Preparing to Teach, 2), Learning and Teaching Strategies and 3), Assessing Learning and Teaching.

Course Structure/Approach
This course is based on the philosophy that quality student learning is achieved through theory and application. The course goals and objectives may be accomplished through:

- Reading assigned course material readings provided by Dr. Gibson
- Reading additional web-based articles, reports, and other outside readings, as assigned or as needed
- Submitting on time all written assignments that are based on class readings, research, interviews, and/or onsite visits
- Participating fully in two course discussions in Vista

Readings and Materials
Required Text: *None.* *As there is no book for this course, all "lecture"/ content material will come from professor-developed reading files and from research links provided for students by the professor (and fellow students) from the VISTA course home page and other sources. Students will be required to seek out on their own supplemental current information (as defined by within the past 3-5 years) regarding topics covered in CC688. This additional information will come from conducting Internet searches in educational journals, databases, supportive and relative Websites, and other publications. It is strongly recommended that students consult with Cline Librarians, who are always available, to assist in critical research activities related to graduate-level class assignments.*

Course Requirements and Policies
Plagiarism: This course requires professional and ethical behavior. Plagiarism or any other form of cheating violates this principle and will not be tolerated. Dr. Gibson may choose to use plagiarism software when grading written assignments and projects. Acts of academic dishonesty are regarded by the University as very serious offenses. Students charged with academic dishonesty are subject to the Arizona Board of Regents Code of Conduct and Procedures established by NAU. NAU policies and statements are attached to this syllabus.

Evaluation Methods (See the common grading rubric that follows.)
Writing Assignments: You will have **two** writing assignments worth 25 points each for a total of **50 points**, which will be assessed on the following criteria:
-- Content—A maximum of 20 points will be awarded for content of paper. Graduate-level research and writing are expected. Paper must respond satisfactorily to the requirements stated in the assignment and statements must be adequately supported or justified (with reference to outside sources, as necessary).
-- Technical—A maximum of 5 points will be awarded when the paper is submitted on time and in the required format, is clearly organized using appropriate citations in APA style, and is spelling, punctuation, and grammatically error-free.

Impressions Paper: You will prepare **one** impressions paper worth **15 points**. The write up can be based on a current on-site visit and subsequent student interviews at a university, community college, and/or for-profit higher education institution.

Online Discussions: You will participate in **two** asynchronous "discussions" worth up to 10 points each for a total of **20 points**. These discussions are an integral collaborative component of this course and should reflect relevant and consistent contributions in a manner appropriate for a graduate student.

Journal Entries: You will complete **five** journal entries worth up to 3 points each for a total of **15 points**. The personal "learning" journal that you create in an ongoing separate Word file will show evidence of your *applied* understanding of certain course material that is of particular interest to you.

Grading System: Your final grade for the course is based on 100 total points. You will need to distinguish yourself in all submitted scholarly assignments in order to receive an A or B grade. The grading scale is: A=90-100%, B=80-89%, C=70-79%, D=60-69%.

Recap of Point Distribution
50 points. Written Assignments (2 @ 25 points each)
15 points. Impressions Paper
20 points. Online Discussions (2 @ 10 points each)
15 points. Journal Entries (5 @ 3 points each)
100 points. – TOTAL

NOTE: Remember that checking in to our class home page a minimum of 4 times a week for messages, e-mails, discussions, and/or announcements is critical to your success in this course. **Inattention to this grading factor may lower your final grade.** This decision will be made at the discretion of the professor assisted by the administrative "student tracking report" feature in Vista. *(You can expect that Dr. Gibson will be checking CC688 Vista class page and responding to messages and assignments submitted, etc. at least once every 24 hours, Monday through Thursday of each week. Dr. Gibson is not available Friday through Sunday. Please plan accordingly.)*

The common "grading rubric" that will be used as a guideline when grading all writing, journal entry, and impressions paper assignments is shown below.

Criteria	Performance Indicators		
	Poor (1)	**Average (3)**	**Excellent (5)**
Original Thought	Nothing original in concepts	Some originality but lacking in spark	Excellent ideas that show strong creativity
Content	Did not meet assignment	Marginally met	Fully met assignment

	content requirement	assignment content requirement	content requirement
Critical Thinking	Weak arguments and very little thought	Solid arguments with decent support	Very strong arguments with excellent support
Format, Spelling, Grammar, APA citations	Several mistakes and lack of proofreading	Some obvious mistakes	Very few, if any, errors

Northern Arizona University - Policy Statements
Please see http://jan.ucc.nau.edu/academicadmin/plcystmt.html for the following policies:

- **Safe Environment Policy**
- **Students with Disabilities**
- **Institutional Review Board**
- **Academic Integrity**
- **Academic Contact Hour Policy**
- **Sensitive Course Materials**

Classroom Management Statement
Membership in the academic community places a special obligation an all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility to each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus.

At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and include suspension or expulsion.