**Instructor:**

Dr. Joan Middendorf, Adjunct Assistant Professor, Educational Leadership; Lead Consultant, Center for Innovative Teaching & Learning  
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**Office Hours:**

Mondays 1-3pm in Dr. Middendorf's office, Wells 250E, or by appointment.

**Course Goals:**

Teaching is best cultivated through mastering basic techniques, learning from the experiences of others, and studying the theoretical underpinnings of the practice. Teaching, like effective research, is the result of study, hard work, and the systematic cultivation of skills. We will explore the assumptions and mental moves of our disciplines through the Decoding the Disciplines strategy. The successful student will exit C750 with a good sense of course design and with confidence about in-class teaching skills. She or he will have gotten to teach a bottleneck lesson in a supportive environment, developed a course portfolio, and become familiar with the literature on teaching and learning in our own fields.

**Course Structure:**

**Part I: First 8 weeks**
- Design your own bottleneck lesson in teams.
- Critically analyze pedagogical literature for relevancy to your classroom.
- Tryout numerous active learning strategies and classroom assessment techniques to develop your own teaching style.
- Practice your bottleneck lesson in front of class members and the instructors.
- Cultivate the habit of sharing teaching strategies that will help you obtain a teaching job, relate to future colleagues, and develop a rewarding and satisfying career.
- Teach your bottleneck lesson to a real class, write a reflection about it, and observe bottleneck lessons of 2 other students and write reflections on them.

**Part II: Second 8 weeks**
- Apply Backward Design and Educative Assessment to design a course.
- Create a portfolio with your revised course planning and philosophy documents.
- Those who choose to do the SOTL project will research the literature of teaching/learning in their fields (with guidance); present it to class
- ALL STUDENTS will attend the final exam/celebration and turn in their Learning Essay and teaching portfolio.
Course Objectives:

Through classroom activities, individual assignments and team projects, and through self-reflection and analysis, we will work together toward achieving the course goals. The course is structured along four broad and interrelated themes:

- Course Planning: Learning to backward design a course
- Decoding the Disciplines: Making the unconscious competence of our discipline tacit so we can make it available to our students
- Understanding Student Learning: theories, models and practical research about college students and how they learn and what they find difficult
- Assessment and Grading: collecting and evaluating evidence of student learning
- Understand theories of social presence in order to teach confidently, whether online or face-to-face;

Important Dates

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<tr>
<th>Important Dates</th>
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<tr>
<td>Class begins</td>
<td>Tues Jan 10</td>
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<tr>
<td>2nd 8 week classes begin</td>
<td>Mon Mar 6</td>
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<td>Spring recess begins after last class</td>
<td>Saturday Mar 12</td>
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<td>Spring recess ends; classes resume at 8 a.m.</td>
<td>Monday Mar 20</td>
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<tr>
<td>Final examination</td>
<td>Thurs May 4; 2:30-4:30pm</td>
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*From website  [http://registrar.indiana.edu/time_sensitive/offcalen4122.shtml](http://registrar.indiana.edu/time_sensitive/offcalen4122.shtml)

Outcomes and Course Grades:

Students will:

- Develop and teach a lesson
- Backward design a course; some students will complete a course portfolio
- Develop a familiarity with the literature on teaching and learning related to their own discipline; and
- Develop their own philosophy of teaching.

Specifications Grading Guidelines:

Assignments in this course will not be graded in the typical “points” fashion. Instead, each assignment will be graded pass/fail. The number of assignments “bundles” that you pass will determine your course grade.

- Minimum requirements for an A:
  Complete the requirements for A- as well as:
  1. May miss up to 1 class OR apply 1 token for late work.
  2. Attend at least 2 SOTL sessions on campus.
  3. Complete disciplinary SOTL review and present in appropriate format in class.
  4. Write learning essay.
- Minimum requirements for an A-:
  Complete the requirements for B+ as well as:
  1. May miss up to 1 class and apply 1 token for late work.
2. Complete course portfolio by date—draft of each document; peer reviewed; final complete documents compiled; peer review another course portfolio.
3. Attend at least 1 SOTL session on campus.

- Minimum requirements for a B+
  1. May miss up to 2 classes and apply 2 tokens for late/missed work.
  2. Complete weekly end-of-class CAT.
  3. Post weekly warm-ups to class Discussion in Canvas; comment weekly on at least one other student’s Discussion post.
  4. Complete bottleneck lesson—in-class practice, teach bottleneck lesson to actual class including collecting pre- and post-test CAT, write reflection using form provided; observe 2 other bottleneck lessons and write brief reflections using form provided.
  5. Backward design a course.
  6. Complete all team evaluations.

Students must meet all requirements for each grade category to earn that grade. For example, if you miss one class, complete the bottleneck lesson, the course portfolio, and the SoTL review, but turn in a blog late, you will earn a B+ in the course. This may seem “picky” but for Specs Grading to work, the teacher has to define clear criteria for each grade category and then hold to those criteria. Work that does not meet the requirements for a B- will receive an “I” allowing the student one year to complete the work. Full descriptions of each bundle are provided separately.

Course Policies:

**Courtesy.** 1) This is an almost 3-hour class, so to keep your energy at a good level, please DO bring food and drink to class but try to ingest them discreetly. 2) Please turn off your cell phone during class and limit the use of your laptop to coursework or course activities. 3) We hope we will generate some lively discussions—even arguments—during class sessions. When that happens, please respect your classmates and their ideas. Please disagree without being disagreeable.

**Plagiarism.** Plagiarism is considered an unacceptable and unprofessional practice. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness. (quoted from Code of Student Rights, Responsibilities, and Conduct, Part II, Student Responsibilities, Academic Misconduct)

**Accommodation for Individuals with Disabilities.** Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). You must have established your eligibility for support services through the appropriate office that serves students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at: http://ada.iu.edu/students/index.shtml
On the Bloomington Campus Disability Services for Students is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. http://disabilityservices.indiana.edu or 812-855-7578.

**Flexibility.** We believe the course plan outlined in the calendar is reasonable and attainable. Nonetheless, we reserve the right to revise topics and deadlines as necessary. We will do this in consultation with the class. Please tell us if you think such changes are warranted. (Cookman)

**Required Text:**


**Additional Reading:**

Chapters to guide you through the course design process and other course topics will be available on Oncourse in the Resources/Course Readings folder to reduce course costs. We expect that you will take these readings as seriously as those in the textbooks.


Other Resources:


