Course in College Teaching
Center for Teaching and Learning
University of Pennsylvania
Summer 2015

Tuesdays 5-7, location TBA (will be a classroom)

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Description: The Course in College Teaching is a ten-week course designed to help graduate students and post docs at the University of Pennsylvania prepare to teach their first college course. The program will encourage participants to become more thoughtful teachers by creating materials and working with other participants to improve their teaching.

For current doctoral students: While this is a non-credit course, completing it does count for three of the five teaching workshops required for the CTL Teaching Certificate, as described on our website: http://www.upenn.edu/ctl//programs_services/graduate_student_programs/ctl_teaching_certificate

Goals: This program aims to prepare participants to go on the job market and teach their first college course. Participants will:
1. Create materials that will help them on the market:
   - Teaching Philosophy
   - Syllabus
   - Sample assignments and activities
   - Paragraph about teaching for job letter
2. Discuss teaching with a group of other instructors as a way of exploring what works in the classroom.
3. While thinking about what makes teaching effective, consider both individual teaching style and disciplinary differences in teaching.

Expectations: I'm aware that this course is not for credit and so have tried to keep my focus on what will be most useful to you. Each week I expect that you will:
1. Bring the assigned work with you to class.
2. Participate actively in discussion and group activities.

If you cannot make one or two weeks of class, please tell me. If you think you will miss more than that, please give up your spot to someone else. It is particularly important that you attend the teaching demos.

TENTATIVE SCHEDULE
(I reserve the right to shift things around in response to the needs and interests of the class.)

Week 1: Introduction
June 2
Activity:
1. What is good teaching? What standards apply to all disciplines/all schools? What is unique to your discipline?
2. Drafting a teaching philosophy – list your three main teaching goals and activities/ideas of how you would accomplish them.

Week 2: Understanding the big picture
June 9
Due: First draft of teaching philosophy (using three bullet points) and a syllabus from a professor's undergraduate course.
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Activity:
  1. Enacting your goals through a course.
  2. Getting ready to observe a class.

Week 3: Thinking about how to use class time  
June 23  
Due: Report on a class that you have observed.

Activity:
  1. Different ways of utilizing class time.  
  2. Getting ready for teaching demos.

Week 4: Teaching experience and feedback  
June 30  
Ten-minute Teaching Demos

Week 5: Teaching experience and feedback  
July 7  
Ten-minute Teaching Demos

Week 6: Teaching experience and feedback  
July 14  
Ten-minute Teaching Demos

Week 7: Teaching experience and feedback  
July 21  
Ten-minute Teaching Demos

Week 8: Aligning assignments and goals in and out of class  
July 28  
Due: An out of class assignment for your class

Activity:
  1. Creating in-class assignments.  
  2. Aligning goals and assignments – creating a rubric for grading.  
  3. What should be on the syllabus?

Week 9: Thinking about your own syllabi  
August 4  
Due: A draft syllabus for a class you might teach (include description, goals, policies and some sense of how you will grade).

Activity: Discuss syllabi and revise.

Week 10: Redrafting your teaching philosophy  
August 11  
Due: Revised Teaching Philosophy

Activity:
  1. Use discussion of teaching philosophy to consider how to talk about teaching in your job letter and in an interview.  
  2. Wrap up the course and focus on the key questions developed by the course in college teaching.  
  3. Evaluation and suggestions for next semester.