

EDHP 503: Curriculum, Teaching, and Learning in Higher Education
Rossier School of Education
University of Southern California
Spring 2016

COURSE INSTRUCTOR:

Michelle Castellanos, Ph.D.
Adjunct Assistant Professor
Rossier School of Education
University of Southern California
Los Angeles, CA 90089
E-mail: castellm@usc.edu

MEETING TIME & LOCATION:

Tuesday, 7:10 pm-9:40 pm
WPH 205

OFFICE HOURS:

Please contact course instructor via e-mail to
schedule an appointment.

OVERVIEW AND PURPOSE OF THE COURSE

The purpose of this course is to explore curriculum, teaching, and learning strategies for general, vocational, and professional education; planning for lifelong learning; theories, policies, and practices for higher, adult, and professional education.

To meet this purpose, the course considers some fundamental aspects of the teaching and learning experience. What does it mean to learn? What does it mean to teach? How can learning be shaped within and beyond the traditional classroom?

Because the course emphasizes the postsecondary experience, we will spend time considering the design and purpose of undergraduate education from a philosophical perspective. Relevant questions may include: What is the purpose of general education and elective courses, and how do these courses help in cultivating intellectual and ethical judgment and preparing graduates for lives of civic responsibility and employment? How do we define the undergraduate curriculum and how should curricula be organized and structured? What is the role of the student, the faculty, and the administration in being learner-centered? How might the learning styles of students change the way professors teach undergraduate courses?

To answer these questions, we will focus on four goals for this course:

First, we will gain an awareness and understanding of various learning theories.

Second, we will gain an understanding of the literature about the undergraduate college curriculum.

Third, we will explore what accounts for good undergraduate teaching and the role pedagogy plays in the learning process and in the classroom.

Fourth, you will have the opportunity to develop projects that demonstrate your understanding about curriculum, teaching, and learning.

TEACHING STRATEGIES

I consider this course to be a seminar in which each of us (instructor and student) contributes equally to class discussions and analysis of course materials. The readings and course assignments have been selected to stimulate your thinking about the course topic and to give you an opportunity to actively explore research and other information related to college students. To ensure that this course is valuable to you and to your colleagues, please complete each week's readings and assignments, come to class prepared with questions for class discussion, and feel empowered to offer constructive feedback to ensure that we are meeting the course learning outcomes. As a participant in a graduate level seminar course, you are expected to follow the following ground rules for discussion:

- Promote an environment conducive to learning
- If something does not make sense to you, ask questions. It is likely that others have the same questions
- Respect differences of culture, nationality, values, opinion, and style
- Welcome disagreement and debate, as they provide opportunities to learn
- Seek to understand first before trying to be understood
- Encourage participation and recognize that everyone has something to contribute
- Promote clear communication—be specific, give examples, and ask questions

TEXTBOOK AND OTHER MATERIALS

Fink, L. D (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (2nd ed.). San Francisco, CA: Jossey-Bass.

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed). San Francisco, CA: Jossey-Bass.

Additional readings will be provided via Blackboard.

REQUIREMENTS AND GRADES

Assignment	Length	Due Date	% of Grade
Class Involvement & Participation	-	Always	15%
Teaching & Learning Reflections	-	Will Vary	10%
Discussion Leader	-	Will Vary	15%
Course Redesign for Significant Learning	8-10 pages	March 25 th	30%
Final Project—Course Syllabus	-	April 29 th	30%

1. Class Involvement and Participation—15%

True to adult learning principles, class instruction will be a blend of lecture, small and large group discussion, practice, and self-directed learning through readings, reflections, and web-based discussions. Thus, you are expected to participate in classroom activities, discussions, and the intellectual discourse. Please inform the instructor of any expected and necessary absence, or after an unforeseen absence. We will have a lot of discussion during each class session.

2. Teaching & Learning Reflections—10%

Each week you will be required to participate in a reflective learning experience. Sometimes this assignment will be completed at the end of class. Other times, it will be completed through a discussion thread on blackboard. It might also become a take home assignment to be turned in during the next class meeting.

The goal of the teaching and learning reflections are to document your course experience in a personal, meaningful way, both to yourself and also to your professor.

To ensure the integrity of your reflections and thoughts, I will not grade or make evaluative comments these assignments.

3. Discussion Leader—15%

For one class period, you and one of your peers will serve as discussion leaders. This entails writing discussion questions for the week, developing an activity or exercise to help develop our understanding of the material for the week, and creating a 1 sheet/double-sided handout for the group. Please e-mail your handouts to me **by 7:00 p.m. on Sunday** and I will post your material on Blackboard so that your peers may be able to download it for class.

4. Course Redesign—30%

A valuable way to apply and demonstrate your understanding of “course design for significant learning” involves the direct application of your conceptual understanding to concrete and specific course redesign project of potential use by you in the future.

Thus, for this assignment you will first identify (a) an actual discipline-based undergraduate course or adult education training program that you have taught previously, or (b) an actual discipline-based undergraduate course or adult education training program that you currently teach or (c) either a graduate-level higher/adult education course or a discipline-based graduate course that you have recently completed as a student. The course or training program you identify will provide your specific and unique context for this assignment. The current syllabus from the course needs to be included with your final document.

Using Fink’s (2013) model for promoting significant learning as a general guide (and other relevant readings), in a 8-10 page paper, you will

- Describe two or more specific and significant situational factors that should be considered when redesigning the course to maximize significant learning
- Formulate a comprehensive set of learning goals to promote significant learning, in the redesign of the course by integrating and applying Fink (2013).

- Create an “educative assessment plan” for the redesign of the course that addresses two or more of the four elements of “feedback and assessment” discussed by Fink (i.e. forward looking assessment; criteria and standards; self-assessment; and fidelity & feedback)
- Identify and describe two or more alternative active learning instructional strategies that are ideally suited for helping students master the learning goals you identified above to promote significant learning in the redesign of the course

An excellent course redesign for significant learning is one that presents a clear, well-reasoned and articulated response to each of the above identified elements.

- 5. Course Syllabus—30%** For the final project you will design a syllabus for a course and present your work to the class. This project will engage you in (a) formulating a comprehensive course syllabus (b) locating pertinent print and electronic resources (c) creating relevant assignments and grading rubrics; and (d) preparing a one-day lesson plan.

Your syllabus should include the following:

- A description of the course (e.g., overview, purpose, goals, etc.)
- A list of textbooks and/or other materials
- Course requirements (e.g., participation, assignments, guidelines for late work etc.)
- You need to include at least 3 assignments and a description of each assignment
 - For one assignment you need to also provide a grading rubric
- Readings for a standard 16-week semester
 - For each class meeting, you need at least 3 readings
 - For each reading, you need to include a 3 sentence description of the reading
- A lesson plan for a class meeting

Your syllabus should also clearly outline the following:

- Your intended audience (e.g., undergraduate, graduate, etc.)
- Is it a standard “in class course” or is it an online course?
- What will students gain from taking the course?

To help you identify and select a topic area, the following list may help stimulate your brainstorming and reflection. This list is by no means exhaustive. I encourage you to consider other topics of genuine personal interest.

- Writing Skills
- Speaking Skills
- Informational Literacy
- Learning to Learn
- Quantitative Reasoning
- Civic Engagement
- Global Perspectives

- Diversity Related Issues
- Sustainability Issues
- Peace Studies
- Ethics
- Spirituality
- Gay, Lesbian, Bisexual and Transgender Issues
- Freshman Year Experience
- Senior Year Experience
- Survey/Introductory
- Honors
- Capstone
- Undergraduate Research
- Graduate Research

LATE WORK & INCOMPLETES

All work is expected to be completed and turned in on time.

Incomplete (IN) work is work not completed due to documented illness or some other emergency occurring after the 12th week of the semester. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the twelfth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP (213) 740-7766.

ACADEMIC INTEGRITY

11.11 Plagiarism

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgement of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts, which are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

Source: SCampus University Governance;
<http://www.usc.edu/dept/publications/SCAMPUS/gov/behavior.html>

Tentative Readings and Schedule

WEEK 1—JANUARY 12th INTRODUCTION

- DeBard, R. (2004). Millennials coming to college. *New Directions for Student Services*, 106, 33-45.
- Labaree, D.F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.
- Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley and Sons. Chapter 3.
- Schunk, D.H. (2008). *Learning theories: An educational perspective (5th ed.)*. Upper Saddle River, NJ : Pearson Merrill Prentice Hall. Chapter 1.

WEEK 2 – JANUARY 19th LEARNING THEORIES—CONDITIONING & SOCIAL COGNITIVE

- Schunk, D.H. (2008). *Learning theories: An educational perspective (5th ed.)*. Upper Saddle River, NJ : Pearson Merrill Prentice Hall. Chapters 2 & 3.

WEEK 3 – JANUARY 26th LEARNING THEORIES— COGNITIVE & CONSTRUCTIVISM

- Schunk, D.H. (2008). *Learning theories: An educational perspective (5th ed.)*. Upper Saddle River, NJ : Pearson Merrill Prentice Hall. Chapters 5 & 6

WEEK 4 – FEBRUARY 2nd LEARNING THEORIES—ADULT LEARNING

- Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley and Sons. Chapters 4, 5, & 6.

WEEK 5 – FEBRUARY 9th ADULT LEARNING, LEARNING STYLES, & CURRICULUM

- Dembo, M. H., & Howard, K. (2006). Advice about the use of learning styles: A major myth in education. *Journal of College Reading and Learning*, 37(2), 101-109.
- Merriam, S.B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley and Sons. Chapter 7.
- Fink, L. D (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass. Chapter 1.

WEEK 6 – FEBRUARY 16th CURRICULUM

Fink, L. D (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass. Chapter 2.

García, M. & Ratcliff, J. (1997). Chapter Six: Social forces shaping the curriculum. In J. Gaff and J. Ratcliff (Ed.), *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices, and change* (pp. 118-140). San Francisco, CA: Jossey-Bass.

Ratcliff, J. L. (1997). Chapter One: What is a curriculum and what should it be? In J. Gaff and J. Ratcliff (Ed.), *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices, and change* (pp. 5-29). San Francisco, CA: Jossey-Bass.

WEEK 7 – FEBRUARY 23rd CURRICULUM

Fink, L. D (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass. Chapters 3 & 4.

WEEK 8 – MARCH 1st CURRICULUM

Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide*. San Francisco, CA: Jossey-Bass. Chapters 3, 6, & 8.

WEEK 9 – MARCH 8th CURRICULUM

*Tentative Guest Lecture

Brenton, S. (2009). Chapter Seven: E-learning—an introduction. In H. Fry, S. Ketteridge, & S. Marshall (Ed.), *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd ed.) (pp.8598). New York, NY: Routledge.

Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide*. San Francisco, CA: Jossey-Bass. Chapters 10 & 13.

Palloff, R.M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom* (2nd ed.). San Francisco, CA: Jossey-Bass. Chapter 6.

WEEK 10 – MARCH 15th NO CLASS—SPRING BREAK

WEEK 11 – MARCH 22nd CURRICULUM & DIVERSITY PROJECT

***Assignment Due:** Course Redesign for Significant Learning (Fri.)

Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide*. San Francisco, CA: Jossey-Bass. Chapter 14.

Olguin, E. & Schmitz, B. (1997). Chapter Twenty-One: Transforming the curriculum through diversity. In J. Gaff and J. Ratcliff (Ed.), *Handbook of the undergraduate curriculum: A comprehensive guide to purposes,*

Castellanos, M. & Cole, D. (2015). Disentangling the impact of diversity course content on students' civic mindedness. *Journal of College Student Development*.

WEEK 12 – MARCH 29th PEDAGOGY

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. San Francisco, CA: Jossey-Bass. Chapters 1, 2, 3, 4, 5, & 6.

WEEK 13 – APRIL 5th PEDAGOGY

Black, K.A. (1993). What to do when you stop lecturing. *Journal of Chemical Education*, 70(2), 140-144.

Paulson, D. R. (1999). Active learning and cooperative learning in the organic chemistry lecture class. *Journal of Chemical Education*, 76(8), 1136-1140.

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. San Francisco, CA: Jossey-Bass. Chapters 7, 8, & 9.

WEEK 14 – APRIL 12th PEDAGOGY

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum. Chapter 2.

***Assignment Due:**
Final Project (Fri.)

Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge. Chapters 1, 3, & 12.

Lewis, M. (1997). Interrupting patriarchy: Politics, resistance, and transformation in the feminist classroom. *Harvard Educational Review*, 60(4), 467-488.

WEEK 15 – APRIL 19th PEDAGOGY

Additional Article TBA & Overflow

WEEK 16 – APRIL 26th PRESENTATIONS & LAST CLASS
