**Proposed Syllabus  
Teaching Immersion  
CETL 8719 (1 credits)  
(Previously offered as 8801 IMM)**

**Meeting Times:   
*Scheduled Lecture:*** 1 hours/week   
**Description:**

Graduate student serves as instructor of record for a course and has an assigned faculty mentor. Feedback is collected from a mentor and the students in the course they are teaching. Students also discuss various aspects of teaching with their mentor and a peer learning community of other students participating in a Teaching Immersion.

**Goals**

***By the end of the course, learners will be able to…***

1. Set and improve upon personal teaching goals.
2. Practice designing and teaching an integrated course that is learner-centered.
3. Reflect on, analyze, and evaluate their own and others lesson plans, teaching, and course design based on:
   1. alignment between learning objectives, teaching/learning activities, and assessment methods.
   2. effective use of strategies suggested by the principles of learner-centered teaching.
4. Analyze self-assessment and other feedback for trends and identify changes that would improve student learning.
5. Provide concrete and constructive feedback and practical ideas for improving lesson plans, teaching, and course design in various contexts.
6. Compose a statement of teaching philosophy that uses examples from the teaching immersion and other teaching experiences to illustrate assertions about teaching beliefs and/or intents.
7. \*\*Describe the personally important differences between faculty life and the academic job search at a research university versus other type of higher education institution and the personal impact of the differences.

*\*\*Only if the enrolled student did not previously complete the practicum.*

**Assessments/Assignments**

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| --- | --- |
| **Required Assignments/Assessments** | **Course Goals** |
| Attendance at 12 of 15 course meetings (80%) required to pass course. | All |
| Personal Goals Form | 1 |
| Lesson Plans using template from 8803 TL (2) | 1, 2, 3 |
| Teaching as instructor of record (2 class periods are observed and taped) | 1, 2 |
| Peer Observation and Feedback (At least 2, Recommended 4) | 3, 5 |
| Self-Assessment (2) | 1, 3, 5 |
| \*\*Faculty Interview Reflection papers (At least 1, Recommended 2) | 6 |
| Classroom Assessment Technique Scholarship of Teaching and Learning Project and Report | 4 |
| Teaching Philosophy and Evolution Statement | 6 |
| Final report (Must include reflection on two class periods that were observed and taped and the subsequent feedback, Classroom Assessment Technique Scholarship of Teaching and Learning Project and Midterm-Dialogue feedback) | 1, 3, 4, 5 |

*\*\*Only if the enrolled student did not previously complete the practicum.*  
**Grading Scheme:**

Course will only be offered as P/F at this time. To pass, students must complete or turn in all of the above course requirements.   
 **Additional Expectations**

* Reflective Journal: After each class period, the Immersion student should reflect on their teaching and student learning in terms of what went well, what could be improved, what questions they may have for their mentor or the learning community.

**From Mentor/Mentee Contract**

* About 8 meetings between mentor and mentee are expected to discuss to following:
  + Review course syllabus
  + Each of the two mentee's lesson in advance of delivery and after it is taught
  + Teaching philosophy
  + Final mentee evaluation meeting
  + Miscellaneous concerns

**Schedule**

* NOTE: The schedule is custom generated each term based on the teaching times of the various practicum students.

**Readings**

* There are occasional readings selected by the instructor that are intended to be a follow-up to or a resource for issues raised by the students in the course.