Goals

1. To give Ph.D. students an admittedly modest exposure to the literature on teaching techniques and on life as an academic.
2. To lead students in thinking about teaching as a design challenge, not a challenge of presentation of material: The job of the teacher is to design learning experiences.
3. To have students practice techniques of planning, preparation, assignment design, and presentation.

Upon completing the course, the student will be able to:

1. Find help for common teaching problems in familiar literature.
2. Design a course syllabus and schedule.
3. Select a textbook.
4. Design lessons for varied learning styles.
5. Design exercises and quizzes.
6. Prepare and deliver classes using a variety of different teaching methods.
7. Assign grades fairly.

Policies, logistics, etc.

- A tentative schedule is given on the next page. This schedule should be taken as a working document. It may change, e.g., due to snow days, people dropping or adding the class, unanticipated travel by the instructors, etc. We will keep an up-to-date version on the class webpage.
- Each student will design and lead a 20-minute lesson on a topic of their choice. The 20 minutes is for your lesson as prepared. Questions and discussion are not counted against your time. Your lesson will be videotaped and you are expected to watch the tape.
- Each student will help and critique a partner in their lesson preparation and rehearsal.
- Most assignments will consist of a reading and a two-page essay. Last paper will be the exam.
- Name, date, and honor code pledge on everything you give us.
- Note: Much of the material you will receive has been taken verbatim from material prepared previously by Dr. Anderson (with his permission). The original author for most of this material was Dr. Brooks. This class has a closed-laptop, iPad, etc. policy.

Grading: Based on class teaching, assignments, and participation. Broad curve. Two free late assignments if turned in next class; other late assignments are half-credit.
The teacher’s job is to design learning experiences, not to dispense information