The teaching and learning process has historically been at the heart of the collegiate experience. This process, more than any other activity, is associated with postsecondary education. As such, it behooves individuals associated with colleges and universities, whether student, faculty member, or administrator, to have some understanding of the teaching and learning process.

The purpose of this course is to investigate teaching and learning. Through such an investigation we will identify some of the factors that affect postsecondary pedagogy and how these factors exert an influence on individuals, organizations, and academic disciplines. We will also explore how individuals, organizations, and disciplines exert pressure themselves.

Course Structure

The course is broken into three basic sections. The first section focuses on teaching. Its main purpose is to give the student a sense of how some issues relating to "teaching" are seen from the perspective of faculty.

The second part of the course looks at the teaching and learning process from the eyes of the student. In particular, this section will examine one model of student learning as well as a theory of student cognitive development.

To see the teaching and learning process as an interaction only between a teacher (faculty member) and a student or group of students is to suffer from myopia. There are a host of other factors that affect classroom interactions that must be considered if one is to achieve more than a pedestrian understanding of this process. Consequently, a significant portion of the course will be devoted to issues that, for our purposes, will be considered to be "curricular" issues. Consideration of these issues will constitute the third and final section of the course.

The basic format for the course will be lecture/discussion, with significant emphasis placed on discussion. As a result, it is expected that the readings assigned for any given week will be done in advance of that week's class meeting (e.g., a reading
assigned for the September 20 class meeting should be read prior to September 20). It is also expected that the reading will be done thoroughly and critically such that being asked to provide an impromptu presentation/critique of 10-15 minutes for a particular reading will present no problem.

Course Requirements

In addition to the reading, there will be three writing assignments for the course. Two of the assignments will be short (4-6 pages). The topics of the two short papers will be announced/handed out in class. The first paper is due October 11; the second short paper is due November 8.

The third writing assignment will be a research paper of roughly 15-20 pages in length on a topic of the student's choosing. The final paper will be due Friday, December 10; a prospectus of your final paper is due on October 25.

You will also be responsible for making a presentation to the entire class on your research paper. Each presentation will last approximately 10-15 minutes and will be made during the last few class sessions.

Grading

Your final grade for the course will be based on the following percentages:

- First short paper: 20%
- Second short paper: 20%
- Participation: 10%
- Presentation: 10%
- Final Paper: 40%

Policy on Incompletes (“I” grades): Incompletes are permitted with the instructor’s consent. All work needed to remove the “I” from the student’s record must be submitted by the first day of class of the fall semester, 2000. Work submitted after that date will not be accepted and will result in a failing grade for the course.

Texts/Readings

The text for the course is the Association for the Study of Higher Education (ASHE) Reader Revisioning Curriculum in Higher Education.

There are also readings (a coursepack) that have been placed on reserve in the College of Education library. Individual readings may be checked out for library use for a given day's assignment or the entire coursepack may be checked out overnight.

The readings for a given week are indicated in the course outline (below) by either the "ASHE" or "CP" symbol and the author's name. ASHE stands for the text, CP for the reserve materials.
Schedule of Events

August 30  Introduction

Section I

September 6  --No Class – Labor Day

September 13

CP -- Blackburn, et al, "Faculty at work: Focus on teaching"
CP -- Boice, "New faculty as teachers"

September 20

CP -- Colbeck, “Merging in a Seamless Blend”
CP -- Nunn, "Discussion in the Classroom"

September 27

CP -- Sacken, "Taking teaching seriously: Institutional and individual dilemmas"
CP -- Bess, “Teaching Well: So You have to be Schizophrenic?”

First Paper assigned

Section II

October 4

CP -- Kolb, "Learning styles and disciplinary differences"
CP -- Hagedorn, Pascarella, Edison, Braxton, Nora, and Terenzini, “Institutional Context and the Development of Critical Thinking”

October 11

CP -- Perry, "Cognitive and ethical growth: The making of meaning"

**First Paper Due**
Section III

October 18

ASHE -- Haworth & Conrad, "Curricular transformations: Traditional and emerging voices in the academy"
ASHE -- "Yale Report of 1828"

October 25

ASHE -- Rudolph, "Frames of reference"

Second Paper Assigned

**Prospectus for Final Paper Due**

November 1

ASHE -- Tierney, "Cultural politics and the curriculum in postsecondary education"
ASHE -- Gumport, "Curricula as signposts for cultural change"
ASHE -- Nespor, "Curriculum and conversions of capital in the acquisition of disciplinary knowledge"

November 8

ASHE -- Bennett, "To reclaim a legacy: A report on the humanities in higher education"
ASHE -- Giroux, "Decentering the canon: Refiguring disciplinary and pedagogical boundaries"
ASHE -- Banks, "The canon debate, knowledge construction and multicultural education"

**Second Paper Due**

November 15

ASHE -- D'Souza, "The victim's revolution on campus"
ASHE -- Graff, "The vanishing classics and other myths: Two episodes in the culture war"
November 22

ASHE -- Weiler, "Freire and a feminist pedagogy of difference"
ASHE -- Maher, "Classroom pedagogy and the new scholarship on women"
ASHE -- Anderson, "Changing the curriculum in higher education"

November 29  Presentations

December 6  Presentations

December 10  --Friday-- Final Paper Due