Course Information

Course Name: Teaching Leadership at the Margins
Course Number: DPLS 778
Credits: 3
Day of the Week/Time: Saturday, 8:00am-12:00pm
Dates: Jan 25; 2/8; 2/22; 3/8; 3/22; 4/5; 4/12; 4/26
Location: Tilford and online
Instructors: Lazarina Topuzova, Ph.D., JoAnn Danelo Barbour, Ph.D.
Email/Phone: topuzova@gonzaga.edu; 509-313-3620; barbourj@gonzaga.edu / 509-313-3630
Office Hours: Appointments arranged for the convenience of the student and professor.

Course Description: Goals, Objectives, & Expectations

Course Goals

This course is designed to provide students with an opportunity to develop the basic pedagogical knowledge and skills necessary to succeed as a faculty member in a higher education setting. The course prepares individuals to teach entry-level/ introductory courses in leadership studies and to be an effective instructor in both face-to-face traditional classroom and online. Additionally, students will have an opportunity to practice the intent of Gonzaga’s Mission to foster “a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement …” by teaching and tutoring students in courses in the Jesuit Commons: Higher Education at the Margins.

Course Objectives

By the end of the course the student will:

- demonstrate familiarity with adult teaching and learning theories;
- demonstrate knowledge of a variety of teaching techniques and strategies that increase student engagement and comprehension;
- be able to deliver cohesive and coherent course instruction in a face-to-face and online settings on a topic in the field of leadership studies;
- be able to assess student learning;
- be able to assess own and others’ instruction; and
- prepare a philosophy of teaching and learning.
Expectations for Teaching Assistants

Background. A major requirement for this course is that all students will teach in and tutor in the program Jesuit Commons: Higher Education at the Margins (JC:HEM). This is the first time we are partnering with JC:HEM to do supervised tutoring and teaching by a group of doctoral students. We are trying our best, therefore, to make this course a model other programs could emulate.

Teaching Expectations. Because this is a course about teaching and learning in higher education, the goals are focused on both theory and practice. For practice, we will practice teaching lessons with peers in DPLS class settings, and then doctoral students will be expected to teach online with students who are pursuing an undergraduate degree through Jesuit Commons: Higher Education at the Margins (JC:HEM). Gonzaga University is one of the JC:HEM partner institutions; you can learn more about the organization and the undergraduate Diploma at http://www.jc-hem.org/About as well as during the first sessions of class. The students in the online classes live predominately in refugee camps in Dzaleka, Malawi and Kakuma, Kenya. During the semester, doctoral students will prepare a syllabus to teach in one area of Leadership Theories and/or Practices. Additionally, students will prepare teaching outlines, lesson plans, PowerPoint presentations, online materials, and so on, as needed. You will attend classes as normal in the DPLS program. In the period March 03, 2014 to April 27, 2014 you will do the teaching/tutoring practice online when in the interim days between face-to-face meetings, you will work online with your assigned JC:HEM course. It is anticipated that after taking a higher education teaching course, you will be able to translate knowledge and lessons learned to temporary and permanent teaching positions in community colleges and universities teaching in either online or face-to-face settings.

TA Form. We plan to pay eligible and interested students who enroll in the course a Teaching Assistant’s (TA) salary. If you plan to enroll in the course and want to be paid as a TA, then please fill out the form at the end of this syllabus, attach it to an email with the Subject: DPLS 778 TA Application … and email to JoAnn Barbour: barbourj@gonzaga.edu Eligible TAs will receive a salary of $18.00/hour for 2 credits of TA work which translates to 80 hours of salary [80 x $18 = $1400 for the semester]. Deadline for submission of TA form: January 15, 2014. If you are interested in getting paid 2 credits as a TA for this course, please fill out the form at the end of this syllabus and submit to Dr. Barbour by the deadline. If you are interested in taking this course and want to do the required work, but for one reason or another you are not eligible to be a TA or choose not to be a TA, you are still encouraged to register for the course and participate in all class activities.

Reading Materials

Required Texts
Two texts are under consideration. Decision about the final texts will be made by January 1, 2014.
Assignments and Grading

Class Participation: Because a large part of each class is participatory, class attendance and participation is expected. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/group meetings at least 90% of the time the course/group meets.

Assignments: Assignments are due when specified. Course professors may refuse to accept a late paper. If the late paper or project is accepted, it will incur a lower grade. These professors reserve the right to decide whether to accept the late assignment or not to accept the late assignment. A scoring guide or rubric will be included with each project or assignment.

Grading:

Final grade is based on total points over the entire session in the following percentages:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 98%</td>
<td>A+</td>
</tr>
<tr>
<td>97% - 94%</td>
<td>A</td>
</tr>
<tr>
<td>93% - 90%</td>
<td>A-</td>
</tr>
<tr>
<td>89% - 88%</td>
<td>B+</td>
</tr>
<tr>
<td>87% - 84%</td>
<td>B</td>
</tr>
<tr>
<td>83% - 80%</td>
<td>B-</td>
</tr>
<tr>
<td>79% - 78%</td>
<td>C+</td>
</tr>
<tr>
<td>77% - 74%</td>
<td>C</td>
</tr>
</tbody>
</table>

Directions, evaluative criteria, and a scoring guide are provided for each assignment/project.

Academic Honesty and APA:

Students are expected to uphold Gonzaga University’s high standards of academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Academic Honesty Policy [http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-AZ/Academic-Vice-President/AcademicHonestyPolicy2002.pdf](http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-AZ/Academic-Vice-President/AcademicHonestyPolicy2002.pdf).

Plagiarism is a form of academic dishonesty and in cases where it is confirmed, students will lose all credit for the respective assignment. Please note that ALL written work in this class must clearly and carefully acknowledge any sources of information consulted. This includes, but is not limited to course readings, news articles/stories, and any information from online sources. As this is an upper-level course, I expect that you are familiar with proper citation procedures and formatting. Further, all written submissions for this course must be double spaced, and in APA style (APA Publication Manual, 6th Edition Revised). Guidance can also be found at the following web site: [http://www.apastyle.org/](http://www.apastyle.org/).
Assignments Day One

1. **Syllabus** - For the first day of class please bring a copy of a syllabus from a class you have taken and one that is in your view a well designed class.

2. **Philosophy of Teaching and Learning** – First Draft

**Purpose:** The purpose of this assignment is to help you craft a statement of teaching and learning philosophy that can be used in your teaching practice and when applying for new academic positions.

**Description/Assignment:** Write a 2-3 page (600 - 1000 words) statement that reflects some of the principles guiding your teaching. Consider the following questions:

1. Who are you, as a teacher, and who do you want your students to become?
2. What are:
   - Your goals, objectives, values, interests?
     - Why do you want to teach in the first place?
   - Your approaches to teaching and learning?
   - The environments that you create that are favorable to learning?
3. What are some notable influences/ from where have you learned valuable lessons?
   - e.g. special teachers, significant quotes, unusual classes
4. How do you propose to grow as a first-rate teacher/educator?

**Writing Specs:** NOTE: These specifications are important. Part of one’s grade is the ability to follow directions and specifications. Please read this section carefully. These specs will be followed for all papers in this course.

- Follow the page length requirement. Professor will stop reading after maximum pages, which may vary per assignment.
- Margins: one inch all around.
- Font: Times New Roman, size 12.
- Add a cover page, but do not count or number the cover page. The first page of the narrative is page one.
- Page numbers: top right hand corner also in Times New Roman, 12 Font.
- No header or footer is needed. Do not add a header or footer.
- Align text to the left.
- Double space throughout. Do not skip a line between paragraphs.
- All paragraphs should be indented. Indent paragraphs ½” from left margin. Do not skip a line between paragraphs.
- Use APA in the entire assignment.
# Schedule of Topics, Reading Assignments, and General Assignments

[Note: Course outline, readings, assignments and/or grading rubrics will be ready by the first class day, posted on BlackBoard and distributed in class. Additionally, this course outline, readings and/or assignments may change slightly depending on student and/or professor needs.]

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Assignments</th>
<th>Readings Due*</th>
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</table>
| Session #1 1/25 | • Overview/Introduction to Course and JC:HEM  
• Philosophy of Teaching and Learning  
• **Assignment Due:** First draft of philosophy of teaching (max 300 words)  
• **Assignment Due:** Bring a syllabus to class |               |
| Session #2 2/8  | • Qualities of good teaching  
• Elements of a good syllabus  
• Discussion: create a rubric for teaching practice |               |
| Session #3 2/22 | • Designing course objectives;  
• Preparing a lesson plan  
• Discussion: JC:HEM Teaching Practice |               |
| Session #4 3/8  | • Assessment – types of assessments – essays, discussion board questions, research papers, etc.  
• Discussion: JC:HEM Teaching Practice  
• **Assignment Due:** Lesson Plan |               |
| Session #5 3/22 | • Engaging students – effective learning activities in the classroom and online  
• Discussion: JC:HEM Teaching Practice |               |
| Session #6 4/5  | • Teaching practice  
• **Assignment Due:** Create and deliver a 50 min lesson |               |
| Session #7 4/12 | • Assessment of own teaching - peer, student, and self evaluations  
• Discussion: JC:HEM Teaching Practice |               |
| Session #8 4/26 | • Discussion: JC:HEM Teaching Practice – Wrapping up a course  
• Summary/Reflection on Course  
• Course/professor evaluations  
• **Assignment Due:** Final paper |               |

*It is expected students will read material before class and participate in discussions with both questions and contributions.
Teaching Assistant Application
Doctoral Program in Leadership Studies
Phone: 509-313-3485
Email: barbourj@gonzaga.edu

Name: ___________________________________________ SSN: _______________________

Address: __________________________ City: _______________ State: _____ Zip: _______

Home Phone: ___________ Other Phone:_________ Email: ___________________

Please Note: One TA credit is the equivalent of 40 hours of work for a course or an instructor; 2 credits = 80 hours; 3 credits = 120 hours; 4 credits = 160 hours. Generally, students are eligible for Teaching Assistantship credits for only one third of the credits in which they enroll during a term.

Expected Enrolled Credits: ____ | TA credits requested ____ |

Term: Place an “X” on one line: FALL ____ SPR ____ SUM ____ ; YEAR: ____

Total # of Ph.D. credits (from all GU sources for semester prior to semester of this request: ____

Total TA/GA credits for ALL semesters) prior to the term covered by this request: ____

Adjusted gross income reported to the IRS during the last year for which a Federal Tax Return was submitted:

Income: ________________ | Year: _______ | Dependents: __________ 

Please indicate assistance you receive (for example, from employers, grants, government, programs, and so on) that can be used to pay for tuition or related expenses. Please provide details on amounts and conditions.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please indicate your current employment status, including number of hours you work per week, position title, and any employment changes that you have implications for need.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Please state your need for teaching assistantship credits. Additionally, why do you want to take the course: *Teaching Leadership in Higher Education*?

What capabilities, talents, and/or experiences do you bring to this Teaching Assistantship?

What teaching skills, capabilities, and/or dispositions would you like to develop?

To help with the planning of the course, please note:

Please return this application as an email attachment to JoAnn Barbour: barbour@gonzaga.edu

Signature _____________________________ Date _______________________

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