

EDCP 386  
 Experiential Learning through CAPS for EDCP 470 & EDCP 217  
**Course Syllabus – Spring 2014**

**Note:** Those items marked with an asterisk (\*) are just for the TAs seeking credit. All other items pertain to all TAs.

**Required Text**

EDCP 470 Class Packet (provided), EDCP 217 Course Materials and RA Class TA Manual Binder (provided).

**EDCP 217: Introduction to Leadership (Syn\*Quest Collaborative)**

Instructors: Edward Bempong & Lisa Alexander

TAs: Mariah Dillard & Modibo Haidara

**Lecture Sections for EDCP 470: Introduction to Student Personnel**

01 M..... 4:00pm- 5:15pm (SQH 1120): TAs: Angela (Angie) Natoli & Katherine (Catie) Dryhurst

02 M..... 5:30pm- 6:45pm (SQH 1120): TAs: Yolande Graham

**Discussion Sections for EDCP 470: Introduction to Student Personnel**

0101/0201 Instructor(s): Angela Jackson                      TAs: Veronica Son & Anthony Sainclair  
 Tu..... 3:30pm- 5:00pm (OAK 0311) Discussion

0102/0202 Instructor(s): Amanda Bogdan & Christina Lee                      TA: Matthew Cuozzo  
 Tu..... 4:00pm- 5:30pm (OAK 0315) Discussion

0103/0203 Instructor(s): Dan Hairfield                      TA: Omotola (Tola) Lanlokun  
 Tu..... 4:00pm- 5:30pm (ANNA 1108A) Discussion

0104/0204 Instructor(s): Laura Vega & Glenn Smith                      TA: Kyujoo Choi  
 Tu..... 4:30pm- 6:00pm (SCC7 7105A Seminar Room) Discussion

0105/0205 Instructor(s): Candace Daniels & Trisha Lay                      TA: Brenda Shah  
 W..... 3:30pm- 5:00pm (OAK 0311) Discussion

0106/0206 Instructor(s): Laura Tan                      TA: Chelsea Bradford & Osazode (Zoddy) Imoisili  
 W.....4:00pm- 5:30pm (CCC 1205) Discussion

0107/0207 Instructor(s): Ryan Manning & Sarah Longwell                      TA: Emily Guerra  
 W..... 4:30pm- 6:00pm (ANNA 1108A) Discussion

0108/0208 Instructor(s): Wil Dalton & Eyoel Delessa                      TA: Robert (Luke) Rettig  
 Th..... 3:30pm- 5:00pm (OAK 0311) Discussion

0109/0209 Instructor(s): Meredith Carpenter                      TA: Abifoluwa (Abi) Shitta-Bey  
 Th..... 4:00pm- 5:30pm (CCC 1115) Discussion

### **Purpose, Scope and Goals**

The EDCP 386 Experiential Learning Course is designed to give academic credit to Teaching Assistants for co-facilitating and lecturing in the EDCP 470 course (Introduction to Student Personnel) & EDCP 217 course (Introduction to Leadership). The goals of this experience are to aid instructors in developing materials and lesson plans for each discussion session, increase experience and learning related to teaching and to provide student peers with enhanced learning environments. Each Teaching Assistant is a current Resident Assistant and/or Teaching Assistant in the Department of Resident Life.

### **Course Expectations**

This course serves as both an academic course and as additional training and skill-building for a select set of current RAs. As a result, there exist some rather unique expectations for you. Mastery of course content is important in your performance as an instructor. Just as important, however, is your involvement in the class as a fully contributing leader. Outlined below are significant requirements of this course.

### **Academic Integrity**

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the *Code of Academic Integrity* such as cheating, fabrication, plagiarism and facilitating academic dishonesty will be reported to the Student Honor Council.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we strongly suggest that you do so. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

### **Atmosphere**

TAs are expected to demonstrate an open attitude toward dealing with views presented by EDCP470 students and to act in a supportive manner with respect to EDCP470 class members' participation in class activities and discussion.

### **Attendance**

Attendance at all discussion sessions is expected. If a TA is unable to come to a discussion section, he or she will need to work with his or her fellow instructors to ensure that the material is covered adequately. TAs are expected to be on time for class, and to return from class breaks on time. TAs are expected to attend every weekly lecture/discussion section for EDCP 470 and should contact the Course Coordinator or their Instructor via email and/or cell phone if they are unable to do so.

At each lecture, TAs who assist with class attendance and other tasks and be given responsibility for co-facilitating lecture on specified Mondays. These dates will be chosen by the TAs based upon their level of interest in each lecture topic.

TAs are not required to attend the weekly instructor meetings for professional staff (each Thursday from 1:30-2:30pm), but are welcome to these as well. TAs are required to attend the individual consultations and trainings.

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for absences due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

### **Confidentiality**

Many issues in the class session are to remain confidential. TAs are expected to remain mindful of this issue with respect to students' contributions during class.

### **Individual Consultations**

Over the course of the semester, each TA will meet individually with the site supervisor twice, once in February and once in April. These one-on-ones will provide the TA with the opportunity to give feedback to the site-supervisor, ask questions about performance and expectations and to reflect on the TA experience.

### **Participation**

TAs are expected to participate actively in discussion. For EDCP386 students, an overall participation grade will be assigned by instructors upon completion of the class, which is based on attendance, engaged contributions to class discussion, active listening and involvement and other factors that contribute to the positive development of the class community.

TAs should be mindful of different levels of skills or abilities of EDCP470 and EDCP 217 students in speaking fluently and confidently during classroom discussions and make efforts to promote a tolerant and fair environment for all class members.

### **Readings**

Class members are expected to complete all outside readings and assignments on time, both those assigned to students in EDCP 470 or EDCP 217 and those for EDCP 386.

### **Training**

In addition to attendance at each discussion section, TAs will be required to attend a few training sessions over the course of the semester. The first will occur prior to the start of classes. The second will occur in the middle of the semester and the final will be at the end of the semester for evaluative and reflection purposes. The trainings will provide TAs with critical information to assist them in the teaching process.

## **ASSIGNMENTS**

### **All TAs (including those not enrolled in EDCP 386):**

Assignments for EDCP 386 are as follows:

#### **1. Bi-weekly Journals:**

**All TAs, including those who are not enrolled in EDCP 386, will submit Journals on the following Fridays:(February 7, February 14, February 28, March 14, March 28, April 11 & April 25).**

Readings are an important part of this course. They provide additional information and perspectives and aid you in broadening your understanding of teaching. You will be expected to read 1-2 resources related to teaching for each journal for your first four journals. The purpose of the first four journals is to allow you the opportunity to critically reflect on the readings, while relating them to your experience in the RA Class. As you read, keep the Journal Questions in mind. Questions you may wish to address in these journals:

- What in the reading(s) was particularly interesting, surprised you, or was new information to you?
- What are some things that you agree with or identify with? Explain how and why.
- What are some things you disagree with? Explain how and why.

- In what ways might the information in the readings be useful to you?
- What questions do you still have about this topic?

For your last three journals (Journals 5, 6 & 7), you are not required to read any teaching resources, rather, you should focus more intently on reflecting on your TA experience. The journal should be more analytical than descriptive. Appropriate items for these journals include discussion of the following:

- \* Your work as a TA
- \* EDCP 470 /EDCP 217 presentations, discussions, readings, etc.
- \* Your TA experience in relation to your own education, past and projected
- \* Your TA experience in relation to your future teaching or other career and academic goals
- \* Other reflections concerning the relevance of the TA experience to any aspect of personal or academic growth or applications to issues that concern you

A written journal should be provided via email to [ajackso6@umd.edu](mailto:ajackso6@umd.edu) by noon on the following Fridays: **(February 7, February 14, February 28, March 14, March 28, April 11 & April 25)**. Journals should be sent as an attached Word document. Please place your name and the date the journal is due on the top of your first page.

### Topics:

- Journal 1 (February 7): *Teaching Resource Guide pages 1-25*, Center for Teaching Excellence & *Meeting a Class for the First Time* (McKenzie)
- Journal 2 (February 14): *Teaching Resource Guide pages 26 - 52*, Center for Teaching Excellence
- Journal 3 (February 28): *Teaching Policies & Guidelines for Faculty pages 73 – 81* & *The ABC's of Assigning Grades* (McKenzie)
- Journal 4 (March 14): *Dealing with Student Problems and Problem Students* (McKenzie)
- Journal 5 (March 28), Journal 6 (April 11) & Journal 7 (April 25): *See above for description*

Readings that are taken from the Teaching Resource Guide, published by the University can be found here: <http://www.cte.umd.edu/TRG.pdf>. Copies of the readings from the McKenzie text will be provided to you.

The weekly journals will not be graded for content, but will be reviewed and feedback provided. They will be graded for completion by the due date. At the end of the semester, as long as you have submitted all seven journals on time, you will receive full credit (70 points) for this portion of your grade.

### Only Lecture TAs & Discussion TAs who are taking EDCP 386 will complete the following assignments:

#### 2. Instruction in a Multicultural Environment:\* Due by noon on Friday, March 28<sup>th</sup>.

Each student will be asked to pick a student population that is not one of which they are a member. This paper should explore aspects of this population that impact instruction, curriculum design and classroom management, preferably in the college setting. The topic must be approved by the site supervisor. The paper must be 5-7 pages long, provide a comprehensive summary of references on the chosen topic, the topic's application to this course and reflections related to being a TA for this course. The paper must include at least 5 references.

#### 3. Final Paper:\* Due by noon on Friday, May 9<sup>th</sup>

There is no written final for this course, but each TA will be responsible for the completion of a final paper. Each student will be allowed to determine the topic of their paper. Minimally, the paper must be focused on some aspect of teaching or learning in the college setting and the topic

must be approved by the site supervisor. The paper will be 10-12 pages and provide a comprehensive summary of references on the chosen topic and its relevance to EDCP 470, EDCP 217 and/or EDCP 386. The paper must include at least 5 references. You will also conduct a 5-10 minute presentation of your paper to the other TAs and instructor at the last TA meeting of the semester during the week of May 5<sup>th</sup>. This meeting will be scheduled based upon TA schedules. Two separate meeting times are selected for the week of May 5<sup>th</sup>, allowing the greatest amount of flexibility to TAs to attend one of the presentation sessions.

### **Grading for Major Papers:\***

#### **Content:**

The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

#### **Introspection, Elaboration and Synthesis:**

The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. The site supervisor will be looking for the student's ability to reason and provide rationales for conclusions, the extent of critical thinking and the development of examples and analogies. The degree to which the student "brings it all together" and incorporate course material in the creation of new insights, unique products and/or creative solutions. In other words, think of this as the 'So What' and 'Now What' section of the paper. Be sure to make meaning of the experience, talk about how it has impacted you and how it translates to what you'll be doing as a Resident Assistant. This is among the most important elements of the paper because it gives you an opportunity to examine potential impacts to you in the RA role.

#### **Form:**

The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

TAs are expected to seek approval for extensions of assignment deadlines well in advance of due dates from the site supervisor. Assignments which are submitted after due dates with no prior authorization will be penalized one point per day past the due date.

### **Exams and Quizzes**

There will be no written exams or quizzes for this course.

### **TAs with Disabilities**

TAs with disabilities are encouraged to contact the site supervisor if reasonable accommodations can be made to assist learning, evaluation and instruction in the class. In addition, the Office of Disability Support Services at the University of Maryland (301-314-7682) also provides a variety of services to students with disabilities. Staff is available to consult with students at any time.

### **Expectations of Co-Instructors**

TAs can expect their co-instructors to arrive on time and be prepared for class, respond in a timely fashion to student work, and take students' interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and available for weekly consultations with Teaching Assistants in the preparation of course content. TAs and their co-instructors will develop a list of expectations for each other prior to the first class period.

### Instructor Evaluation

At the end of the semester, each TA will receive written feedback from their co-instructors with positive and critical feedback about their role in the course. This feedback will include the application of readings and training to classroom management, participation, contributions to classroom preparation and active engagement with students. The TAs co-instructors will be responsible for providing a point value to these attributes, which will be calculated into the final grade. This evaluation will be used for all TAs, but will have a point value for TAs seeking credit.

### Grading:\*

The following are point totals and associated grade levels for the course:

Completion of Bi-Weekly Journals	70 points (7 entries at 10 pts each)
Instruction in a Multicultural Environment	25 points
Final Paper and Presentation	40 points
Evaluation from Co-Instructors	35 points
<u>Participation</u>	<u>10 points</u>
<b>Total Points</b>	<b>180 points</b>

97 – 100% = A+	77 – 79.99% = C+
94 – 96.99% = A	74 – 76.99% = C
90 – 93.99% = A-	70 – 73.99% = C-
87 – 89.99 = B+	67 – 69.99% = D+
84 – 86.99% = B	64 – 66.99% = D
80 – 83.99% = B-	60 – 63.99% = D-
	59.99% and below = F

Please note that there will be no rounding up of grades. Here is the new plus/minus grading system at University:

A+ and A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
D+	1.3 points
D	1.0 points
D-	0.7 points
F	0 points