

Section	Instructors	Office	Office Hours	Email / Phone
1	Stacey Blackwell	SERC 106	Fri, 12:30pm – 1:30pm	<a href="mailto:stacey.blackwell@rutgers.edu">stacey.blackwell@rutgers.edu</a> / 848.445.0984
1	Sari Katzen	SERC 105B	Thurs, 10:30am – 12:00pm	<a href="mailto:skatzen@echo.rutgers.edu">skatzen@echo.rutgers.edu</a> / 848.445.0981
2	Lucille Lu	TIL 111C	Mon, 2:00pm – 3:00pm	<a href="mailto:llu@echo.rutgers.edu">llu@echo.rutgers.edu</a> / 848.932.0570
	Dr. Alice Seneres (Course Coordinator)	SERC 103	Mon, 8:30am – 9:30am	<a href="mailto:alice.seneres@rutgers.edu">alice.seneres@rutgers.edu</a> / 848.445.1662
	Aisha Ciafullo (Course Coordinator)	TIL 111B	Wed, 10:00am – 11:00am	<a href="mailto:aisha.ciafullo@rutgers.edu">aisha.ciafullo@rutgers.edu</a> / 848.445.0987

<b>Class Meeting Times/Locations:</b>	<b>Section 1:</b> Fridays, 2:00pm – 5:00pm, SERC 104 <b>Section 2:</b> Mondays, 3:20pm – 6:20pm, TIL 111	
<b>Course Description:</b>	Student peer instructors learn how to facilitate a lecture, lab, or recitation class or lead a study group. Selected topics focus on effective methods of college teaching and program strategies to increase understanding of the role of a peer educator and effective instructional strategies. Discussions center on teaching techniques to enhance cooperative learning and differentiated classroom instruction.	
<b>Pre- and Co-requisites:</b>	Enrollment in the Learning Assistant Program or the Preparation in STEM Leadership Program.	
<b>Texts:</b>	Provided by instructors via Canvas	
<b>Suggested Materials:</b>	<ol style="list-style-type: none"> <li>Loose leaf paper and folder/binder or a hard-bound notebook</li> <li>Folder/binder to keep all previous writings and handouts from class</li> </ol>	
<b>Required Technology:</b>	Canvas is the primary course site we will be using. You will submit assignments, take exams, access class readings, and use various resources on Canvas (if you do not know how to use Canvas, visit an instructor's or coordinator's office hours during the FIRST week of classes). You are also required to use and frequently check your Rutgers email account.	
<b>Assignments:</b>	<p><b>Assignment</b></p> <ol style="list-style-type: none"> <li>Participation &amp; In-Class Assignments</li> <li>Weekly Reading Quizzes (10)</li> <li>Exam #1</li> <li>Teaching Philosophy (2nd Draft)</li> <li>Teaching Philosophy (Final)</li> <li>Interview Project (Initial Protocol, 1<sup>st</sup> Video, 1<sup>st</sup> Reflection, Decision Tree, Revised Protocol, 2<sup>nd</sup> Video, Final Reflection)</li> <li>Exam #2</li> </ol> <p><b>TOTAL</b></p>	<p><b>Points</b></p> <p>14</p> <p>5</p> <p>20</p> <p>9</p> <p>15</p> <p>27</p> <p>10</p> <p><b>100</b></p>
<b>Grading Policies:</b>	<p>Grades on late assignments will be decreased by half a letter grade (5% deduction) for each day the assignment is late. Unless prior arrangements are made with the course coordinators, any assignment more than 7 days late will receive a maximum grade of 55% and no feedback about the assignment will be provided.</p> <p>Note you have two weeks after a grade for an assignment is returned to ask for your grade to be reviewed. The link for the <a href="https://tinyurl.com/PIEGradeReviewForm">Grade Review Form</a> can be found on Canvas, as well as within this syllabus (<a href="https://tinyurl.com/PIEGradeReviewForm">https://tinyurl.com/PIEGradeReviewForm</a>).</p>	
<b>Attendance Policy &amp; Withdrawal Information:</b>	<p>This class requires active participation and discussion in order to be effective. If you are not in attendance, not only will the class discussion suffer, but you will also miss a significant amount of content. We will be taking attendance for every class period. For every unexcused absence, you will lose 1.5 course points (0.5 points for the in-class quiz + 0.25 points for participation + 0.75 points for in-class assignments).</p> <p>If you miss class due to an excused or unexcused absence, it is YOUR RESPONSIBILITY to make up the work. Please refer to the Canvas course site for make-up assignments. Completing this work will allow you to</p>	

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	<p>earn up to 0.75 course points for "In-Class Assignments" that week (the "Participation" &amp; "In-Class Quiz" cannot be made up).</p> <p>If you arrive late to class after the reading quiz has been completed, you will lose 0.5 points for the missed quiz. Reading quizzes cannot be made up.</p> <p>If you will miss a class due to a one-time conflict (i.e. observance of a religious holiday, conference, etc.), you must notify Aisha Ciafullo (<a href="mailto:aisha.ciafullo@rutgers.edu">aisha.ciafullo@rutgers.edu</a>) at least 1 week prior to your class that you will be missing, in order to change to another appropriate section.</p> <p>If you miss class due to an excused reason (i.e. family death, medical emergency), you will need to obtain and bring in a note from a dean in order for the excused reason to be validated. We consider an absence unexcused unless we receive the appropriate documentation or communication.</p> <p>In the case of a University closing, this course will follow guidelines as stated by University announcement. Should these scenarios arise, always check Canvas and your email for course updates.</p> <p>Withdrawal from the course is possible through Rutgers' procedures. However, because this course is a requirement for both the LA Program and the PSL Program, withdrawal from class will jeopardize your employment or participation in these programs.</p> <p>Review sessions will be held before each exam. These sessions will be announced in class and on Canvas.</p>
<b>Special Needs:</b>	<p>In compliance with the Rutgers University policy and equal access laws, appropriate academic accommodations can be made for students eligible for such support. Students are encouraged to register with the Office of Disability Services to verify their eligibility for appropriate accommodations. Please speak to your instructor about any requests for academic accommodations or other concerns as early in the semester as possible.</p>
<b>Statement on Student Responsibility:</b>	<p>Students are always responsible for retaining copies of their own work and/or correspondence, including that posted to a web course page.</p>
<b>Academic Integrity:</b>	<p>All Rutgers students are expected to be familiar with and abide by the Academic Integrity Policy (<a href="http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/">http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/</a>). Violations are taken very seriously. During exams, all cell phones, tablets and all other devices must be turned off (not just silenced), and completely put away.</p>
<b>Cell Phone, Communication &amp; Assignment Submission Policies:</b>	<ol style="list-style-type: none"> <li>1. Please turn off or <u>silence</u> ALL cell phones (yes, we can hear them vibrate) and electronic devices before class begins. If you must have one in use for an emergency, please speak with instructor prior to class.</li> <li>2. All assignments completed outside of class or in the computer lab must be typed, double-spaced, and have 1-inch margins.</li> <li>3. Please check Canvas and your email account at least once a day for course announcements.</li> <li>4. Every assignment submitted must contain the following information in the top left corner:</li> </ol> <p><b>Student Name</b>  <b>Peer Instructor Education (Section #)</b>  <b>Date</b>  <b>Title of Assignment</b></p>
<b>Extra Credit/Help Procedures:</b>	<p>Extra credit, if given, will be assigned with a rubric attached. Extra credit is only available if it is offered to the entire class. Please make an appointment to meet with any course instructors for any extra help.</p>

**Course Schedule**

WEEK	DATES	TOPIC	REQUIRED READINGS	DUE DATES & ASSIGNMENTS	LONG-TERM PROJECTS	
1	1/19 (F) 1/22 (M)	Introduction to Teaching			Interview Protocol, Video #1, & 1 <sup>st</sup> Reflection	
2	1/26 (F) 1/29 (M)	Discourse & Argumentation	Stanford, C., Moon, A., Towns, M., & Cole, R. (2016). Analysis of Instructor Facilitation Strategies and Their Influences on Student Argumentation: A Case Study of a Process Oriented Guided Inquiry Learning Physical Chemistry Classroom. <i>Journal Of Chemical Education</i> , 93(9), 1501-1513.			
3	2/2 (F) 2/5 (M)	Effective Questioning & Interview Protocol Workshop	King, A. (1990). Enhancing Peer Interaction and Learning in the Classroom Through Reciprocal Questioning. <i>American Educational Research Journal</i> , 27(4), 664-687.	<b>Interview Protocol due 72 hours after class</b>		
4	2/9 (F) 2/12 (M)	Conceptual Change & Misconceptions	Zirbel, E.L. (2005). Teaching to promote deep understanding and instigate conceptual change. <i>Science Education Review</i> , 1-25.	<b>1st Interview Video &amp; 1st Interview Reflection due 72 hours after class</b>		
5	2/16 (F) 2/19 (M)	Mental Models & Interview Project Workshop	Redish E. F. (1994). Implications of Cognitive Studies for Teaching Physics, <i>Am. J. Phys.</i> , 62(9), 796-803.	<b>Decision Tree &amp; Revised Protocol due 72 hours after class</b>		
6	2/23 (F) 2/26 (M)	Cognition & TP Pre-Writing Workshop	Sousa, D. A. (2011). "Chapter 2: How the Brain Processes Information" in <i>How the Brain Learns</i> , 4 <sup>th</sup> ed. Thousand Oaks, CA: Corwin Press, pp 41-60		Teaching Philosophy (1 <sup>st</sup> Draft) for Peer Review	
7	3/2 (F) 3/5 (M)	Metacognition	Tanner, K.D. (2012). <i>Promoting Student Metacognition</i> . CBE Life Science Education 11 (2) 113-120.			
8	3/9 (F) 3/19 (M)	Cooperative Learning	Johnson, D. W.; Johnson, R. T.; Smith, K., (2007). The State of Cooperative Learning in Postsecondary and Professional Settings, <i>Educ. Psychol. Rev.</i> , 19, 15-29.	<b>2nd Interview Video &amp; Final Interview Reflection due 3/9 by 11:59pm</b>		Video # 2 & Final Reflection
9	3/23 (F) 3/26 (M)	<b>EXAM 1 &amp; TP Peer Review</b>	<i>No readings! (Bring a Printed 1<sup>st</sup> Draft of Teaching Philosophy)</i>	<b>Teaching Philosophy (1<sup>st</sup> Draft) due at the start of class</b>		Teaching Philosophy (2 <sup>nd</sup> Draft) for Instructor Review
10	3/30 (F) 4/2 (M)	Communities of Practice	Wenger-Trayner, E., & Wenger-Trayner, B. (2015). Introduction to communities of practice. Retrieved from <a href="http://wenger-trayner.com/introduction-to-communities-of-practice/">http://wenger-trayner.com/introduction-to-communities-of-practice/</a> .	<b>Teaching Philosophy (2<sup>nd</sup> Draft) due 72 hours after class</b>		

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11	4/6 (F) 4/9 (M)	Diversity	Adams, M., & Zuniga, X. (2016). "Chapter 4: Core Concepts for Social Justice Education" in <i>Teaching for Diversity and social Justice, 3rd ed.</i> Routledge, (95-105.)  Brahmia, S. (2017). <i>Reducing the DFW rate by design in calculus-based physics</i> [PowerPoint slides].			
12	4/13 (F) 4/16 (M)	Constructivism & Meaningful Learning	Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. <i>Annual Review of Psychology, 49</i> , 345-75. (345-355, 365-369 only - everything except for Analyses of Social Constructivist Perspectives, Educational Reform, and Future Directions for Inquiry)			Teaching Philosophy Final Draft
13	4/20 (F) 4/23 (M)	<b>EXAM 2</b> & Peer Instruction	Reading TBD	<b>Teaching Philosophy (Final) due 72 hours after class</b>		
14	4/27 (F) 4/30 (M)	Course/Experience Review & Wrap-Up	Lynch, M. (2016). Social Constructivism in Education. Retrieved from <a href="http://www.theedadvocate.org/social-constructivism-in-education/">http://www.theedadvocate.org/social-constructivism-in-education/</a> .			