

INLS 888: Seminar in Teaching and Academic Life

Syllabus Spring 2018

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Room 303

Office hours: After class and by Appointment

Introduction

Catalog Course Description: Examine teaching, research, publication and serviced responsibilities of faculty. Provides perspective on professional graduate education and LIS educational programs. Explores changing curricula, curriculum integration, ethics, rewards, and problems of academic life.

This course is intended to prepare students for faculty positions. It fulfills the eligibility requirement for doctoral students wishing to teach at SILS (or elsewhere in the university). Through seminar discussions, observations, case studies and guest speakers, we will reflect on various aspects of faculty life with major emphasis on preparing for the teaching role.

Course Goals and Key Learning Objectives of the course

- On conclusion of this course, you will be able to:
- Appreciate the role of history and context in understanding academic life today
- Characterize the role of professional schools in the academy and the place of LIS education in particular
- Examine the four fundamental questions for curriculum development :
 - What is/are the educational purpose(s)? What should the completing student know, be able to do, and understand?
 - What experiences are likely to attain the purposes?
 - How can these experiences be effectively organized into courses, fieldwork, internships, etc.?
 - How can we assess whether the purposes are being attained? What tangible evidence can be collected to learn how various aspects of the curriculum help a student achieve the goal of the program?
- Apply principles of instructional design to the development of a course

- Demonstrate skill in use of a variety of instructional techniques
- Design evaluation and assessment methods that show level of attainment of course and curricular objectives
- Examine the political, ethical and philosophical questions that surround the life of a faculty member

Textbooks and other Readings

There are three required textbooks for the course:

Robinson, Susan. *The Peak Performance Professor: A Practical Guide to Productivity and Happiness*. Jossey-Bass, 2012. ISBN: 978-1-118-10514-6. Paperback. Amazon price new - \$41.62.

Svinivki, Marilla and Wilbert J. McKeachie. *McKeachie's Teaching Tips; Strategies, Research and Theory for College and University Teachers*. 14th Edition. Wadsworth, 2013. ISBN: 10 1-1333-93679-2. Paperback. Amazon Price new - *90.58. ; used from \$85.83; used from \$63.86; rent \$31.43-\$31.97. (NOTE: Either the 12th or 13th edition will work reasonably well as alternative).

Theelin, John R. *A History of American Higher Education*. 2nd ed. Johns Hopkins, 2011. ISBN: 978-1421402673. Paperback. Amazon price new - \$20.98; used from \$14.95; kindle \$14.75.

All three books have been ordered and are, or will be available in UNC Student Stores and the latter two are on 2-hour reserve in the SILS Library. The Robison book is available full text from UNC Libraries with onyen and password.

In addition, please plan to read/skim current issues of *Journal of Education for Library and Information Science*, *The Chronicle of Higher Education* [Academe Today is free daily newsletter], *Inside Higher Education* [Daily News Update may be requested from website] and Faculty Focus [Free eNewsletter available].

Other Supplemental Readings

Wallace, Debra. (2002). "Curriculum Development in Library and Information Science Programs: A Design Model," *Journal of Education for Library and Information Science Education*, fall, volume 45 (4), 283-295.

(Check for other similar studies of curriculum design in the US and in other countries).

The ALA Code of Ethics: ALA.org

The ALA Standards : ALA.org

Historically Black Colleges and Universities (HBCUs) – use as subject heading

American with Disabilities Act

Conduct of the Class

An underlying assumption of this course (well documented by research) is that students learn best and retain knowledge longer through active participation in the learning process. Therefore, class sessions will consist of a mixture of short lectures, student presentations, discussions of material and assignments, case studies, active learning exercises, and some lively and inspiring guest speakers.

Class policies that you should be aware of:

- It is useful to have a class buddy who will take notes and handouts for you if you're unavoidably absent.
- For active learning exercises you may be asked to post a written response (for an audio clip) on a designated forum on Sakai before class so that all responses are available to other members of the class for comment and for discussion in class. An open atmosphere in which members of the class comment in helpful ways on each other's work is encouraged. If you do not wish to post your comments or assignments to the Sakai site, you may send or give them directly to me.
- Assistance to one another is encouraged. One of the three assignments for the class—designing or critiquing and re-designing a curriculum (defined here as a set of 4-6 related courses for an identified outcome) – may be done as a two-person team. If you work as a team, both members of the team will receive the same grade.
- As partners in learning, we each have responsibilities for creating a strong and supportive learning community. I have prepared an interactive and (I hope) engaging set of activities for which your reading and pre-class preparation will be important. Your contribution will be your active participation in the class.
- Attendance at each class session is expected. If you have an unavoidable absence, please let me know in advance. If possible. (See comment about a class buddy above)

Graded Assignments and Other activities

There are three major assignments in the class. After introductions in order to learn about your past teaching experience and current interests, the first third of the course will be an introduction to curriculum development and will provide background for your first

assignment, a new curriculum design and/or critique and redesign of an existing one. Curriculum here is taken to mean a four to six course connected set of courses and experiences for a particular purpose (the “core” or a specialization or an advanced certificate). The outcome is a paper and a class presentation.

From the outset of the course we will be reading the Thelin text on the history of American higher education and considering contemporary and **global** issues as reported in the current media. One part of each class session will be a discussion devoted to the context (historical, contemporary, political, and economic) of higher education.

The second major assignment is a course design to include a syllabus, chronological outline of topics, major assignments, and methods of assessment. The outcome is a syllabus with an accompanying paper describing reasons for decisions and a class presentation. For each of these two major assignments, you will be assigned to read one of your classmates’ papers and [provide a peer review. Your review will be an opportunity to exercise your skill in providing good written feedback.

The final assignment is your written philosophy of teaching. This exercise is one you will be asked to do at frequent intervals throughout your faculty career. Continue this assignment your first draft effort. It is due by or before the last session of class.

Some ungraded exercises and activities plus discussions re: the ethics and politics of academia will also form part of the course. Your readings in the *Chronicle*, *Inside Higher Education*, and other news media will aid our discussion of future directions for academia and for faculty members.

Grading Policy

Graduate students may receive the following grades:

H- Clear excellence

P- Entirely satisfactory (the norm for good quality graduate work)

L- Low Pass

F- Fail

IN – Incomplete

Tentative Schedule

January 16

Introductions

Overview of Course

Quotes and discussion on Good Teaching and Good Performance

Expectations of the course

Q& A

January 23

- Discussion of Chapters 1 and 2 of a History of American Higher Education (HAHE) by John R. Thelin. Some guiding questions for our discussion include:
 1. How did the colleges of the colonial era differ from their counterparts at “Cambridge and Oxford” How were they similar?
 2. What was the focus of the curricular, governance, students and faculty in the colonial era?
 3. Why was there more attention given to founding of the colleges in the North as opposed to the South, East and West?
 4. Once founding of colleges in the South began where were they located? Who is believed to be the oldest? What is the basis of the controversy surrounding who is believed to be the oldest?
 5. What was the role of religion in the curriculum and how and why did the focus on religion shift?
 6. Thelin writes on page 30:

If a missionary zeal for the Christian education of Native Americans characterized the colonists and their working connections in England, there is little evidence that this commitment extended to a comparable concern for African Americans...George W. Pearson wrote about one Lucinda Foote whose knowledge of classical authors and New Testament scripture in 1784 was declared to be worthy of admission by the Yale president . She was given a parchment to document that achievement -- and nothing else.

When and how was Higher education changed for Native Americans, African Americans, women, and other populations who were not included in the original plan for Higher

education? Please document the sources you find on these topics. Consider the topic “Historically Black Colleges and Universities – HBCUs” as a subject heading for African Americans, it seems that the others may be more straightforward. .

7. What most intrigued you about these chapters?
 8. What was the role of the government in expanding curricular offerings?
- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today that is related to some of the issues and trends discussed in Chapters 1 & 2 of HAHE

January 30

Chapters 3 & 4 of Thelin

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today that is related to some of the issues and trends discussed in Chapters 3 & 4 of HAHE

Questions to consider are as follows:

1. What affect, if any, did the Civil War and the Morrill Land Grant Acts have on Higher education?
2. How inclusive were the Land Grant Acts ?
3. What were some of the conflicts that arose among particular northern universities as a result of the Morrill Land Grant Acts?
4. What were some of the issues (North and South) regarding education for women (and others not included initially in higher education) in the mid to 1800s and the remaining of the century?
5. What was the role of the federal government in expanding curricular in higher education?
6. Of higher education reformers – what were some of their concerns contrasted to those of the 21st century?
7. What were some of the earlier teaching strategies and how do they differ from those today?

February 6

Chapters 5&6 Thelin

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in higher education today that is related to some of the issues and trends discussed in Chapters 4 & 5 of HAHE

Questions to consider

1. What factors were used in earlier times to distinguish a “college” from a “university” are these terms still prevalent?
2. What accounts for the rise in professional schools and professional education? What is the history of Schools of Information and Library Science?
3. What factors help to account for their curricular?

February 13 – First Assignment due

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today that is related to some of the issues and trends discussed in Chapters 6 & 7 of HAHE

Chapters 7-9 of Thelin

Questions to consider

1. How would you describe the “Golden Age” in higher education?
 2. What were some of the contributions and challenges to higher education imposed by the GI bill?
 3. What is meant by “mass higher education”? What are some of its challenges and benefits?
 4. What is meant by higher education’s troubled giant?
- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today that is related to some of the issues and trends discussed in Chapters 8 & 9 of HAHE

February 20 – Focus on two new texts

Robison, Susan. *The Peak Performance Professor: A Practical Guide to Productivity and Happiness* (2013). The purpose of this book is give readers the tools to increase their own productivity and satisfaction in areas over which they have control – namely, how they manage the challenges of their professional and personal lives.

Chapter 1 in Robison – Please complete assessments at end of the chapter

Svinicki, Marilla D. and Wilbert D. McKeachie. *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. To assist in answering the questions posed by new college teachers, to place them at ease in their jobs, and to get them started effectively in the classroom.

Part I in Svinicki

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

February 27

Chapter II in Robison (please complete assessments)

Parts II and III in Svinicki

Case Study (will be supplied in advance)

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today that is related to some of the issues we have discussed

March 6 – Mid Term Evaluation of the course

Chapter III in Robison

Part IV in Svinicki

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

March 13

Chapter IV in Robison

Part IV in Svinicki

Case Study (will be supplied in advance)

Parts

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

March 20

Chapter V in Robison

Part V in Svinicki

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

March 27

Part VI in Svinicki

Second Assignment Due

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

April 3

Part VII in Svinicki

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

April 10

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

April 17

Review of Course

Case Study (will be supplied in advance)

- Scan the *Chronicle of Higher Education*, *Journal of Education for Library and Information Science*, and/or *Inside Higher Education* for a discussion of at least 2 issues or trends in HE today

April 24

Student led discussion on topic of his/her choice and Presenter

Last Assignment Due

May 1

Exam Date: Final Presentations