**CLS 460: Teaching Internship**

**Syllabus**

**Instructor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Office\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Office Hours\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Info\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Description:**

The purpose of CLS 460: Teaching Internship is to provide you with an exciting and challenging opportunity to guide new students as they expand their intellectual interests, improve their critical thinking skills, and enjoy conversation in a community of learners. Your role is to help CLS 101 students read, understand, discuss, critique, present on, and write about the course texts. These texts cover a wide range of topics from philosophy to brain science, and a wide range of genres from poetry to scholarly articles. The main course themes are knowledge, identity, and community.

You will help new students engage in dialogue that involves a variety of perspectives across many disciplinary topics; you are the facilitator for involving new students in university life and in college level learning through reading, thinking and dialogue. You will help to develop course exercises that challenge students to think and communicate in a small group setting while developing critical listening skills and honing their writing abilities.

**This course is not repeatable.**

**CLS 460 Course Goals:**

Successful students in CLS 460 will:

* Learn and practice teaching strategies
  + Develop daily conversation questions that are thoughtful and related to the text
  + Initiate conversation that is exciting, intellectual, and text-related
  + Guide conversation toward intellectual, diverse and constructive questions and topics
  + Enforce standards of critical thinking and presentation of textual and other evidence in the classroom
  + Take attendance in conjunction with the methods of the instructor
* Learn and practice mentoring skills
  + Answer student questions about MSU and university life
  + Be available to coach students having difficulty in the class or in college
  + Guide students toward the improvement of their written and oral expression
  + Complete a final project under the guidance of your instructor

**Required Books and Readings:**

1. Plato, *Euthyphro, Apology, Crito* Translated by F. J. Church
2. Yousafzai, *I am Malala*
3. Tohe, *No Parole Today*
4. Basso, *Wisdom Sits in Places*
5. Zimbardo, *The Lucifer Effect*
6. Sacks, *Hallucinations*
7. Pang, *The Distraction Addiction*
8. Gawande. *Better: A Surgeon’s Notes on Performance*
9. King “Letter from Birmingham Jail” (on reserve)
10. Grant, “The Ethics of Talk” (on reserve)
11. Finch “The Wilderness Experience”
12. Turkle “The Tethered Self” (on reserve)
13. Leonhardt “The College Dropout Boom” (on reserve)
14. Abbey, “The Serpents of Paradise” (on reserve)
15. Rick Bass “The Silent Language”
16. Popova “Art as Therapy” (on reserve)
17. Ramachandran & Hirstein “The Science of Art” (on reserve)

**Why are we reading this?**

You will probably have to answer questions like this as a CLS Seminar Fellow. All readings are selected because they relate in some way to the central course questions, and because they provide an approach, methodology, or disciplinary perspective found in the disciplines of the College of Letters and Sciences.

**Why learn through discussion and not lecture?**

Many students are concerned that they are not learning if they are not receiving lectures from an expert. This course is designed to hone discussion-based avenues for learning. Faculty will be reading texts outside their disciplines. They, like you and the students, will be exploring new ideas and unfamiliar readings. Faculty, as expert learners, will model skills such as meta-cognition, reflection, organization of information, and positive, effective development of successful strategies to maximize learning in themselves and others. Your role is to model the more experienced and advanced student learner who can work well with unfamiliar texts and topics, and express ideas clearly in discussion, writing, and formal presentation. You will often be in the role of encouraging new students to focus on how they can learn best from class discussions, express their views clearly and well, and become active learners in charge of their education.

The course is based on central course questions that are listed on the next page. When you develop discussion questions or activities for the day, keep these questions in mind.

**Central Course Questions:**

1. What does it mean “to know”? What does it mean “to be wise”? What is “truth”?

2. What is the nature and function of conversation? How does it relate to our acquisition of

knowledge and our understanding of truth?

3. How can we recognize and question our own preconceived notions and develop a   
 better understanding of the world and our place in it? How do preconceived notions   
 influence our actions?

4. What is human nature? What shapes our identity?

5. What is a good life for humans? What is a good way for humans to live?

6. What is a responsible citizen? How should a responsible citizen act?

7. What are the roles and responsibilities of teachers, students, and the academy in society?

8. What responsibilities do citizens have for thinking critically about their society? What   
 responsibility do we have to act for the good of society?

**Course Activities:**

1. **Actively Creating Lively Seminar Discussions with Your Instructor:** Participation in discussions in small seminars is vitally important to this course. Each seminar section will serve as an intellectual community where CLS 101 students can exchange ideas with other people who are reading and thinking about the same subject and who bring their own unique perspectives to class discussions. Your job is to keep discussions fresh and exciting. You must work with your instructor to find methods that work well for both of you and for the students in the class.

2. **Readings:**  The course readings are indispensable and one of the most important components of the course. Your responsibility is to read the course texts, think about them, and prepare (with your instructor) to help students discuss them at a thoughtful, intellectual level in class.

3. **Help CLS 101 Students with Written Assignments and Oral Presentations:**

A) **Reading Responses/Weekly Writing Assignments**:CLS 101 students will write short essays (about 350-600 words) that respond to ideas in the course readings. The essays will help them prepare for classroom discussions and will often be shared with everyone in the class. You may be asked to model these reading responses, or to help students understand how to write them, or both.

B) **Oral Presentations**: CLS 101 will give short presentations on the first readings in the 5th week of class, as well as in week 11, and in the final week of classes. Topics will be assigned by your instructor. You will be a coach and a cheerleader, to help new students both enjoy public speaking and give focused, clear, exciting presentations.

C) **Mid-Term Paper**: CLS 101 students will write one paper (typed, double-spaced, 3-4 pages), drawing on at least two of the course readings. You may be asked by your instructor to help them with choosing a topic, working with texts, refining and proofreading their writing, or simply to be supportive as they work through their paper drafts toward a final polished piece.

D) **Final Paper**: Again, you will lend a helping hand, in consultation with your instructor, to students as they create and polish a final thesis defense paper (typed, double-spaced, 3-4 pages), that draws on at least three of the course readings.

E) **Art Viewing Project:** You will accompany CLS 101 students in a visit to an art exhibit, and help them view, think about, describe, and analyze the artwork. They must write about the artwork in a 2-page essay or equivalent creative project. In conjunction with your instructor, you will provide help and support as they complete this work.

F) **Final Discussion**: The final exam is a discussion of each CLS 101 student’s final paper and course readings with the instructor. The 20-minute discussion takes place during exam week and is scheduled individually with the instructor. As the Teaching Fellow, you may be asked to attend these exams, at the discretion of your instructor.

4) **Your Final Project**: At the end of the semester, you will write a reflective paper of about 8-10 typed, double spaced pages, on your newly developed skills in: the facilitation of critical, intellectual class discussion; learning assistance; mentoring; and student support. At the least, the paper should consider what you did well in the class, and what you might do differently if you were to facilitate or co-teach another, similar course. Specify challenges you faced and solutions you developed. Your instructor will work with you to develop particular guidelines for this project, and you will have some input as to the content and style of the final project, as it is meant to help you move positively toward your future career and educational goals.

**Fellow Responsibilities:**

1. Attend all classes, out of class activities, and instructor/fellow meetings

2. Take attendance as asked by your instructor

3. Be able to answer questions about the syllabus, assignments, and course requirements.

4. Model courteous, respectful, and civil in-class behavior to students. This means, at a minimum, arriving on time, not having side conversations during discussion, turning off your cell phone, and not packing up and getting ready to leave before the end of class.

5. Model intellectual in-class behavior. This means that you will come to class prepared and ready to talk about concepts found in the readings, actively participate in discussion, and practice compassion and intelligent guidance when students in the class encounter difficulties.

6. Print all on-line readings and bring them to class, and bring assigned books.

7. Check D2L at least every 48 hours. Your instructor may post important announcements on D2L, and you are responsible for that information.

8. Be available to help students complete all the oral and written assignments.

9. Let your faculty know if you are having problems in the course.

10. Adhere to the highest standards of academic honesty. At the least, *plagiarism*, deliberately

using someone else’s language, ideas, or other original material without acknowledg­ing your source, will result in failing an assignment. This policy applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Depending on the severity of the offense, a person who engages in academic dishonesty may fail the course and/or face further disciplinary action by the university.

**Grading Summary:**

The course grade is comprised of the following:

1. Attendance and Participation 100
2. Develop & actively use thoughtful, text related daily conversation questions and/or class activities in agreement with your instructor 150
3. Guide conversation toward intellectual, diverse and constructive questions and topics 100
4. Enforce standards of critical thinking and presentation of textual and other evidence in the classroom 100
5. Take attendance in conjunction with the methods of the instructor 100
6. Accurately answer student questions about course requirements, MSU, and university life. Take responsibility to find out what you do not know by contacting people who do know 100
7. Be available to coach students having difficulty in the class or in college 100
8. Be available to guide students and assist them in the improvement of their written and oral expression 100
9. Complete a final project under the guidance of instructor 150

Total: 1000 points

The final grade will be calculated as follows:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | 930-1000 |  | B- | 800-829 | D+ | 670-699 |  |
| A- | 900-929 |  | C+ | 770-799 | D | 600-669 |  |
| B+ | 870-899 |  | C | 730-769 | F | 0-599 |  |
| B | 830-869 |  | C- | 700-729 |  |  |  |

Failure to complete all course assignments or to meet course expectations (see above) may result in a failing grade for the course.

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and the Office of Disability, Re-entry and Veteran Services.

**We are here to help**

We know that facilitating a class can be challenging! If you have questions or concerns about meeting the course requirements and/or developing your skills as an instructor, or if you want to talk about the class or your relationship with anyone in the class, please contact Course Manager Katherine Kaminski at x7805 or Course Director Sara Waller at x5216.