

**EDL 635: The Academic Profession**

Semester/Year	Fall 2020
Day/Time	Mondays, 5-7:15 PM
Location	<a href="#">Zoom</a> – All students will attend all course meetings in Zoom
Instructor	James M. DeVita
Office Location	EB 376 (on-campus); virtual office in Fall 2020
Office Hours	Virtual only in Fall 2020; email to request
Online & Additional Hours	Schedule via Outlook calendar request or email
Telephone	Office: (910) 962-3593 Cell: (865) 207-3163
Expected Response Times	Text message to cell 2-3 hours (often quicker) Email message 2-3 days Voicemail message >3 days
Email	<a href="mailto:devitaj@uncw.edu">devitaj@uncw.edu</a> <a href="mailto:jamesmdevita@gmail.com">jamesmdevita@gmail.com</a>

I do check email messages regularly and will respond as soon as possible. If you do have an immediate concern, please contact me via phone.

Watson College of Education – ELearning  
& Online Support  
<http://uncw.edu/ed/online/students.html>

Randall Library  
<http://library.uncw.edu/>

Technology Assistance Center @ UNCW  
<http://uncw.edu/itsd/help/>

Disability Services @ UNCW  
<http://uncw.edu/disability/students/index.html>

TAC Help Desk  
<http://uncw.edu/ITSD/help/TAC.html>

University Learning Center  
<http://www.uncw.edu/ulc/about/index.html>

Canvas Information  
<http://uncw.edu/ITSD/learning/UNCWITSDCanvasLearn.html>

Writing Center  
<http://uncw.edu/ulc/writing/center.html>

**While I have tried to include as much information as possible in this version of the syllabus, it is a living document and is subject to change.**

## Land Acknowledgement

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth.

We would like to acknowledge that the University of North Carolina Wilmington is located on the traditional territory of the Catawba People and has long served as a site of meeting and exchange amongst many Indigenous peoples for over 12,000 years. We honor and respect the diverse Indigenous peoples connected to this territory that we now occupy, and what is now defined as the state of North Carolina, including the Coharie, Lumbee, Meherrin, Occaneechi Saponi, Haliwa Saponi, Waccamaw Siouan, Sappony, and the Eastern Band of Cherokee. This land acknowledgment is to pay respect and honor the elders of the Indigenous People and Nations both past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today (USDAC, n.d.).

## Course Overview

### Course Description

This course is an intensive examination of the student, faculty, and administrative cultures in higher education environments. Topics include the history and philosophy of college teaching, internal and external influences on instruction, faculty and students, and instructional models and methods.

### Relation of the Course to the Watson College of Education Conceptual Framework

This course is designed to encourage critical reflection and practical engagement with issues related to student identity and development.



## Relation of the Course to UNCW Learning Goals

This course meets UNCW Learning Goals of:

1. ***Inquiry*** – Students will engage in rigorous, open-minded and imaginative inquiry;
2. ***Information Literacy*** – Students will locate, evaluate, and effectively use information by applying a variety of academic and technological skills;
3. ***Thoughtful Expression*** – Students will effectively express meaningful ideas in speech and writing;
4. ***Reflection*** – Students will engage in regular critical reflection about course topics.

## Course Objectives and Outcomes

Students will be able to:

1. Discuss the historical evolution of academic cultures in the United States;
2. Describe their orientation to learning and philosophy of teaching;
3. Demonstrate expertise on a current issue related to teaching and learning in higher education;
4. Reflect on the diversity of institutions in the United States and the relationships among mission, academic cultures, and curriculum.

## Class Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook*. More information about the Academic Honor Code at UNCW is available here: [http://uncw.edu/policies/documents/03\\_100FINALHONORCODE\\_Aug2009.pdf](http://uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf).

Attendance: If you must miss class for a legitimate reason (e.g., religious holidays, illness, family emergencies, work requirements that cannot be rearranged, court appearances, conferences), please contact Dr. DeVita to discuss the situation prior to class via email or cellphone (text is acceptable). Make sure you are also on time to class each week as I will try to start and end class on time each week. Attendance and active participation are considered a requirement of the course and therefore will not be graded.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, the website is linked on page 1 of the syllabus.

Deadlines and Late Work: If you must hand in work late for a legitimate reason (e.g., personal illness, family illness), please contact Dr. DeVita to discuss the situation prior to the due date. The grade for any work handed in late without prior discussion and an excused reason will be reduced by 10% of total points per day; over 7 days late will receive a 0.

Professional Conduct and Participation: You will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one's participation). The following are examples of factors considered when evaluating participation:

- Contributing interesting, insightful comments
- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising good questions
- Being sensitive to your level of participation and making attempts to increase or decrease it if necessary
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments
- Being sensitive to the nonverbal messages you may be conveying
- Attending all class meetings
- Being on time

Student Email Policy: University of North Carolina Wilmington students are provided an “@uncw.edu” email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. This will also be the primary form of communication I utilize to communicate with you throughout the semester.

### **Required Texts**

Hermanowicz, J. C. (2011). *The academic profession: Transformation in contemporary higher education*. Baltimore: The Johns Hopkins University Press.

Bergquist, W. H., & Pawlak, K. (2008). *Engaging the six cultures of the academy*. San Francisco: Jossey-Bass.

### **Recommended Texts**

*Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). (2020). Washington, DC: Author.

### Assignments & Evaluation

1. Reflection Activities		40 points
Introduction Video	10 points	
Reflection Video	6@5 points/each	30 points
2. Critical Topics in Teaching & Learning Project		50 points
Annotated Bibliography	10 points	
Critical Literature Review	10 points	
Practical Applications Analysis	10 points	
Teaching Module	20 points	
3. Pre-Post Survey	2@5 points/each	10 points
	Total	100 points

### Grading Scale

<b>A</b>	<b>95-100</b>	<b>B-</b>	<b>80-82</b>
<b>A-</b>	<b>90-94</b>	<b>C+</b>	<b>75-79</b>
<b>B+</b>	<b>86-89</b>	<b>C</b>	<b>70-74</b>
<b>B</b>	<b>83-85</b>	<b>F</b>	<b>69 and Below</b>

Incompletes will be given only in extreme circumstances. Please contact me as soon as you know to initiate a discussion of any extenuating circumstances that will prevent you from completing the course. If you do take an incomplete it is your responsibility to reach out to discuss appropriate arrangements to complete course requirements within 1 calendar year maximum.

### Assignment and Guidelines

All assignments should be submitted by 11:59 PM on the day they are due as noted on the syllabus. Your written assignments must be submitted using the Assignment Submission function in Canvas for our course. Your document should be uploaded in either “.doc” or “.docx” format and saved with your last name as part of the file name. (e.g., DeVita\_MAP1)

If you need assistance conceptualizing assignments or Projecting projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc. Students are strongly encouraged to use each other as editors as well.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). All work must be typed, double-spaced, using 12-point font (preferably Times New Roman, although it is important to note that Arial is the most “readable” font for individuals with any type of visual or learning impairment).

Written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

## Graded Assignments

### Reflection Activities: 50 points total

#### Introduction Video – 10 points due Tuesday, 8/25 by 11:59 PM

In this initial video you will introduce yourself to your classmates. You will also be asked set goals for the semester (intention reflection). Specific prompts are available in Canvas.

#### Reflection Videos – 30 points: due during each of 6 course modules @ 5 pts/each

Each module will require you to upload a reflection video where you will discuss your learning and development in relation to the course readings. Reflection videos should be posted in the small group discussion board for the respective module by 11:59 PM. The reflection video will serve as your initial reflections on the readings assigned for that module. Specific prompts are available within Canvas for each module, but the reflection videos generally serve as initial discussion starters on each topic in the course.

#### Reflection Format and Guidelines

All reflection and response videos should be submitted in the format of a 5-minute video that allows you to record your voice-over on your screen. You will need to prepare a presentation to accompany your reflection video that can be formatted as a powerpoint, prezzi, or other similar format. When you record your voice-over video, you should provide additional details about the information shared in your presentation.

All reflections should be submitted by 11:59 PM on the day they are due as noted on the table below and within the assignment in Canvas. A [screencast](#) video response is required for your personal reflection and should be professional, thoughtful, and related directly to the module activities and associated prompt. The module activities and discussions are intended to approximate engagement in face-to-face activities and discussion. Instructions on how to upload [screencast](#) videos are included within the Canvas course.

#### Reflection and Response Videos Evaluation

0	1	2	3
Did not post by deadline	Unacceptable depth, content; Unacceptable formatting	Relies heavily on personal opinion and little reference to external examples, ideas; Presentation has errors, poorly formatted	Uses examples, references readings, demonstrates depth and thoughtfulness; Presentation is professionally prepared and formatted

## Critical Topics in Teaching and Learning Project

The purpose of the Critical Topics in Teaching and Learning Project is for each student to explore a topic they are interested in and develop expertise on that topic. Part of the project includes a critical review of the literature on your selected. The second part of the project will require you to interview faculty/instructors and/or administrators about your selected topic. Finally, you will be responsible for providing a brief teaching module (45-minutes) about your topic during an assigned class meeting.

### Annotated Bibliography – 10 points due Tuesday, September 22

An **annotation** is a summary and/or evaluation. A **bibliography** is a list of sources (books, journal articles, research manuscripts, etc.) used for researching a topic. Bibliographies in the social sciences are called "references" and include information like the author, publication year, title, publisher, etc. In the social sciences APA form is used.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Your Annotated Bibliography should include the following information for each article:

- **Summary:** What are the main arguments? What is the point of the article? What topics are covered? If someone asked what this article is about, what would you say? Each summary should include the following elements:
  - Purpose of the research in the article reviewed;
  - Methods used in the study (participants/sample, site, etc.) – be detailed;
  - Outcomes/conclusions/discussion; and
  - Implications for research and practice in the field.
- **Assessment:** Is the source based on empirical evidence? How does it compare with other sources on your topic? Is the information reliable? Is this source biased or objective? What is the goal of this source? In what ways is the article useful to you? Each assessment section should include the following elements:
  - Strengths of the article (methods used, contribution to research);
  - Limitations of the article;
  - Discussion of how this article will contribute to your knowledge about your project – if it won't, then you shouldn't include it in your review;
  - Relationship between the topics discussed in this article and other articles you have reviewed.

You are required to develop an annotated bibliography that includes **at least 10 sources**. Each source should be annotated in approximately 1 page and include both (a) APA 7<sup>th</sup> edition referenced citation and (b) a discussion section that addresses all elements of the summary and assessment discussed above.

**Critical Literature Review – 10 points due Tuesday, October 20**

Students will utilize the information gleaned from the Annotated Bibliography, feedback from peers and the instructor, and information learned about their topic from additional review of literature to develop a Critical Literature Review. Unlike the Annotated Bibliography, you should develop an organized narrative that provides an overview of the relevant literature that informs their research topic. This draft must include multiple headings and sub-headings and should present a coherent justification for why the topic is worth studying. Students must include **a minimum of 15 references** that are cited within the literature review.

The literature review should NOT be presented as a listed discussion of sources; rather, you should tell the story of the major themes that are found within the literature you reviewed. An integrated draft should read like a thematic analysis of the literature where the themes or topics shared across multiple sources are discussed under clearly defined headings and sub-headings. You should take a critical approach to this analysis by making points about similarities and differences that you see reflected in the literature reviewed. In other words, do not simply summarize what is included in each source; instead, build a case using your sources as evidence.

**Practical Applications Analysis – 10 points due Tuesday, November 17**

Each student is responsible for identifying at least 3 individuals that they can interview about their selected topic. The individuals should be a faculty member, instructor, and/or administrator who have some understanding about your topic and, preferably, who have experience with your topic in practice. The interviews should be in-depth conversations about your topic that last approximately 30-45 minutes. The more data collected during the interviews the better, since that information will serve as the evidence used to support claims in your Practical Applications Analysis (PAA) paper.

The PAA will be added to your Critical Literature Review and will analyze whether what you learned from the interviews aligns with or differs from information included in the literature. The central question you are asking (answering) is: In what ways do the discussions in the literature on this topic look similar to, or different from what individuals experience in practice? As mentioned above, you should use data from your interviews to support claims you make about the practical applications of your topic. Where possible, you should integrate interview data with citations to literature from your Critical Literature Review.

**Teaching Module – 20 points: varies by project timeline/sign-up**

The final component of the project is to deliver a 30-minute teaching module to the class on your topic. You can choose to use the 30-minutes however you would like but are encouraged to split time between sharing information (presentation, lecture, etc.) and some type of engagement or activity (discussion, case study, etc.). We will sign-up for dates to present each topic during our first synchronous class meeting on Monday, 8/31.

**Pre-Post Survey – 10 points: 5 points/each**

All students are required to complete a pre-post survey that provides information about their learning and development in the course, as well as their perspective on their engagement and the role of course activities.



**Course Schedule**

<b>Dates</b>	<b>Readings &amp; Activities</b>	<b>Due by 11:59 PM</b>
Module 0	No assigned readings due.	T 8/25: Introduction Video
Module 1  Synchronous Meeting M 8/31 at 5-7:15 PM	Berquist & Pawlak: Preface-Intro. Hermanowicz: Preface-Intro.  *readings should be completed prior to developing and uploading your initial reflection video.	T 9/1: Pre-Survey T 9/8: Reflection Video #1
Module 2  Synchronous Meeting M 9/21 at 5-7:15 PM	Berquist & Pawlak: Chp. 1 Hermanowicz: Chps. 1 & 2	T 9/22: Annotated Bib. T 9/29: Reflection Video #2
Module 3  Synchronous Meeting M 10/5 at 5-7:15 PM Module Teaching 1 & 2	Berquist & Pawlak: Chp. 2 Hermanowicz: Chps. 3 & 4	T 10/13: Reflection Video #3
Module 4  Synchronous Meeting M 10/19 at 5-7:15 PM Module Teaching 3 & 4	Berquist & Pawlak: Chps. 3 & 4 Hermanowicz: Chps. 5-7	T 10/20: Critical Lit. Review T 10/27: Reflection Video #4
Module 5  Synchronous Meeting M 11/2 at 5-7:15 PM Module Teaching 5 & 6	Berquist & Pawlak: Chps. 5 & 6 Hermanowicz: Chps. 8-10	T 11/10: Reflection Video #5
Module 6  Synchronous Meeting M 11/16 at 5-7:15 PM Module Teaching 7-9	Berquist & Pawlak: Chp. 7 Hermanowicz: Chps. 11-13	T 11/17: Practical App. Analysis T 11/24: Reflection Video #6
Module 7  No Synchronous Meeting	No assigned readings	T 12/1: Post-Survey