

American Studies Teaching Tutorial AMST 596

California State University, Fullerton
Fall 2011

Tutorial meetings, Tuesdays, 1:00-2:00
In conjunction with AMST 300, M/W, 1:00-2:15

Instructor: Dr. Adam Golub
UH-415
agolub@fullerton.edu
Office phone: 657-278-5899

Course Description

This tutorial serves as an introduction to college and university teaching. Topics include the following: curriculum design, teaching strategies, learning styles, diversity issues, assessment, and classroom management. Students will have the opportunity to plan and teach a lesson and/or lead a review session. Enrollment requires approval of American Studies Graduate Advisor.

Course Requirements

Attendance at every session of AMST 300; completion of all assigned reading; weekly tutorial meetings; periodic journal entries on assigned topics; grading of 1/3 of student exams.

Course Schedule

TP = talking point (come prepared to share your thoughts on this topic in discussion)

J = journal entry (come with a typed reflection on this topic)

Date	Topic
T, Aug. 23	Introduction to tutorial
T, Aug. 30	TP: Describe a significant learning experience and the impact that experience had on your attitudes and assumptions about learning and teaching. (This does not necessarily have to be a classroom learning experience.)
T, Sept. 6	No meeting

T, Sep. 13	J: Describe the best teacher you ever had. What made him/her effective?
T, Sep. 20	TP: Learning Styles. How do you learn best? What motivates you to learn? How do you work?
T, Sep. 27	TP: Assessment (Discuss grading for Assignment #1)
T, Oct. 4	TP: Lesson Planning. What are the key components of an effective lesson? What should every good lesson include?
T, Oct. 11	J: Strategies for teaching to different learning styles. What have you observed in AMST 300 and elsewhere? Also, brainstorm possible activities that could be used to teach to different learning styles in the American Studies classroom.
T, Oct. 18	J: Relevancy strategies. Discuss strategies used in AMST 300 and elsewhere to make the material relevant to students.
T, Oct. 25	TP: Discussion. What strategies work best for facilitating discussion in the classroom?
T, Nov. 1	Assessment: Grading Exams
T, Nov. 8	No meeting
T, Nov. 15	TP: Diversity. What role does diversity (race, gender, ethnicity, class, religion, disability, etc.) play in the classroom's social dynamics and in the curriculum?
T, Nov. 29	Open topic
T, Dec. 6	J: Final reflection on what you have learned this semester