1. **Course Number:** WMST 6910  
**Course Title:** Teaching Practicum  
**Credit Hours:** 1 Semester hours  
**Prerequisites:** Graduate Standing; Declaration of Women’s Studies Minor or Enrollment in Graduate Level Women’s Studies Program; WMST 6980

2. **Date Syllabus Prepared:** July 18, 2008

3. **Text(s):**

   **Recommended:**


4. **Course Description:**
This course focuses on feminist pedagogical practice, theory, and principles as they relate to teaching feminist and women’s issues courses. Feminist pedagogy is a theory and approach to teaching that employs a democratic approach to learning in which students can create and contribute knowledge such that the instructor is not the sole expert in the classroom. Course objectives will be met through supervised teaching experiences, teaching observations, teaching seminars provided by the Biggio Center, assigned readings, and supervisory meetings with assigned course instructor.

5. **Course Objectives:**

   Upon completion of this course, students will be able to:

   - Develop and implement course lesson plans and activities relevant to course content in a women’s studies course;
   - Articulate and operationalize a teaching philosophy that represents their feminist pedagogy;
   - Develop and implement methods of evaluation and feedback for students;
   - Develop a learning atmosphere that reflects a feminist pedagogical approach whereby students hold the responsibility for their own learning;
   - Demonstrate ability to engage students in class activities and discussions that facilitate students’ understanding of their own views and those of others;
   - Know how to modify teaching methods to address individual differences in learning styles;
   - Demonstrate knowledge of research and theories relevant to feminist theory;
   - Demonstrate skills, abilities, and knowledge associated with teaching in higher education;
   - Awareness of the principles that guide education in women’s studies and feminism
6. **Course Content:**

Course content will involve participation in class observations, supervised class instruction, and supervision sessions with assigned course instructor. The specific required components of this curricular experience are listed below. These requirements reflect in part required components of the Women’s Studies Graduate Minor and Graduate Curricula.

7. **Course Requirements:**

1. Students will attend all classes and will observe without providing instruction for at least the first two weeks of class time in a WMST 2100 course. The student and practicum supervisor will determine the rate and extent of involvement in subsequent classes.

2. The student will spend at least 12 hours in direct instructional activities. Students’ amount of direct instructional time in this practicum experience shall not exceed 15 hours. The form of this instruction should be representative of a feminist approach to pedagogy.

3. During the term, the student will assume responsibility for at least three full classes for a class meeting for one hour three times a week or two full classes for a class meeting for one and one half hours twice a week. The student will provide the following at least two weeks in advance of each lesson for which (s)he primarily holds the responsibility of teaching, in order to receive and incorporate feedback from the supervisor:

   **Lesson Plan**
   - Objective(s) being addressed (what will students be able to do as a result of the instruction?)
   - List of resources (including bibliography of references used to prepare for the class, and the principal theory(ies) and research used to provide a foundation for the lesson)
   - Instructional techniques
   - Description of feminist pedagogy as it relates to the implementation of the lesson plan
   - Questions for classroom discussion
   - Guided and independent practice
   - Feedback and evaluation strategies

4. Following each of the classes used to meet the requirements of item 3 above, the supervisor will complete an evaluation of the student’s teaching with attention to both general teaching approaches and use of feminist pedagogy. The supervisor will also provide feedback regarding student’s development as a teacher, the extent to which teaching and evaluation methods used are congruent with the goals of the Women’s Studies curriculum and the student’s own feminist teaching philosophy. The supervisor will provide feedback detailing how well the student’s delivery accommodated individual differences of others in the classroom.

5. At the end of the term, the student will write a reflective essay, documenting his/her experience, including their own role in their own learning, consideration of changes in style or strategy the student initiated as a result of the previous experiences teaching earlier in the term as well as the effectiveness of those changes, and a discussion of the way feminist pedagogy differed from traditional teaching.
8. Grading and Evaluation Procedures:

Students in this course are required to complete the specified teaching, observation and supervision, and written requirements. Student’s final evaluation is determined based on these components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lesson Plans and Course Instruction (full class sessions)</td>
<td>42%</td>
</tr>
<tr>
<td>Supervision Sessions</td>
<td>18%</td>
</tr>
<tr>
<td>Class Observation</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection on Experience in Course</td>
<td>10%</td>
</tr>
<tr>
<td>Additional Course Lectures and Instructional Activities</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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The following scale will be used:

- 90-100% = A
- 80-89.9% = B
- 70-79.9% = C
- 60-69.9% = D
- Below 60% = F

9. Class Policy Statements:

Students are expected to attend all class and supervision meetings on time and participate in all assigned activities (Tiger Club, p. 73). Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. No more than three class absences will be permitted (with notification), class absences beyond that will result in a 10% reduction in overall grade. The student is strongly encouraged to consider how missing a class meeting for which they are designated to instruct the entire lesson will affect their ability to meet all course requirements since the instructor likely has a set schedule and it may not be possible in some cases to make up the missed learning experience. Changes in this policy will only be considered in instances of personal or medical emergencies.

Late papers are not accepted and will result in a grade of 0. All papers are due at 12:00 pm on the date two weeks prior to the student’s instruction or by 12:00 pm on the last day of class as detailed above. All papers should be submitted electronically (via email) unless otherwise instructed.

Poor grammar, lack of clarity in writing, etc, will reduce the student’s grade on an assignment, especially if it detracts from the ability of the reader/audience to understand the student’s message.

Classroom civility is expected. Please turn off cell-phones or pagers before entering class.

Incompletes will only be granted in cases of medical or personal emergencies.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please
contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**9. Justification for Graduate Credit:**
Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply. This course is designed to prepare WMST students for teaching women’s studies courses in higher education.