



## **RDOC9302 Teaching in Higher Education** Research Doctoral Program

**PDOC8302 Teaching in Higher Education**  
Professional Doctoral Program  
New Orleans Baptist Theological Seminary  
May 27-30, 2025

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### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Course Description**

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct a teaching portfolio prepared to present to an institute of higher learning consisting of a personal philosophy of teaching, a curriculum vita, properly written lesson plans, a syllabus for higher theological education, and a video documentation of teaching.

### **Student Learning Outcomes**

By successfully completing this course, you should be prepared to teach effectively in Christian higher education. At the conclusion of the course, you will demonstrate:

1. . . . understanding of best practices regarding teaching and learning experiences.
2. . . . skill in creating the components of a professional teaching portfolio.
3. . . . skill in developing an online teaching environment.

## Required Textbooks

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. ISBN: 9780674013254. Kindle edition available.
- Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307. Kindle edition available.
- Lang, James. *Small Teaching: Everyday Lessons from the Science of Learning*, 2<sup>nd</sup> ed. Hoboken, NJ: Jossey-Bass, 2021. ISBN: 978-1119755548. Kindle edition available.
- Lawson, Michael. *The Professor's Puzzle: Teaching in Christian Academics*. Nashville, TN: B&H Academic, 2015. ISBN: 9781433684104. Kindle edition available.

## Required PDFs (Provided by the professors and posted on Canvas)

*New Standards of Accreditation*

<https://www.ats.edu/uploads/accrediting/documents/policies-and-procedures.pdf#pagemode=bookmarks> (Pages 1-18).

*Paradigm Shift*

*The Discippler's Model* (Chapter One)

*Created to Learn* (Chapter 12)

*Professional Ethics for Teachers in Theological Schools: Principles Suggested by the Association of Theological Schools*

## On-line Articles and Videos (Links – Hover over the link and press Ctrl + Click)

### Day One

[The First Day of Class](#)

[The Life-Changing Work of Christian Higher Education](#) (Video)

### Day Two

[Bloom's Taxonomy of Learning](#)

[Learning Styles Theory: What Does Neuroscience Say?](#)

[The Stubborn Myth of "Learning Styles"](#)

[Multiple Intelligences for Adult Literacy and Education](#)

### Day Three

[Going Multitmodal: 5 Tips for Making the Switch to Multimodal Assignments](#)

[8 Things to Know about the Experiential Learning Cycle](#) (Video)

[Classroom Management](#)

### Day Four

[The Life-Changing Work of Christian Higher Education](#) (Video)

[What is the Difference between Formative and Summative Assessment?](#)

[Technology in Education](#)

[Writing a Curriculum Vita](#)

## On-line Assessment

Explore the following website and complete the assessment prior to the class session:

- Literacy Works: Multiple Intelligences for Adult Literacy and Education.  
<https://www.literacynet.org/mi/home.html>
  - Review the Introduction, Assessment, and Practice sections.

### **Supplemental (Not Required)**

Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2<sup>nd</sup> ed. San Francisco, CA: Jossey-Bass, 2013. ISBN: 9781118124253. Kindle edition available.

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912

Obrien, Judith, Barbara Mills, Margaret Cohen. *The Course Syllabus: A Learning-Centered Approach*, 2nd ed. San Francisco: John Wiley & Sons, 2008. ISBN-13: 978-0470197615. Kindle edition available.

### **Course Teaching Methodology**

You will engage in discussion boards, class discussion, hands-on learning in the ITC, and individual learning assignments. The workshop meets on the main campus and may also be attended through Teams.

### **Course Requirements**

All assignments are submitted to Canvas unless otherwise indicated. Rubrics for assignments are posted on Canvas.

### **Pre-Workshop**

#### **1. Reading**

Read *What the Best College Teachers Do* and *Small Teaching: Everyday Lessons from the Science of Learning*, 2<sup>nd</sup> ed. for related Discussion Boards, which are one week prior to the workshop. Have all other readings completed by day 1 of the workshop.

#### **2. Pre-Workshop Discussion Boards (10%)**

**Due: See Course Schedule**

Participate in the assigned Discussion Boards prior to the class meeting. These discussions are an essential component of the course.

- **May 19-25:** *Small Teaching: Everyday Lessons from the Science of Learning*, 2<sup>nd</sup> ed. and *What the Best College Teachers Do*

Replying to the Professor's Post: Your comments are graded on their substance and thoughtfulness and should reflect appropriate application of emerging knowledge and vocabulary in the topic area. Each posting should add value to the discussion. Adding value to the discussion includes things such as an example illustrating your position, posting a website, asking a question of your fellow classmates, giving a personal example, bringing in something from the textbook, videos or outside reading to support your opinion.

Replying to the Postings of Your Classmates: In each discussion board post a response to one other student's response. In your replies to other students, you can: 1) Expand on or clarify a point made in the answer. 2) Offer an additional argument to support a position taken in an answer. 3) Suggest ways in which an idea could be more clearly expressed.

4) Identify passages where you think the writer misunderstood a concept or applied it incorrectly. 5) Disagree with a point or position made in a response. Missed discussion boards may not be made up.

The week begins on MONDAY and ends on SUNDAY. Your initial post to the discussion board must be made by WEDNESDAY at 5:00 p.m. CST. Responses to other students' posts must be made by SUNDAY at 11:59 p.m. CST. *This assignment is related to Student Learning Outcome #2.*

### **Workshop**

#### **1. QQTP - Question, Quotations & Talking Points (10%)**

**Due: May 27**

Write a one-page response to each text-*The Professor's Puzzle* and *Teaching Unprepared Students*- including each of the following:

- **Question:** Note the points at which a question comes to mind as you read. Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings.
- **Quotation:** Select a quotation from the text that is especially pertinent or relevant to the main points of the readings. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the source.
- **Talking Points.** Write at least *five* detailed talking points, covering several different topics from the reading that demonstrate you have thought seriously and critically about the readings. You do not need to answer your question here, but you may talk about it if you wish. *This assignment is related to Student Learning Outcome #1.*

#### **2. Proposed Course Name and Rationale**

**Due: May 27**

Submit a name and rationale for a course you propose to develop for the syllabus assignment (see below). Explain WHY this course is needed in a course of study. Where will it fit into the overall curriculum? Does it fill a gap? A rationale is NOT a course description. This proposed course must be developed for a degree plan in a division for which you are credentialed to teach. *Unless given permission, the proposed course must be one that is not taught presently at NOBTS/Leavell College, or taught or taken by you previously.* Submit under Assignments on Canvas and also post to the assigned discussion board. *This assignment is related to Student Learning Outcome #1.*

### **Post-Workshop**

#### **1. Teaching with Technology (10%)**

**Due: June 2**

You are enrolled on Canvas as an *instructor* in Teaching in Higher Education Practice Shell for the purpose of this assignment and have access to instructor tools.

- Create a graded Discussion Board (include a question) titled with your last name (i.e., Skywalker Discussion Question).
- Create a Module with your last name (i.e., Skywalker). In your module:
  - Upload a YouTube video
  - Attach a document or visual presentation (ex: PowerPoint)
  - Post a web-link

- Create an Assignment with the following elements:
  - Title (i.e., Skywalker Assignment)
  - Graded (points, due date, etc.)
  - An attached document. *This assignment is related to Student Learning Outcome #3.*

## 2. **The Professional Portfolio** (70% - see below for components) **Due: July 20**

The following assignments are components of the Professional Portfolio:

### ***Syllabus*** (25%)

Construct a course syllabus following the NOBTS graduate template, which is posted on Canvas. Specific instructions regarding this assignment are posted on Canvas. You may NOT use a doctoral seminar syllabus as a template. *This assignment is related to Student Learning Outcome #1.*

### ***Lesson Plan*** (15%)

Develop a one-hour lesson plan for the course you develop which follows the Lesson Plan Template provided. *This assignment is related to Student Learning Outcomes #1 and #2.*

### ***Curriculum Vitae*** (15%)

Construct a curriculum vitae suitable for submission to an institution of higher learning that reflects your educational experiences and related academic experience. Review the rubric posted on Canvas prior to developing the CV. *This assignment is related to Student Learning Outcome #1.*

### ***Personal Philosophy of Christian Academic Teaching*** (15%)

Write a personal philosophy of Christian academic teaching. The document should be written in first-person, 2-pages, and single-spaced. Include each of the elements in the rubric posted on Canvas. You may also refer to guidelines found in “A Philosophy of Christian Academic Education” (chapter one) of *The Professor’s Puzzle* and <http://ucat.osu.edu/read/teaching-portfolio/philosophy>. Either APA or Turabian form may be used. *This assignment is related to Student Learning Outcome #1.*

## **Evaluation of Grade**

The final grade is computed as follows:

Discussion Boards	10%
Teaching with Technology	10%
QQTP	10%
Teaching Portfolio	70%
• Syllabus	(25%)
• Lesson Plan	(15%)
• CV	(15%)
• Philosophy	(15%)

*This is a pass/fail course. You must earn a final average of 85% or more to pass.*

## **Course Schedule – Due Dates**

Date	Assignments
May 19-26	"Getting to Know You" Discussion Board <i>What the Best College Teachers Do</i> and <i>Small Teaching: Everyday Lessons from the Science of Learning</i> , 2 <sup>nd</sup> ed. - professor-led Discussion Boards
May 27	Course Name and Rationale
May 27	Class Meeting (see Class Meeting Schedule below)
June 2	Teaching with Technology Due in Practice Shell
July 20	Portfolio Due

### Class Meeting Schedule

\*The Class Meeting Schedule is subject to change at the discretion of the professor.

#### DAY ONE

<b>9:00 – 9:45</b>	<b><i>Introductions &amp; Course Overview</i></b>	<b>Peavey and Audirsch</b>
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**Goal:** Learners will demonstrate knowledge of class members and understanding course flow.

**Required Online Reading:** [The First Day of Class](#)

<b>9:50 – 10:45</b>	<b><i>Session I: Teaching for Learning in Higher Education</i></b>	<b>Audirsch</b>
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**Goal:** Learners will demonstrate an understanding of the paradigm shift occurring in higher education.

**Required Text Reading:** *Paradigm Shift* pdf; *Teaching Unprepared Students*, Chapters 1-2, 6

<b>11:00 – 12:00</b>	<b><i>Session II: Ethics for Faculty in Christian Higher Education</i></b>	<b>Peavey and Audirsch</b>
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**Goal:** Learners will demonstrate understanding of the relationship between ethical principles and teaching in Christian higher education.

**Required Text Reading:** *Teaching Unprepared Students*, Chapter 8

**Required PDF:** *Professional Ethics for Teachers in Theological Schools: Principles Suggested by the Association of Theological Schools*

**YouTube Video:** [The Life-Changing Work of Christian Higher Education](#)

<b>1:00 – 2:00</b>	<b><i>Session III: Relationships in Higher Education</i></b>	<b>Peavey</b>
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**Goal:** Learners will demonstrate an understanding of the centrality of interpersonal relationships in teaching.

**Required Text Reading:** *The Discippler's Model Handbook* pdf, Chapter One; *The Professor's Puzzle*, Chapter 9

<b>2:15 – 3:15</b>	<b><i>Session IV (A): The Big Picture – Course Adoption</i></b>	<b>Audirsch</b>
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**Goal:** Learners will demonstrate an understanding of the course adoption process at NOBTS.

**Required Reading:** ATS, *New Standards of Accreditation*.pdf

**Website:** [Commission on Accrediting: 2020 Policies and Procedures](#)

<b>3:30 – 4:15</b>	<b><i>Session III (B): Course Adoption Groups &amp; Reports</i></b>	<b>Audirsch</b>
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<b>4:15 – 4:30</b>	<b><i>Review and Closing Comments</i></b>	<b>Audirsch</b>
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#### DAY TWO

<b>9:00 – 10:45</b>	<b><i>Session IV (A): Cognitive Domain and Bloom's Taxonomy</i></b>	<b>Peavey</b>
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**Goal:** Learners will demonstrate an understanding of the domains of learning and Bloom's Taxonomy.

**Required Online Reading:** [Bloom's Taxonomy of Learning](#)

<b>11:00 – 12:00</b>	<b><i>Session IV (B): Affective and Behavioral Domains and Levels of Learning</i></b>	<b>Peavey</b>
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<b>1:00 – 2:00</b>	<b>Session V: <i>Writing Student Learning Outcomes</i></b>	<b>Peavey</b>
<b>Goal:</b> Learners will demonstrate understanding of cognitive and behavioral learning outcomes. <b>Required Reading:</b> <i>Created to Learn</i> – “Instructional Taxonomies” (Chapter 12) pdf		
<b>2:15- 3:15</b>	<b>Session VI: <i>Student Learning Outcomes – Practice Session</i></b>	<b>Peavey</b>
<b>Goal:</b> Learners will demonstrate skill in writing cognitive and behavioral learning outcomes.		
<b>3:30 – 4:20</b>	<b>Session VII: <i>Diversity of Learners</i></b>	<b>Peavey</b>
<b>Goal:</b> Learners will demonstrate an understanding of how people learn and Gardner’s Theory of Multiple Intelligence. <b>Required Reading:</b> <i>The Professor’s Puzzle</i> , Chapter 3; <i>Teaching Unprepared Students</i> , Chapter 5 <b>Required Online Reading:</b> <a href="#">Learning Styles Theory: What Does Neuroscience Say?</a> , <a href="#">The Stubborn Myth of "Learning Styles"</a> , and <a href="#">Multiple Intelligences for Adult Literacy and Education</a> (Review the Introduction, Assessment, and Practice sections).		
<b>4:20 – 4:30</b>	<b>Review and Closing Comments</b>	<b>Peavey</b>

### DAY THREE

<b>9:00 – 10:30</b>	<b>Session VIII: <i>Instructing for Active Learning</i></b>	<b>Peavey</b>
<b>Goal:</b> Learners will demonstrate an understanding of the process of selecting and implementing teaching strategies for active learning. <b>Required Text Reading:</b> <i>The Professor’s Puzzle</i> , Chapter 8 <b>Required Online Reading:</b> <a href="#">Going Multimodal: 5 Tips for Making the Switch to Multimodal Assignments</a> <b>YouTube Video:</b> <a href="#">8 Things to Know about the Experiential Learning Cycle</a>		
<b>10:45 – 12:00</b>	<b>Session IX: <i>Syllabus Design</i></b>	<b>Peavey and Audirsch</b>
<b>Goal:</b> Learners will demonstrate an understanding of the rationale for the component parts of syllabus. <b>Required Text Reading:</b> <i>The Professor’s Puzzle</i> , Chapter 4, App. A; <i>Teaching Unprepared Students</i> , Chapters 3-4, Appendix A		
<b>1:00 – 2:00</b>	<b>Session IX (cont.): <i>Syllabus Design</i></b>	<b>Peavey and Audirsch</b>
<b>2:15 – 3:15</b>	<b>Session X: <i>Lesson Plan</i></b>	<b>Peavey</b>
<b>Goal:</b> Learners will demonstrate an understanding of the component parts of the lesson plan.		
<b>3:30 – 4:20</b>	<b>Session XI: <i>Classroom Management</i></b>	<b>Audirsch</b>
<b>Goal:</b> Learners will demonstrate understanding of areas that require management to nurture learning in the classroom. <b>Required Text Reading:</b> <i>The Professor’s Puzzle</i> , Chapter 6 <b>Required Online Reading:</b> <a href="#">Classroom Management</a>		
<b>4:20 – 4:30</b>	<b>Review and Closing Comments</b>	<b>Audirsch</b>

### DAY FOUR

<b>8:00 – 9:00</b>	<b>Session XII: <i>Writing a Curriculum Vita</i></b>	<b>Audirsch</b>
<b>Goal:</b> Learners will demonstrate understanding of the best practices of the development of academic curriculum vita. <b>Resource:</b> <a href="https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html">https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html</a>		

<b>9:15 – 10:15</b>	<b>Session XIII: Secure a Position in Higher Education</b>	<b>Barnes</b>
Guest Speaker: Dr. Cory Barnes, Graduate Dean, NOBTS		
<b>10:30 – 12:00</b>	<b>Session XIV: <i>Assessment of Teaching and Learning</i></b>	<b>Audirsch</b>
<b>Goal:</b> Learners will demonstrate understanding of the relationship between the assessment of learning and assessment of teaching. <b>Required Text Reading:</b> <i>Teaching Unprepared Students</i> , Chapter 7; <i>The Professor's Puzzle</i> , Appendix B <b>Required Online Reading:</b> <a href="#">What is the Difference between Formative and Summative Assessment?</a>		
<b>1:00 – 2:00</b>	<b>Session XV: <i>Teaching with Technology</i></b>	<b>Audirsch</b>
<b>Goal:</b> Learners will demonstrate understanding of the changing role of technology in higher education. <b>Required Online Reading:</b> <a href="#">Technology in Education</a>		
<b>2:15 – 3:15</b>	<b>Session XVI: <i>Canvas Instructor Training</i></b>	<b>Waller</b>
<b>Goal:</b> Learners will demonstrate skill in developing an online teaching environment in Canvas. <b>Recommended Website:</b> <a href="#">Instructure: getting started with Canvas as an Instructor</a>		
<b>3:15 – 3:30</b>	<b>Closing Comments</b>	<b>Audirsch</b>

## Course Policies

**Academic Policies:** Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

**Absences:** Absences are not permitted. Depending on your program, you must see either the Associate Dean, Research Doctoral Programs or the Associate Dean, Professional Doctoral Programs, for any exception to this policy.

**Academic Honesty Policy:** All doctoral, graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

**Assignment Formatting:** Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will be accepted.

**Assignment Grading:** Assignments requiring grading will be returned to the student within a reasonable period. Feedback on graded assignments is provided through the grading rubric located in Canvas. You will find comments in the grading rubric, as well as on graded paper assignments.

**Assignment Submission:** All assignments are to be submitted to Canvas by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor as this mode of submission is extremely inefficient.

**Cell phones:** Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course.

**Classroom Decorum:** Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.

- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.

**Disability Accommodations:** Accommodations for students with disabilities are determined and approved by the Assistant Dean of Students for Student Affairs. If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact Conner Hinton immediately at [chinton@nobts.edu](mailto:chinton@nobts.edu) or 504-816-8246. Students must complete the Accommodation Request Form and provide documentation of their disability. The Assistant Dean of Students notifies students and faculty members of approved academic accommodation and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodation. The seminary reserves the right to consider each request for special accommodation on a case-by-case basis pursuant to the criteria enumerated above.

**Diversity:** NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe our students and graduates have the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, NOBTS is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

**Grading Scale:** This is a pass/fail course. You must earn a final average of 85% or more to pass.

**Laptops:** Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

**Late Assignments:** Late assignments will not be accepted unless an extreme situation occurs. Approval of submitting a late assignment must be obtained.

**Netiquette:** Netiquette refers to appropriate online behavior in Canvas or other online discussions. You are expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or another electronic medium. You are expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is always expected in the online environment.

**Plagiarism:** NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the Seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

**Recording Policy:** Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

**Revision of the Syllabus:** The course syllabus is not a legal contract. Any syllabus revision will be preceded by reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

**Withdrawal from the Course:** The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible for handling withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

### **Additional Information**

**Canvas and CampusNexus Student:** You are responsible for maintaining current information regarding contact information on Canvas and CNS (formerly SelfServe). The professors will utilize both to communicate with the class. Assignment grades will be posted to Canvas. You are enrolled in two Canvas shells for this course – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

**Correspondence with the Professor:** Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any questions you may have regarding this course.

### **Help for Writing Papers at “The Write Stuff”**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

**Hurricane/Severe Weather Evacuation:** For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

**Mandatory Evacuation:** Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

**NOBTS Emergency Text Messaging Service:** Sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

**Special Needs:** (See Disability Accommodations) If you need an accommodation for any other special need, please set up a time to meet with the professor(s).

**Technical Assistance:** For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) or [My.nobts.edu](http://My.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [Canvas@nobts.edu](mailto:Canvas@nobts.edu) - Email for technical questions/support requests with the NOBTS Canvas Learning Management System (Faculty/Students/Staff) [Canvas.NOBTS.edu](http://Canvas.NOBTS.edu).
3. [Video Conferencing Help Desk](#) - Email for technical questions/support requests with the Video Conferencing NOBTS classrooms (On and Off-Campus)
4. [TelephoneHelpDesk@nobts.edu](mailto:TelephoneHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS On-Campus Phone system.
5. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for technical questions/support requests in the Flex classrooms and for general technical questions/support requests. If you are not sure who to contact, use this email address!
6. [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests. (Currently available Mon-Thurs 7:00am-9:00pm & Fri 7:00-7:00pm Central Time)
7. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## Bibliography

- Anderson, Lorin, David Krathwohl, Peter Airasian, Kathleen Cruikshank, Richard Mayer, Paul Pintrich, James Raths, and Merlin Wittrock. *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition*. New York, NY: Pearson Higher Education, 2013. ISBN-13: 978-0801319037.
- Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999. ISBN-13: 978-0452281370
- Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco: Jossey-Bass, 2015. ISBN-13: 978-1118450291. Kindle edition available.
- Davis, Barbara Gross. *Tools for Teaching*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2009. ISBN: 9780787965679. Kindle edition available.
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