

Mass Communication Teaching Seminar

MMC 6930

Semester: Spring 2022

Course and Time: MMC 6930, Monday 8:30am-11:30am

Prerequisites: None

Location: Weimer #3215

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Office Hours: Monday 11:45am-12:45pm *Appointments are heavily encouraged so I can dedicate a full 30 minutes to you without interruption.

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PURPOSE OF COURSE:

The purpose of this course is to kickstart your career teaching careers. Together, we will learn how to build a course from the syllabus to an individual lesson plan. We will learn in a hands on format that allows us to apply what we are learning into tangible takeaways. Importantly, we will also discuss broad themes of equity, culturally relevant teaching, student-focused pedagogy, connecting with and elevating all students and keep these themes at the center of our development as educators.

COURSE GOALS:

I want you to grow tremendously as human beings and teachers in this course. These are some of our shared goals for the semester:

1. Demonstrate an ability to educate a broad range of students from varying backgrounds and experiences.
2. Create a syllabus adhering to Q+M and UF standards
3. Design a module, including activities, assessments, and lecture material that enfranchises diverse learning styles

4. Critically think through complex problems and initiate challenging teacher-student conversations in real time
5. Articulate a classroom vision and philosophy in a teaching statement
6. Assemble these materials into a teaching portfolio that can be utilized in your job search

INSTRUCTOR'S ADVICE

This is a challenging, but very rewarding course. I am here to elevate all unique learners by teaching you skills and helping you successfully navigate this experience. I champion “hands on” learning because it is the most efficient way to develop skills and cement knowledge needed for future success.

I understand each of you may have a unique learning style. As your instructor, I will deliver concepts in many different ways to satisfy all different types of learners. This course will feature a combination of teaching techniques that all overlap and reinforce concepts.

You will learn new concepts in this course and I will help you through this process. Do not focus on perfection right away because we are learning so many new things. Instead, I suggest focusing your energy on improving after each attempt. Embrace the vulnerability inherent in learning. Celebrate your achievements and then identify an area or two for future growth. This positive attitude will help you acknowledge your success along the way and build on the quality of your work throughout the course.

You might find it very helpful to practice technical skills like shooting or editing in your spare time. We will cover a lot of ground in class, but practice makes perfect. Think about star

athletes or renowned musicians. Practice is such an important part in fueling your growth.

Lastly, I am here to help you. Your success is my number one priority. If you have questions or need anything, inside or outside of the classroom, please do not hesitate to ask.

DIVERSITY STATEMENT

Mass communication scholars tell the stories of a community and all individuals that make up a given community. We serve, help, teach, and inform everyone. In order to best carry out these ideals, we must exhibit respect, inclusiveness, and an understanding for all people. These expectations will be adhered to in this classroom. Our differences will serve as a strength that we embrace as we discuss literature, ideas, and apply our new knowledge. Exposure to different perspectives, values, ideals, and experiences will make us all better, more compassionate and understanding teachers and scholars.

Additionally, there is a degree of vulnerability in learning. Let's embrace the vulnerabilities and support others as they grapple with new knowledge and strive. We all learn best and maximize our outcomes when we feel comfortable. Please let me know what I can do to make sure you feel respected and welcomed in this space. I encourage others to offer their support as we collectively build and grow in each other's company.

Accommodation for Students with Disabilities – Additionally, I recognize many students might have unique learning needs and I am happy to be an active stakeholder, positioning you for success. I am also happy to work with students, on an individual basis, who are registered with DRC/Dean of Students Office and need classroom accommodations. I ask that you provide me

with the necessary documentation to ensure I am serving and accommodating you in a way that best meets your needs. This must be done in advance as accommodations cannot be applied retroactively.

COVID-19 PRECAUTIONS

Your health and safety are a main priority. If you are not cleared for campus, you are not permitted on campus grounds. In this instance, I will only engage with you virtually via zoom, phone, email, or an alternate platform.

- Approved face coverings are expected. Your nose and mouth should remain covered during the entire class and while present in any UF building.
- I ask that you we all be respectful to each other.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), get tested and get a note to excuse yourself from class.
- Vaccinations and boosters are strongly encouraged.

REQUIRED READING:

Required: hooks, b. (1994). *Teaching to Transgress*. Routledge. (ISBN: 0415908086)

Required: Bain, K. (2004). *What the Best College Teachers Do*. Harvard University Press (ISBN: 9780674013254)

Required: ([PDF link will be provided](#)): Nilson, L. (2010). *Teaching at Its Best* (Third ed.). Jossey-Bass. (ISBN: 9780470401040)

Required (PDF link will be provided): Chávez, A.F. and Longerbeam, S.D. (2016). *Teaching Across Cultural Strengths*. Stylus Publishing, LLC.

GRADING

The grading scale is points based grading scale. The following number of accumulated points show you your corresponding letter grade in this course: (A) 93 or greater, (A-) 90-92.99, (B+) 87-89.99, (B) 83-86.99, (B-) 80-82.99, (C+) 77-79.99, (C) 73-76.99, (C-) 70-72.99, (D+) 67-69.99, (D) 60-66.99, (E) Below 60. There is no rounding. [More information on UF grading policies can be found here.](#)

The following are the components of your grade for the term:

Reading artifacts: 20 points (10@2 points each)

Discussion leader: 5 points

Syllabus: 20 points

Teaching statement: 13 points

Instructor Role Play: 5 points

Scaffolding assignment: 7 points

Instructional Presentation: 30 points

Reading Artifacts: After completing the weekly assigned reading, students will highlight a photo, meme, article, podcast or another media to highlight something you learned, grappled with, or generated an ah-hah moment. Include a couple sentences explaining the connection and be prepared to share in class. Weekly artifacts must be posted to the Artifact discussion board before our class meeting.

Discussion Leader: Each student will lead the discussion of the weekly reading one time during this course. Discussion leaders facilitate conversation, pose interesting questions, mediate disagreements or controversial statements, which mirrors expectations when teaching your own course.

Syllabus: Students will design a syllabus for a course of their choosing. All parts of a syllabus will be included, following Q+M and UF standards. Students must also ensure the document embraces accessibility best practices.

Scaffolding assignment: Students will be introduced to course design techniques. In a course of their choosing, students will identify course learning objectives, module-level learning objectives, assignments, assessments, and or activities to measure objectives and topics appropriate to be included in a given module. Students must design three different modules with topics and assignments, assessments, or activities for each module.

Teaching Statement: Students will construct a 1-2 page single spaced statement that explains their unique teaching philosophy.

Instructor Role Play: Instructors often have “tough talks” with students. Some of these conversations are specific to the course, other conversations might not be. Students will game experience navigating through a challenging conversation in real time.

Instructional Presentation: Students will have 30 minutes to present a mini lesson from the syllabus they created. This can include an ice breaker, lecture, activity, any assigned homework. All students must submit an assessment related to this content.

Another special note: Our “hands on” experiences in this course will help you maximize your learning gains. Therefore, it is really important that you create unique work for this class that has never been used or will be used as an assignment, project, report, or interview for any other class without prior agreement from the instructor. Please ask and clarify any confusion before you take action to avoid a possible honor code violations (resulting in a zero on the assignment and a referral to the Dean of Student’s Office).

Missed Deadlines: Deadlines are part of daily work responsibilities and we will use this course to develop good work habits that will help you throughout your career. Any missed deadlines will result in loss of points. Students will lose one point for each hour an assignment is late during the first five hours. After that, a student will lose five points per day. Example: If an assignment is worth 20 points and it is turned in two days late, a student can only earn a maximum of 10 points.

ATTENDANCE POLICY

You will maximize your learning outcomes by attending class regularly. Missing more than two classes with an unexcused absence will result in a 10 point deduction on your final grade. You are only permitted to make up missed work in accordance with the university’s attendance

policy. It will be applied evenly so each student is treated in an equitable manner. You can read it here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Unfortunately, I cannot re-teach any missed lessons, but you will have access to all handouts, supplemental materials, and class notes. I encourage you to be proactive and communicate with me so I can best assist you when you plan to miss class.

WITHDRAWAL POLICY

Not all classes fit your schedule or academic plan, and I understand that. Please know, however, that I very much wish to meet with you before you drop (especially the deeper we get into the semester) to see what we can do to work through any challenges together. If you do have questions about how to drop or the impact on your transcript or financial aid, please visit the Academic Advising website.

UF HONOR CODE:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Note that failure to comply with this commitment will result in disciplinary action compliant with the UF Student Honor Code Procedures.

See <http://www.dso.ufl.edu/sccr/procedures/honorcode.php>

Recording Course Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

Specifically, students may not publish recorded lectures (this includes privately or privately sharing this content with former or future students you may or may not personally know) without the written consent of the instructor. To be clear, I do not consent to the recording of any private conversations I have with a student, guest speaker presentations, student presentations, or ANY non-lecture portion of this course.

Campus Resources

There are a number of academic resources within our university community to help you be the most successful student possible. Additionally, college life can be stressful. Self-care is extremely important now and in the future. I listed several resources below that I encourage you to utilize when needed.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact

umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center*: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department*: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

Academic Resources

- E-learning technical support: Contact [the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

STUDENT TECHNOLOGY REQUIREMENTS

Students must comply with [UF's Student Computing Requirements](#). No additional software or technology is needed for this course.

MINIMUM TECHNICAL SKILLS

Students need basic technical knowledge to navigate through this Canvas course. Students will be expected to send email, use a learning management system, submit files online, copy and paste, and download documents as needed.

SOFTWARE USE

Software Use – All faculty, staff and student of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

TECHNOLOGY OUTAGE OR FAILURES

In general, do not wait until the last minute to submit activities and assessments to avoid unforeseen issues like technology outages. For a systemwide outage or failure, all students will

receive an extension on a given assignment or assessment equal to the duration of the systemwide outage. For personal outages, you are expected to make alternate arrangements on your own, which is why waiting until the last minute to do work is not prudent. You are more than welcome to contact me on an individual basis and propose a solution.

EVALUATIONS

Evaluations help me best serve you and future students. I would really appreciate your constructive feedback to aide this process. You can fill out this optional feedback by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in the Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

COURSE SCHEDULE

(Tentative, subject to changes as needed)

Week 1 (1/10)

- Syllabus Review
- Building classroom community
- Introductions activity
- Negotiated syllabus activity
- Class creed (Etiquette guidelines) activity

- University Resources for teachers: CTE, CITT, UFIC, Graduate School

Week 2 (1/17)

- No Class, MLK Jr. Day Observed

Week 3 (1/24)

- Before Class: Read Bain Ch 1-2
- Facilitated book discussion
- The Big Picture: Teaching
- Who are we serving? (this question will guide us through the course)
- Culturally relevant pedagogy
- Bloom's Taxonomy, Learning Objectives

Week 4 (1/31)

- Before Class: Read Bain Ch 3-4
- Facilitated book discussion
- Introduction to Q+M standards, UF standards
- Syllabus creation

Week 5 (2/7)

- Before Class: Read Bain Ch 5-6
- Facilitated book discussion
- Finding your voice as an instructor
- The anatomy of a learning module (designing and bringing a lesson plan/module to life)

- Embracing unique learning styles, equity, and varied experiences

Week 6 (2/14)

- Before Class: Read Bain Ch 7 and epilogue
- Facilitated book discussion
- Who are we serving?
- Assessment, Rubrics

Week 7 (2/21)

- Before Class: Read bell hooks Ch 1-5
- Facilitated book discussion
- Experiential Learning, Active Learning
- Curriculum Internationalization

Week 8 (2/28)

- Before Class: Read bell hooks Ch 6-9
- Facilitated book discussion
- Student panel: What makes a great teacher?
- Due: Syllabus Assignment

Week 9 (3/7)

- No Class, Spring Break

Week 10 (3/14)

- Before Class: Read bell hooks Ch 10-11
- Facilitated book discussion
- Building a teaching portfolio, teaching statement

Week 11 (3/21)

- Before class: Read bell hooks Ch 12-14
- Facilitated book discussion
- Teaching beyond the lecture (handling tough conversations)
- University resources to assist students
- Due: Scaffolding Assignment

Week 12 (3/28)

- Before class: Read Chávez and Longerbeam Ch 2-4
- Facilitated book discussion
- Teaching Across Cultural Strengths Worksheet ([link here](#))
- Tough Conversations Role Play

Week 13 (4/4)

- Before class: Read Chávez and Longerbeam Ch 5-6
- Facilitated book discussion
- Tough Conversations Role Play
- Instructional Presentations- Teaching demonstrations (2)

Week 14 (4/11)

- Instructional Presentation- Teaching demonstrations (4)

Week 15 (4/18)

- Instructional Presentation- Teaching demonstrations (4)
- Parting thoughts
- Teaching evaluations
- Due by 11:59pm Eastern on 4/20: Teaching Statement

SYLLABUS POLICY

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you in writing as soon as any syllabus change may arise.