

**Mass Communication Teaching (MMC 6930 – section 5413)
Fall Semester 2012**

Dr. Julie E. Dodd

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Office hours: Tuesday – 4th and 7th, Thursday – 7th / Other times by appointment.

Required texts

Bain, Ken (2005). What the best college teachers do. Harvard University Press. ISBN 0-674-01325-5

Stephenson, Fred (2001). Extraordinary teachers: The essence of excellent teaching. Andrews McMeel Universal. ISBN 0-7407-1860-6

When you search online for this book, you may read that it's out of print. But you can purchase both new and used copies at <http://www.amazon.com>. The book can take several weeks to arrive, which is acceptable, as we won't be using this book until near the end of the semester.

Svinicki, Marilla and McKeachie, Wilbert J. (2011). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (13th edition).

Purchasing the 12th edition is acceptable, but please don't purchase an earlier edition than that.

Young, Jeffrey R. and McCormick, Tim (2012). Rebooting the academy: 12 tech innovators who are transforming campuses. The Chronicle of Higher Education. ISBN 978-0-9858183-0-2

This is The Chronicle of Higher Education's first e-book. <http://www.amazon.com>

Other materials

- USB drive – For storing and transporting the materials

Your course goals

- Discuss factors that affect teaching and learning in higher education.
- Identify useful resources for educators and be able to discuss how those resources can be used.
- Explain how educational theory applies to teaching and learning.
- Effectively teach class, demonstrating your use of a variety of teaching strategies.
- Develop a syllabus for an undergraduate communications course.
- Create materials for the course you develop the syllabus for, including lesson plans, assessment materials (i.e., test or project assignment and grading criteria), and instructional materials.
- Participate in class discussions each week as an informed and collegial group member.
- Convey an understanding of diversity (i.e., ethnical, cultural, racial, socio-economic) in your comments in class discussions and in the teaching materials you develop.
- Prepare to apply for a teaching position. Create an online teaching portfolio (in WordPress) that includes your curriculum vitae (CV) and teaching philosophy. Write a letter of application.

Attendance

Class attendance is important. We need you in class, as you will be a factor in what happens – from contributing to class discussions to being a class participant when your classmates teach. If you are scheduled to attend a professional conference or if you have an emergency and will miss class, please contact me BEFORE class. Excused absences include your illness, having primary care duty for family members, professional conferences where you are presenting a paper or speaking on a panel, military service, and jury duty. I must receive an email from you no later than 8 a.m. Monday in order for your absence to be excused. Please make every effort to arrive on time (9:35 a.m.).

Classroom procedures

- Please turn off and store your cellphone.
- No food is allowed in class. We will be taking a break during class, so you can eat a snack then.

- You may bring drinks into class, but please have a lid on the container. Dispose of the container in a trash container outside of the classroom and avoid any spills.
- Laptop use – Due to the small size of the class and the interactive nature of the course, taking notes on a laptop can be distracting to you and to your classmates. If you are using a laptop in class, you are expected to be on task.
- On days that you are teaching class, you are responsible for setting up any audio-visual equipment prior to your presentation.

Course requirements

- All written work will be evaluated on organization, clarity, insight, completeness, meeting deadlines, and appropriate attribution. Your writing also will be evaluated based on correctness of grammar and spelling.
- Please check your Gator email account several times a week for emails from me, your classmates and UF.
- When you send digital files, please name them with your last name, the assignment topic, and the file extension. For example, smith_lessonplan.docx
- When emailing me, please use the subject line to explain the purpose of your email. For example, MMC 6930 -- My two requests for teaching topics.

Graded assignments

Percentage	Assignment
35	Syllabus project – developing an undergraduate communications course
20	Written discussion of four assigned books (5 percent x 4 books)
15	Teach class on a topic related to teaching
15	Class participation
15	Online teaching portfolio and cover letter
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100	Total

Develop an undergraduate communications course (35 percent)

Prepare materials to teach a one-semester undergraduate communications course. Develop the materials that would be required to teaching a new course – select appropriate readings, create a syllabus, plan of activities for each class meeting, develop one assessment tool (major exam or major project and grading criteria), and two lesson plans.

Book discussion (20 percent = 4 books x 5 percent each)

Directions are provided for each book. Your book discussion should be typed, double-spaced and five pages in length.

Teaching class on a topic related to teaching (15 percent)

You are responsible for teaching class on a topic related to teaching. We'll develop a list of potential teaching topics. You will:

- Develop a written lesson plan, following the format provided.
- Meet with me at least a week before your presentation to discuss your lesson plan. Bring a draft of the lesson plan to our meeting.
- The week before you will teach, announce in class any preparation the class should make.
- By 8:30 a.m. on the day you teach, email to me a copy of the lesson plan you are teaching from.
- Prepare materials for your classmates, which must include a suggested reading list on your topic and URLs to relevant campus resources. Email those materials to me the day after you teach for me to post on the course blog.
- The week after you teach, turn in your self-evaluation.

If you are presenting on a topic related to another classmate's presentation, meet with that classmate to coordinate the content of your presentations. You are responsible for making arrangements for any audio/visual equipment and materials that you need.

Class participation (15 percent)

Your class participation will be based on your attendance and punctual arrival to class and also on your contributions in each class. You are expected to make well-informed and relevant comments in discussions, ask relevant questions, and be involved in each classmate's presentation. You should make at least one useful comment in each class meeting. You will be responsible for leading the critique of one classmate's presentation. In our discussions, you are expected to be professional in your comments and respectful of the views of others. For some class sessions, you will be asked to prepare for discussion. Missing class or attending class but not contributing to the class discussion will have a negative impact on your participation grade.

Teaching Job Application (15 percent)

As a final project (and in place of a final exam), you will develop an online teaching portfolio (posted on WordPress) that demonstrates your readiness for a faculty position. You also will write a letter of application for a specific faculty job.

Grading

Your work for the course will be evaluated on the following scale.

A = 100 – 93

A- = 92 - 90

Your performance is outstanding. Your writing is well organized, insightful, complete, relevant, carefully edited, and reflects a personal writing style. The syllabus you develop is complete in all required components and reflects excellence strategies for teaching and learning. Your teaching is excellent – clear in expression (concepts and volume), effectively using visual aids, including class members as appropriate, being appropriately dressed, and pacing your presentation. Your participation in class helps advance the discussion with insightful comments and questions and with involvement to support and encourage others.

B+ = 89 – 87

B = 86 – 83

B- = 82 - 80

Your performance is very strong. Your writing is well organized, complete, relevant and carefully edited. Your syllabus does a good job of organizing course content and providing a variety of teaching and learning approaches. Your class presentations are well prepared, informative and supported with appropriate examples. Your delivery may need some improvement. Your participation in class contributes to the discussion but you are not a regular contributor.

C+ = 79 – 77

C = 76 – 73

C- = 72 - 70

Your performance is satisfactory. Your writing is adequate for fulfilling the assignment but lacks insight, completeness, or grammatical accuracy. Your syllabus could be improved in terms of variety of teaching and learning strategies, overall organization, or scheduling of assignments. Your class presentation is adequate for presenting information but could be improved in terms of organization, your delivery, engagement of class members, or timing. You do not regularly contribute to class discussions, your comments are not clear, or you monopolize the discussion.

D+ = 69 – 67

D = 66 – 63

D- = 62 - 60

Your work does not meet the minimum standards. Your writing is poorly organized or has numerous grammatical or spelling errors. Your syllabus or lesson plans are not well designed, emphasize rote memory, use limited teaching approaches, or are missing key parts of effective teaching and/or evaluation. You fail to participate regularly in discussion or your participation in class is not relevant to the discussion or you speak so often that you limit the speaking opportunities for your classmates.

Penalty for late work: Assignments are due at the beginning of the class. Ten points will be deducted for an assignment turned in tardy and an additional ten points will be deducted for each day an assignment is turned in late unless you and I have agreed prior to the deadline of an alternative deadline date.

Academic Honesty

Academic honesty is crucial to your integrity as a graduate student and is an essential quality for a college/university faculty member. You are expected to do your own work and to cite the research or ideas of others. If you adopt or adapt other instructors' syllabi or teaching ideas for your syllabus or lesson plans, you must provide written credit. If you use another instructor's syllabus in structuring your syllabus, turn in a copy of that syllabus with your final syllabus project.

All of the work you complete for this course -- your syllabus, your lesson plans, the tests and assignments you create, your teaching philosophy, your PowerPoint slides, your book reviews, and other writing assignments -- **must be your own work**.

Failure to credit the work of others will result in a zero for the assignment. Making up information (fabrication) also will result in a zero for the assignment. If you are found to violate the academic honesty guidelines, in addition to receiving a zero for the assignment, I will report the incident to Student Conduct and Conflict Resolution, which can lead to additional penalties. Two charges of academic dishonesty in your UF graduate career will result in you being expelled from the graduate program.

If you have any questions about how to appropriately cite the work of others, please ask me prior to submitting an assignment. Also, read the University's guidelines regarding academic honesty -- <http://regulations.ufl.edu/chapter4/4017.pdf>

Schedule of Topics and Assignments

Aug. 27

Topics for class:

- Introduction to course and assignments
- Topics of interest and concern for teaching assistants and new faculty members

Sept. 3 – Labor Day / UF closed

Homework to be completed by Sept. 10 class meeting

1) 100-word bio of yourself – Email to me by Friday, Aug. 31. Your bio should focus on your academic and professional work and be written in third person. See samples at <https://multimediacomwritinguf.wordpress.com/about-lab-instructors/>

2) Develop/revise your curriculum vitae – A post by Natalie Houston in The Chronicle of Higher Education's ProfHacker section provides helpful guidelines and links to examples -- <http://chronicle.com/blogs/profhacker/creatingmaintaining-your-cv/26887>

3) 10-minute conference with me – To be held before Sept. 7. Bring the draft of your CV to the meeting. In the conference, we will discuss your career plans, review your CV, and discuss the undergraduate course you would like to develop as the major assignment of our course.

4) Read “Rebooting the academy” – Write a 5-page paper (double-spaced) responding as a graduate student who is considering a career teaching in higher education. Writing in first person is appropriate.

Your paper should demonstrate that you have read the book and considered the implications. You do not need to comment on each of the 12 sections. Be prepared to make contributions to a class discussion on Sept. 10 about the book in general and specifically your assigned reading in the book. You will be asked to provide a 1-minute overview of the assigned reading.

5) Bring to class a job announcement for a college or university position you would be interested in applying for when you complete your graduate degree. *The Chronicle of Higher Education* (<http://chronicle.com/section/Jobs/61/>) and the *AEJMC News* (<http://www.aejmc.com/jobads/>) are good sources for job announcements.

Sept. 10

Topics for class:

- Discussion of “Rebooting the academy: 12 tech innovators who are transforming campuses.” Be prepared to be a 1-minute presenter on the topic you’ve been assigned and pose a question for class discussion.
- Issues related to teaching in higher education – funding, political issues (national, state and campus), different kinds of higher education (community college, liberal arts college, university).
- Job process for high education – creating a curriculum vitae and application materials.

Sept. 17

Topics for class:

- Curriculum Development – the process and politics of curriculum development and course design; discussion of how to select a course for your syllabus project and the steps in developing a course.

Homework for Sept. 17

- 1) Check the course blog for links to readings. Review the ACEJMC accrediting standards and read about the recent controversy regarding restructuring journalism education.
- 2) Bring a typed proposal for the undergraduate course you would like to develop. A template for the proposal will be posted on the course blog.

Sept. 24

Topics for class:

- Discussion of “McKeachie’s Teaching Tips”
- Determining topics for teaching presentations
- Discussion of best practices in teaching class

Homework for Sept. 24

Read Marilla Svinicki and Wilbert J. McKeachie’s “McKeachie’s Teaching Tips” and write a five-page paper (double-spaced) discussing three to five issues that are important to teaching assistants and new faculty members. Avoid discussing your own teaching or student experiences. You may identify such an issue but the emphasis of the book commentary is on the “best practices” presented and not on your own experiences. Begin your paper with a brief background of the authors and the history of this book. Use of first person in writing is appropriate. Bring the book to class.

Due by Friday, Sept. 28, at noon – Email me the two topics that you would be most interested in for your teaching presentation. Provide a brief explanation of why you should be selected to teach those topics. Check the syllabus to see the five dates for teaching presentations. In your email to me, please indicate if you would prefer NOT to teach on one of those five days.

Oct. 1

Topics for class:

- Educational theory and its application to teaching and learning
- Teaching our class – Discussion of the expectations for this major assignment and the topics you may choose from for your presentation.

Oct. 8

Topics for class:

- Discussion of “What the Best College Teachers Do” and the implications for developing a course syllabus and a teaching philosophy.
- Evaluating teaching

Homework for Oct. 8

Read Ken Bain’s “What the Best College Teachers Do” and write a five-page paper (double-spaced) discussing three to five issues that are important to teaching assistants and new faculty members. Avoid discussing your own teaching or student experiences. You may identify such an issue but the emphasis of the book commentary is on the “best practices” presented and not on your own experiences. Begin your paper with a brief background of the author. Use of first person in writing is appropriate. Bring the book to class.

Oct. 15

Teaching presentation

Teaching presentation

Teaching presentation

Oct. 22

Teaching presentation

Teaching presentation

Teaching presentation

Oct. 29

Teaching presentation

Teaching presentation

Due for class:

Teaching course package due: (1) Syllabus, (2) Timeline as a separate document that includes brief description for each class meeting (i.e., learning objectives and listing of activities), (3) Two lesson plans (including PPT slides if used), (4) major assessment tool – either an exam with the answer key/essay rubric OR handout describing the project and the grading rubric.

Nov. 5

Topics for class:

- Discussion of “Extraordinary teachers: The essence of excellent teaching”
- The job application process – job search process, developing application materials, preparing your online portfolio.

Due for class:

1) Read Fred Stephenson’s “Extraordinary teachers: The essence of excellent teaching” and write a five-page response paper (double-spaced). As the first part of the paper, discuss Stephenson’s analysis of effective teaching. Select three to five of the outstanding teachers and discuss how their experiences in teaching can help you in your own teaching and in developing your teaching philosophy. Use of first person in writing is appropriate. Bring the book to class.

Nov. 12 – Veterans Day / UF closed

Nov. 19

Teaching presentation

Teaching presentation

Teaching presentation

Nov. 26

Teaching presentation

Teaching presentation

Teaching presentation

Dec. 3

Topics for class:

- Review classmate's online portfolios
- Writing a letter of application for a faculty job

Due for class:

(1) Your online teaching portfolio should be posted on WordPress.

(2) Bring a job announcement for a position that would be realistic for you to apply for when you complete your graduate degree.

Tuesday, Dec. 11 – 7 p.m.

Deadline for emailing me your cover letter and job announcement. The URL to your online portfolio must be included in your cover letter.