

Mass Communication Teaching (MMC 6930 – section 044A)
Spring Semester 2013

Dr. Julie E. Dodd

3068 Weimer Hall; jdodd@jou.ufl.edu, office = 352-392-0452 (I prefer email more than phone.)
Office hours: Tuesday – 7th; Thursday – 4th and 7th / Other times by appointment.

Required texts

Bain, Ken (2004). 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., ethical, 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.
- Technology 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. For some class sessions, I will ask you in advance to bring your laptop, tablet and/or smartphone for a class activity.
- 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
<hr/> 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. Your teaching presentation will be 30 minutes. 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.
- Determine any homework activity that you would like the class to complete as preparation for your teaching. That activity shouldn't require more than about 15 to 20 minutes. You will announce the assignment in class the week prior to your teaching, OR email the assignment to me, and I'll email it to the class listserv.

- On the day you teach, give me a copy of the lesson plan you are teaching from so I can follow along as you teach. A goal for your teaching is not to necessarily include everything you had planned but to be able to make any needed adjustments to teach the topic and complete your teaching in 30 minutes.
- Within two weeks after you teach, send me a blog post that summarizes key concepts from your teaching presentation and that includes resources on your topic.
- Within two weeks after you teach, turn in a 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. 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>

Receiving coaching on class assignments

I realize that many of the assignments you are completing for class will be new activities for many of you – developing a course syllabus, creating lesson plans, writing a teaching philosophy, writing a cover letter for a faculty job position, etc. I would be glad to provide coaching on assignments during office hours. I would suggest that you schedule a 15-minute appointment with me for our discussion and arrive at the meeting with the material you'd like me to review and specific questions you have for guiding our discussion. I won't be able to provide feedback on assignments via email.

Schedule of Topics and Assignments

Jan. 7

Topics for class:

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

Due Friday, Jan. 11 -- 100-word bio of yourself – Email your bio – as text in the email or as a Word attachment – to me. Your bio should focus on your academic and professional work and be written in third person. See samples at <https://multimediawritinguf.wordpress.com/about-lab-instructors/>

Jan. 14

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.
- Mashup Activity – Technology use and the role of classrooms on teaching and learning.

Homework for Jan. 14:

- **Review the ACEJMC accrediting standards and read about the recent controversy regarding restructuring journalism education.** Check the course blog for links to readings.
- **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.

Jan 21 – Martin Luther King Jr. Day / UF closed

Jan. 28

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.

Homework for Jan. 28:

1) 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>

2) 15-minute conference with me – To be held by Jan. 24. 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. I’ll provide a signup sheet for scheduling the conferences.

3) Read “Rebooting the academy” and bring your typed response paper. See “Assignments for Readings” at end of syllabus. Please bring the book with you on laptop, smartphone or tablet for reference.

4) 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.

Feb. 4

Topics for class:

- Discussion of “McKeachie’s Teaching Tips”
- Discussion of best practices in teaching class
- Teaching our class – Discussion of the expectations for this major assignment and the topics you may chose from for your presentation.

Homework for Feb. 4:

- **Read Marilla Svinicki and Wilbert J. McKeachie’s “McKeachie’s Teaching Tips” and bring your typed response paper.** See “Assignments for Readings” at end of syllabus. Please bring the book to class for reference.

Due by Friday, Feb. 8, 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 dates for teaching presentations. In your email to me, please indicate if you would prefer NOT to teach.

Feb. 11

Topics for class:

- Educational theory and its application to teaching and learning
- Evaluating teaching and overall performance as a faculty member

Homework for Feb. 11:

- **Skim the UF Tenure and Promotion Guidelines.** A link will be posted on the course blog.

Feb. 18

Topics for class:

- Discussion of “What the Best College Teachers Do” and the implications for developing a course syllabus and a teaching philosophy.
- How course development and lesson planning connect with best teaching practices

Homework for Feb. 18:

- **Read Ken Bain’s “What the Best College Teachers Do” and bring your typed written response.** See “Assignments for Readings” at end of syllabus. Please bring the book to class for reference.

Feb. 25

Teaching presentation
Teaching presentation

Homework for Feb. 25:

- **Bring the draft of the syllabus for the undergraduate course you are developing.**

March 4 – Spring Break / UF closed

March 11

Teaching presentation
Teaching presentation

Homework for March 11:

- **Bring the draft of either a lesson plan or assessment tool (i.e., exam or project) for the undergraduate course you are developing.**

March 18

Teaching presentation
Teaching presentation

Homework for March 18:

- **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.

March 25

Topics for class:

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

Homework for March 25:

- **Read Fred Stephenson’s “Extraordinary teachers: The essence of excellent teaching” and bring your typed response paper.** See “Assignments for Readings” at end of syllabus. Please bring the book to class for reference.

April 1

Teaching presentation

Topic for class:

- Developing an online teaching portfolio using WordPress.

Homework for April 1:

- **Bring your laptop and be ready to work on your online portfolio. You should have set up a WordPress account that will be your online portfolio.**

April 8

Teaching presentation

Teaching presentation

Teaching presentation

April 15

Teaching presentation

Teaching presentation

Teaching presentation

April 22

Topics for class:

- Review classmates’ portfolio and application materials
- Writing a letter of application for a faculty job

Homework for April 22:

- **Bring print or digital copies of your CV or letter of application for critique.**
- **Bring a job announcement** for a position that would be realistic for you to apply for when you complete your graduate degree.

Thursday, May 2 – noon

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

Assignments for Readings

Each of the four books provides a different commentary about teaching and learning, and the four books together provide a big-picture view about teaching and higher education. I hope you’ll find the books helpful as you look for advice, strategies, and research to help you develop the skills and attitudes to become an outstanding teacher.

Each paper should be four to five pages double-spaced. The first paragraph of your paper should provide a context for the book – background of the author(s), methodology/approach used in collecting information. Writing in first person is appropriate, as you are providing your analysis. You may include a reference to a personal situation, but that should be very brief. The focus of the paper is on the book and not on your personal experiences. Do not include any specific reference to courses or instructors.

You may want to read the books sooner than they are assigned and complete the writing assignment. That's fine. But please wait until the due date to submit your written responses to me. The books are listed in the order that we'll discuss them during the semester.

“Rebooting the academy” – This digital book presents 12 innovators in using technology in higher education. The book is a collection of 12 articles from The Chronicle of Higher Education and a reflection from each of the innovators. What you want to do is think about these innovators and innovations from the perspective of someone who is considering a career in higher education. You do not need to comment on each of the 12 innovators. You may want to identify a theme to discuss or identify two or three innovators to discuss in depth. You will be assigned a specific innovator or topic to share with the class on Jan. 28, but don't make that one topic/innovator the focus of your papers.

“McKeachie’s Teaching Tips” – This book started as a handbook that Wilbert McKeachie developed for his teaching assistants at the University of Michigan. The book has evolved to become the best-known “handbook” of advice for faculty in higher education. The book takes on about two dozen major topics in teaching – from designing a syllabus to promoting diversity. Select three to five issues that are important to teaching assistants and new faculty members and discuss what you have learned from the book. This is an opportunity to think about “best practices” in teaching and how you can incorporate those strategies into your own teaching and how this advice can apply to the undergraduate course you are developing for our class or to a class you may be teaching now.

“What the Best College Teachers Do” – Ken Bain was motivated to write this book when he realized how teachers can have a tremendous impact on their students but then their insights and strategies are lost to the next generation of teachers when those master teachers retire or pass away. What do you take away from this book in terms of strategies to become one of those “best” college teachers. You’ll see that many topics discussed in “McKeachie’s Teaching Tips” are included in Bain’s book but with a somewhat more philosophical and less applied approach. One of your final assignments in the course is to write a teaching philosophy. You will be able to identify elements of best teaching that you can incorporate into your teaching philosophy.

“Extraordinary teachers: The essence of excellent teaching” – This book provides two very helpful components. The first section of the book is an analysis of what factors contribute to extraordinary teaching based on analysis of individuals who have won the University of Georgia’s top teaching award. The rest of the book is a collection of essays from more than 30 of those award winners. They share insights into what has helped them become effective teachers and illustrate that teaching success can come in a wide range of approaches. I’m assigning this book at the end of the semester to help you prepare to write your own teaching philosophy. Select three or four of the educators who most spoke to you and discuss their approach to teaching and learning. At the end of your paper, identify three qualities that you would like your students to say about you and your teaching. We’ll use that as a starting point for your teaching philosophy.