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MMC6930 (Section 044A)
Mass Communication Teaching Seminar
Monday, Periods 3 – 5 (9:35A – 12:35P)
Weimer 1078



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Office Hours: M/Periods 7-9; T/Periods 7-9

Welcome to the Mass Communication Teaching Seminar!

Teaching is one of the most important functions for higher education professionals. Becoming an effective teacher takes work and a level of commitment not only to one's area of specialization, but also to the students and institutions served. The purpose of this course is to give students a foundation for becoming an effective teacher at the college level. Throughout this semester we will focus on the theory, techniques, and skills needed to become competent in course planning and administration, as well as in classroom instruction.

Required Course Materials

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, Massachusetts: Harvard University Press.

Barkely, E.F. (2010). *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass.

Svinicki, M.D. and McKeachie, W. (Fourteenth Ed.) (2014). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth Cenage Learning: Australia.

Supplemental materials may be added either to the course web site in Canvas or be accessible via Lynda.com, Kanopy Streaming, or the UF Libraries in the ARes course reserves site.



FINAL

Student Competency Goals



This course aspires to give students basic competency on the following topics. Success in this endeavor depends more on the persistence and commitment to growth that the individual receiving the information brings to the process as it does the materials used to reinforce the discussion points:

1. **Knowledge of content and skills:** Students will have an understanding about the central concepts, tools of inquiry, and structures of the disciplines taught, and can create learning experiences to make learning meaningful
2. **Knowledge of Learners and the Learning Process:** Students will gain depth in perspectives about how students learn and differ in their approaches to learning, and can provide learning opportunities that support their development
3. **Use of Multicultural Gender Fair (MCGF) Strategies:** Students will gain exposure to topics that explore issues associated with community diversity and cultural identity, and that infuses multicultural, gender-fair strategies into instruction.
4. **Use of Student Engagement and Problem-Solving/Decision Making Strategies:** Students can expect to practice strategies for arouse and sustain interest of learners, as well as to solve problems and make decisions, examines situations from various perspectives, and is appropriately decisive.
5. **Instructional Planning:** Students will plan course instruction based on knowledge of subject matter, students, the community, and curriculum goals.
6. **Use of Instructional Strategies:** Students will appreciate and apply the variety of instructional strategies and adopts teaching style and content delivery to diverse needs of students
7. **Learning Environment and Classroom Management:** Student will demonstrate how to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.
8. **Use of Communication Strategies:** Students will practice strategies for using knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
9. **Use of Assessment/Diagnostic/Evaluation Strategies:** Students will review how formal and informal assessment strategies are applied, and appreciate the strengths and problems exist for such strategies.
10. **Use of Technology:** Students will discuss and demonstrate the integration of multimedia technology into their course curriculum.



FINAL

11. **Professional Characteristics/Personal Qualities:** Students will synthesize and practice high quality characteristics in professional and personal demeanor and exemplifies in professional behavior role awareness and ethical conduct.
12. **Teaching Philosophy and Portfolio:** Students will develop their own teaching philosophy statement that expresses their signature in approaching the classroom and teaching situations.

Assessments

Assessments provide opportunities for the instructor to get a sense of students' comprehension and/or synthesis of course content. Assessments are not meant to be "make or break" events, but rather to be a point of knowledge communication and evaluation between students and the instructor. Assessments in this course will include, but are not exclusive to, topic-related presentations/demonstrations, written individual assignments (in-class and homework), and partnered assignments. The nature of the assignments is reviewed briefly as follows:

- *Presentations/demonstrations:* This category of assessments provides opportunities for students to act out the topics introduced during the semester. The objective is to give students value of role-play/rehearsal for coaching and self-reflection. Look at these assignments as an opportunity to realize your vision about course instruction and administration. Teaching demonstrations
- *Written Assignments:* Written work challenges students to put their analyses about teaching, course administration, class assignments, and student engagements on paper. Assignments that require students to share their perspectives on topics surrounding teaching and teaching effectiveness will be issued throughout the semester.
- *Individual assignments:* Individual assignments will be assignments that contribute to the course community's understanding about issues surrounding teaching, course administration, course management, or student management and/or engagement. Students are asked to bring their unique perspective to understanding.

Specific assignments related to each of the areas noted are presented under separate cover by the second class meeting.



FINAL

Course Grading Scale

The student's overall course grade will be based on a cumulative point allocation of 230 points, which will be allocated as follows:

<u>Category</u>	<u>Points</u>
• Presentations	70
- Teaching Demonstration* (25pts)	
- "Flipped" Student Engagement Demonstration (25pts)	
- Teaching Portfolio Presentation (20)	
• Planning/Course Administration Assignments	100
- Teaching Module (25)	
- Student Assignment (25)	
- Course Syllabus (25)	
- Teaching Philosophy Statement (25)	
• Individual/Partnered Assignments	60
- Teaching Observation Assignment (20)	
- VoiceThread Assignment (20)	
- Class Discussion Boards (4@5ptseach = 20)	
Total	230



FINAL

Final grades for the course will be calculated per the following ranges:

A- >	90-94%	D+ >	67 – 69%
B+ >	87 – 89%	D >	64 – 66%
B >	84 – 86%	D- >	60 – 63%
B- >	80 – 83%	E >	Below 60%
C+ >	77 – 79%		
C >	74 – 76%		
C- >	70 – 73%		

University & Course Policies

Attendance

This skills-based, professional training course meets one time per week and is concentrated with student engagement and hands-on work. Much can be missed if an individual is absent. Although emergencies, illness (self or dependent others), and unforeseen circumstances cannot be anticipated in advance, I do encourage students to do all necessary to commit to reliable, on-time attendance every week. Students should be cautioned that one's record of attendance will have direct impact on his/her understanding of the course materials, and excessive unexcused absence will affect your final grade. More than three absences will result in a reduction in the overall grade at the end of the term.

Participation

Arguably, the potential for group success in any effort depends on the willingness of the group's members' collaborative vision than perhaps any other externality (e.g., the textbook, the instructor, the course topic and assignments, etc.). That said, students are encouraged and expected to actively engage in the class discussions and inquiry throughout the semester. Regular opportunities will be provided for idea sharing, exploration, and exchange. As your instructor, I may not always be overt about noting participation among individuals, but know that I am always in observation of classroom dynamics.



FINAL

Accommodations for Students with Disabilities

I am committed to helping students with disabilities overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality. To address special academic needs, I must be informed of the student's circumstance at the beginning of the semester. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Climate of Inclusivity

The College of Journalism & Communications and Department of Advertising faculty understand that our students represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we must learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature

Personal Emergencies/ Excused Absences

It shall be the student's responsibility to advise me of any personal emergency that might affect his/her performance in the course. In the case of an emergency or an extenuating circumstance that causes you to miss class over an extended period of time, please notify me as soon as possible via telephone, e-mail, or message in the department office. The student will be held responsible for missed class notes, handouts, and any announcements made in his or her absence.



FINAL

Occasionally, a student's participation in extracurricular organizations (e.g., Ad Society, UF Marching Band, UF Athletics, etc.) will require that s/he miss class to participate in organizationally sponsored events. Under such circumstances students are required 1) to provide the instructor with appropriate documentation from the sponsoring organization prior to his/her absence from class and 2) to make the necessary accommodations with his/her classmates for retrieving missed class notes, handouts, and any announcements made in his or her absence.

University Honor Code Policy

Academic dishonesty is an important issue of concern at the University of Florida. Students who violate University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several 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.

All individual or group work submitted for academic credit should be the original work of the individual or individuals seeking credit. Materials used to support an individual's or group's efforts should be appropriately cited in a bibliography or footnotes section of the work. Plagiarized work includes work that is "lifted" or not appropriately cited. Work submitted for individual credit that is not exclusively the individual's own, or that is shared between students without disclosure that the work represented is a collaboration output between authors, are a breach of the University's Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."



FINAL

End-of-Semester Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.



FINAL

Course Schedule*

*Note: We will make every attempt to adhere to the schedule posted. The instructor will notify the class in advance of any changes to the schedule due to unforeseen circumstance.

January			
	<i>For discussion</i>	<i>Read for next class</i>	<i>To Do for this class</i>
	ANALYZING	TEACHING	PRACTICE
Week 1 1/9	<ul style="list-style-type: none"> Course introduction Syllabus review 	Bain, Ch. 1-4; Lynda.com, Kapp, "Core Strategies for Teaching in Higher Ed", watch Intro – part 4	<ul style="list-style-type: none"> - Teaching Observation assignment due W3 - Introductions and reflections about what makes a "good" teacher: perceptions and reality
Week 2 1/16	<ul style="list-style-type: none"> MLK HOLIDAY - No Class Meeting 		
Week 3 1/23	<ul style="list-style-type: none"> What the Best College Teachers Do – Pt 1 	Bain, Ch. 5 – Epilogue Svinicki & McKeachie, Ch 1-3; Lynda.com, Kapp, "Core Strategies for Teaching in Higher	<ul style="list-style-type: none"> Bain Pt. 1 – Discussion Board due -Teaching Observation assignment due - Voice thread assignment discussed/Due W4



FINAL

		Ed”, watch Parts 5 – Conclusion	
Week 4 1/30	<ul style="list-style-type: none"> • What the Best Teachers Do – Pt 2 • Countdown to course preparation 	Lynda.com/Quigley, “Flipping the Classroom”	<ul style="list-style-type: none"> - Discussion Board 2 - UF Teaching mid-term evaluation form for UF - Teaching Module Assignment discussed/Due W5
February			
	INSTRUCTION	& CONTENT	DELIVERY
Week 5 2/6	<ul style="list-style-type: none"> • Getting Ready for Teaching 	Svinicki & McKeachie Ch 4-6; Barkley, Ch. 1-2	Teaching Module Assignment due Teaching Demonstrations 1-3 (Hours 2 & 3)
Week 6 2/13	<ul style="list-style-type: none"> • Lecture, Discussion, and the Promotion of Active Learning 	Barkley, Ch. 3-5	Student Engagement Assignment issued/ Due W8 Teaching Demonstrations 4-6 (Hours 2 & 3)



FINAL

<p>Week 7</p> <p>2/20</p>	<ul style="list-style-type: none"> Getting Ready for Teaching 	<p>Svinicki & McKeachie, Ch 3-6; Barkley, Ch 3-4;</p> <p>Lynda.com/Kapp, "Learn to write a syllabus" – full course</p>	<p>Teaching Module Assignment 1 due</p> <p>Teaching Demonstrations 7-9 (Hours 2 & 3)</p>
<p>Week 8</p> <p>2/27</p>	<ul style="list-style-type: none"> No Class Meeting 	<p>Svinicki & McKeachie, Ch 7-9;</p> <p>Lynda.com/Ballard, "Create Effective Learning Assessments" – full course</p>	<p>Student Engagement Assignment due</p> <p>Syllbus Assignment issued via VoiceThread/Due W11</p>
<p>Week 9</p> <p>3/6</p>	<p>*SPRING BREAK WEEK*</p> <p>No Class meeting</p>		
	STUDENT	ENGAGEMENT	TECHNIQUES



FINAL

<p>Week 10 3/13</p>	<ul style="list-style-type: none"> • Testing, Evaluating, and Written Feedback 	<p>Svinicki & McKeachie, Ch. 10-11, 17</p>	<p>“Flipped” student engagement demonstrations 7-9</p>
<p>Week 11 3/20</p>	<ul style="list-style-type: none"> • About Grades, but Not Just about Grades; 	<p>Svinicki & McKeachie, Ch 20-22; Barkley, Ch. 9-10</p>	<p>“Flipped” student engagement demonstrations 4-6 Course Syllabus Assignment due</p>
<p>Week 12 3/27</p>	<ul style="list-style-type: none"> • The Use of Technology in Teaching & Learning 	<p>Svinicki & McKeachie, Ch 12-13,18</p>	<p>“Flipped” student engagement demonstrations 1-3 Discussion Board 3 due</p>
<p>Week 13 4/3</p>	<ul style="list-style-type: none"> • Student Autonomy and Teaching Culturally Diverse Student Populations 		
<p>Week 14 4/10</p>			<p>Teaching Philosophy Statement due (ungraded)</p>



FINAL

	<ul style="list-style-type: none"> • Job Skills: The Teaching Presentation 		
<p>Week 15 4/17</p>	<ul style="list-style-type: none"> • The Teaching Portfolio Presentations 		<p>Discussion Board 4 due</p>

Other Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-pr>

[UF Syllabus Policy](#)



FINAL

<http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf>

Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>