

MASS COMM TEACHING (MMC 6930)

MONDAY 9:35-12:35

WEIMER 3020

SPRING 2019

Required Texts

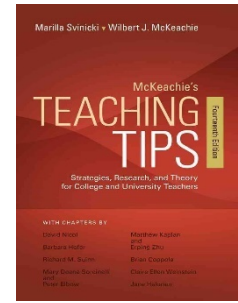
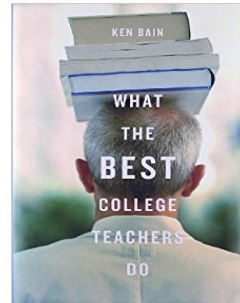
Dr. Kelly Chernin

Office Hours: Monday: 2 - 4 p.m.

or by appointment

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Email: kchernin@ufl.edu



This course is designed to help you grow in your ability as an instructor and in your knowledge of how teaching fits into a higher education faculty position. Throughout the course, we will explore practical and theoretical aspects of pedagogy in the hopes building a strong educational foundation.

I cannot teach you to be a great teacher; you have to find your teaching style and influence on your own. However, this class will ask you to think about pedagogical theory, develop practical skills, as well as provide an environment to test various ideas and teaching methods.

We will spend a lot of time workshopping various elements for the courses you will most likely be teaching as graduate students. In addition, we will explore some of the current debates occurring today in the academy like technology and multiculturalism. You will be expected to come to class prepared to contribute to class discussions.

Given that everyone will be teaching different classes, I have built in some flexibility to our course schedule. I am willing to adapt or change assignments if you are interested in exploring various topics that will help you as you develop your own classes. If you do wish to change the syllabus or alter an assignment, please give me and the class at least two-week's notice to prepare.

ASSIGNMENT/GRADE BREAKDOWN

ASSIGNMENT	GRADE POINTS
SYLLABUS	100 points
INSTRUCTOR INTERVIEW AND OBSERVATION	100 points
CLASS DISCUSSION PROJECT	100 points
20 TO 30-MINUTE CLASS LECTURE	100 points
LESSON PLAN	50 points
GRADING RUBRIC/EXAM CREATION	100 points
ALTERNATIVE READING ASSIGNMENT	50 points
WORKSHOP ATTENDANCE	100 points
TEACHING PORTFOLIO/PHILOSOPHY/INTERVIEW	150 points

ASSIGNMENTS

Syllabus

You will be required to design a syllabus as part of your class preparation. The syllabus must include grade breakdowns and relevant assignments in addition to readings and a tentative class schedule. Prior to creating your own syllabus, you will need to find 2 to 3 examples of syllabi from similar classes and be prepared to discuss their strengths and weaknesses.

Instructor Interview and Observation

Choose an instructor teaching a similar class to observe and interview. You will need to write a summary of the class in addition to relevant information obtained during your interview. Focus on the instructor's teaching philosophy in addition to elements like lecture style and class engagement. What were the teacher's strengths and weaknesses? As part of this assignment, you will be asked to offer a constructive critique. Part of being a good teacher is being able critique a student's work without being discouraging (Think Gottman's 5:1 ratio). Use this opportunity to develop this skill. (Don't worry I will not show these to the instructors you observe so if you haven't yet mastered the art of a "constructive" critique they won't hate you or give you the cold shoulder for the rest of your time at UF).

Class Discussion Project

You will lead class discussion and choose the readings for a weekly topic of your choice. Since you all have different interests and backgrounds you will get to select the area that most interests you. For that week, you will have to choose a reading that relates to the weekly theme and lead a 10 to 20-minute discussion. You have complete freedom with how you decide to lead discussion. Feel free to experiment with methods you want to try out for your own classes.

Course Goals

- Discuss factors that affect teaching and learning in higher education
- Effectively teach class, demonstrating your use of a variety of teaching strategies
- Develop a syllabus for an undergraduate course that you will likely teach, which demonstrates best practices in teaching and learning
- Create materials for your undergraduate course, including lesson plans, assessment materials, and instructional materials
- Develop materials needed to apply for a faculty job. Create an online teaching portfolio and teaching philosophy

DISCLAIMER: WE MAY BE DEALING WITH CONTROVERSIAL IDEAS OR DIFFERING OPINIONS. TO MAINTAIN AN INCLUSIVE LEARNING ENVIRONMENT PLEASE BE RESPECTFUL OF ALL IDEAS.

20 to 30-minute Class Lecture

Even the most creative teachers have to lecture every now and again. Choose one of the lessons from your syllabus and prepare a 20 to 30-minute lecture. These teaching demos will be taped and viewed during a one-on-one meeting towards the end of the semester. You will also need to write a self-evaluation.

Lesson Plan

Prepare a lesson plan from your syllabus. Your lesson plan will need to address possible readings, class activities, and lecture notes.

Grading Rubric and Exam Creation

The grading rubric you will prepare will be based on an assignment from the class you create for your own class. Your grading rubric should include a brief description of the assignment and a clear breakdown of assignment expectations and point values. Additionally, you will also be developing an exam based on the readings and materials from our class (so do the readings—your classmates may be hard test creators).

Alternative Reading Assignment

Present outside class material without using traditional readings. You will find that many of today's students will not read outside of class. As media scholars, we tend to have access to more multi-media alternatives; therefore, you will be asked to assign class material using one of these alternatives. You are welcome to choose any medium so long as it is not too heavily text based. You will also be expected to create an activity associated with this assignment that you will present and test out in class.

Workshop Attendance

Throughout the semester, you will be required to attend **one** teaching workshop outside of class. Workshops are offered through the Teaching Center; you can register for workshops at <https://teachingcenter.ufl.edu/workshops/register/>. After attending the workshop, you will have one week to write a summary of what you learned and how you plan on incorporating these new skills into your own class/teaching repertoire.

Teaching Portfolio

For your teaching portfolio, you will need to write a teaching philosophy and begin to develop a website that will showcase your research and teaching background. Your teaching philosophy should present an engaging narrative that focuses on your background and expertise in the field. It should also be grounded in theory and/or experience, use appropriate language, and be well organized. You will also be expected to take part in a mock video interview.

This class is designed to help you prepare to teach a course at the University of Florida. The assignments you do in the class can be used when you begin teaching so plan accordingly. You have the freedom to prepare everything for one week of your class (as in the assignments, lesson plan, and rubric will all be related) or you can experiment with different weeks and tactics.

ASSIGNMENT POLICY

I believe in having flexible deadlines so that students have an opportunity to submit their best work. Throughout the syllabus, you will see rough draft deadlines listed for certain dates. These deadlines are for rough drafts and you will have an additional two weeks to submit a final version of your assignment. However, for those students who like more direction, I do have suggested final deadlines listed in the syllabus. If you would like additional feedback on your work, I will happily take a look at anything that is emailed to me a week before the rough draft deadline. If you wait until the last minute to turn in all of your assignments, you will not receive thorough feedback. Teaching and class preparation is a work-in-progress; I would rather each student take the time to develop materials that will help them succeed as future educators than adhering to a strict deadline. There are no rough draft deadlines for the teaching portfolio, teacher observation, and course workshop summary.

Although I am flexible with regards to deadlines, I take writing very seriously. You will be writing a number of personal reflection essays throughout the semester. The tone of these essays can be informal; however, I still expect these essays to be grammatically sound. We all make mistakes, and I will be accepting of the occasional typo, but I will deduct points from any assignment that has not been proofread. The reflection essays are designed to help you prepare to write a teaching philosophy which takes a more personal tone and approach than your typical academic writing assignment.

CLASS POLICIES: THE REQUIRED INFORMATION

Please come to class prepared and ready to discuss the material

Cell Phones: You are adults, I shouldn't have to tell you it's not okay to text during class

Attendance and Late Assignments: You should obviously be here! If you need to miss for whatever reason please, let me know as soon as possible. I also expect that you hand in all assignments on time.

Students with Disabilities:

"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."

Additional information regarding university policies can be found on Canvas

CLASS SCHEDULE

WEEK 1: JANUARY 7

Seminar Overview

- Introductions
- Syllabus and Class Assignments
- Discussion/Experience
- What is a Teaching Philosophy?

Readings: Tompkins, *Pedagogy of the Distressed*

WEEK 2: JANUARY 14

Teaching Theories (Foundations)

- Bloom's taxonomies
- Dr. Fox Experiments
- Why theories are important

Readings: Bain – Chapters 1 & 2

McKeachie – Chapter 11

Williams, *Promoting Meaningfulness by Coupling Bloom's Taxonomy with Adult Education Theory: Introducing an Applied and Interdisciplinary Student Writing Exercise*

Booker, *A Roof without Walls: Benjamin Bloom's Taxonomy and the Misdirection of American Education*

For Next Class: Bring in 2 to 3 syllabi for classes similar to the ones you will be teaching. Be prepared to talk about the strengths and weakness.

WEEK 3: JANUARY 21- NO CLASS

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”

- Martin Luther King Jr.

WEEK 4: JANUARY 28

Creating a Syllabus and Student Interactions

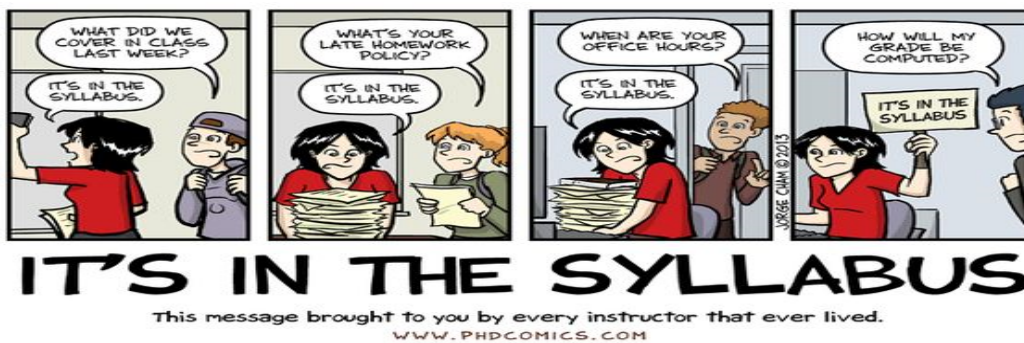
- Strengths and Weaknesses of Syllabi
- Course Preparation
- Workshopping your own syllabus
- “Problem” Students
- Understanding our biases as teachers

Readings: Gooblar, *Your Syllabus Doesn't Have to Look Like a Contract*

McKeachie – Chapter 2-4, 13 & 22

Bain – Chapter 4

Optional Readings: Boyel, How Do I Create an Effective Syllabus?



WEEK 5: FEBRUARY 4

Teaching with Technology/ Generation Z Students

- Introduce Alternative Reading Assignment
- The Generation of Standardized Testing
- Create technology in the classroom policy

Readings: Bain – Chapter 6

McKeachie – Chapter 17

Optional Readings: Lombrozo, Is it Time to Ban Computers from Classrooms?

Elavsky, Mislan & Elavsky, *When Talking Less is More: Exploring Outcomes of Twitter Usage in the Large-Lecture Hall*

Roehling, Kooi, Dykema, Quisenberry & Vandlen, *Engaging the Millennial Generation in Class Discussions*

Due: First Draft of Class Syllabus

WEEK 6: FEBRUARY 11

Online Teaching

- Guest Lecture
 - Teaching Online
 - Canvas Tutorial

WEEK 7: FEBRUARY 18

Finding a Good Teaching and Research Balance

- Panel discussion with current graduate students
- Present Alternative Reading Assignment ideas

Optional Readings: Stanford University, *Combining Teaching and Research*

Vicens & Bourne, *Ten Simple Rules to Combine Teaching and Research*

Due: Alternative Reading Assignment – Be prepared to lead class activity associated with your assignment

WEEK 8: FEBRUARY 25

Developing a Lesson Plan and In-Class Engagement

- How to engage students
- In-class activities
- Developing Lesson Plans
- Active Learning

Readings: McKeachie – Chapter 14, 15 & 16

Bain—Chapter 5

Bring in a Rough Draft of a Lesson Plan – we will be reviewing these during class

SPRING BREAK: MARCH 4



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WEEK 9: MARCH 11

Effective Lectures & Discussions

- Managing Large Classrooms
- Flipped Classrooms
- Facilitating Class Discussion
- Guest Speaker – creating effective supplementary materials (visual design)

Readings: McKeachie – Chapters 5, 6 & 18

WEEK 10: MARCH 18

Giving Feedback

- Creating a Rubric
- Developing Effective Assessments
- Exam Preparation

Readings: Bain—Chapter 7

McKeachie—Chapters 7, 8, 9, 10,

Due: Bring in a printed version of the 50 point exam you created to give to a classmate

Bring in Rough Draft of Grading Rubric

WEEK 11: APRIL 1

Critical Pedagogy and Multiculturalism

- International Students & Education
- Multiculturalism
- Gender and Teaching

Readings Freire, *Pedagogy of the Oppressed*: Excerpts (Chapters 2 & 3)

McKeachie – Chapters 12

Due: Final Grading Rubric and Lesson Plan

WEEK 12: APRIL 8

TEACHING DEMOS

Due: Teaching Observation and Interview

WEEK 13: APRIL 15

TEACHING DEMOS

We will have one-on-one meetings at the end of this week to review your teaching demo. The final draft of your syllabus will also be due during this meeting.

WEEK 14: APRIL 22

Teaching at the Graduate Level/Wrap Up

- Guest Speaker – Teaching Graduate Students
- The Evolution of your Syllabus
- Workshop Recap (**be prepared to present what was good and bad about the workshop you attended during the semester**)
- **Sign up for mock “phone” interview (you will also be given your interviewing university at this time)**

Reading: Bain – Epilogue

McKeachie – Chapters 20 & 21

Semenza, *The Unacknowledged Art of Teaching Graduate Students*

Due: Rough Draft Teaching Philosophy and Portfolio

**FINAL TEACHING PORTFOLIO MUST BE SUBMITTED BY
APRIL 30 AT 5 P.M.**