

MMC 6930

Mass Com Teaching

SP 2020

Monday 9:35 – 12:35 (M 3-5), Section 044A

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Office hours: Mondays 2-3 p.m., or by appointment

Phone: 273-4163 (email is generally the fastest way to get a hold of me)

Required Readings

We have two primary texts that are available at the bookstore, additional readings will be posted on Canvas.

Bain, K. (2011). *What the best college teachers do*. Harvard University Press.
(You can find really cheap used copies of this online)

McKeachie, W., & Svinicki, M. (2013). *McKeachie's teaching tips*. Cengage Learning.
(This is also available via a 2-hour checkout at the education library as a course reserve)

Helpful Web Resources

cmu.edu/teaching is a generally helpful website with science-backed teaching tips

teach.ufl.edu is UF's helpful teaching webpage/landing spot for resources/workshops/all things great UF teaching. (<http://teach.ufl.edu/teaching-portfolio-series/> is probably especially useful to y'all – but right now it looks like the series is suspended, keep an eye on it though)

Course Description

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.

Learning outcomes:

- 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

Assignments

Note: 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, rubric, and teaching demo will all be related) or you can experiment with different weeks and tactics.

Class Discussion Project 100 pts (due throughout the semester)

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.

Workshop Attendance 50 pts (due throughout the semester)

Throughout the semester, you will be required to attend **one** teaching workshop outside of class (go to as many as you want though – they have a wide range of options that you might find helpful). Workshops are offered through the Teaching Center; you can find a listing of current workshops at <http://teach.ufl.edu/events-and-workshops/>. 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.

Syllabus 100 pts (due week 7)

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 100 pts (due week 10)

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. 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).

Lesson Plan 50 pts (due week 13)

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

Grading Rubric 50 pts (due week 13)

The grading rubric you will prepare will be based on an assignment from the class you are creating. Ideally it would correspond to the lesson plan you are handing in at the same time, but it doesn’t have to. Your grading rubric should include a brief description of the assignment and a clear breakdown of assignment expectations and point values.

Exam Creation 100 pts (due week 14)

You will develop an exam based on the readings and materials from our class and then also take another student’s exam as your “exam” for the course (so do the readings—your classmates may be hard test creators).

Class Lecture/Teaching Demo 100 pts (due week 15/16)

Even the most creative teachers have to lecture every now and again. Choose one of the lessons from your syllabus (ideally from your lesson plan turned in week 11, but it doesn’t have to be) and prepare a 20 to 30-minute lecture. You will also need to write a self-evaluation, due one week after giving your lecture.

Teaching Portfolio 200 pts (due Monday of finals week)

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.

GRADING DISTRIBUTIONS

Total points for the class is 850

A ≥ 93.0%	B+ = 88.0-89.9%	C+ = 78.0-79.9%	D+ = 68.0-69.9%
A- = 90.0-92.9%	B = 83.0-87.9%	C = 73.0-77.9%	D = 60.0-67.9%
	B- = 80.0-82.9%	C- = 70.0-72.9%	F ≤ 59.9%

SELECT COURSE POLICIES (boilerplate stuff on Canvas as well)

Instructor Interaction

Please feel free to stop by my office during office hours or make an appointment to see me. The best way to reach me is by e-mail. I check my e-mail account regularly, but please do not expect a response by e-mail after normal business hours. If I have not written back within 48 hours, please send your email again. As my email is considered a state public record, I do not discuss grades or any student records issues via e-mail. Please schedule a meeting with me to discuss these issues. The classroom is typically not an appropriate place for these discussions.

Late or Missed Work

Deadlines for each assignment will be given and students are expected to meet them. Late assignments will automatically lose a full letter grade for each day it is late (e.g. B- to a C-). Some consideration, however, might be given (at the discretion of the instructor) if there are extenuating circumstances such as prolonged hospitalization, family death, or extended individual sickness.

Attendance

This course focuses on class participation and group discussion. Your attendance is an important aspect of this course. Excessive absences will harm your grade. I will deduct 10 percent from your final grade for excessive absences (i.e., missing more than 2 classes).

Email Policy

As a state employee, my email is considered a public record, and can be requested via an open-records request. Because of this, federal privacy laws prevent me from discussing grades or other personal matters via email, and you must visit me in my office to discuss these matters. In general, face-to-face meetings tend to take less time, and result in less confusion than emailed conversations. While you are welcome to email me, I may indicate that you need an in-person meeting depending on the complexity of the issue. Also, please be aware that email is considered formal communication, and it is important to practice professionalism. Make sure that you do not treat email as text (i.e., don't use text abbreviations) and never email something that you would not say to your boss' face.

Honor Code

Please note that all of your work in this class should conform to the university's honor code, which states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student 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." For more information please see <http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>

I will document and report all honor code violations, including cheating and plagiarism. The minimum penalty for a violation of the honor code is a zero on the assignment or exam, but may be higher depending on the severity of the violation.

Course Evaluations

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/>.

Course Schedule

WEEK Date	TOPICS & READINGS (Non textbook readings are posted by week on Canvas. All readings should be completed prior to class)
1 1/6	Intro to Class What is Pedagogy? <ul style="list-style-type: none"> • Bain Ch 1 • McKeachie Ch 1 & 2 • Entz Why Pedagogy Matters
2 1/13	Theories of Learning <ul style="list-style-type: none"> • Bain Ch 2 • McKeachie Ch 14-16 • How Learning Works Ch 1 & 2
3 1/20	MLK Day, no class
4 1/27	Creating an Effective Syllabus <ul style="list-style-type: none"> • Bain Ch 3 • McKeachie Ch 3 • Chronicle “Not a Contract” • Boye How Do I Create an Effective Syllabus • Eng syllabus tips (Note: Please ignore the sales pitches that are all over his stuff. I do think he has interesting things to say otherwise) • Graphic syllabus example
5 2/3	Effective Lectures & Discussions <ul style="list-style-type: none"> • Bain Ch 5 • McKeachie Ch 4-6 • McKee Encouraging Discussions • Saroyan & Snell Variations in Lecturing Styles
6 2/10	Lesson Plans and Engagement <ul style="list-style-type: none"> • Bain Ch 4 • Nagro et al Lesson Planning with Engagement • Basko & McCabe Keeping Your Sanity • Eng video series (Please ignore the sales pitches that are all over his stuff)
7 2/17	Giving Feedback & Assessments <ul style="list-style-type: none"> • Bain Ch 7 • McKeachie Ch 7-10 • Ayhan & Turkyilmaz Rubrics • Weaver Do Students Value Feedback Syllabus Creation Assignment Due before midnight
8 2/24	Class Management/Common Problems <ul style="list-style-type: none"> • Bain Ch 6 • McKeachie Ch 11 & 13 • Tournaki Student Characteristics

9 3/2	Spring break, no class
10 3/9	Multiculturalism/Critical Approaches <ul style="list-style-type: none"> • McKeachie Ch 12 • Freire “Pedagogy of the Oppressed” excerpt • Schoeman Feminist Pedagogy Instructor Interview/Observation Due before midnight
11 3/16	Tech in the Classroom <ul style="list-style-type: none"> • McKeachie Ch 17 • Roehling et al Engaging the Gen-Y Student • “Is it time to ban computers?”
12 3/23	Alternative Classroom Types <ul style="list-style-type: none"> • McKeachie Ch 18 & 19 • Downing Blending a Course • Elavsky Exploring Outcomes of Twitter
13 3/30	Grad Teaching <ul style="list-style-type: none"> • McKeachie Ch 21 • Steen Running a Grad Seminar Lesson Plan and Grading Rubric Due before midnight
14 4/6	Finding Your Teaching/Research Balance <ul style="list-style-type: none"> • McKeachie Ch 22 & 23 • Martinez et al Striving to Obtain • Vincens & Bourne Ten Simple Rules • Are teaching and research mutually exclusive? • Chronicle Avoiding Faculty Burnout Exam Questions Due IN CLASS. Turn in completed exam next class
15 4/13	Class Demos Self-evaluation is due one week after you give your lecture
16 4/20	Class Demos
FINAL	Teaching portfolio due before midnight 4/27