

Mass Communication Teaching Seminar
MMC 6930

Semester: Spring 2024

Course and Time: MMC 6930, Thursday 1:55 PM - 4:55 PM

Prerequisites: None

Location: Turlington 2353

Instructor: Dr. Christen Buckley

Email: buckleychristen@ufl.edu

Office: 3045 Weimer Hall

Office Hours: Tuesday 2:45 pm-4:30 pm or by appointment. Appointments are encouraged so I can dedicate time to you without interruption.

PURPOSE OF COURSE:

The purpose of this course is to provide you with a solid teaching foundation. Together, we will learn how to build a course from the syllabus to an individual lesson plan. We will learn in a hands-on format that allows us to apply what we are learning to tangible takeaways. Importantly, we will also discuss broad themes of equity, culturally relevant teaching, student-focused pedagogy, connecting with and elevating all students and keep these themes at the center of our development as educators.

COURSE GOALS:

I want you to grow as human beings and teachers in this course. Your success is my number one priority. These are some of our shared goals for the semester:

1. Demonstrate an ability to educate a broad range of students from varying backgrounds and experiences.
2. Create a syllabus adhering to Q+M and UF standards
3. Design a module, including activities, assessments, and lecture material that enfranchises diverse learning styles
4. Critically think through complex problems and initiate challenging teacher-student conversations in real time
5. Articulate a classroom vision and philosophy in a teaching statement
6. Assemble these materials into a teaching portfolio that can be utilized in your job search

MUTUAL PLEDGE

As your instructor, I pledge to help you to gain confidence in your understanding and application of public interest communications, strategic communications tools, and critical thinking skills. I will do my best to provide you with an equitable educational experience that celebrates your diversity and is inclusive of your skills and abilities.

In turn, you must do the work necessary to help me teach you. That means keeping up with assigned readings and weekly writing assignments, being prepared for class, participating in class discussions, and putting time and thought into your work.

Some of the topics we will cover in this class may be difficult. While I expect rigorous discussion and even disagreement during our class discussions, I ask that you engage in discussion with care and empathy for the other students in the classroom, recognizing that people come from diverse backgrounds and have an array of perspectives. My goal is to create a supportive learning environment for all and help you cultivate an appreciation for the diversity each of your peers brings to the classroom. If something was said in class (by anyone) that makes you uncomfortable, please talk to me about it. (Anonymous feedback is an option as well). If any class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

I aim to present materials that are respectful of different ethnicities, races, cultures, genders, sexual orientations, disabilities, ages, and socioeconomic statuses. However, these materials may have limitations and I encourage suggestions for additional materials that offer diverse perspectives. Please let me know if you have any ideas as to how to make the course more effective for you and/or other students.

I encourage you to employ critical thinking, both about the materials and your own experiences, and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. None of my coursework is intended to espouse, promote, advance, or compel a particular feeling, perception, viewpoint, or belief.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

REQUIRED READING:

1. Required: Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. (2023). *What inclusive instructors do: Principles and practices for excellence in college teaching*. Taylor & Francis.
2. Required: Bain, K. (2004). *What the Best College Teachers Do*. Harvard University Press (ISBN: 9780674013254)
3. All other materials will be provided by the instructor

GRADING

The grading scale is a points-based grading scale. [More information on UF grading policies can be found here.](#)

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%

The following are the components of your grade for the term:

Reading Artifacts: After completing the weekly assigned reading, you can highlight a photo, meme, article, podcast, or another medium to highlight something they learned, grappled with, or generated an ah-hah moment. Include a couple of sentences explaining the connection and be prepared to share in class. Artifacts must be posted to a shared repository before our class meeting at least 3 times a semester.

In-class discussion

You will also be graded on your in-class participation. I expect to hear from you each class throughout the semester. You will receive full credit as long as I hear from you several times each week.

Syllabus:

Students will design a syllabus for a course of their choosing. All parts of a syllabus will be included, following UF standards. Students must also ensure the document embraces accessibility best practices.

Lesson Plan

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

Teaching Statement:

Students will construct a 1-2 page single spaced statement that explains their unique teaching philosophy.

Grading Rubric

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

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

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 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.

Another special note: Our "hands on" experiences in this course will help you maximize your learning gains. Therefore, it is really important that you create unique work for this class that

has never been used or will be used as an assignment, project, report, or interview for any other class without prior agreement from the instructor. Please ask and clarify any confusion before you take action to avoid possible honor code violations.

Missed Deadlines: Deadlines are part of daily work responsibilities, and we will use this course to develop good work habits that will help you throughout your career.

ATTENDANCE POLICY

You will maximize your learning outcomes by attending class regularly. However, I also understand that life happens. Therefore, you are allowed two absences, with no questions asked. After that, missing class will result in a 10 point deduction on your final grade. You are only permitted to make up missed work in accordance with the university's attendance policy. It will be applied evenly so each student is treated in an equitable manner. You can read it here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACADEMIC CONDUCT:

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 specifies a number of behaviors that are in violation of this code and the possible sanctions. Read the Honor Code [here](#). You are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please ask me.

In every assignment for this course, you must clearly attribute the source of your information, including information obtained from organizations' web sites or internal documents. You cannot copy anything word for word, regardless of the source, without putting quotes around it and crediting the source. Doing so constitutes plagiarism, which will result in a 0 on the assignment and could lead to disciplinary action.

RECORDING COURSE LECTURES

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

To be clear, I do not consent to the recording of any private conversations I have with a student, guest speaker presentations, student presentations, or ANY non-lecture portion of this course.

CAMPUS RESOURCES

There are a number of academic resources within our university community to help you be the most successful student possible. Additionally, college life can be stressful. Self-care is extremely important now and in the future. I listed several resources below that I encourage you to utilize when needed.

HEALTH AND WELLNESS

- *UMatter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department*: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

ACADEMIC RESOURCES

- E-learning technical support: Contact [the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

STUDENT TECHNOLOGY REQUIREMENTS

Students must comply with [UF's Student Computing Requirements](#). No additional software or technology is needed for this course.

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- <http://helpdesk.ufl.edu>
- 352-392-HELP (4357)
- Walk-in: HUB 132

TECHNOLOGY OUTAGE OR FAILURES

In general, do not wait until the last minute to submit activities and assessments to avoid unforeseen issues like technology outages. For a systemwide outage or failure, all students will receive an extension on a given assignment or assessment equal to the duration of the systemwide outage. For personal outages, you are expected to make alternate arrangements on your own, which is why waiting until the last minute to do work is not prudent. You are more than welcome to contact me on an individual basis and propose a solution.

EVALUATIONS

Evaluations help me best serve you and future students. I would really appreciate your constructive feedback to aide this process. You can fill out this optional feedback by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in the Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

COURSE SCHEDULE

(Tentative, subject to changes as needed)

<u>Date</u>	<u>Topic/Reading Assignment (Reading will be posted on Canvas)</u>
Week 1 1/11	Intro to class; what is pedagogy? Bain Ch1 Entz Why Pedagogy Matters (Canvas)
Week 2 1/18	Theories of Learning Bain Ch 2 How learning works Ch1 & 2 (Canvas)
Week 3 1/25	Creating Effective Syllabi Bain Ch 3 Boye- How do I create an effective syllabus?
Week 4 2/1	Effective lectures & discussion Bain Ch 5

	McKee- Encouraging Discussion (Canvas)
Week 5 2/8	Lesson plans & assessment Bain Ch 4 Tournaki- Student characteristics (Canvas)
Week 6 2/15	Giving feedback & assessment Bain Ch 7 Ayhan & Turkyilmaz- Rubrics Weaver- Do students value feedback? Syllabus creation assignment due before midnight
Week 7 2/22	Class management/common problems Bain Ch 6 Tournaki- Student Characteristics
Week 8 2/29	Multiculturalism/Critical approaches Addy et al., 2023 Part 1
Week 9 3/7	Guest Lecturer/TBD
	SPRING BREAK
Week 10 3/21	Tech in the classroom Roehling et al.- Engaging the Gen Y student Is it time to ban computers?
Week 11 3/28	Alternative classroom types Addy et al., 2023 Part 2 Downing- Blending a course
Week 12 4/4	Grad teaching Steen- Running a Grad Seminar Addy et al., 2023 Part 3
Week 13 4/11	Finding your teaching/research balance Martinez et al. Striving to obtain Vincens & Bourne- 10 Simple Rules
Week 14 4/18	Wrap Up
Week 15/16	Teaching Statement due by midnight 4/28