

MMC 6930 Mass Communication Teaching Seminar
Instructor: Professor Wenlin Liu, Ph.D.

Class:	Wed 9:35am-12:35 pm Weimer 1092
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Office:	Weimer 3040A
Office Hours:	Wed 2:00-3:00 pm, or by appointment

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, my goal is to help you strengthen your understanding and application of public interest communications, strategic communication tools, and critical thinking.

In return, your active engagement is essential. This includes completing readings and weekly assignments on time, arriving prepared for class, participating thoughtfully in discussions, and dedicating time and effort to producing high-quality work.

We will address complex and, at times, challenging topics. I expect and welcome lively, evidence-based discussion and differing viewpoints. Please engage in these exchanges with respect and professionalism, fostering a classroom climate that supports open inquiry and constructive dialogue. If at any point a discussion or comment raises concerns, I encourage you to reach out to me directly or provide anonymous feedback.

You are also encouraged to apply critical thinking not only to the course materials but also to your own perspectives. Use credible evidence and sound reasoning to evaluate arguments and develop informed positions. The purpose of our coursework is to sharpen analytical skills—not to promote or compel any particular viewpoint or belief.

If a class session overlaps with a religious observance or other unavoidable commitment, please inform me in advance so we can make appropriate accommodations.

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 $\geq 93.0\%$	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 $\leq 59.9\%$

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

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.

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.**

Workshop Attendance

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.

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

Related Assignments

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.

Grading Rubric

The grading rubric you will prepare will be based on an assignment from the class you are creating. It should correspond to the lesson plan you are handing in. Your grading rubric should include a brief description of the assignment and a clear breakdown of assignment expectations and point values.

Class Lecture/Teaching Demo

This can be drawn from your Lesson Plan and can be related to any topic of your choosing. Plan for approximately 20 minutes.

Exam Creation

You will develop an exam based on your lesson plan and teaching demo. You will review one another's exams and provide feedback.

Discussion Leader

You will lead class discussion and choose a reading 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 an outside reading that relates to the weekly theme and lead a discussion. You have complete freedom with how you decide to lead the discussion. Feel free to experiment with methods you want to try out for your own classes. Plan for approximately 30 minutes.

Final Project: Teaching Portfolio

Teaching Statement:

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

DEI Statement

Students will construct a 1-2 page single spaced statement that explains their unique philosophy on diversity, equity and inclusion.

Student Feedback/Teaching Observations

These may not be accessible to you yet, but build out a place for this in your portfolio

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 one absence, 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>.

The following class policies comply with the University of Florida’s Academic Policies and Resources, as outlined at <https://go.ufl.edu/syllabuspolicies>.

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.
- [Academic Resources](#): 1317 Turlington Hall, Call 352-392-2010, or to make a private appointment: 352-392-6420. Email contact: teaching-center@ufl.edu. 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>W</u>	<u>Date</u>	<u>Topics</u>	<u>Readings and Preps BEFORE class</u>
1	1/14	Course Overview What is pedagogy?	Bain Ch1 Forehand – Bloom's Taxonomy
2	1/21	Theories of Learning	Bain Ch 2
3	1/28	Creating Effective Syllabi	Bain Ch 3 Boye- How do I create an effective syllabus?
4	2/4	Effective Lectures & Discussion	Bain Ch 5 McKee- Encouraging Discussion (Canvas)
5	2/11	Lesson Plans & Assessment	Bain Ch 4 Tournaki- Student characteristics (Canvas)
6	2/18	Giving Feedback & Assessment	Bain Ch 7 Ayhan & Turkyilmaz- Rubrics Weaver- Do students value feedback?
7	2/25	Class Management	Bain Ch 6 Tournaki- Student Characteristics
8	3/4	Multiculturalism/ Critical Approaches	Addy et al., 2023 Part 1
9	3/11		Guest Lecture (TBD)
10	3/17		SPRING BREAK
11	3/25	Tech in the Classroom	Roehling et al.- Engaging the Gen Y student Is it time to ban computers?
12	3/31	Alternative Classroom Types	Addy et al., 2023 Part 2 Downing- Blending a course
13	4/1	Grad Teaching	Steen- Running a Grad Seminar Addy et al., 2023 Part 3

14	4/8	Finding your Teaching/Research Balance & Teaching Demos	Martinez et al. Striving to obtain Vincens & Bourne- 10 Simple Rules
15	4/15	Wrap Up & Teaching Demos	Teaching Portfolio due by midnight 4/27