

Mass Communication Teaching (MMC 6930 – section 044A)
Spring Semester 2014

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Office hours: Tuesday – 7th; Thursday – 4th and 7th / Other times by appointment

Twitter: @profddodd and @dodd3109 (target audience – students in JOU3109 / Multimedia Writing)

#UF_MMC6930

Welcome to Mass Communication Teaching. Whether you have teaching experience or haven't had classroom teaching experience yet, the course is designed to help you grow in your ability as an instructor and in your knowledge of how teaching fits into higher education. I look forward to working with you this semester.

Course blog – <http://successfulteaching.wordpress.com>

The course blog is the location where I'll post course materials. You also will be contributing to the blog with posts about assignments and your teaching presentation.

Required texts

Bain, Ken (2004). What the best college teachers do. Harvard University Press. ISBN 0-674-01325-5

Svinicki, Marilla and McKeachie, Wilbert J. (2014). McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (14th edition).

Purchasing the 12th or 13th edition is acceptable, but please don't purchase an earlier edition than that.

Other readings will be assigned. You also will be establishing your own reading lists based on topics you select for your class projects.

Your course goals

By the end of the course, you should be able to:

- Discuss factors that affect teaching and learning in higher education.
- Identify useful resources for educators and be able to discuss how those resources can be used.
- Explain how educational theory applies to teaching and learning.
- Effectively teach class, demonstrating your use of a variety of teaching strategies.
- Develop a syllabus for an undergraduate communications course that demonstrates best practices in teaching and learning.
- Create materials for the course you develop the syllabus for, including lesson plans, assessment materials (i.e., test or project assignment and grading criteria), and instructional materials.
- Participate in class discussions each week as an informed and collegial group member.
- Convey an understanding of diversity (i.e., ethical, cultural, racial, socio-economic) in your comments in class discussions and in the teaching materials you develop.
- Prepare to apply for a teaching position. Create an online teaching portfolio (in WordPress) that includes your curriculum vitae (CV) and teaching philosophy. Write a letter of application.

Attendance

Class attendance is important. We need you in class, as you will be a factor in what happens – from contributing to class discussions to being a class participant when your classmates teach. If you are scheduled to attend a professional conference or if you have an emergency and will miss class, please contact me BEFORE class. Excused absences include your illness, having primary care duty for family members, professional conferences where you are presenting a paper or speaking on a panel, military service, and jury duty. Please email me no later than 8 a.m. Monday in order for your absence to be excused. Please make every effort to arrive on time (9:35 a.m.).

Classroom procedures

- Please turn off and store your cellphone.
- No food is allowed in class. We will be taking a break during class, so you can eat a snack then.
- You may bring drinks into class, but please have a lid on the container. Dispose of the container in a trash container outside of the classroom and avoid any spills.
- Technology use – Due to the small size of the class and the interactive nature of the course, taking notes on a laptop can be distracting to you and to your classmates. If you are using a laptop in class, you are expected to be on task. For some class sessions, I will ask you in advance to bring your laptop, tablet and/or smartphone for a class activity.
- On days that you are teaching class, you are responsible for setting up any audio-visual equipment prior to your presentation.

Course requirements

- All written work will be evaluated on organization, clarity, insight, completeness, meeting deadlines, and appropriate attribution. Your writing also will be evaluated based on correctness of grammar and spelling.
- Please check your GatorLink email account several times a week for emails from me, your classmates and UF.
- When you send digital files, please name them with your last name, the assignment topic, and the file extension. For example, smith_lessonplan.docx
- When emailing me, please use the subject line to explain the purpose of your email. For example, MMC 6930 -- My two requests for teaching topics.

Graded assignments

Percentage	Assignment
35	Syllabus project – developing an undergraduate communications course
20	Written response to two assigned books (10 percent x 2 books)
5	Practice teaching presentation
15	Teach class on a topic related to teaching
10	Class participation
15	Online teaching portfolio and cover letter
<hr/> 100	Total

Develop an undergraduate communications course (35 percent)

Prepare materials to teach a one-semester undergraduate communications course. Develop the materials that would be required to teaching a new course – select appropriate readings, create a syllabus, plan of activities for each class meeting, develop one assessment tool (major exam or major project and grading criteria), and two lesson plans.

Book discussion (20 percent = 2 books x 10 percent each)

Directions will be provided for each book.

Teaching class on a topic related to teaching (15 percent)

You are responsible for teaching class on a topic related to teaching. You will:

- Develop a written lesson plan, following the format provided.
- Meet with me at least a week before your presentation to discuss your lesson plan. Bring a draft of the lesson plan to our meeting.
- Determine any homework activity that you would like the class to complete as preparation for your teaching. That activity shouldn't require more than about 15 to 20 minutes. You will announce the assignment in class the week prior to your teaching, OR email the assignment to me, and I'll email it to the class listserv.

- On the day you teach, give me a copy of the lesson plan you are teaching from so I can follow along as you teach. A goal for your teaching is not to necessarily include everything you had planned but to be able to make any needed adjustments to teach the topic and complete your teaching in 30-40 minutes.
- Within two weeks after you teach, send me a blog post that summarizes key concepts from your teaching presentation and that includes resources on your topic.
- Within two weeks after you teach, turn in a self-evaluation.

If you are presenting on a topic related to another classmate's presentation, meet with that classmate to coordinate the content of your presentations.

You are responsible for making arrangements for any audio/visual equipment and materials that you need.

Class participation (10 percent)

Your class participation will be based on your attendance, your punctual arrival to class, and your contributions in each class. You are expected to make well-informed and relevant comments in discussions, ask relevant questions, and be involved in each classmate's presentation. You should make at least one useful comment in each class meeting. In our discussions, you are expected to be professional in your comments and respectful of the views of others. For some class sessions, you will be asked to prepare for discussion. Missing class or attending class but not contributing to the class discussion will have a negative impact on your participation grade.

Teaching Job Application (15 percent)

As a final project (and in place of a final exam), you will develop an online teaching portfolio that will be posted on WordPress. You also will write a letter of application for a specific faculty job. I will provide an online WordPress portfolio workshop to help you in developing your portfolio. I'll also recommend lynda.com tutorials that can assist you.

Grading

Your work for the course will be evaluated on the following scale.

A = 100 – 93	C = 76 – 73
A- = 92 – 90	C- = 72 - 70
B+ = 89 – 87	D+ = 69 – 67
B = 86 – 83	D = 66 – 63
B- = 82 – 80	D- = 62 – 60
C+ = 79 – 77	E = 59 and below

Penalty for late work: Unless you and I have agreed prior to the deadline to extend the deadline for you, points will be deducted for late work.

Academic Honesty

Academic honesty is crucial to your integrity as a graduate student and is an essential quality for a college/university faculty member. You are expected to do your own work and to cite the research or ideas of others. If you adopt or adapt other instructors' syllabi or teaching ideas for your syllabus or lesson plans, you must provide written credit. If you use another instructor's syllabus in structuring your syllabus, turn in a copy of that syllabus with your final syllabus project.

All of the work you complete for this course -- your syllabus, your lesson plans, the tests and assignments you create, your teaching philosophy, your PowerPoint slides, your book reviews, and other writing assignments -- **must be your own work**.

Failure to credit the work of others will result in a zero for the assignment. Making up information (fabrication) also will result in a zero for the assignment. If you are found to violate the academic honesty guidelines, in addition to receiving a zero for the assignment, I will report the incident to Student Conduct and Conflict Resolution, which can lead to additional penalties. Two charges of

academic dishonesty in your UF graduate career will result in you being expelled from the graduate program.

If you have any questions about how to appropriately cite the work of others, please ask me prior to submitting an assignment. Also, read the University's guidelines regarding academic honesty -- <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Receiving coaching on class assignments

I realize that many of the assignments you are completing for class will be new activities for many of you – developing a course syllabus, creating lesson plans, writing a teaching philosophy, writing a cover letter for a faculty job position, etc. I would be glad to provide coaching on assignments during office hours. Bringing materials to discuss with me during office hours works best for me. We also can have a phone conference if that is more convenient for you.

Course and instructor evaluation

UF reminds you that you are expected to provide feedback on the quality of instruction in this course by completing an online evaluation at <https://evaluations.ufl.edu>, and I certainly appreciate your feedback at the end of the semester. I will ask class members to bring your laptops to the last class meeting to complete the evaluation.

Schedule of Topics and Assignments

Jan. 6

Topics for class:

- Introduction to course and assignments
- Topics of interest and concern for teaching assistants and new faculty members

Due Friday, Jan. 10 -- 100-word bio of yourself – Email your bio – as text in the email or as a Word attachment – to me. Your bio should focus on your academic and professional work and be written in third person. See samples at <https://multimediacritinguf.wordpress.com/about-lab-instructors/>

Jan. 13

Topics for class:

- Curriculum Development – the process and politics of curriculum development and course design; discussion of the steps in developing a course.

Homework for Jan. 13:

- **Review the ACEJMC accrediting standards.**
- **Read the materials posted on the course blog that discuss issues related to restructuring higher education and/or journalism education.**
- **Bring a typed proposal for the undergraduate course you would like to develop.** A template for the proposal is posted on the course blog.

Jan. 20 – UF closed for Martin Luther King, Jr. observance

By Jan. 27, please meet with me to discuss your career goals, to review your CV/résumé, and to discuss the undergraduate communications course that you'd like to develop.

Jan. 27

Topics for class:

- Discussion of “McKeachie’s Teaching Tips”
- Teaching our class – Discussion of the expectations for this major assignment and the topics you may chose from for your presentation.

Homework for Jan. 27:

- **Read Marilla Svinicki and Wilbert J. McKeachie's "McKeachie's Teaching Tips" and bring your typed response paper.** Be prepared to work with your assigned partner(s) in leading a discussion of the section of the book that you were assigned. Please bring the book to class for reference.

Due by Friday, Jan. 31, at noon – Email me the two topics that you would be most interested in for your teaching presentation, including a brief explanation of why you should be selected to teach those topics. Check the syllabus to see the dates for teaching presentations. In your email to me, please indicate dates you would prefer NOT to teach. As much as possible, I will try to accommodate everyone's preferences for topics and teaching dates.

Feb. 3

Topics

- Job process for high education – creating a curriculum vitae and application materials.

Homework for Sept. 23:

1) Develop/revise your curriculum vitae – A post by Natalie Houston in The Chronicle of Higher Education's ProfHacker section provides helpful guidelines and links to examples --
<http://chronicle.com/blogs/profhacker/creatingmaintaining-your-cv/26887>

2) Bring to class a job announcement for a college or university position you would be interested in applying for when you complete your graduate degree. *The Chronicle of Higher Education* (<http://chronicle.com/section/Jobs/61/>) and the *AEJMC News* (<http://www.aejmc.com/jobads/>) are good sources for job announcements.

3) Skim the UF Tenure and Promotion Guidelines. A link is posted on the course blog on the UF Resources page.

Feb. 10

Topics for class:

- Discussion of "What the Best College Teachers Do" and the implications for developing a course syllabus and a teaching philosophy.
- How course development and lesson planning connect with best teaching practices

Homework for Feb. 10:

- **Read Ken Bain's "What the Best College Teachers Do."** Please bring the book to class for reference.
- **With your partner(s), write a post and respond to comments related to your assigned section of the book.**

Feb. 17

Topics for class:

- Effective use of presentation materials – slides, video and audio
- Educational theory and best practices in teaching and learning

Feb. 24

Teaching presentations

Homework for Feb. 24:

- **Bring the draft of the syllabus for the undergraduate course you are developing.**

March 3 – UF closed for Spring Break. No class.

March 10

Teaching presentations

Homework for March 10:

- Bring the draft of either a lesson plan or assessment tool (i.e., exam or project) for the undergraduate course you are developing.

March 17

Teaching presentations

Homework for March 17:

- Bring draft of one lesson plan, including teaching materials, such as handout version of PowerPoint slides.

March 24

Teaching presentations

March 31

Teaching presentations

- **Teaching course package due:**
(1) Syllabus
(2) Timeline as a separate document that includes brief description for each class meeting (i.e., learning objectives and listing of activities)
(3) Two lesson plans (including PPT slides if used)
(4) Major assignment/test – either an exam with the answer key/essay rubric OR handout describing the project and the grading rubric.

April 7

Teaching presentations

April 14

Topics for class:

- Developing a teaching philosophy
- Preparing for campus interviews

April 21

Topics for class:

- Preparing faculty job application package, including cover letter

Homework for Dec. 2:

- Bring print copy of your CV
- Bring a job announcement for a position that would be realistic for you to apply for when you complete your graduate degree.

Wednesday, April 30 – noon

Deadline for emailing me your cover letter and job announcement. The URL to your online portfolio must be included in your cover letter.