

**Mass Communication Teaching (MMC 6930)
Spring Semester 2015**

Dr. Julie E. Dodd

Office: 3068 Weimer Hall

Email: jdodd@jou.ufl.edu

Office hours: Tuesday – 7th; Thursday – 4th and 7th / Other times by appointment. Because I teach Multimedia Writing with more than 180 students, you may want to make an appointment with me for time during my office hours.

Twitter: @profdodd and @dodd3109 (target audience – students in JOU3109 / Multimedia Writing) / Hashtag for our course #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 a higher education faculty position. 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 a post you write about your teaching presentation. At the end of the semester, the URL to your online teaching portfolio will be added to the course blog.

Required texts – Print or digital edition. “What the Best Colleges Teachers Do” and “McKeachie’s Teaching Tips” are books that I think you’ll want to keep for reference. So I’d purchase them rather than renting.

- Bain, Ken (2004). What the Best College Teachers Do.
- Kelsky, Karen (2014). The Quick and Relatively Painless Guide to Your Academic Job Search,” The Chronicle of Higher Education. [You can download as a free PDF.]
- 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 OK, but please don’t purchase an earlier edition than that.]
- Tough, Paul (2014, May 18). “Who Gets to Graduate?” New York Times Magazine. Available at <http://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html>
- Young, Jeffrey R. and McCormick, Tim (2012). Rebooting the academy: 12 tech innovators who are transforming campuses. The Chronicle of Higher Education. [Only in digital format.
This was The Chronicle of Higher Education’s first e-book. <http://www.amazon.com>]

Recommended readings

- Duarte, Nancy (2008). slide:ology: The Art and Science of Creating Great Presentations.
- Khan, Salman (2012). One World Schoolhouse: Education Reimagined.
- Sanberg, Sheryl (2013). Lean In: Women, Work and the Will to Lead.
- Stephenson, Fred (2001). Extraordinary Teachers: The Essence of Excellence in Teaching. This book is out of print, but you can purchase from amazon.com

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 as an informed and collegial group member.
- Convey an understanding of diversity (i.e., ethnical, cultural, racial, socio-economic) in your comments in class discussions and in the teaching materials you develop.
- Develop materials needed to apply for a faculty job. Create an online teaching portfolio (in WordPress) that includes your curriculum vitae (CV) and teaching philosophy. Write a letter of application for a specific faculty position.

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. Please make every effort to arrive on time (9:35 a.m.). 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 ill 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. In addition to letting me know that you are missing class, contact a classmate to take notes for you and to collect any handouts that are distributed. You will want to talk with the classmate before the next class meeting to check about any homework assignments or deadlines that were discussed in the class that you missed.

You will not lose any attendance points for one excused absence, but you will lose participation points for any additional absences, even excused absences. If you have more than one excused absence and do not want to lose participation points, you will need to complete an additional reading and response paper on a topic that you and I agree on.

Classroom procedures

- Please silence your cellphone and store it except when using it for class activities.
- 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 and testing any audio-visual equipment prior to your presentation.

Course requirements

- 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. UF's Writing Studio can provide assistance in meeting academic writing standards.
- 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_bio.docx
- When emailing me, please use the subject line to explain the purpose of your email. For example, MMC 6930 -- My bio and headshot

Graded assignments

Percentage	Assignment
30	Syllabus project – developing an undergraduate communications course
24	Written responses to three assigned books (8 percent x 3 books)
3	Practice teaching presentation
14	Teach class on a topic related to teaching
15	Class participation
14	Online teaching portfolio and cover letter
<hr/>	
100	Total

Develop an undergraduate communications course (30 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 lesson plans for two hours of instruction. I will provide more directions. You can find resources to assist with this assignment on the course blog.

Response papers to assigned book (24 percent = 3 books x 8 percent each)

Directions will be provided for each book.

Practice teaching presentation (3 percent)

You will make a short teaching presentation, demonstrating the effective use of presentation slides.

Teaching class on a topic related to teaching (14 percent)

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

- Submit a written proposal for the topic you want to teach and have that proposal approved by me.
- Conduct research on the teaching topic. That research can include checking information available at university teaching centers, identifying relevant information on the topic (which may be online or in campus libraries), identifying UF resources, and reading blog posts by previous students in the course who did presentations on your topic.
- Develop a written lesson plan. You will give a copy of your lesson plan, including a handout of presentation slides, if you use slides.
- 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 45-50 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. Check the course blog for examples of blog posts by students who previously took the course.
- Within two weeks after you teach, turn in a self-evaluation. I will provide the self-evaluation form.

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 (15 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 (14 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. We will discuss setting up the WordPress portfolio in class. Free WordPress and lynda.com tutorials that can assist you.

Grading

Your work for the course will be evaluated on the following scale. [I have included the complete grading scale for the University, but graduate students in the college are expected to earn no lower than an overall grade of B- to be considered to be performing at an adequate level.]

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 due to a special situation (i.e., illness, attending a professional conference), 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 from me 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 am glad to provide coaching on assignments during office hours. Bringing the materials to discuss with me during office hours works best for me, rather than emailing materials to me and asking for written feedback – but we can use email if we can't find a mutual time to meet. 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.

Seeking Assistance

If you need individual assistance beyond the help you receive in class, please meet with me during office hours or utilize university resources:

- **UF Writing Studio** – This program offers assistance to graduate students and faculty with their professional writing. I would highly advise you to take advantage of this writing coaching, especially if English is not your first language. You should schedule an appointment in advance. <http://writing.ufl.edu/writing-center/>
- **Division of Student Affairs** (352-392-1261) – Contact this office if you need to miss class due to an on-going medical problem or family emergency. The office will send a courtesy email to your instructors about your absence. <http://www.ufsa.ufl.edu/>
- **UF Counseling & Wellness Center** (352-392-1575) – The center provides scheduled and drop-in appointments with counselors to discuss a range of personal issues. <http://www.counseling.ufl.edu/cwc/>
- **Disability Resource Center** (352-392-1261) – Students requesting class accommodations must first register with the Disability Resource Center. You will receive documentation to give to each of your instructors. You must meet with your lab instructor and with me during office hours to discuss special arrangements. Please take action immediately. <http://www.dso.ufl.edu/drc/>
- **Computers** – Call 352-392-HELP (4357) or email helpdesk@ufl.edu.
- **SNAP** – Offering pick-up and drop-off services for after-dark safety. Call 352-392-7627 or check online <http://www.police.ufl.edu/community-services/student-nighttime-auxiliary-patrol-snap/>