

**INF 398T**

**FALL 2017**

# **SUPERVISED TEACHING**

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**COURSE INFO**  
Unique #28470  
Tuesday 9-12  
UTA 1.204

## **Can I excel at teaching and at research?**

Too often we think that to be a great university teacher, you must sacrifice your research or work 80 hours a week. Neither is true, but learning how to excel at both teaching and learning means taking a broader perspective than most university pedagogy courses. Courses and books designed to help students learn how to teach in academic positions invariably focus on what happens inside the university classroom. Browse any syllabus or table of contents for such a course or book and you will find topics related to motivating students to learn, getting students to participate in class, prompting critical thinking, leading discussions, moving from lecture to activity-based learning, and handling disruptive students. These topics are valuable, and we will discuss all of them. But because they share a focus on what happens inside the classroom, they largely ignore what great teachers do outside the classroom. In this course, we will pay considerable attention to those external activities.

Paying attention to what happens outside the classroom is important because those external activities are what will help you be an excellent teacher and a superb researcher. What are some of those external activities? Negotiating your teaching load in terms of the number, timing, type, and diversity of the courses you teach is one good example of an external activity. Students are often so relieved to receive a faculty position offer that they fail to realize they have negotiating power to gain a workload that will foster their research success. Most courses and books on teaching ignore negotiation completely and instead talk vaguely about balancing teaching and research. Balance is an example of teaching lore that we intend to challenge in this course by asking you to consider its flip side. Instead of balance, for example, we will talk about negotiating a win-win courseload with your chair and actively structuring your teaching time to protect your research time.

I love to teach and I love to do research, and I have won awards in both arenas. I want to prepare you for success in teaching that will set you up for success in your research. If that appeals to you, then this course is for you, and I welcome you to join me in it.

## What materials do you need for this course?

### Books that you must purchase

Barkley, E. F. (2009). <i>Student engagement techniques: A handbook for college faculty</i> . John Wiley & Sons.	~\$34
Huston, T. (2009). <i>Teaching what you don't know</i> . Harvard University Press.	~\$16
Johnson, A. 2013. <i>Excellent Online Teaching: Effective Strategies For A Successful Semester Online</i> , Aaron Johnson (self-published).	~\$8
Shell, G. R. (2006). <i>Bargaining for advantage: Negotiation strategies for reasonable people</i> . Penguin.	~\$9
Silvia, P. J. (2007). <i>How to write a lot: A practical guide to productive academic writing</i> . American Psychological Association.	~\$11
total	~\$78

### Articles and book chapters (free, in Canvas)

Anglin, L., Anglin, K., Schumann, P. L., & Kaliski, J. A. (2008). Improving the efficiency and effectiveness of grading through the use of computer-assisted grading rubrics. *Decision Sciences Journal of Innovative Education*, 6(1), 51-73.

Barnes, B. J., & Austin, A. E. (2009). The role of doctoral advisors: A look at advising from the advisor's perspective. *Innovative Higher Education*, 33(5), 297-315.

Barnes, B. J., Williams, E. A., & Archer, S. A. (2010). Characteristics that matter most: Doctoral students' perceptions of positive and negative advisor attributes. *NACADA Journal*, 30(1), 34-46.

Coates, H., James, R., & Baldwin, G. (2005). A critical examination of the effects of learning management systems on university teaching and learning. *Tertiary Education & Management*, 11(1), 19-36.

Gibbs, G., & Simpson, C. (2005). Conditions under which assessment supports students' learning. *Learning and teaching in higher education*, (1), 3-31.

## IN THIS COURSE, YOU WILL LEARN HOW TO:

- **Negotiate** a winning course workload
- Design **courses that run smoothly**, fit your research schedule, and offer great student learning
- **Market** your courses to avoid having to design others
- Network to **find people who can help you** with course projects
- Teach **topics that you do not know** (and why doing so may be good for everyone)
- Help students to **construct knowledge** rather than you just telling them everything
- Design **striking slides** for when you must lecture and clear notes to guide you through each session
- Create activities, assignments, and tests that will **intrigue and motivate students**, and that you won't mind grading
- Manage **uncivil students** and students with gadgets
- **Improve** based on feedback
- Teach **online** engagingly and efficiently
- Engage **doctoral students** (with more structure than you think)
- Write a **compelling teaching statement**

Komaraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student–faculty interactions in developing college students' academic self-concept, motivation, and achievement. *Journal of College Student Development*, 51(3), 332-342.

Lonn, S., & Teasley, S. D. (2009). Saving time or innovating practice: Investigating perceptions and uses of Learning Management Systems. *Computers & Education*, 53(3), 686-694.

Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & evaluation in higher education*, 35(4), 435-448.

Roediger III, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological science*, 17(3), 249-255.

## What are the assignments in this course?

This course features 11 assignments. Most of the assignments are creative and fun: we ask you, for example, to create a slide deck and a short marketing video. A few are analytical, in that we ask you to craft a schedule against changing constraints and draw conclusions from interviews. One is performance oriented, in that we ask you to give a talk using a slide deck. Several are P/F (collection of syllabi, completed observation rubric, and interview analysis). All of them are individual assignments; I want each of you to gain all the skills in this course, not rely on someone else for them. I encourage you, however, to seek your peers' help, advice, and feedback. For example, your peers may critique your course assignment design and offer ideas to improve it.

## How to format written work?

Unless you receive directions otherwise, all written work should be minimum 12-point font, with a 1-inch margin top, bottom, and left and a 2-inch right margin, with 1.15-line spacing. Use headings as appropriate to make reading easy. Do not use excessive bold or italic font. You will lose points if you fail to format your work per these specifications because their purpose is to make grading easier for me. Thanks for respecting my eyes and giving me ample room for making comments!

## FOLLOW INSTRUCTIONS

In the assignment descriptions, I tell you what you need to do, how to do it, what to hand in and how to do so, and what I will look for when grading your work. Read each set of instructions three times:

- **First, read the instructions at the beginning of the semester so that you know what to expect.** Block out time on your calendar to do the work (maybe twice what you estimate). These dates will not change.
- **When the time comes to do the work, read the instructions a second time.**
- **Before you hand in your work, read the instructions one last time to make sure you did what you were supposed to in the manner I described.**

## Simulated schedule and explanation

*What to Do and How to Do It.* You will receive a handout with instructions for crafting a schedule of your own time during the first semester of teaching in your new position. Based on the constraints and other information in the handout, you will create a schedule in a calendar program of your choice. You will also write a short explanation of your schedule choices as described in the handout. During the semester, you will receive three additional handouts listing new or changed events that require you to adjust your schedule. Each handout will also ask you to answer several questions. You will write your answers in a single document that you will turn in with your final schedule late in the semester.

*What to Hand in and How to Do So.* You will submit deliverables for this assignment twice during the semester, once early in the semester and once later in it. For both submissions, before class, submit to me **by email (not Canvas)** one item: your semester schedule. You may submit it as a link that I can easily access or as screenshots that are fully legible. In addition, you must bring to class a printed, stapled document with your schedule explanation and answers to any questions that you received on relevant handouts. See the handouts for details of what I require for each of the two submissions. Note that you will receive three update handouts during the semester, but will hand in your schedule and related document only twice, once after the initial handout and once after the three additional ones. Heed well the box “Turn Stuff In On Time” in this syllabus: send files before class and bring your documents at the beginning of class. I won’t repeat this warning in future assignment descriptions, and I do deduct half a grade if your work is not ready at the absolute beginning of class.

*What I Will Look for When Grading.* I will grade this assignment based on how well you follow the instructions in the handouts (see them for additional details on grading), how reasonable your schedule appears, and how well you answered the questions. I value brevity and solid reflection in your written responses.

## Two collected and printed syllabi

*What to Do and How to Do It.* You will collect and compare two printed syllabi for courses in your department or school. In comparing them, note significant similarities and differences across them. What did each professor do well or not so well? What do you particularly like or dislike about each syllabus? What might you do to improve the parts you do not like if this were your syllabus? You do not need to prepare a formal written document, but you should take some informal notes so that you are prepared to contribute to the class discussion.

*What to Hand in and How to Do So.* All you need to do is show the instructor in class the two printed (not digital) syllabi.

*What I Will Look for When Grading.* This assignment is P/F. You get a pass if you have two printed syllabi that you can show us in class and if your participation indicates that you spent some time reviewing them prior to class. Else, you get an F. This assignment cannot be turned in late because it serves as the grounding for class discussion on the day it is due.

## Analysis of interviews of administrator and faculty member

*What to Do and How to Do It.* You will interview at least one chair or associate dean (whoever oversees faculty course assignments) and one recent faculty tenure-track hire in your department or school. The interviews will take only 15 minutes of their time (a selling point when asking for their help). You will ask the following questions, taking careful notes (no need to tape):

*To the chair or dean:*

1. What do you want to achieve when assigning courses to a new faculty hire?
2. What time horizon do you prefer to plan for (e.g., one year, three years, five years?)
3. To what extent do new faculty hires typically try to negotiate with you about teaching, and what are their concerns?
4. Can you give a recent example of negotiating teaching with a new hire? What did they ask for and what did you ask for and what was the final agreement?
5. What advice do you have for people entering tenure-track positions when it comes to negotiating teaching?

*To the new tenure-track faculty hire:*

1. To what extent did you negotiate teaching when you were hired or shortly thereafter?
2. What did you negotiate for? Specifically, did you negotiate for:
  - a. Number of courses?
  - b. Type of courses (in your area or not; UG, masters, or doctoral; lecture, seminar, project, lab)?
  - c. Timing of courses (year, semester, days, time of day)?
  - d. Diversity of courses (number of new preps)?
3. What was the response of the administrator with whom you negotiated? What was the final agreement?
4. What would you recommend a new hire do when negotiating teaching?

After conducting the interviews, flesh out your notes into full sentences so that you don't forget what was said.

Title a page with your name, the name and positions of your interviewees, and the length of each interview in minutes. Then write a short analysis comparing their answers. The analysis need not be a full essay, but should be fleshed out enough to guide your contributions in our class discussion.

*What to Hand in and How to Do So.* Simply show the printed analysis to the instructor at the beginning of class.

*What I Will Look for When Grading.* This assignment is P/F. You get a pass if you bring your printed analysis at the beginning of class in the format specified above and with sufficient text to show you took the assignment seriously. Else, you get an F. This assignment cannot be turned in late because it serves as the grounding for class discussion on the day it is due.

### SHOW YOUR BEST EFFORT

Here is the weight of each assignment.

Assignment	%
Simulated schedule	15%
Two syllabi	5%
Interview analysis	10%
Observation rubric	5%
Course creation project	
Class guide	10%
Two activities/assignments	15%
Course description	5%
Marketing video	5%
Teaching statement	10%
Slide deck	10%
Presentation	10%
Total	100%

## Observation rubric

*What to Do and How to Do It.* You will observe a single class of your choice, completing the rubric that you will receive in class. You must stay for at least one hour of the class.

*What to Hand in and How to Do So.* Simply show the printed, completed rubric to the instructor at the beginning of class.

*What I Will Look for When Grading.* This assignment is P/F. If you have completed and printed the rubric for a class session of a course meeting this semester, and if your discussion suggests you paid good attention during your observation, you will get a P, else, not. This assignment cannot be turned in late because it serves as the grounding for class discussion on the day it is due.

## TURN STUFF IN ON TIME

**From your perspective,** meeting deadlines is good preparation for an academic career: every conference paper, journal article, or class lecture might benefit from extra time, but the key to being a great teacher and superb researcher is to know when to stop work on a project. Conferences and special issues typically have deadlines; you need to learn the same discipline in your other avenues of work. Scheduling your time and creating structure for your work are two big themes in this course.

**From my perspective,** I have set time aside on my calendar to grade each assignment in this course. When you hand your work in late, you require me to find a new time, just for you and separate from your classmates, to grade your work, which isn't being respectful of my time.

**Thus,** you will lose half a letter grade (e.g., A becomes A-, A- becomes B+, and so on) if your materials are not **submitted before class**, or in some cases as described in this syllabus or on relevant handouts, **ready by the very beginning of class** on their due date. You will lose another half a grade per additional weekday late.

## Course creation project

The course creation project is an opportunity for you to be fully creative. It has four components: (1) a class guide for one class session, (2) instructions and rationale for two in-class activities or out-of-class assignments, (3) a course description, and (4) a marketing video. You should design all four components as part of a single course that you will create and list on your teaching statement when you apply for an academic position.

### Class guide

*What to Do and How to Do It.* Following the format you will be given in class, you will write the notes that will guide your delivery of a single class session (3 hours, 1.5 hours, or 1 hour, depending on which kind of course you decide to develop). If you include in-class activities, describe in the notes what the instructor should do at each stage; instructions for students should appear separately in handouts and need not be described if they exceed in number the two required for this project.

*What to Hand in and How to Do So.* Turn in your stapled, printed class guide at the beginning of class on the day that the entire project is due.

*What I Will Look for When Grading.* I will grade your class guide based on how complete it is, with every minute of the session accounted for. I will also look for a good balance of activities; for example, even in the case of a one-hour session, the entire time should not be devoted to a lecture. Finally, I expect your guide to be readily comprehensible.

### Two activities or assignments

*What to Do and How to Do It.* You must provide the details (e.g., what the students should do, for how long, with whom, with what deliverable) and rationale (i.e., what should students learn from this activity or assignment) of two in-class activities or out-of-class assignments or one of each. Include any handouts that you will give to students. If you choose an assignment, include on the handout information about how you will grade it. The activities or assignments should dovetail with the class session for which you created a guide. In other words, if you include an in-class activity in the guide, describe it completely and specify handouts and the like here. You will have an example in class to guide your work.

*What to Hand in and How to Do So.* Turn in your stapled, printed materials at the beginning of class on the day that the entire project is due.

*What I Will Look for When Grading.* I will grade your activities and assignments and their rationales based on how complete they are (e.g., Would I be able to run this activity or assignment? Would I understand why it is worthwhile?). I expect your materials to be readily comprehensible. Creativity is a plus and will enhance your grade.

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## Course description

*What to Do and How to Do It.* You will write a short course catalog description for the new course that you have designed, following the norms of course descriptions at UT as we discuss in class.

*What to Hand in and How to Do So.* Turn in your single sheet description at the beginning of class on the day that the entire project is due.

*What I Will Look for When Grading.* I will grade your description according to how well it describes the course (for which I will have seen the guide for one class session), how well it serves to attract students to the course, and how readily comprehensible it is.

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## Marketing video

*What to Do and How to Do It.* You will create a short video (one or two minutes, no more) of you, as professor, talking about your new course. The point of the video is to attract students to your course. You may opt, therefore, to attract them by posing a question relevant to the topic of the course, by telling a short story about how you got interested in the topic, by noting how the course helped past students, or whatever you desire. The video need not be high quality in terms of its production: you may shoot it with your smartphone or the camera on your computer. Neither does it need to be formal: you can (but need not) shoot it at your desk in your office; you may also shoot it outside or at a café. Just don't shoot it in your home because that would be a bit too intimate. Think of the video as something you might post on your webpage as a professor or that your department might post on a page about courses. You must mention the course by number or name during the video.

*What to Hand in and How to Do So.* Before the beginning of class on the day the project is due, you must place a link to your video in a Canvas discussion that we will create for this purpose. The link must be active for at least two weeks after the project is due to enable us to access it for grading.

*What I Will Look for When Grading.* In grading your video, I will look for creativity, clarity, marketing appeal, and adherence to the minimal requirements (e.g., for length, for noting the number or name of the course).

## Teaching statement

*What to Do and How to Do It.* You will write a one- to two-page teaching statement outlining your teaching philosophy and highlighting how you have actuated it in your teaching experiences. Do not simply list all the teaching you have done when describing your experiences. Instead, focus on one or two examples that highlight your philosophy in action. If you have not yet worked as a teaching assistant and thus have no relevant personal experiences, talk about how you saw your philosophy exemplified in the actions of a former professor.

*What to Hand in and How to Do So.* Turn in your printed (and stapled if necessary) statement at the beginning of class on the day that it is due.

*What I Will Look for When Grading.* I will grade your statement based on its thoughtfulness, clarity, and truthful reflection of you and your beliefs. I will reduce your grade if the content strikes me as generic and/or liberally borrowed from online materials. It should be tailored to you and your experiences and the text should reflect that tailoring.

## Slide Deck

*What to Do and How to Do It.* You will create a slide deck as pedagogical support for a mini-lecture that you will deliver. You may NOT use Prezi for this assignment for reasons you will learn in class. Place all of the words that you intend to speak (your lecture) in the notes section of the appropriate slides.

*What to Hand in and How to Do So.* Submit your slide deck prior to class by posting it to a Canvas discussion that we will create for this purpose. Posting a .pdf version of your slide deck is the safest option because then you need not worry that the fonts you used are not on the instructional desktop in the room. Do not remove the files from the discussion; I will later access them for grading.

*What I Will Look for When Grading.* I want to see slides that support your lecture, with no overwhelming text (e.g., no long bulleted lists), and clear graphics. I want to see your full lecture in the notes pages, aligned with the slides on which you will say those words. I hope that you can employ good graphic design sense as briefly covered in class, but I will not dock your grade if you do not.

## Presentation

*What to Do and How to Do It.* You will give a mini-lecture to the class, using the slide deck above, on a topic relevant to the course you designed for the course design project described above. Length will depend on class size, but I imagine nothing longer than 10 minutes so that we might debrief your talk.

*What to Hand in and How to Do So.* You will give the talk verbally on the day it is due, using your slides.

*What I Will Look for When Grading.* I want to see you convey information in a logical manner that allows us as listeners to follow along and to understand all the main concepts that you present. You will fare better in your grade if you engage us with good eye contact, positive affect (e.g., smile), a reasonable pace (e.g., not too fast), and interaction (e.g., perhaps ask us a question or ask for a volunteer or do a quick survey by hand).

# THE GROUND RULES

## Show Up, Speak Up, and Help Others

For this course to work, you need to attend every class and to have completed the reading and any assignments so that you can actively engage in discussions. Because I appreciate your attendance, your willingness to discuss topics, and your genuinely collaborative and helpful behavior towards your classmates, I may consider these factors (positively or negatively) if your grade lies at a border.

## Honor Yourself, Honor the University, Honor Us All

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Source: <http://www.utexas.edu/welcome/mission.html>

## Holler if You Need Help

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:  
[http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

## And When Religion Calls....

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or an assignment to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

## What will we be doing each week?

Wk	Topic	Guiding Question	Reading and Other Preparation (BEFORE class)	Assignment start	In-Class Activity	Due (before or in class)
1 9/5	Intro	"How can I be both a great teacher and a superb researcher?"	<ul style="list-style-type: none"> <li>Read Silvia, <i>How to Write a Lot</i></li> </ul>	Begin simulated schedule	Student intros Syllabus review Writing talk	
2 9/12	Negotiating courseload	"How can I negotiate a courseload that protects my time, allows for creativity, and is collegial?"	<ul style="list-style-type: none"> <li>Read Shell, <i>Bargaining for Advantage</i>, chs. 7-10 minimum</li> </ul>	Collect and print two syllabi	Role play Courseload negotiation exercise	Simulated schedule, initial
3 9/19	Designing a course and syllabus	"How can I design courses that offer great learning experiences, run smoothly, and preserve my time?"	<ul style="list-style-type: none"> <li>Read Huston, <i>Teaching What You Don't Know</i>, chs. 1-3</li> <li>Read handout, "Tips for Syllabi"</li> </ul>	Receive simulated schedule change #1 Arrange to observe a class	Matrix exercise Syllabus comparison	Two syllabi
4 9/26	Marketing courses/ Networking for teaching	"How can I attract strong enrollment to avoid new course prep? How do I find speakers and projects when I am new in this town?"	<ul style="list-style-type: none"> <li>Read handout, "35 Ways to Market Your Low-Enrollment Course"</li> </ul>	Observe class Arrange/do two interviews	Software resources Networking brainstorm	
5 10/3	Constructing knowledge	"Rather than simply transmitting information, how can I engage students by helping them to construct knowledge?"	<ul style="list-style-type: none"> <li>Read Barkley, <i>Student Engagement Techniques</i>, chs. 1-4</li> </ul>		Discussion prompts Active learning techniques Observation debrief	Observation rubric

Wk	Topic	Guiding Question	Reading and Other Preparation (BEFORE class)	Assignment start	In-Class Activity	Due (before or in class)
6 10/10	Crafting materials	"How can I design visually impactful presentations and constructive activities? What notes do I need for me?"	<ul style="list-style-type: none"> <li>Bring your topic for your course creation project</li> </ul>	Begin course creation project	Activity creation brainstorm	
7 10/17	Creating assignments and tests	"How can I create assignments and tests that students will want to do and that I will want to grade?"	<ul style="list-style-type: none"> <li>Read Gibbs and Simpson (2005), "Conditions under which assessment..."</li> <li>Read Roediger and Karpicke (2006), "Test-enhanced learning..."</li> </ul>	Receive simulated schedule change #2		Interview analysis
8 10/24	Mastering the classroom	"What are the tips for short lectures that hold student attention? How do I handle uncivil students?"	<ul style="list-style-type: none"> <li>Read Barkley, <i>Student Engagement Techniques</i>, chs. 7-9</li> </ul>	Begin teaching statement	Inclusion think pair share Incivility role play	
9 10/31	Grading and feedback	"What do students need in feedback, what do I need in grading, and how can I meet both without investing a huge amount of time?"	<ul style="list-style-type: none"> <li>Read Reddy and Adrade (2010), "A review of rubric use..."</li> <li>Read Anglin et al. (2008), "Improving the efficiency and effectiveness of grading..."</li> </ul>	Receive simulated schedule change #3	Rubric exercise	
10 11/7	Improving over time/ Writing a teaching statement	"When and how can I improve for next time?"	<ul style="list-style-type: none"> <li>Huston, <i>Teaching What You Don't Know</i>, ch. 7</li> <li>Look online for teaching statement examples</li> </ul>		Survey exercise Schedule debrief	Simulated schedule, final

Wk	Topic	Guiding Question	Reading and Other Preparation (BEFORE class)	Assignment start	In-Class Activity	Due (before or in class)
11 11/14	Managing students and materials outside class	"How can I manage students and materials outside of class to support learning while preserving my time?"	<ul style="list-style-type: none"> <li>• Read Coates et al. (2005), "A critical examination of the effects of LMS..."</li> <li>• Read Lonn and Teasley (2009), "Saving time or innovating practice..."</li> <li>• Read Komarraju et al. (2010), "Role of student-faculty interactions..."</li> </ul>	Begin slide deck and presentation	Statement debrief	Teaching statement
12 11/21	Teaching online	"How do I maintain student interest and engagement in an online course?"	<ul style="list-style-type: none"> <li>• Read Johnson, <i>Excellent Online Teaching</i></li> <li>• Bring a topic for which to create an online assignment</li> </ul>			
13 11/28	Teaching doctoral students	"Surely, doctoral students don't need all that structure, do they?"	<ul style="list-style-type: none"> <li>• Read Barnes and Austin (2009), "The role of doctoral advisors..."</li> <li>• Read Barnes et al. (2010), "Characteristics that matter most..."</li> </ul>		Brainstorm best (and worst) practices Build year-by-year strategy	Course creation project (all components)
14 12/5	Student mini-lectures	"What do I need to work on to present material better verbally?"	<ul style="list-style-type: none"> <li>• Practice your talk!</li> </ul>		Student talks Myth wrap-up Class survey!	Slide deck Presentation

## WOW, I'M INSPIRED! HOW DO I LEARN MORE?

### Readings for Course and Class Design

1. Eng, N., "Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students" (2017). CUNY Academic Works.
2. Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*, 2<sup>ND</sup> edition. Alexandria, VA: Association for Supervision and Curriculum Development.

### Readings for Understanding How People Learn or How To Help Them Do So

1. Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.
2. Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

### Readings for Handling Course Mechanics or Just Gaining General Tips

1. Bain, K. (2011). *What the best college teachers do*. Harvard University Press.
2. Buskist, W., & Benassi, V. A. (2011). *Effective college and university teaching: Strategies and tactics for the new professoriate*. Sage.
3. Davis, B. G. (2009). *Tools for teaching*. John Wiley & Sons.
4. Lang, J. M. (2009). *On Course*. Harvard University Press.
5. McKeachie, W., & Svinicki, M. (2013). *McKeachie's teaching tips*. Cengage Learning.
6. Michigan State School of Journalism. (2016). *To My Professor: Student Voices for Great College Teaching*. Read the Spirit Books.
7. O'Brien, J. G., Millis, B. J., & Cohen, M. W. (2009). *The course syllabus: A learning-centered approach* (Vol. 135). John Wiley & Sons.
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