

INF 398T: Supervised Teaching in INF Syllabus

Last updated: 1/17/2022

- Unique Number:** 28440
- Semester:** Spring, 2022
- Professor:** Randolph G. Bias, Ph.D., CHFP
(he/him/his)
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- Office:** UTA 5.424
- Office Hours:** Wednesdays, 1:00 – 2:00 p.m.
And by appointment. **STRONGLY** suggest an appointment!
- Class Time:** Monday, 6:00 – 9:00 p.m.
- Classroom:** UTA 1.204
- One purpose:** This course is required in order to serve subsequently as an assistant instructor.
- Credits:** I have leaned heavily on the previous versions of this course taught by past iSchool professor Dr. Diane Bailey, on the excellent resources at the UT-Austin Faculty Innovation Center (FIC), and on the advice of my two valued colleagues who have been named Provost’s Teaching Fellows, Dr. Amelia Acker and Eric Nordquist.
- Course description:** Teaching strategies for course design, syllabus creation, material development, classroom activities, student engagement, and grading. Additional subjects may include negotiation of course load and timing, course marketing, TA management, online teaching, and doctoral teaching/advising.
- May be repeated for credit as a teaching practicum.

Readings:

Lang, J. M. (2021). *Small Teaching: Everyday Lessons from the Science of Learning, 2nd Edition*. San Francisco: Jossey-Bass.

Darby, F., and Lang, J. M. (2019). *Small Teaching Online: Applying Learning Science in Online Classes, 1st Edition*. San Francisco: Jossey-Bass.

I will put all of these next articles up on 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., 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.

Komarraju, 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.

There may be additional readings and I will try to give you at least two weeks' notice for all.

Learning objectives:

The students successfully completing this class will:

- Design courses that run smoothly.
- Increase their ability to present lectures and lead discussions.
- Increase their ability to read and manage a classroom.
- Design excellent supporting course materials.
- Create engaging, motivational, and instructive activities, assignments, and tests.
- Begin or continue to develop their own teaching style.
- Become better aware of the various resources available to them at UT-Austin.
- Market their courses.
- Negotiate a course workload.
- Improve based on feedback.
- Write a compelling teaching statement.
- Have a small head start on developing their own cache of course materials.

Teaching modality:

This course is listed, accurately, as a “hybrid” course. That is, we will meet sometimes online and sometimes in person. Per the University rules we will meet solely online for the first few weeks. I expect most of the meetings to be via Zoom. Please note, if we decide to meet in person for a class period at UTA all students will be expected to attend; there will be no parallel presentation online with an in-person class.

Some Important Meta-points:

Course Prerequisites

- iSchool doctoral student status

Diversity, equity, and inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Services for Students with disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <https://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support, and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college’s students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS)

Your physical health and wellness are priorities. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS

include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations, and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs, or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Campus Safety

The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>.

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. (Our assembly point is in front of the restaurant on San Antonio St. – Olemaie.)
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Links to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

Classroom Safety and COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university mask guidance. Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- Vaccinations are widely available, free, and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free.
- We encourage the use of the Protect Texas App each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the University Health Services' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact Student Emergency Services and they will notify your professors. (If you would rather, I am happy to receive your direct call, text, or email. I will be VERY understanding and flexible.) In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this University Health Services link -- <https://healthyhorns.utexas.edu>.
- Behavior Concerns and COVID-19 Advice Line (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact BCCAL or self-report (if tested off campus) to University Health Services.
- Visit Protect Texas Together for more information.

Carrying of Handguns on Campus

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to review the university policy regarding campus carry.
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu.

For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and has compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX-related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit the Title IX Office or email titleix@austin.utexas.edu.

UT-Austin Honor Code

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.

Cheating

Don't. Dire consequences. Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. (Note: This is boilerplate from a previous syllabus. It is hard for me to imagine how one might “cheat” in this class!)

Plagiarism

Plagiarism, as defined in the 1995 *Random House Compact Unabridged Dictionary*, is the "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." Within academia, plagiarism by students, professors, or

researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure, up to and including expulsion. There, you see – I just did it myself! I copied those two sentences right off of Wikipedia and didn't give credit. Here's the citation: Plagiarism (2010). Wikipedia, <http://en.wikipedia.org/wiki/Plagiarism>. Web site accessed 1/13/2010. If you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism. Here's a resource designed to help you avoid plagiarism: www.lib.utexas.edu/plagiarism.

Course Requirements

- Class attendance and participation.
- Leading some of the class discussions.
- Completing six written assignments and helping evaluate others'.

Grades

Your grade will be based on seven things (with detailed descriptions of the assignments later in the syllabus):

1. Assignment #1 – Review of two syllabi (10%)
2. Assignment #2 – Class observations (10%)
3. Assignment #3 -- Course Creation Project (15%)
4. Assignment #4 -- Analysis of interviews of administrator and faculty member (10%)
5. Assignment #5 -- Slide Deck and Presentation (20%)
6. Assignment #6 – Teaching Statement (10%)
7. General contribution in class – (25%)

Final grades will include + and – distinctions (e.g., a B+ or B- is possible).

Grade thresholds:

Grade	Cutoff (%)
A	94
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	67
D	64
D-	60
F	<60

Late Assignments

Your grade will be docked one grade per day late, for any assignment. If you're sick, or have some other good excuse, please call me in advance.

Attendance

Attendance matters. When you aren't here, you deprive your classmates of your shared wisdom. Your attendance will be considered in your overall "participation" grade.

Confidentiality of Class Recordings

Class recordings, should we make any, are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that can be done easily at this page, and you can add your pronouns to Canvas. And/or just text me!

Some University Deadlines

- Last day to drop for possible refund – February 2.
- Our last class day – May 2.
- UT last class day, and iSchool Open House – May 6.
- There'll be no final exam, nor any other activity for our class (!), during finals week.

Your Questions and General Level of Comfort

If you have a question, please ask. I will be very receptive to emails at any time, and phone calls before 10:00 p.m. If it is important, I'll be receptive to phone calls at any hour. (And texts. I'm a textin' fool!)

Detailed Schedule

(Note, I start with “Week 2” here as our class doesn’t meet during the first week of classes.)

But first, a plea for flexibility. Given my love of user-centered design, let me see how much experience you all have, coming in, and how quickly we grasp certain basics – oh, and confirm when my faculty colleagues might be available to join us – and be prepared to make some changes in this draft schedule, please. I will not move any of the Assignment deadlines IN (that is, I won’t make a change that requires you to turn in work earlier than in this “contract” below!).

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website. Please check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to **ensure that you are notified of changes with as much advance notice as possible.**

Wk.	Day	Date	Topic	Notes (and . . . what to have done BEFORE each class!)
2	M	1/24	Introduction Locale: Zoom. <ul style="list-style-type: none"> - Once around the room. Name, hometown, area of study, goals, interests, teaching experience. - Review of the syllabus. - Traits of good and poor teachers. 	
3	M	1/31	Syllabi.	- Assignment 1
4	M	2/7	<ul style="list-style-type: none"> - Discussion of the Lang book. - Designing a course. Locale: Zoom Topics: Designing your course and building your syllabus.	<ul style="list-style-type: none"> - Have read the Lang book. Go observe one class. Perhaps Amelia Acker’s. Try to do so in pairs. - Start Assignment 2.
5	M	2/14	Teaching with technology. Locale: UT-Austin Faculty Innovation Center, SZB 450. (Or maybe Zoom.) Guest: Dr. Matt Russell, Faculty Development Specialist, Faculty Innovation Center (FIC)	

			Important note: Pizza will be served! (IF we get to meet in person.)	
6	M	2/21	Crafting materials. Locale: Zoom	<ul style="list-style-type: none"> - Assignment 2 - Have read the Komarraju et al. (2010) paper. - Have read the Roediger III et al. (2006) paper.
7	M	2/28	Presenting Locale: UTA 1.204. Guest: UT-Austin Toastmasters Rep. (Invited, not yet scheduled.)	
8	M	3/7	Creating assignments Locale: UTA 1.204.	<ul style="list-style-type: none"> - Have read the Anglin et al. (2008) paper. - Have read the Coates et al. (2005) paper. - Have read the Gibbs et al. (2005) paper. - Have read the Lonn et al. (2009) paper.
9	M	3/21	Mastering the classroom Locale: UTA 1.204. (Or Zoom.)	<ul style="list-style-type: none"> - Assignment 3. - Have read Reddy & Andrade (2010) paper.
10	M	3/28	Undergrad vs. Grad classes Locale: Zoom	<ul style="list-style-type: none"> - Have read the Barnes et al. (2010) paper.
11	M	4/4	Teaching online Locale: Zoom.	<ul style="list-style-type: none"> - Assignment 4. - Have read the Darby & Lang book.
12	M	4/11	Being a teacher – as an AI and beyond Topics to include negotiating your class(es) as an AI, and your course load once you are an assistant professor. Locale: UTA 1.204. (Or Zoom.)	

			Guest: iSchool Associate Dean for Education Dr. Soo Young Rieh.	
13	M	4/18	Mini lectures Locale: UTA 1.204. (Or Zoom.)	- Assignment 5 (some presos next class?)
14	M	4/25	Mini lectures Locale: UTA 1.204. (Or Zoom.)	
15	M	5/2	Teaching statements. Plus teary good-bye. Locale: Zoom (?)	- Assignment 6

The six assignments:

Assignment 1 - Two collected and printed syllabi

What to Do and How to Do It. Collect and compare two printed syllabi for courses in the iSchool (don't use this syllabus). 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. This assignment cannot be turned in late because it serves as the grounding for class discussion on the day it is due.

Assignment 2 – Observation of Excellent Teachers

What to Do and How to Do It. You will observe one or two classes of your choice, completing the rubric that you will receive in class. You must stay for at least one hour of the class. One of the classes can be an iSchool class, and I think it would be a great idea if you went in pairs. The other class will be part of the Eyes on Teaching, if they are engaging in this program this year: <https://provost.utexas.edu/eyes-on-teaching>

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. This assignment cannot be turned in late as it serves as the grounding for class discussion on the due date.

Assignment 3: Course Creation Project

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

Assignment 3A: 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 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 the whole class 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.

Assignment 3B: Two activities or assignments

What to Do and How to Do It. 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 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.

Assignment 3C: Course description

What to Do and How to Do It. Write a short course catalog description for the new course that you have designed, following the norms of descriptions at UT as we'll 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.

Assignment 4: Analysis of interviews of administrator and faculty member

What to Do and How to Do It. Interview at least one chair or associate dean (whoever oversees faculty course assignments) and one recent faculty tenure-track hire – maybe in the iSchool but not necessarily. The interviews will take only 15 minutes of their time (a selling point when asking for their help). In the interest of respect for their time, I will allow/invite y'all to do this assignment in pairs, too. (That is, two of you may schedule and meet with Dr Rieh, for instance.) Ask (some or all of) the following questions, taking careful notes (don't tape the interview):

To the chair or dean:

1. What do you want to achieve when assigning courses to a new faculty hire?
2. What is the process for deciding who (which doctoral student) may teach as class as an Assistant Instructor?
3. What time horizon do you prefer to plan for (e.g., one year, three years, five years)?
4. To what extent do new faculty hires typically try to negotiate with you about teaching, and what are their concerns?
5. 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?
6. 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. This assignment cannot be turned in late because it serves as the grounding for class discussion on the day it is due.

Assignment 5: Slide Deck and Presentation

Assignment 5A – The Slide Deck

What to Do and How to Do It. Create a slide deck as pedagogical support for a mini-lecture that you will deliver. Please don't use Prezi for this assignment. 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 (date TBD). 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.

Assignment 5B -- 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 be about 15 minutes so that we might debrief your talk.

What to Hand in and How to Do So. You will give the talk 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. 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).

Assignment 6: 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 haven't yet worked as a TA 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.

AND SO TO SUMMARIZE:

- I hope you have a great semester.
- This class is intended to help you prepare to be excellent assistant instructor, and indeed an excellent and confident and relaxed teacher the rest of your life.
- This is what will be **REQUIRED** of you across the semester:
 - o Attend class.
 - o Communicate with me honestly and openly.
 - o Participate in discussions.
 - o Complete six assignments.
 - o Read two books and other ancillary articles.
 - o Complete a course evaluation.

Here we go!