

Teaching College Communication

COMM 6090 | Fall 2016 | Thursdays 5-6pm | LNCO 2630

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The most effective way to contact me is via e-mail. You are also welcome to use Canvas messaging, or the telephone. If you would like to meet, we can do that in-person, on Skype, or over the phone.

COURSE DESCRIPTION

Welcome! I am glad you have decided to take this course to learn more about effective teaching at the college/university level. Graduate Teaching Assistants can make a tremendous difference in the lives of their students, and I hope you will find your teaching assignments personally and professionally rewarding. The COMM 6090 course is part of a Graduate Student Teacher Support Program offered by the Department of Communication. The program aims to familiarize you with university-level learning and orient you to the department and university resources available to support teachers. The program includes six components:

Course Setup Studio	COMM 6090 Class	Course Supervisors	Teaching Coach	Grad Student Cohort	Department Workshops
<ul style="list-style-type: none">•During August orientation•Prepare for first day of teaching•Set up Canvas learning management system	<ul style="list-style-type: none">•1 credit hour•Fall of first semester•Pedagogy and practice	<ul style="list-style-type: none">•Faculty member(s) assigned to oversee the courses you teach	<ul style="list-style-type: none">•An experienced graduate student teacher•Support and advice•Individual meetings as requested	<ul style="list-style-type: none">•Your peer teachers•A Professional Learning Community so you can help each other	<ul style="list-style-type: none">•Workshops related to teaching offered each year

By the end of the semester, you will:

1. Manage classroom logistics and interaction according to university and department policy, personal style, educational research, and your students' needs.
2. Use a learning management system (LMS) and other computing technologies to improve learning.
3. Plan a university-level course with syllabus, instruction, active learning, community interaction, and formative/summative assessments.
4. Begin to articulate and address pedagogical challenges related to power dynamics in the classroom.
5. Draft a personal teaching philosophy and begin to implement that philosophy.
6. Participate in a Professional Learning Community (PLC) of other teachers.
7. Become familiar with department, college, and university resources for teachers.

CANVAS

I will use the Canvas Learning Management System (LMS) to distribute course materials, grades, and other feedback to you; and to receive assignments from you. We will also use Canvas as a convenient vehicle to connect with and communicate with each other outside of class time. If you need help with Canvas, please ask me or contact the Campus Help Desk at 801-581-4000 x1 or <http://it.utah.edu/help/>.

COURSE READINGS

All required readings will be available online through Canvas. You do not need to purchase a textbook for this course, though relevant books may be recommended as optional reading.

UNIVERSITY POLICIES AND PROCEDURES

The Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Additional Policies & Procedures

Student Handbook: <http://registrar.utah.edu/handbook/index.php>. Note sections on incompletes and withdrawals.

Student Rights and Responsibilities: <http://www.regulations.utah.edu/academics/6-400.html>

Faculty Rights and Responsibilities: <http://regulations.utah.edu/academics/6-316.php>

Discrimination, Diversity, & Harassment: <http://regulations.utah.edu/academics/guides/discrimination.php>

Attendance: http://catalog.utah.edu/content.php?catoid=9&navoid=761#Attendance_Policy

Fall 2016 calendar: <http://registrar.utah.edu/academic-calendars/fall2016.php>

GRADING

This course is a credit/no credit course (CR/NC). Consistent weekly participation and completion of assignments is required to receive credit for this course.

ASSIGNMENTS

All assignments will be submitted via Canvas.

- **Readings** (weekly)—Each week, we will read articles and/or chapters. These readings will provide a starting point for our discussions. For each reading, be prepared to summarize the central argument and claims, discuss strengths and limitations, evaluate its contribution to a given week's specific theme, and pose additional questions. Readings are found on Canvas.
- **Teaching Perspectives Inventory (TPI)** (due September 15, 2016)—The TPI is a great way to assess your orientation toward teaching. It allows you to reflect on your teaching perspective, which is helpful when composing a teaching philosophy.
- **Teaching Philosophy** (due November 17, 2016)—Students will work on drafting a teaching philosophy throughout the semester that will guide their teaching and that can be adapted when applying for jobs in higher education. Optional: You can submit a revision by December 8, 2016.
- **Peer Teaching Observations** (due December 1, 2016)—Students will be assigned two other classmates to observe at some point throughout the semester. This exercise is beneficial for professional development, because when we observe others, we are able to apply the concepts we have been learning, as well as becoming self-reflexive about and more aware of our own teaching styles and habits.

U of U TEACHING RESOURCES

The University of Utah Center for Teaching & Learning Excellence (CTLE) is an excellent resource for new and seasoned teachers. I encourage you to pursue the Higher Education Teaching Specialist (H.E.T.S.) designation offered by this center, and to attend the Annual Teaching Symposium.

Website: <http://www.ctle.utah.edu/>

Phone: 801-851-7597

Email: info@ctle.utah.edu

Teaching resources: <http://ctle.utah.edu/resources/index.php>

H.E.T.S.: <http://ctle.utah.edu/hets/>

COURSE SCHEDULE

This schedule is subject to change, so please be mindful. Any changes will be announced on Canvas. All readings and a full bibliography will be available on Canvas.

Module A: Course Setup	<u>Week 1: August 25</u>	<u>Teacher Persona / Classroom Management</u> SpeedGrader Demonstration Handouts: Sample Master Plan for Semester, Teaching Persona Read: https://teachingcommons.stanford.edu/teachingwriting/teaching-guide/classroom-practices/establishing-effective-teaching-persona
	<u>Week 2: September 1</u>	<u>Active Learning</u> Read: Christensen, The Discussion Teacher in Action Read: http://ctle.utah.edu/resources/active%20learning.php Read: Davis, Collaborative Learning Study: Bloom's Taxonomy, Revised Bloom's Taxonomy
	<u>Week 3: September 8</u>	<u>The Student Experience (Privacy, advocacy, wellness, resources)</u> Read: Green, Wide Awakeness and the Moral Life Read: hooks, Teaching to Transgress (Intro & Chapter 1) Browse: http://wellness.utah.edu/ Browse: http://studentsuccess.utah.edu/resources/student-support/ Guest Speaker: Student Success Advocate
Module B: Classroom Logistics	<u>Week 4: September 15</u>	<u>Effective Facilitation (face-to-face and online)</u> Read: Plax & Kearney, Classroom Management Read: Brooke, Feelings from the Back Row Read: http://ctle.utah.edu/resources/question.php Read: Using Classroom Questions Effectively Browse: https://teachingcenter.wustl.edu/resources/refining-teaching-methods/asking-questions-to-improve-learning/ DUE: Teaching Perspectives Inventory (TPI)
	<u>Week 5: September 22</u>	<u>Assessment / Writing Exams & Quizzes / Rubrics</u> Read: Davis, Quizzes, Tests, and Exams Read: Is this a Trick Question? Read: http://ctle.utah.edu/resources/Assigning%20Papers.php
	<u>Week 6: September 29</u>	<u>Teaching Online</u> Read: Sherblom, The CMC Classroom Read: Schwartzman, Refining the Question Attend: A workshop or webinar about teaching online
Module C	<u>Week 7: October 6</u>	<u>How We Learn / Inclusive Learning / Multiculturalism</u> Attend: Department workshop on multiculturalism from 3:30-5pm. Read: https://www.cmu.edu/teaching/design/teach/learningenvironment.html

Module C: Power Dynamics

Week 8: October 13 No Class—Fall Break

Week 9: October 20 Critical Pedagogy
 Read: Giroux, Critical Pedagogy
 Read: McGee, Decolonialization

Week 10: October 27 TA & Faculty Relationships
 Read: Dannels, et al., Inception
 Read: Kajifez & McNair, Graduate Student Identity
 Read: CTLE Teaching Observation Form

Module D: Your Identity as a Teacher

Week 11: November 3 Teaching Philosophies
 Read: Shönwetter, Teaching Philosophies Reconsidered
 Read: Sample Teaching Statements
 Read: <https://utah.instructure.com/courses/148446/pages/teaching-portfolio>
Guest Speakers: TBA

Week 12: November 10 No Class—NCA Convention

Week 13: November 17 Student Evaluations
 Read: Sample Student Evaluation Summaries
 Browse: Teacher portal for student evaluations at the U.
DUE: Teaching Philosophy Drafts

Week 14: November 24 No Class—Thanksgiving Day

Module E: Ongoing Teacher Support

Week 15: December 1 Course Syllabi / Course Proposals
 Read: Davis, Tools for Teaching
 Browse: Designing a Course: <https://www.cte.cornell.edu/teaching-ideas/designing-your-course/index.html>
 Reference: CTLE Syllabus Checklist
 Read: CET Lesson Planning
DUE: Peer Teaching Observations

Week 16: December 8 Workload Management / Cohort Support
 Read: Stone, Online Teaching Survival
 Read: <http://phdtalk.blogspot.com/2014/01/time-management-in-academia-balancing.html>
 Read: Booth, Good Teacher as Threat
Optional: Revised Teaching Statements Due

Week 17: December 15 No Class—Finals Week