

Syllabus for ENG 598 TL(2)/CS 591 TA/ECE 590 TL: Teaching & Leadership

Purpose

Many teaching skills are highly transferable and align with leadership skills. As a professional in any field, you will need to communicate information clearly, motivate the people around you, give effective feedback, present yourself in a professional way, and evaluate whether you and your team are making good progress toward a goal. And those are just some of the useful skills you develop by becoming a good teacher and leader. Consider these three points:

- 1) If you are or will be a TA at the University of Illinois, then teaching is your job, and you will want to do your job well, not only because that is your obligation upon accepting a teaching assignment, but also because you will want to have good performance reviews from your current job when applying for your next job.
- 2) If you plan to teach as part of your career, then you should start learning now how to teach well so you maximize the amount of time to grow between now and the next phase of your career.
- 3) If you plan to get a non-teaching job that requires an advanced degree, then you will be called upon to use many of the skills of a good teacher and leader, and you, too, should start honing those skills now.

Regardless of your individual case, this class will help you develop a practical skill set for your future.

Time and Location

Fall 2020, Fridays, 11:00-11:50 a.m. Central Time (Chicago). Online (Zoom).
See the course CampusWire forum for the Zoom meeting link.

Instructors

Blake Johnson (MechSE), Mattox Beckman (CS), Yuting Chen (ECE)
Course Aides: Beleicia Bullock (CS), Ian Ludden (CS), Fereshteh Sabet (MechSE)

Course Tools

Website The course website is **LINK**. You can find there the current course schedule, the course leaderboard, more information on the two-credit option (see the corresponding section below), and links to additional resources.

CampusWire We will use a [CampusWire](#) discussion forum for all course communications. For personal matters, please make a private post (visible to instructors and TAs).

Gradescope All assignments will be submitted through [Gradescope](#). Use the course entry code given in the first lecture to self-enroll.

Textbook

Teaching and Learning STEM: A Practical Guide by Richard M. Felder and Rebecca Brent (optional)

Grading Policy

This course uses a points-based grading system. We will display current point totals on an anonymized leaderboard on the course website. You will be assigned a codename to find yourself on the leaderboard, and you will be sent a link to your personal page where you will find a breakdown of your points. There are three ways to earn points:

1. **Attendance.** Attending/watching each class session **and** submitting the activity worksheet.
2. **Assignments.** There will be seven bi-weekly written assignments.
3. **Group Project.** There will be one group project opportunity.

Activity	Count Available	Points Each	Max Points
Attendance	14	550	7700
Assignments	7	400	2800
Group Project	1	1200	1200
			11,700

Final letter grade ranges are:

$$0 \leq F < 7250 \leq D < 8000 \leq C < 8750 \leq B < 9500 \leq A.$$

As you can see, there are more than enough points available to earn an A. This gives you the flexibility to choose course activities you find most beneficial. Some possible approaches are:

- **Lecture Lover.** You attend all 14 class sessions, complete five assignments, and skip the group project, earning a total of $14 \times 550 + 5 \times 400 = 9700$ points (A).
- **Assignment Assassin.** You complete all seven assignments and the group project, but you only attend eight class sessions, earning a total of $8 \times 550 + 7 \times 400 + 1200 = 8400$ points (C).
- **Balanced Beaver.** You attend 11 class sessions, complete four assignments, and do the group project, earning a total of $11 \times 550 + 4 \times 400 + 1200 = 8850$ points (B).

Two-credit Option

Students from any department may register for ENG 598 TL2, the two-credit course section, which adds a (virtual) poster project and presentation. The project is an opportunity to explore topics related to engineering education implementation and research. To see examples of past projects and learn more about the poster project, visit the two-credit page on the course website. Also, the point cutoffs for letter grades are **500 points higher** for two-credit students (e.g., 10,000 points are needed to earn an A).

Answers to Grading Policy FAQs

- We will not assign +/- grades.
- If you are registered as S/U or CR/NC¹, you need a C or higher to pass.
- Written assignment must pass all items on the rubric, which is available on the course website. Unsatisfactory assignment submissions earn 0 points. Late submissions will not be accepted.

¹See [University of Illinois grade symbols](#) for explanations.

Course Policies

Attendance and Participation Regular attendance is expected and is a major contributor to your overall grade, as described in the Grading Policy portion of the syllabus. While in class, we expect you to participate in a variety of ways: asking questions, answering questions, working with fellow students in breakout rooms, engaging in different kinds of learning activities, listening carefully, and taking notes as appropriate, to name a few examples. As you will learn in the course, active student participation leads to better learning. Since we want you to learn, we expect your participation. Simple as that. We do not anticipate having such an issue, but note we will not count your attendance for any day you do not participate as requested in class. If you are concerned about your ability to participate as needed, please see one of the instructional staff as soon as possible.

Plagiarism/Academic Integrity You are expected to familiarize yourselves with and abide by [university regulations regarding academic integrity](#). If you are ever in a position where you are unsure about what counts as a breach of academic integrity, please talk to a member of the instructional staff. We are confident in your ability to get the grade you want while staying within the bounds of academic integrity.

Accommodations To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-4603, e-mail disability@illinois.edu, or go to the [DRES website](#).

Late Assignment Policy We will not accept any assignment submissions after the deadline. All assignment deadlines will be displayed in Gradescope and on the course website; feel free to create your own calendar reminders.

Late Add Policy Registration in this course is not allowed after the 10th day add deadline of the semester.

Inclusive Statement The effectiveness of this course depends on an encouraging and safe classroom environment. Exclusionary, offensive or harmful speech (such as racism, sexism, homophobia, transphobia, etc.) will not be tolerated and in some cases will be subject to University harassment procedures. We are all responsible for creating a positive and safe environment that respects the dignity of every student. The instructors expect each of you to help establish and maintain such an environment.

Netiquette In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via email or discussion board messages, adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford (1995):

- Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
- Avoid typing whole sentences or phrases in CapsLock.
- Be brief; succinct, thoughtful messages have the greatest effect.
- Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
- Use descriptive subject headings in your emails and forum posts.
- Think about your audience and the relevance of your messages.
- Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
- When making follow-up comments, summarize the parts of the message to which you are responding.
- Avoid repeating what has already been said; needless repetition is ineffective communication.
- Cite appropriate references whenever using someone else's ideas, thoughts, or words.

Preliminary Schedule

Dates are subject to change due to speaker availability. See the schedule on the course website for updates.

Week 1, Aug. 28 – Course Introduction; Interacting with Students (Blake Johnson)

Week 2, Sept. 4 – TA Panel with Q&A

Week 3, Sept. 11 – Academic Integrity (Emad Jassim)

Week 4, Sept. 18 – Intermediate Bloom's Taxonomy (Mattox Beckman)

Week 5, Sept. 25 – Active Learning (Chris Migotsky)

Week 6, Oct. 2 – General Rubric Design (Lucas Anderson)

Week 7, Oct. 9 – Informal Early Feedback (Yuting Chen)

Week 8, Oct. 16 – Student Motivation (Lucas Anderson)

Week 9, Oct. 23 – CliftonStrengths (Blake Johnson)

Week 10, Oct. 30 – Diversity and Inclusion (TBD)

Week 11, Nov. 6 – Ethics (Michael Loui)

Week 12, Nov. 13 – Growth Mindset (Mattox Beckman)

Week 13, Nov. 20 – Leadership Panel with Q&A

Week 14, Nov. 27 – Fall break (no class)

Week 15, Dec. 4 – Poster Session and Course Wrap-up