

Supervised Teaching
ANT 398T Fall 2018 -- Updated 29 Aug 2018
Unique 31975

Course Meets Wed 9-12 in SAC 4.120.

Instructor Dr. Denné Reed

office hours: Tu 3-4; Wed 3-5 or by appointment

office: SAC 5.146

e-mail: reedd@austin.utexas.edu

phone: (512) 471-7529

Course Description This course provides graduate students an introduction to the theory and practice of teaching at the college and university level. The course covers pedagogical theory, instructional methods, and active learning strategies, which provide the broader context for teaching in higher education. The course covers the practical aspects of designing and implementing a course including: curriculum development, organizing a syllabus, classroom management, lecturing and presenting material, problem-based learning, student engagement, course assessment, and developing a personal teaching philosophy articulated in a written teaching statement. Students will also have the opportunity to practice teaching and to receive feedback on their teaching methods. This course fosters introspection, organization and communication – skills that are widely valued.

Main Learning Objectives

- Pedagogical theory for higher education
- Curriculum and course design
- Effective presentation and educational engagement
- Course evaluation and improvement

Expected Learning Outcomes

1. Understand and articulate various pedagogical strategies in higher education
2. Empathize with the challenges undergraduate students face in the classroom
3. Feel confident developing a curriculum, syllabus and course schedule
4. Be able to employ a variety of teaching strategies and methodologies in the classroom
5. Write a teaching statement that expresses their pedagogical philosophy and personal vision

Course Structure The course is organized into three sections. The first part of the course introduces students to the background and theory of effective pedagogy. This part emphasizes readings and discussions. The second part of the course has a more practical focus and examines the common workflows and activities involved in organizing a course including developing the curriculum, organizing the syllabus and planning out the semester. The final part of the course emphasizes practical teaching through practice short lectures, and in class activities. Here students have the opportunity to practice a variety of classroom techniques and to receive feedback from their peers.

Required Materials

Lewis, Karren and Michael Sweet (2007). Teaching Pedagogy to Graduate Student Instructors.

Recommended Materials

W. McKeachie (2014) *McKeachie's Teaching Tips*. Belmont, CA: Wadsworth.

K. Bain (2004). *What the best college professors do*. Cambridge: Harvard U. Press.

S. Blum (2016) *I love learning I hate school: an anthropology of college*. Ithaca: Cornell U Press.

Classroom Protocol. Civil and courteous behavior is expected during lectures and labs (It's a good idea outside of class too). Cell phone ringers must be turned off prior to the beginning of class.

Attendance Students are expected to attend all classes.

Assignments This course features four assignments:

Assignment 1 Statement of Teaching Philosophy (draft due 26 Sept., revised version due 5 Dec.):

It is common when submitting applications for faculty position to include a teaching statement (2-4 pages) that articulates your philosophy on teaching, your beliefs about the role of higher education, student learning and your role as an educator. In this class you will draft a personalized teaching statement that reflects your evolving ideas throughout the course starting with a preliminary draft that is due after the first section on teaching pedagogy. These drafts will be circulated and reviewed by me and your peers in class. You will revise and submit a final statement before the end of the course.

Assignment 2 Course Design (due 31 October):

Select a topic in your area of expertise and design a preliminary syllabus and schedule for at least 6 class meetings. Students will provide lesson plans for two of the six classes that include:

- Learning objectives
- Active learning strategies
- Instructional methods
- Classroom Assessment Techniques

Assignment 3 "Mini" lecture (due 2 November):

Prepare and teach a 25 minute class for the introductory course you developed for Assignment 2. Following the class, your peers and I will provide constructive feedback about the lesson.

Assignment 4 Lecture observation and peer review (due 30 November)

Students will identify two undergraduate classes they can attend and evaluate, one large format class and one small discussion class.

Participation This is a small discussion format class that requires active student participation. Students are expected to articulate their thoughts, concerns, insights and questions during each class session.

Grading This course is offered on a credit/no credit basis. Students will receive credit if they complete all the necessary assignments, participate in class, and demonstrate competency in each of the main learning objective.

Course Schedule

Week 1			
Aug.	29	Course Introduction	Introductions, syllabus, writing exercise

Week 2			
Sep.	5	Ideas on teaching. Introduction to pedagogical theory.	Teaching Pedagogy (TP) Chapter II Effective Teaching pp 29-38. Gannon, Kevin. Radical Hope: A Teaching Manifesto, July 6, 2016. http://www.thetattooedprof.com/archives/624#more-624 Montell, Gabriela, "What's Your Philosophy on Teaching, and Does it Matter?" <i>The Chronicle of Higher Education</i> . March 27, 2003. http://chronicle.com/jobs/news/2003/03/2003032701c.htm Bain, Ken. (2004). <i>What the best college teachers do</i> . Cambridge, MA: Harvard University Press. eBook available through UT libraries. Chapters 1-2 Assignment 1 – draft teaching statement due.

Week 3			
Sep	12	The modern university. A look at how universities are changing and the role of higher education in society.	Arum, Richard and Josipa Roksa. <i>Academically Adrift: Limited Learning on College Campuses</i> . University of Chicago, 2011. eBook available through the UT libraries. View Documentary Starving the Beast: the battle to disrupt and reform America's public universities.

Week 4			
Sep.	19	Students and learning. Understanding and empathizing with the student experience and differences in how people learn.	TP Chapter III Getting to know your students. Pp. 40-52. Chapter IV Developing authority as a teacher 53-70. Blum, Susan. <i>I Love Learning, I Hate School: An Anthropology of College</i> . Cornell U. Press, 2016.

Week 5			
Sep.	26	Course Development Writing a syllabus and course schedule: requirements, recommendations.	TP Chapter V Instructional Design pp. 71-90 Assignment 1 – revised draft due for peer review. Suggested websites on how to write a teaching statement. http://www.princeton.edu/mcgraw/library/for-grad-students/teaching-statement/ http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html

Week 6			
Oct.	3	Lectures and Presentations How to deliver an engaging presentation.	TP Chapter VI Lecturing and Giving Presentations

Week 7			
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Oct.	10	Breaking it Down and Flipping it Leading smaller discussions, promoting student participation, flipping a class	TP Chapter VII Questions and Questioning Techniques. Pp. 106-124 Chapter VIII Leading Discussions pp. 125-137 Assignment 2 – Syllabus due
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Week 8			
Oct.	17	Classroom Technology The benefits and challenges of using deploying technology in the classroom	TP XIII Using Instructional Technology

Week 9			
Oct.	24	Grading and Assessment Grading philosophies, polies and methods of student and course assessment.	TP Chapter IX Assessing Student Learning TP Chapter X Student Learning and Study Skills

Week 10			
Oct.	31	Practice Makes Perfect Micro-teaching presentations	TP XIV Microteaching Assignment 3 – Mini lecture due

Week 11			
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Nov.	7	Practice Makes Perfect Micro-teaching presentations	Assignment 3 – Mini lecture due
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Week 12			
Nov.	14	AAA meetings no class	

Week 13			
Nov.	21	Thanksgiving	

Week 14			
Nov.	28	Hit the Market! Developing your CV and teaching statement.	Assignment 1 – Teaching statement, revisions and final version due.

Week 15			
Dec.	5	Closing remarks and evaluations	

Religious Holidays If you will not be able to attend class due to religious services, let me know at least a week ahead of time. We will make every effort to help you keep up with course assignments in such situations.

Canvas In this class we use Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Use of E-Mail for Official Correspondence to Students. E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and

course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—we recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/help/utmail/1564>

Academic Integrity Please pursue rigorous honesty in everything you do, including your work for this class. It will serve you well in life, and in this class as well since we report all cases of suspected academic dishonesty to the dean of students. Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php. Dishonesty will result at least in a failed grade for the assignment and perhaps also for the course. For more info, see <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism>. You are encouraged to work together in study groups and often in lab exercises, however the work you submit (unless otherwise indicated) must be your work.

Q drop Policy. Texas law limits the number of course drops for academic reasons to six. Senate Bill 1231 says: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Important Dates (2018)

- 4 Sep. - Fourth class day; Last day of the official add/drop period; after this date, changes in registration may require the approval of the department chair and usually the student's dean.
- 14 Sep. - Twelfth class day; Last day an undergraduate student may add a class except for rare and extenuating circumstances. Last day to drop a class for a possible refund.
- 25-26, 29-31 Oct. - Academic advising for continuing and readmitted students for the spring semester.
- 1 Nov. - Last day an undergraduate student may, with the dean's approval, withdraw from the University or drop a class except for urgent and substantiated, nonacademic reasons. Last day an undergraduate student may change registration in a class to or from the pass/fail basis.
- 19 Dec. – Default final exam date.

Disability Services Students with documented disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259. Please let me know about any arrangements we can make that will assist you in your learning.

Behavior Concerns Advice Line (BCAL). If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of

Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

Resources for Learning & Life at UT Austin. The University of Texas has numerous resources for students to provide assistance and support for your learning.

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Career Exploration Center: <http://www.utexas.edu/student/careercenter/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

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 titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.