

ANT 398T - Supervised Teaching

Instructor: Dr. Chris Kirk
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Office: SAC 5.154
Office Hours: Tuesday 10 AM - Noon
Meeting Time/Place: Thursday 2-5 PM, SAC 4.120

Course Description:

The purpose of this course is to provide you with theoretical and practical knowledge about teaching and learning at the postsecondary level, ultimately to help prepare you for a teaching position in a higher education setting. Major topics that we will cover include (1) teaching effectiveness, (2) modes of learning, (3) teaching philosophy, (4) course design, (5) lecture design and delivery, and (6) graduate education and the demands of academia. Class Discussions will focus on readings, CTL lectures, and student presentations of class assignments (see below).

Grades:

This course is offered only on a credit/no credit basis. You will receive credit if you (1) complete all assignments, (2) participate in class discussions, and (3) make an honest effort.

Assignments:

1. Readings:

Readings will be assigned in class or will be announced by email. All readings will be posted on Blackboard at:

<http://courses.utexas.edu/>

2. CTL Lectures:

CTL is organizing several lectures this semester, which will be assigned for class if the topic is relevant. At present, only 1 lecture has been announced that we will attend:

Team-Based Learning: Group Work that Works

Michael Sweet, Director of Instructional Development in the Center for Teaching and Learning
Date: Sep. 07, 2012
Time: 12:00pm — 1:30pm
Location: FAC 328

Depending on topic, it is possible that 1-2 more CTL lectures will be assigned for this course.

3. In-class evaluation of 2 professors

The University of Texas has a wealth of talented undergraduate instructors. For this assignment, you will attend undergraduate lectures or seminars taught by 2 different UT professors. One will be a large-format (i.e., more than 80 student) course; the other will be a

smaller-format course (i.e., less than 80 students, usually upper-division). Each professor must be the recipient of a significant honor recognizing excellence in teaching, such as membership in the Academy of Distinguished Teachers (<http://www.utexas.edu/faculty/academy/members/>) or a major teaching award (<http://www.utexas.edu/provost/initiatives/awards/>). Please contact the professor in advance to request permission to sit in on his or her lecture. For this assignment, you will take written notes on (1) attributes or techniques that you feel made the professor an effective teacher and (2) points that you felt detracted from the professor's teaching effectiveness. You will present these observations along with a brief summary of the professor, topic, and course format in our discussion.

4. Statement of Teaching Philosophy

When applying for a faculty position, you will be asked to provide a statement of your philosophy on teaching and/or grading. This statement is generally considered less important than a statement of research at tier-one universities, but is nonetheless (1) necessary and (2) often difficult to write since most academics have no formal training in pedagogy. Statements of teaching philosophy also take on added significance when applying for positions at colleges or universities that have strong teaching expectations for faculty (e.g., liberal arts colleges).

This assignment will be completed in-class on October 11. Two CTL instructors will make a presentation and will then work with you to help develop a teaching philosophy statement. Here is the description provided by CTL: "In this interactive session, we look at some samples and proceed through a sequence of writing activities designed to help you identify what you value in your own teaching and how you manifest that in the classroom. This is a working session, and you will come away with a substantial start on your first draft. Please bring a laptop."

5. Course Design

You will select an introductory topic (lower or upper division undergraduate) in your area of interest and design a semester-long course. Preferably, this exercise will help lay the foundation for an actual course that you can teach after completing your Ph.D. At UT, typical undergraduate courses meet either M/W/F or T/Th over 15 weeks (Thirty 75-minute lectures for a T/Th class; Forty-five 45-minute lectures for a MWF class.) Your course design will include the following: (1) a detailed syllabus with a schedule of topics for each day, (2) a description of the core topics/concepts to be covered and the learning objectives for the course, (3) a description of the course format, (4) a list of readings, and (5) a description of the evaluation methods to be used. Additionally, you will provide detailed lesson plans for *three* class meetings, including a detailed outline of topics to cover, learning objectives, active learning strategies, instructional methods, and classroom assessment techniques. Once completed, you will share your course design with the rest of the class through a short (10-15 minute) presentation. Your entire written course design will also be distributed to your peers, so that everyone will have a variety of teaching materials on introductory topics for future use and reference.

6. Teaching Presentations

You will prepare and teach a 20-25 minute lesson in a content area of your choice in front of your peers, who will provide you with written constructive feedback on your (1) delivery & presentation style and (2) content. You should consider developing a lecture on one of the three detailed lesson plans in your Course Design project. This assignment should include all of the

elements that you envision for an undergraduate lecture on the topic you choose (e.g., Power Point files, handouts, etc.).

Course Schedule:

Date	Topic
30-Aug	Introduction
6-Sep	Avoiding Tough Spots: FERPA, Student Accommodations, Cheating, Plagiarism, Disruptive Behavior, & your Syllabus Work: Evaluate 2 professors
13-Sep	Teaching Effectiveness Discussion
20-Sep	Course design
27-Sep	Student Learning Discussion
4-Oct	Course development
11-Oct	Developing Your Statement of Teaching Philosophy
18-Oct	Lectures
25-Oct	Course development discussion; Presentations on Syllabi & Course Design
1-Nov	Developing teaching presentations
8-Nov	Teaching Presentations & Feedback (1-3)
15-Nov	Teaching Presentations & Feedback (3-6)
22-Nov	Thanksgiving
29-Nov	Graduate Education & Life in Academia

Other Policies:

ACADEMIC INTEGRITY

For cases of plagiarism, I will be following the university guidelines for disciplinary actions: (deanofstudents.utexas.edu/sjs/academicintegrity.html), see also (www.academicintegrity.org/).

Each student in this course is expected to abide by the University Code of Academic Integrity (see attached). Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and discuss information and concepts covered in lecture. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of email, email attachment file, disk, or hard copy. Should copying occur, both the student who copied from another student and the student who gave material to be copied will both be automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the exams will result in failure of the exam, and may result in failure of the course and University disciplinary action.

THE UNIVERSITY OF TEXAS 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the 1st 3 weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations (see attached).

NOTICE ABOUT STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information contact the Office of the Dean of Students at (512) 471-6259. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6529; 471-4641 TTY. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. For more information: <http://deanofstudents.utexas.edu/ssd/providing.php>.

NOTICE ABOUT MISSED WORK DUE TO RELIGIOUS HOLY DAYS

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day, you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen (14) days prior to the classes scheduled on dates you will be absent** to observe a religious holy days.

USE OF BLACKBOARD IN CLASSES

This course uses Blackboard, a web-based course management system in which a password-protected site is created for each course. Blackboard will be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are NOT an excuse for late work. However, if there is

an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>.

UNIVERSITY E-MAIL NOTIFICATION POLICY

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

THIS SYLLABUS IS SUBJECT TO REVISION AND AMENDMENT