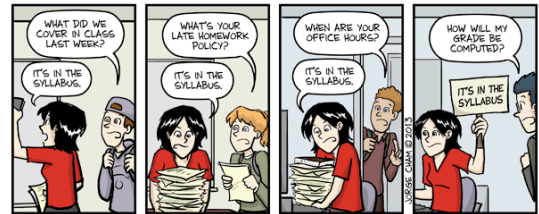


Syllabus for JOMC 702
Mass Communication Pedagogy
Spring 2014
9-11:45 a.m. Wednesdays
283 Carroll Hall

INSTRUCTOR INFORMATION

Rhonda Gibson, Ph.D. (Please call me Rhonda.)
Room 376 Carroll Hall
gibsonr@email.unc.edu
(919) 843-8296 (office)
(919) 699-6567 (cell)

Office Hours: 10-11 a.m. Tues/Thurs;
1-3 p.m. Wednesday; also by appointment
(You can always stop by my office, regardless
of whether it's officially office hours.)



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

*A note of thanks to Professors Anne Johnston and Ruth Walden for allowing me
to use their materials and plans for this syllabus and course.*

COURSE DESCRIPTION AND OBJECTIVES

This is a seminar course specifically for mass communication graduate students who plan to pursue a career in academia and teach at the college level. The course is designed to introduce you to both the theory and practice of teaching. We will read a considerable amount of scholarly literature on pedagogy and will discuss ways that such research can be put into practice in the classroom. In addition, each of you will write a literature review for an area of mass communication pedagogy research that is of interest to you and create a teaching portfolio that will be useful as you begin to apply and interview for academic positions.

The specific objectives of this course are to help you:

1. Understand general theoretical pedagogical perspectives, as well as the work of top contributors in the field of mass communication pedagogy.
2. Research a specific aspect of mass communication pedagogy that is of interest to you and identify areas for future research within this topic.
3. Become familiar with different student learning styles and determine how to best tailor your instruction methods so as to help students of all learning styles.
4. Develop your skills in course planning, management, and assessment.

5. Construct a comprehensive and inviting syllabus that helps to achieve your stated objectives and provides maximum information to students in your course.
6. Determine appropriate techniques for presenting material, including lectures, discussions, assignments, lab exercises, group projects and online delivery.
7. Consider how new technologies are changing the teaching and learning processes and how these technologies can be used most effectively.
8. Begin developing your personal teaching philosophy and begin assembling your teaching portfolio.
9. Think of how you will position yourself in the academic job market.
10. Learn techniques for balancing the demands of teaching with the other key aspects of academic life (research and service), as well as balancing all of these with family and personal life.
11. Understand the tenure and promotion process.



TEXTBOOKS AND OTHER READINGS

Required:

1. Barbara Gross Davis, *Tools for Teaching*, 2nd edition, San Francisco: Jossey-Bass, 2009.
2. Peter Filene, *The Joy of Teaching*, Chapel Hill: UNC Press, 2005.

Recommended (on reserve in Park Library):

1. Ken Bain, *What the Best College Teachers Do*, Cambridge, Mass.: Harvard University Press, 2004.
2. Susan Ko and Steve Rossen, *Teaching Online: A Practical Guide*, New York: Routledge, 2004.
3. Joseph Lowman, *Mastering the Techniques of Teaching*, 2nd edition, San Francisco: Jossey-Bass, 2009.

Additional readings and resources are listed in the course schedule. Some readings will be available on the course Sakai site, and others are available through other online locations. I have indicated in the syllabus where you can find the readings/resources.

ASSIGNMENTS AND GRADES

First, here is an explanation of my understanding and application of the graduate grading system at UNC-Chapel Hill:

Pass (P). The level of work and performance expected of a graduate student. All assignments are complete, well researched, well organized, well written, well documented, firmly based in the existing literature, and conceptually sound. Written assignments are free of mechanical (spelling, punctuation, grammar, syntax) errors. In-class participation is regular and informed, demonstrating that assignments have been read and understood.

Attendance (on time) at every class except for a valid excuse, in which case the instructor is notified in advance. The student demonstrates respect for the views and comments of others.

High Pass (H). Extraordinary and clearly superior performance in all or most of the areas mentioned above. H's are given sparingly.

Low Pass (L). Barely acceptable performance, demonstrating weak grasp of concepts and mastery of skills, significant writing problems, or other significant deficiencies. This grade may also be assigned if a student fails to meet deadlines, fails to participate in class, misses classes without acceptable excuses and/or regularly comes late to class.

Fail (F). Unacceptable performance, consisting of, but not limited to, excessive unexcused absences, failure to turn in assignments on time, coming to class unprepared, failure to participate in class discussions, very poorly written assignments, and demonstrable failure to grasp concepts and master skills.

Much of what you do in this course will help to prepare you for a course you might teach when you take your first post-graduation university position, and you will need to identify that course early this semester. The course can be in any of the typical mass communication sequences. It can be a skills course (e.g., writing for the media, editing, photojournalism) or a conceptual course (e.g., media law, ethics, current issues, minorities and the media, media history, communication process and effects). However, you may not choose a course that you have previously taught or are currently involved with as a teacher or assistant. We will begin our course with an exploration of the theories of learning and teaching and then transition to more practical applications of those theories and concepts to your own philosophy and practice as a teacher. In addition, you will write an in-depth literature review on an area of mass communication pedagogy that is of particular interest to you.

Grades in this course will be based on the following:

1. Literature review of theory, concepts and research on a pedagogy topic of your choice (40%).
Due Friday, March 7th by noon.

Extended, detailed literature review on a pedagogy topic, preferably with some sources related directly to mass communication education. The literature review should address a topic in which you have a professional interest. The paper should include the following parts:



© Vivian Scott Hixson

I was going to do my research paper today, but then when I realized that the research paper would take three days, and the weekend was only two days, I decided to go to the beach instead."

- An introduction to the conceptual area; a review of the scholarly research on the area.
- A discussion of the application of the findings in the area.
- A conclusion that addresses two questions: What research still needs to be done in this area? What are the possible applications of this topic to your own teaching?

Your paper should be approximately 15 pages in length, not including references.

Note: Journalism & Mass Communication Educator has issued a special call for papers related to best JMC practices of blended/online pedagogy.

You are not required to submit a paper for this special call, but you might want to keep it in mind when selecting your topic. The deadline for submissions is May 20, 2014.

More details here: http://jmc.sagepub.com/site/includefiles/JMCE_CFP_Sept2013.pdf

2. Final Version of Teaching Portfolio (45%).

Due Friday, May 2nd by noon.

The five assignments listed below will comprise your teaching portfolio. You will do preliminary versions of these assignments (first drafts) during the course and submit final versions at the end of the course as part of your portfolio. I will not give grades for the preliminary versions. Check syllabus for dates when preliminary versions are due.

a. Statement of your teaching philosophy.

b. Detailed and comprehensive syllabus, including a session-by-session schedule for a course that would meet for 16 weeks. (You can determine whether the course would meet for two or three days per week.) The listing of class sessions should include not only the topics to be covered but also objectives for each day. (E.g., Topic: Journalist's Privilege. Objectives: Understand why journalists assert the need for a testimonial privilege. Be familiar with how the courts have responded to journalists' claim of a First Amendment privilege. Know well the contents of N.C.'s privilege statute and be familiar with the general provisions of other states' laws.) For dates and other aspects of the course, use the calendar for the fall 2014 semester at UNC-Chapel Hill. The syllabus should also include many other details about the course. We will talk about course planning and writing a syllabus early in the class.

c. Detailed lesson plan for one session of your course. You may do a lecture, guided discussion, class exercises, etc. You will deliver (to your colleagues in this course) a 50-minute class session using the lesson plan. You will not be graded on your in-class presentation, but the written lesson plan will be part of your teaching portfolio, which will be assessed.

d. A curriculum vitae. Your CV must follow the format recommended on the UNC-Chapel Hill Website at <http://academicpersonnel.unc.edu/faculty-policies-procedures-guidelines/faculty-appointments/tenure-tenure-track-appointments/dossier-format-for-tenure-track-or-tenured-faculty-review/>

e. A letter of application for an academic position.

3. Other smaller writing assignments, class participation and contributions (15%).
Check syllabus for dates when we will discuss these things or when they are due.

ATTENDANCE

Graduate students are expected to attend and participate in their courses. This course is no exception, and I welcome your insights, experiences and observations about teaching in general, or your ideas about your own teaching, specifically. Teaching is one of those endeavors in which you learn each semester something new about yourself, your students, and your ideas about teaching. In addition to the assignments listed above, we will have several small assignments throughout the semester (such as a plan for your first day of class, test questions based on your class session, your own critique of your teaching video, and your peer evaluation for a classmate's teaching presentation).

ADDITIONAL RESOURCES FOR LEARNING

In addition to the required and recommended textbooks listed above, there are thousands of other resources to help you learn about teaching. I have tried to indicate as clearly as possible where you can find the readings listed on the syllabus, but please bring it to my attention if a listing is unclear or erroneous. Some key additional resources are listed below.

- The UNC Center for Faculty Excellence (CFE)

Some materials listed on the syllabus are CFE publications and are available at the Center's website: <http://cfe.unc.edu/>. That site contains many **excellent** resources and is worth exploring. The Center for Faculty Excellence, located in the lower level of Wilson Library, also has an excellent library, with hundreds of books and other resources related to teaching and learning (as well as other topics of interest to graduate students and faculty).

Of special importance on the CFE website is the list of spring workshops at <http://cfe.unc.edu/events.html>.

These workshops cover topics ranging from overcoming teaching anxiety to enhancing critical thinking to developing a teaching portfolio. When you go out on the job market, being able to demonstrate that you take teaching seriously enough to attend workshops to develop and enhance your pedagogical skills will be a big plus in your favor, not to mention the fact that the workshops will prove valuable to those of you who will be teaching this summer and next year.

Future Faculty Fellowship Program

One of CFE's signature programs is the Future Faculty Fellowship Program, offered for graduate students each May and August. FFFP is designed to help graduate students become better teachers and prepare them for their future roles as faculty members. It is an intensive, four- or five-day program held on campus. Participation is by application only; the deadline for the May program is Feb. 15, and the deadline for the August program is

April 1. Several of our students have participated in past years and found the program to be very helpful. Info can be found here: <http://cfe.unc.edu/teaching/fffp.html>

- **JOURNALISM & MASS COMMUNICATION EDUCATOR**

This is a peer-reviewed quarterly journal that addresses the professional needs of the journalism and mass communication educator and administrator on both secondary and collegiate levels. Articles on teaching techniques, new courses and technology help promote excellence in the classroom. Statistical information on student enrollments and career interests, trends in curriculum design, surveys and opinion polls are featured. It is published on behalf of AEJMC. <http://jmc.sagepub.com/>

- **COMMUNICATION EDUCATION**

This is a peer-reviewed quarterly journal that publishes social science research related to two primary areas: instructional communication and communication education. It is published on behalf of the National Communication Association.

<http://www.tandfonline.com/action/aboutThisJournal?journalCode=rced20-.UsG6OiRuM78>

- **THE JOURNAL OF EFFECTIVE TEACHING:**

A peer-reviewed electronic journal devoted to the discussion of teaching excellence in colleges and universities, published twice a year by UNC-Wilmington.

<http://www.uncw.edu/cte/et/>

- **EDUCAUSE:**

A non-profit organization dedicated to promoting higher education through the intelligent use of information technology. Through the EDUCAUSE Website you can access Educause Quarterly, an online peer-reviewed journal about using information technology in higher education. The site also lists job openings for academic staff and faculty positions.

<http://www.educause.edu/>

- **CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING:**

Research and development that focuses on enhancing the quality of teaching and learning. There's an excellent eLibrary available at the site.

<http://carnegiefoundation.org/>

- **NATIONAL TEACHING AND LEARNING FORUM:**

Published six times a year, this non-peer-reviewed journal features articles that embrace a wide diversity of cross-disciplinary concerns in faculty development, classroom management, lesson planning, scholarly publishing, team teaching, online learning and teaching and more. <http://www.ntlf.com/>

- **HONOLULU COMMUNITY COLLEGE:**

This Web site is chock-full of succinct resources and practical ideas for teachers. (Maybe one of you with web design expertise could volunteer to redesign their website!)

<http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm>

THE HONOR CODE

(I have included the following statement because I believe it should be a part of every syllabus, not because I have concerns about your academic honesty.)



"I just figured plagiarism was that much more flattering than imitation."

The Honor Code and the Campus Code, embodying the ideals of academic honesty, integrity and responsible citizenship, have for more than 100 years governed the performance of all academic work and student conduct at the University of North Carolina at Chapel Hill. Acceptance by a student of enrollment in the University presupposes a commitment to the principles embodied in those codes and a respect for this most significant University tradition. The full 56-page Honor Code can be found here:

<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

Your participation in this course comes with my expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable because any breach in academic integrity, however small, strikes destructively at the University's life and work. Much learning is collaborative, and we all learn through the process of sharing. I encourage you to discuss issues and concerns about teaching inside and outside this class, but the work you submit is to be exclusively your own. You must be careful to give attribution wherever appropriate.

If you have any questions about your responsibility as a student or my responsibility as a faculty member under the Honor Code, please bring them to me or discuss them with someone in either the Office of the Graduate Student Attorney General or the Office of the Dean of Students.

INCLEMENT WEATHER

Traveling to class during the winter months in Chapel Hill can occasionally be difficult, particularly if the buses are not running or the roads/sidewalks are icy. Although I always try to make it to class, I will send out an email as quickly as I can if I am going to be unable to get to campus. However, you should make your own decision about trying to travel in case of snow and/or ice, but you should not take unnecessary risks. If possible, let me know via email or phone if you will not be attending class. If we are unable to meet during a session, I will let you know how the course schedule will be adjusted to incorporate the missed day's materials.

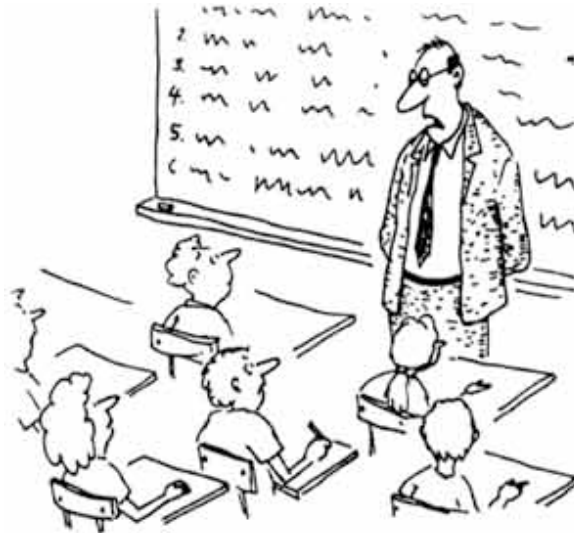


TENTATIVE COURSE SCHEDULE

January 8

Introduction to the course

During this first class session, we will talk in more detail about the expectations and requirements of the course. I will be asking you to think about your teaching concerns and interests as well as about the topics or questions (practical or otherwise) that you would like to explore or try to answer during the course of the semester. We will also talk generally about the literature review paper assignment and the special paper call from *Journalism & Mass Communication Educator*.



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

January 15

Overview of instructional communication/pedagogy and research findings

Readings & Resources (for both the Jan. 15 & 22 classes):

Texts: Davis, Chapters 29-33; Filene, Chapters 1-2

Sakai:

American Association for Higher Education, "Seven Principles of Good Practice in Undergraduate Education"

Halpern & Hakel, "Applying the Science of Learning to the University and Beyond."

McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (2006). The role of communication in instruction: The first three decades. In B. M. Gayle, R. W. Preiss, N. Burrell & M. Allen (Eds.), *Classroom communication and instructional processes: Advances through meta-analysis* (pp. 15-28). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Waldeck, J. H., Plax, T.G., & Kearney, P. (2010). Philosophical and methodological foundations of instructional communication. In D. L. Fassett & J. T. Warren (Eds.), *The SAGE Handbook of Communication and Instruction* (pp. 161-179). Thousand Oaks, CA: SAGE Publications, Inc.

Internet:

Look at <http://vark-learn.com/> for a way to identify learning styles. Do the questionnaire to determine your learning style.

January 22

Overview of instructional communication/pedagogy and research findings, continued.

Identification of pedagogy topics to explore

Assignment

Be prepared to present 2-3 conceptual issues/research areas you might explore in your literature review paper. Report on one scholarly article that informs each area.

January 29

Theory/conceptual issues and practice: e-learning and online teaching

Readings:

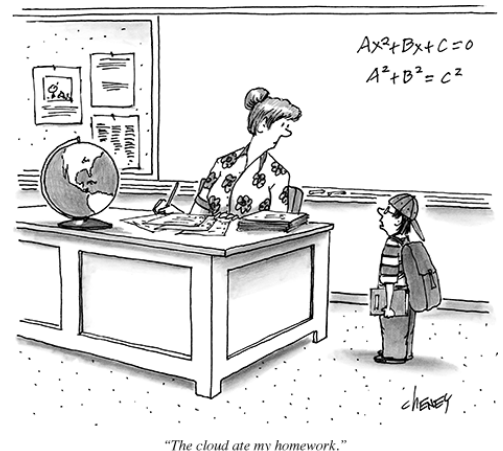
Text: Ko & Rossen, Chapters: 1, 3, 5-7.

Internet:

The Center for Faculty Excellence has several resources to help with online teaching under the E-Learning area. Two areas that provide helpful information as you design an online course are: the Standards for Online Course Development at <http://cfe.unc.edu/e-learning/standards.html> and Resources for Online Course Development, Implementation, and Evaluation at <http://cfe.unc.edu/e-learning/resources.html>

Assignment: Be prepared to comment on one of the resources for online course development, implementation, and evaluation from the CFE Website. What did you find useful (or not so useful) about it? Be prepared to talk about what you think might be the most critical differences in e-learning or online teaching from in-person instruction.

We will have a panel of students and instructors who have taught and/or taken an online course to learn about their experiences and discuss any questions you may have.



February 5

Theory/conceptual issues and practice: Critical pedagogy, diversity issues in teaching and learning, teaching philosophies

9-10:15 a.m.

Readings & Resources:

Teaching Philosophies:

Internet

"Writing a Philosophy of Teaching Statement," Ohio State Center for the Advancement of Teaching, at <http://ucat.osu.edu/read/teaching-portfolio/philosophy>

"Writing a Statement of Teaching Philosophy for the Academic Job Search," CRLT (Center for Research on Teaching and Learning) Occasional Paper No. 23. You can download a .pdf of this article at <http://www.crlt.umich.edu/tstrategies/tstpum.php>. At this site you can also read 50 examples of teaching philosophies from many different disciplines.

Optional Readings: Lowman, Chapters 1-4.

Assignment

Email your classmates and me your teaching philosophy **no later than noon Tuesday, February 4th**. The entire class will read your philosophy and discuss it. You will have a chance to revise this document later, and it will be interesting and useful to see how your ideas evolve.

Start thinking about your project course for this semester and be prepared to discuss your ideas in class. Your project course will be the focus of many of your efforts in the course: objectives, syllabus, practice class, etc. It is possible that some of you may want to change your selection after you get started, and that will not be a problem for me. It will mean extra work for you, but that will also give you added experience in planning and preparation.

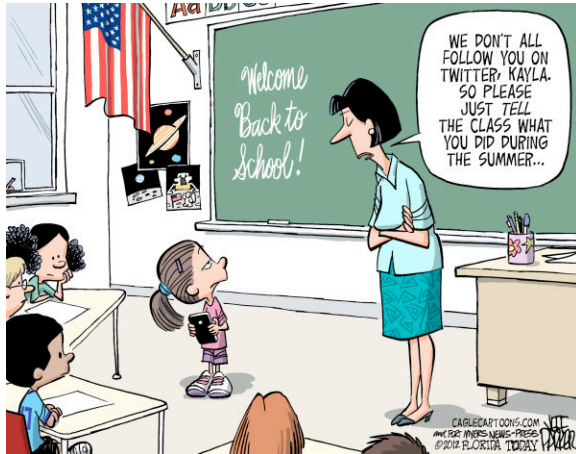
10:30-11:45 Guest speaker: Critical pedagogy and diversity issues

Readings & Resources:

Critical pedagogy and diversity issues in the classroom **Text:** Davis, Chapters 5-8

Sakai: Calafell, B. M. (2010). When will we all matter: Exploring race, pedagogy, and sustained hope for the academy. In D. L. Fassett & J. T. Warren (Eds.), *The SAGE Handbook of Communication and Instruction* (pp. 343-359). Thousand Oaks, CA: SAGE Publications, Inc.

Simpson, J. S. (2010). Critical race theory and critical communication pedagogy. In D. L. Fasset & J. T. Warren (Eds.), *The SAGE Handbook of Communication and Instruction* (pp. 361-384). Thousand Oaks, CA: SAGE Publications, Inc.



February 12

Designing a Course:

Course Objectives, Course Content, The Syllabus, and The Key First Day of Class

Readings & Resources

Texts: Davis, Chapters 1-4; Filene, Chapters 3 & 4.

Internet

For Your Consideration #1, "The First Day of Class...Your Chance to Make a Good First Impression" at <http://cfe.unc.edu/publications/index.html>. (Please note: This link takes you to the CFE publications page. Just scroll down and you'll find the list of FYC's. Although not all will be assigned reading for this course, you might want to download, read and save all of them for future reference.)

Check out the Park Library link for J-School course syllabi:
<http://parklibrary.jomc.unc.edu/syllabi>

Sakai:

Syllabus checklist Course Syllabus Statement

Optional Readings: Lowman, chapter 7.

Assignments

Select your project course for the semester. You will be asked to tell the class about your course. Begin working on **objectives** for your course and an outline of **topics**. (See assignment for Feb. 19th for more details.)

In addition, we will have the lottery to determine dates for teaching practice modules.

February 19

Teaching Strategies & Practices; Discussion of Course Objectives

Readings & Resources

Texts: Davis, Chapters 9-19; Filene, Chapters 5-7.

Internet:

For Your Consideration ## 2, 3, 5, 6, 12 at <http://cfe.unc.edu/publications/index.html>

Optional Readings: Lowman, Chapters 5, 6 & 8; for your consideration # 4 at <http://cfe.unc.edu/publications/index.html>.

Assignments

Write and come prepared to discuss 5-7 **objectives** for your course, written from the perspective of telling us what you want to accomplish, not telling the students in your course. Review the article by Halperin & Hakel that you read and think about how the principles elucidated there can be applied to your teaching. Try to conceptualize your objectives in student-learning terms. You might begin each objective like this: "I want my students to learn _____. " You should explain your assumptions about the backgrounds of students who will take your course. Indicate how you plan to (1.) help students meet each objective and (2.) assess whether students achieve each objective. For example, consider whether a lecture, class discussion, group project, pair-and-share exercise, etc. can help students meet an objective and whether an exam, paper, class presentation, homework assignment, etc., might best measure student achievement of each objective. After each objective, suggest both a teaching technique and an assessment tool in parentheses. We'll discuss your objectives, teaching techniques and assessment tools in class.

Prepare an **outline** of course topics, showing the sequence in which they would be presented. This should not be a syllabus or a week-by-week or a day-by-day schedule, merely a list of the topics to be covered in appropriate order.

Write a detailed plan for the **first day** of your course, assuming that it will be a 50-minute period. Be prepared submit your plan and to share it with the rest of us if time permits.

February 26

Special topics: Service learning, developing online communities, Sakai and Voicethread

Readings & Resources:

Texts: Davis, Chapters 20-28 Ko & Rossen, Chapters 10-12

Sakai:

Britt, L. L. (2012). Why we use service-learning: A report outlining a typology of three approaches to this form of communication pedagogy. *Communication Education*, 61, 80-88.

Crews, T. B., Stitt-Gohdes, W. L. (2012). Incorporating Facebook and Twitter in a service-learning project in a business communication classroom. *Business Communication Quarterly*, 75, 76-79.

Edwards, J. T. & Helvie-Mason, L. (2010). Technology and instructional communication: Student usage and perceptions of virtual office hours. *Journal of Online Learning and Teaching*, 6, 174-186.

Warren, J. L., & Sellnow, T. L. (2010). Learning through service: The contributions of service learning to the communication discipline. In D. L. Fassett & J. T. Warren (Eds.), *The SAGE Handbook of Communication and Instruction* (pp. 129-145). Thousand Oaks, CA: SAGE Publications, Inc.

Instructor's Guidelines on Course Syllabi and Class Blogs Handout on Voicethread

Internet

Sakai tutorials: http://sakaitutorials.unc.edu/?Create_Your_Course_Site

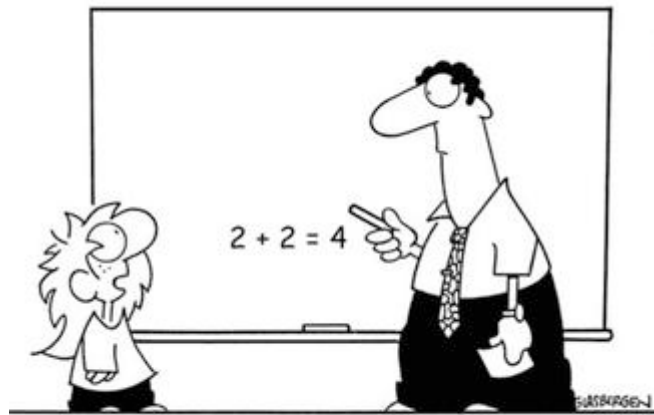
Voicethread: <http://voicethread.unc.edu/>

A.P.P.L.E.S

<http://content.yudu.com/Library/A1rf2w/ServiceLearningSerie/resources/index.htm?referrerUrl=http%3A%2F%2Fwww.unc.edu%2Fapples%2Ffaculty%2Fresources%2Findex.html>

Assignment:

Be prepared to evaluate the text chapters and the scholarly articles assigned for today. What are the main points to take away from the research presented? Look at the material on Sakai and Voicethread; we will use the class period to look at these Websites and talk about use of them in your courses. If there are other topics that you would like to talk about that we have not yet covered in the course, please feel free to provide readings, details, Websites on this information.



"How can I trust your information when you're using such outdated technology?"

March 5

Research in Instructional Communication/Teaching/Pedagogy; CV workshop.

Assignments:

Discussion of preliminary conclusions from literature reviews. Remember, literature reviews are due Friday, March 7th at noon.

Prepare a rough draft of your CV. Bring a printed copy of your CV to class. You will pair up with another student and discuss one another's CV, making suggestions for changes, additions, deletions, etc. You will then revise your CV based on your partner's suggestions and submit the revised CV to me by April 9th.

March 12

Happy Spring Break!

March 19

Individual Teaching Presentations (2 students)

Assignment

If you are one of today's teachers, submit the lesson plan for your presentation and at least five exam questions based on your presentation. Your exam questions should include at least two different types of questions (multiple-choice, true-false, short answer, essay.)

If you are doing one of the peer observations/evaluations, remember the details of this

assignment: Each of you will be assigned to provide a peer evaluation of a classmate's teaching. I will provide more detailed instructions about doing this, but your evaluation should focus on providing concrete suggestions on how the content and presentation might be improved. Please email me your comments following that day's class. I will not be passing along your verbatim comments but rather will incorporate them into my discussion with the presenter during our upcoming appointment.

March 26

Individual Teaching Presentations (2 students)

Assignments

If you are one of today's teachers, submit the lesson plan for your presentation and at least five exam questions based on your presentation. Your exam questions should include at least two different types of questions (multiple-choice, true-false, short answer, essay.)

If you are doing one of the peer observations/evaluations, remember the details of this assignment: Each of you will be assigned to provide a peer evaluation of a classmate's teaching. I will provide more detailed instructions about doing this, but your evaluation should focus on providing concrete suggestions on how the content and presentation might be improved. Please email me your comments following that day's class. I will not be passing along your verbatim comments but rather will incorporate them into my discussion with the presenter during our upcoming appointment.

April 2

Individual Teaching Presentations (2 students)

Assignment

If you are one of today's teachers, submit the lesson plan for your presentation and at least five exam questions based on your presentation. Your exam questions should include at least two different types of questions (multiple-choice, true-false, short answer, essay.)

If you are doing one of the peer observations/evaluations, remember the details of this assignment: Each of you will be assigned to provide a peer evaluation of a classmate's teaching. I will provide more detailed instructions about doing this, but your evaluation should focus on providing concrete suggestions on how the content and presentation might be improved. Please email me your comments following that day's class. I will not be passing along your verbatim comments but rather will incorporate them into my discussion with the presenter during our upcoming appointment.

April 9

Class-suggested topic TBA; Evaluating your own teaching (peer observations and student evaluations)

I'll fill in today's topic right before Spring Break. Be thinking of a pedagogy-related topic you're interested in that isn't already on the syllabus.

Sign up for an appointment with me to talk over your teaching observations and video. To prepare for the meeting: write an analysis of your video. Do this as if you were someone else watching you teach and report what "he" or "she" did — in the third person. Emphasize observation — what you see "that person" doing — without making evaluative judgments. *Decide which portion of your video (2-4 minutes) you want us to watch together and discuss.* As you watch and analyze your video, keep these things in mind: (1) Your class was an artificial setting with your colleagues as students; they had not read the material you expected your class to read, but they were unusually responsive to and supportive of your efforts. (2) You will pay much more attention to your behavior and mannerisms on this video than students in your classes ever will. Things that may seem painfully obvious to you will be ignored by students. (3) The camera and video may exaggerate some aspects of your appearance and behavior, particularly what you think of as negative aspects. (4) This exercise will be a lot more fun and useful than you imagine.

Submit your updated CV to me (both an electronic copy as an email attachment and a hard copy, please.)

Readings & Resources

Text: Davis, Chapters 52-54, 60.

Optional Readings

Lowman, Chapter 10; Algozzine *et al.*, "Student Evaluation of College Teaching: A Practice in Search of Principles," *College Teaching* 52(4): 134-141; Baldwin and Blattner, "Guarding Against Potential Biases in Student Evaluations," *College Teaching* 51(1): 27-32.



April 16

The Academic Life: What's expected of you? Teaching, Research, Service

Guest panel: A group of J-School professors will join us this morning to talk about how they balance the various demands of their professional lives (research, teaching, service) and their personal, non-work lives.

Readings & Resources

Text: Davis, Chapters 55-58; Filene, Chapters 9 & 10.

Internet:

American Association of University Professors, "Statement on Professional Ethics" at

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm> (There's lots of great stuff on the AAUP Web site, so if you have time, poke around on it a bit.)

UNC-Chapel Hill Policy on Prohibited Harassment and Discrimination and UNC Policy on Improper Relationships Between Students and Employers," both available at <http://policies.unc.edu/policy-category/university/>; and "Policy and Procedures on Ethics in Research" at <http://policies.unc.edu/policies/research-ethics/>

For an example of a tenure and promotion document, you can download the J-School's policies and procedures on promotion and tenure at <http://www.jomc.unc.edu/images/policiesandprocedures.pdf>

UNC Graduate School: graduate student professional development resources at

<http://gradprofdev.web.unc.edu/>

Assignment:

Find an ad for an academic job for which you are qualified — or expect to be qualified when you complete your degree. Check the job ads in recent issues of *The Chronicle of Higher Education*, either the hard copies in the Park Library or online at <http://chronicle.com/jobs/>, and *AEJMC News*, hard copies in the Park Library or online at <http://aejmc.org/jobads/>. Begin working on your letter of application for the job, which you will send to me and the entire class as an email attachment by noon Monday, April 21. (See April 23 assignment for more information.)

April 23

Finding Your First Academic Job; What do you need to know about teaching at a J-

School?

Guest panel: A group of J-School Ph.D. students who currently are on the job market or have just completed their job hunt and accepted positions will join us this morning to talk about their experiences, provide you advice, and share the highs and lows of searching for that first academic position.

Assignment

Email your letter of application for the job you selected (see assignment for April 16) to the entire class and me. The letter should be addressed to the chair of the search committee (or to whomever the ad says applications should be addressed) and should refer to the specific program and vacancy for which you are applying. Your letter should explain how you can fill the needs of the program and position and should highlight your strengths — but should not be just a rehash of all the information in your CV (which you would include in any application packet). Do **not** make up material for your job application (publications, papers, teaching experience, etc.). Obviously, your letter will be a bit sparse at this stage, but you will use it as your starting point for the letters you actually will be writing months from now as you venture out on the job scene for real. Do summarize your research interests/agenda, teaching philosophy and any professional experience you have that makes you a good choice for the position. We will discuss your application letters in class.

Think seriously about today's topics and come prepared with questions for our panelists.

The final version of your teaching portfolio is due by noon on Friday, May 2. Hard copies should be placed in my mailbox and electronic copies should be emailed to me.

Note: File this under "things you shouldn't do, even though you might really want to:"

