

**J398T Supervised Teaching (Unique 09235)
Fall 2021
Tuesday, 3:30-6:30 p.m.**



"I need you to line up by attention span."

Instructor: [Kathleen McElroy](#), Ph.D. (she/her/hers).

Call me Kathleen, Professor McElroy or Dr. McElroy. Even though I don't insist on being called by an honorific, be respectful of instructors who do.

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Office hours (in person or virtual): Monday, 1-3 p.m.; Tuesday, 1-2 p.m. and by appointment

Physical office: Journalism and Media's third-floor office in the G.B. Dealey Center for New Media (formerly known as BMC).

Prerequisites: Graduate standing, appointment as a teaching assistant and/or consent of the graduate adviser.

INTRODUCTION

Sometimes it seems as if learning the “best” way to teach undergraduates is like trying to get better at golf or tennis: so many tips, so little time. There are books, websites and formal classes like this one. Universities have centers dedicated to good teaching and learning. The University of Texas at Austin has its [Faculty Innovation Center](#), and Moody College recently launched its [Center for Advancing Teaching Excellence](#).

SYLLABUS CONTENTS:

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*This syllabus falls short of UT's ideal,
but we are all works in progress.*

This course is required to be a graduate Assistant Instructor in Texas, for good reason: We may know the subject matter better than a 19-year-old, but do we know how to reach a 19-year-old? Especially one who might be the first in her family to go to college? Who now depends on her professors to guide her college experiences because of COVID-19?

Then there are the professors you’ve had in class or might have TA’ed for. Some were brilliant, others less so. There are pedagogical terms that identify the difference. We will articulate the principals of good teaching, find individual comfort levels as instructors and practice evidence-based methods proven to improve classroom success. You will also write a

teaching philosophy statement to help you prepare for your first academic job.

I am grateful that previous instructors of this course in Moody College, Dr. Dina Inman Ramgolam and Dr. Charles Ramirez-Berg, who have shared their syllabi, readings and approaches to 398T. In some instances, I’ve directly borrowed some of their language in describing assignments. But make no mistake: this class is our own. Your participation and input make this class an evolving journey for us and our future students.

Note: this syllabus tries to plot the future, but we may need to adjust, pivot, change due dates and be flexible – even without a pandemic or snowstorm intruding in our lives.

LEARNING GOALS AND OBJECTIVES (Welcome to Bloom’s Taxonomy)

Students who successfully complete this course will learn how to:

1. Identify and classify established pedagogical terms and methodologies.
2. Build on their knowledge of pedagogy by classifying and evaluating the teaching practices and methods of established instructors.
3. Employing evidence-based methods, they will formulate their own classroom tools: course design, syllabus creation, assessment tools and in-class instruction.
4. Articulate and reflect on their individual approach to teaching (“teaching philosophy”).

COURSE RESOURCES

- “Teaching At Its Best,” Fourth Edition: A Research-Based Resource for College Instructors,” Linda B. Nilson (Jossey-Bass/Wiley, 2016). This is a like a new-car manual; we’ll read it in chunks. The fourth edition is available on UT Libraries website.
- UT’s Faculty Innovation Center and Moody’s CATE
- Various articles (.pdf’s and links) posted on Canvas or shared during or prior to class. Some are listed on page 6 of this syllabus.

We’ll be using Canvas and Zoom and other technological tools. If you don’t have consistent access, please let me know because I want to help you succeed in this class and in general.

ASSIGNMENTS AND GRADING: based on 1,000-point system

Mini-assignments (a total of 200 points, many as “completion” points)

- Teaching/personal Survey **(20 points)**: your early reflections on teaching
- Proposed Course Pitch for semester **(20)**: topic, name, idea, class size
- Combined Peer Reviews and Reflections **(4 x 30 = 120)**: In one page or about 500 words, you accurately and constructively peer review a colleague while reflecting on your completion of the assignment. Yes, you will be identified.
- Rough draft of your annotated syllabus **(20)**
- “Your pick” summaries **(20)**: you summarize the readings, then discuss their most and least useful information. This assignment might also include CATE and/or FIC pages.

Major assignments (800 points): Due dates are tentative

- Course Design Package: **150** (you design a course you’d love to teach)
- Syllabus analysis, including discussion with its instructor: **100** (You will analyze the syllabus of an undergraduate class you’ve previously TA’d for or would like to AI).
- Your Annotated Syllabus: **200** (you write a complete syllabus, and annotate why you’re planning what you’re planning)
- Live Micro-Teach **100** (teach live for 20 minutes probably in person, possibly on Zoom)
- Recorded Micro-Teach **100** (you record a 20-minute lecture)
- Teaching Philosophy **150** (yep, you get to write one)

GRADING SCALE

Based on assignments, which total 1,000 points

A: 935-1,000 points	C+: 765-794
A-: 895-934 points	C : 735-764
B+: 865-894 points	C-: 695-734
B : 835-864 points	D : 595-694
B-: 795-834 points	F : 594 points and lower

ATTENDANCE AND DEADLINE POLICIES

You are expected to attend all lectures, but I understand stuff happens (conference paper deadlines, job interviews). Let me know as soon as possible if you need to miss a class. To get credit for all assignments, please post them by their stated deadlines. You receive **zero points for missing assignments with no excuse**. FYI: you don't need a doctor's note for your absence to be excused.

PENALTY FOR TURNING IN ASSIGNMENTS LATE: Once we decide on deadlines for major assignment, the penalty for turning them past the deadline is **10% off per 48 hours of lateness**.

Religious Holy Days: By UT Austin policy, notify me of your pending absence at least 14 days before the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

PLANNED CLASS STRUCTURE

- 3:30-3:40 What's new, including something pedagogically interesting in a class you're taking or TA'ing.
- 3:40-5 Summarizing the readings, led by you, or a guest speaker
- 5-5:10 Break
- 5:10-6:15 Depends on the week: more readings, getting a jump on next week, guest speakers, doing exercises, holding workshops or going home if we're tired or we're done.

DIGITAL RESOURCES

I'll use **Canvas**, UT's web-based course management system with password-protected access to distribute course materials, to make course announcements, to post grades, and for you to submit your assignments. You can get help learning to use Canvas at the ITS Help Desk at <http://www.utexas.edu/its/helpdesk/>. You can also find support at the ITS Help Desk at 475-9400, Monday-Thursday 8 a.m.-10 p.m., Friday 8 a.m.-6 p.m., and Sat-Sun noon-5 p.m.

I'm also using **Zoom** for remote class discussions. Please visit <https://support.zoom.us/hc/en-us/articles/36002739769> for an overview (including browser requirements) and a comparison of the features available via the web client, desktop client and mobile app. Due to limited functionality available with the web client, both Zoom and the UT Austin Zoom service team strongly recommend using the desktop client or mobile app as the preferred options and using the web client if those other options are unavailable.

TENTATIVE SCHEDULE FOR FALL 2021

Week	Date	Topic: Readings usually due by start of class	Assignments due that week
1 Zoom	8/31	Introduction, syllabus, teaching survey Inclusive teaching: Sathy and Hogan; Holstead; Castillo-Montoya	Teaching survey due by end of class
2 Zoom	9/7	Backward Design: Bowen	
3	9/14	More on Backward Design: CATE Nilson, Ch. 2-3 Course Pitch due by end of class	Course Pitch due by end of class
4	9/21	Course Design: Teaching Methods, Nilson, Chapters 11-15; Grades and assignments, Nilson, Ch. 25-27; Piontek	
5	9/28	More on Course Design (Canvas readings); Course Design workshop	Course Design due Friday noon
6	10/5	Facilitating learning (Nilson, Ch. 20-24), including feedback; Camacho, Lopez-Gavira, Diaz	Peer Review/Reflection due Tuesday
7	10/12	Syllabus: FIC, Gannon	
8	10/19	Syllabus; syllabus analysis due by class time; your pick of readings	Syllabus Analysis due Tuesday
9	10/26	Syllabus workshop: rough draft due by start of class	Annotated Syllabus due Friday noon
10	11/2	The art of lecturing: your pick of readings; Student activities: Nilson, pp. 146-149	Peer Review/Reflection due Tuesday
11	11/9	Live Micro-Teaches during class	Live Micro-Teaches
12	11/16	The art of recording lectures, FIC (possible guest speaker)	Peer Review/Reflection due Tuesday
13	11/23	No class but Recorded Micro-Teaches due , Tuesday, by 6:30 p.m.	Recorded Micro-Teaches due by Tuesday
14	11/30	Teaching Philosophy: Montell, Cornell, FIC	Peer Review/Reflection due Tuesday
15	12/7	Optional teaching philosophy workshop	Optional Teaching Philosophy rough draft due Monday, Dec. 6
			Teaching Philosophy Statement due Monday, Dec. 13

PRE-ASSIGNED READINGS

Nilson, L.B. (2016). "Teaching at Its Best," fourth edition (Riley). Available through UT libraries. I'll also provide some pdf's of pages.

"Your pick"-- you'll post on Canvas an evidence-based piece relating to that day's topic.

Week 1:

- Sathy, V., and Hogan, K.A. (2019) "How to Make Your Teaching More Inclusive," *Chronicle of Higher Education* (.pdf on Canvas).
- Holstead, C. (2019, August 29) "Want to Improve Your Teaching? Start With the Basics: Learn Students' Names," *The Chronicle of Higher Education* (.pdf on Canvas).
- Castillo-Montoya, M. (2019) Professors' pedagogical strategies for teaching through diversity. *The Review of Higher Education*, 42, 199-226.

Weeks 2 and 3:

- Understanding by Design (Ryan Bowen):
<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#resources>
- <https://www.huffenglish.com/understanding-by-design-essential-questions/>

Week 4:

Adapted from Piontek, M.E. (2008). Best Practices for Designing and Grading Exams.
https://crlt.umich.edu/P8_0 (University of Michigan)

Week 6:

Camacho, B.M., Lopez-Gavira, Diaz, A.M. (2017). The ideal university classroom: Stories by students with disabilities. *International Journal of Educational Research*, 85, 148-156.
Available through UT Libraries and on Canvas.

Week 7:

- <https://facultyinnovate.utexas.edu/effective-syllabus>
- Gannon, Kevin (2018, September 12). "How to Create a Syllabus," *Chronicle of Higher Education*: <https://www.chronicle.com/article/how-to-create-a-syllabus/>

Week 12:

FIC: <https://facultyinnovate.utexas.edu/news/online-classes-students-make-all-difference>

Week 14:

- Montell, G. (2003, March 27) What's Your Philosophy on Teaching, and Does It Matter?" *The Chronicle of Higher Education*. <https://www.chronicle.com/article/whats-your-philosophy-on-teaching-and-does-it-matter/> (available through other URL's).
- Cornell:
<https://gradschool.cornell.edu/career-and-professional-development/pathways-to-success/prepare-for-your-career/take-action/teaching-philosophy-statement/>

OUR COMMUNITY: COVID

As the semester begins, we remain in a pandemic. So we must remain cautious to keep everyone as safe as possible. When we meet face to face on campus, I will be masked even though I am vaccinated. The choice is yours, but I encourage you to properly wear a cloth mask to protect yourself and others. The university has asked that each class prepare a seating chart in case UT needs contact tracing. There are so few of us, that effort wouldn't be so difficult.

But let's do this: if we're meeting in person and you don't feel good, especially in terms of respiratory distress (including coughing), stay home. Get tested. We'll hope that it's allergies. But in the meantime, we won't fret over every cough from you or me.

OUR COMMUNITY: CIVIL CONVERSATION AND CONTENT



"I have two mommies. I know where the apostrophe goes."

Let's create a safe, useful and meaningful learning environment. What is expected: That we all are keen listeners, contributing often and in a civil manner to conversations, being a sharing, kind and good person in general. Working on stuff for another class during our time will negatively impact our class relationship.

This class will discuss topics that some might consider different, odd, controversial and/or an antithesis to their personal ethics. In addition, sometimes we say something we think is harmless but is hurtful to others. While I appreciate candor as part of the classroom experience, actions that hurt other classmates – including unintentional

microaggressions and insensitive remarks – will be pointed out. Please do the same to me. We must be respectful of each other. Let's think before we speak or hit send (me included).

In this class, we don't want to use gendered language that belittles women. So during class and in assignments, we'll practice referring any person 18 and older using female pronouns as a "woman," not a "girl."

We **don't** engage in hateful, mean-spirited, indecent, obscene, offensive and/or clearly biased or bigoted discourse – in class, in virtual classes, in class groups or setting, in any assignment and online, including social media. By the way, depending on their context, using asterisks used to replace letters in offensive words is subject to discipline.

Let's aim to:

- See this class as a community: looking out for each other, treating everyone with respect. Grad students work to support each other, not bring each other down.
- Contribute to the discussion but know when to let others speak.
- Understand that we all process information in different ways. This is the time to learn how *you* learn best and how others might learn differently.
- Offer constructive peer reviewing that reflects your own thoughts.

NAMES AND PERSONAL PRONOUNS

Class rosters are provided to the instructor with the student's legal name, but I will enthusiastically honor your request to address you by an alternate name and/or preferred pronoun. International students are encouraged to use their real names, but I understand if you prefer an anglicized name because of my inability to properly pronounce your name.

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance and nationalities.

RESOURCES FOR YOUR SUCCESS

Your success in this class is important to me. If there are aspects of this course that prevent you from learning at your best or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

There are also a range of resources in Moody College and on campus.

Services for Students with Disabilities: This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 512-410-6644 (video phone).

<http://diversity.utexas.edu/disability/about/>

OTHER RESOURCES:

- *Libraries:* <http://www.lib.utexas.edu/>
- *ITS:* Need help with technology? Call the ITS Help Desk at 475-9400 or go to <http://www.utexas.edu/its/>
- *Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

Counseling and Mental Health Services

Taking care of your general well-being is an important step in being a successful student; in fact for success throughout life. If stress, test anxiety, racing thoughts, feeling unmotivated or anything else is getting in your way, there are options available for support.

CARE Counselor in the Moody College of Communication is: Abby Simpson, LCSW

| [512-471-7642](tel:512-471-7642) (Please *leave a message* if she is unavailable)

For **immediate** support:

- Call the Counseling and Mental Health Center (CMHC): M-F 8-5p | [512-471-3515](tel:512-471-3515) | cmhc.utexas.edu
- CMHC Crisis Line: 24/7 | [512.471.2255](tel:512.471.2255) | cmhc.utexas.edu/24hourcounseling.html

Behavior Concerns Advice Line (BCAL): If you have concerns about the safety or behavior of fellow students, TAs or instructors, call BCAL (the Behavior Concerns Advice Line): **512-232-5050**. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. 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). Again, call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

TITLE IX REPORTING

(is in effect no matter where student is located)

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.

Here are other, related resources: The **Counseling and Mental Health Center, University Health Services** and the **Employee Assistance Program** are confidential as outlined by federal and state law. UT also offers private resources who are not confidential but are non-mandatory

reporters to Title IX and the university. **Advocates, University Ombuds, Faculty Ombuds** and the **Interpersonal Violence Peer Support Program** are all private resources, and safe spaces to ask questions and receive support without making an official report to the university. These services are there for you if you would like emotional support, would like to discuss options, or are in need of academic or financial assistance.

I also take any other kind of discrimination or harassment very seriously, and I urge you to report such misbehavior. Discrimination, harassment, and/or retaliation on the basis of race, color, religion, national origin, sex, pregnancy, age, disability, citizenship, veteran status, genetic information, sexual orientation, gender identity, and gender expression can be reported to the Office for Inclusion and Equity. Or tell me and I will report it.

- [Office for Inclusion and Equity \(OIE\)](#)
The Office for Inclusion and Equity (OIE) investigates and helps to resolve complaints of sexual misconduct and discrimination.
 - [File a report of discrimination via online form](#)
 - [Call to report discrimination 512-471-1849](#) or email: equity@utexas.edu
- [Office for Civil Rights \(OCR\)](#)
The Office for Civil Rights (OCR) in the US Department of Education is responsible for enforcing federal civil rights laws that prohibit discrimination in programs and activities that receive federal financial assistance from the Department of Education, including sex discrimination covered under Title IX. [Call the Office for Civil Rights 214-661-9600.](#)
- [Equal Opportunity in Employment Commission \(EEOC\)](#)
The Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or employee on the basis of a protected class, including discrimination on the basis of sex. [Call the Equal Opportunity in Employment Commission 800-669-4000.](#)

Sharing of Course Materials is Prohibited: No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings: Class recordings are reserved only for students in this course for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

UNIVERSITY HONOR CODE AND ACADEMIC DISHONESTY

Academic Integrity: 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.” You are responsible for understanding UT’s Academic Honesty and the University Honor Code, which can be found here: http://deanofstudents.utexas.edu/sjs/acint_student.php

Policy on Scholastic Dishonesty: The University defines academic dishonesty as **cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process.** Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate UT rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from UT. For details, see: http://deanofstudents.utexas.edu/sjs/acint_student.php.

Academic dishonesty includes:

- Plagiarizing or using someone else’s material, another media source, student work or yourself (in part or in whole) and representing it as new for this class. For instance, do not copy material from a syllabus that is uniquely written. **Plagiarism is taken very seriously at UT.** 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 are guilty of plagiarism and subject to academic disciplinary action, including failing this course.
- Pitching or turning in an assignment from a previous class without instructor permission.
- Making up quotes, sources and facts (fabrication)
- Cheating during a quiz or any assignment, graded or not
- Failure to tell me before an assignment is due that you have a personal conflict of interest (partner, relative, boss, roommate, et al.) with a party involved.

Now we actually get to spend 15 weeks making this work. But don’t be surprised if they are changes along the way. And two more notes:

- Please email me if something in this syllabus that doesn’t make sense to you or might hinder your ability to do your best in class.
- Everyone needs an editor or a proof reader. You get 5 extra mini-assignment points by emailing me with typos/spelling errors/grammatical mistakes you find in this syllabus.