

# DC 560 GRADUATE TEACHING SEMINAR

Winter 2019 | Th 5:45-9:00 | 14 E Jackson Rm 213 (Loop)

Instructor: Wendy Roderweiss Office: CDM 513

Email: wroderwe@depaul.edu (please allow 24 hours for a response)

Type of Instruction: Workshop

Course Management System: D2L

January 18, 2019 Last day to drop classes without penalty

February 22rd, 2019 Last day to withdraw from WQ2019 classes

This syllabus is subject to change (Document date 12/18/18)

Office Hours: TH 5:00-5:30, 9:00-10:00pm

Prerequisites: None

## **Course Description:**

This seminar exposes students to effective methods and professional practices of teaching undergraduate and graduate students. A variety of approaches to course materials and projects will be introduced and discussed in detail. In addition to work in class, students will work closely with a faculty member in order to gain first-hand knowledge, including class observation, of practical aspects of creative and academic instruction.

This class will focus on preparing MFA/MS students for teaching at the college level. This will include the following

- Preparing to find a college teaching job
- Applying, interview, and present for the job
- Preparing classes/assignments
- Teaching, critiquing, and grading assignments
- How the college teaching profession works, including academic politics and expectations

## **Learning Outcomes:**

Upon successful completion of this course students will be able to:

- Recognize basic classroom protocol, including syllabi, rubrics, grading, lectures, projects, and critiques
- Outline professional practices of members of faculty, especially regarding employment and the tenure process
- Identify and compare different teaching styles and methods
- Evaluate curriculum and formulate assignments
- Generate cover letters, CVs, and teaching statements
- Prepare and practice teaching and creative presentations

## **Texts:**

None required. Links to outside resources and additional materials will be provided by the instructor.

## **Required Software:**

Word Processing (Word preferred)

Spreadsheet program (Excel preferred)

Presentation software such as Powerpoint or Keynote

Adobe Acrobat for making pdfs

## **D2L:**

We will be using D2L in this course. To log on, go to <https://d2l.depaul.edu/> and enter using your campus connect login and password. Once you are logged on, click on the course link and you will find links to the syllabus, course outline, and submissions folder.

## **Grading:**

5%	Job Search
5%	Cover letter
10%	CV plus revision
10%	Teaching Statement
10%	Faculty Meeting and Observation
5%	Faculty Observation notes
10%	Assignment Assignment
10%	Syllabus
10%	Critique
10%	5 Minute Teaching Presentation
15%	10 Minute Teaching Presentation

## **Grading Scale**

A=100-93	A-=92-90	A indicates excellence	
B+=89-88	B=87-83	B-=82-80	B indicates good work
C+=79-78	C=77-73	C-=72-70	C indicates minimum satisfactory work
D+=69-68	D=67-63	F=62-0	D work is unsatisfactory in some respect
			F is substantially unsatisfactory work

**Assignments and Exercises** – Class Work Assignments must be handed in on time. I will not accept late work. Do not use class time to finalize your projects.

**Special Accommodations:** If you have any special considerations please see me.

**Content Changes** – Depending on time factors, the assignments projected for the term may require slight alteration or rescheduling. I will contact you via email with any deviations from the syllabus. Please ensure that mail sent to the email address that you provided to the school is readily accessible.

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## **Class Outline:**

### Class 1 Thursday 1/10

#### IN CLASS:

Introduction to the course  
Getting to know us  
A teaching discussion  
Introducing teachers for observation  
Academia's infrastructure

#### ASSIGNMENTS:

##### **Job Research**

There are several sites on our course D2L links page for searching college jobs. Take a look at them, most importantly UFVA, Vitae, Higher Ed Jobs, and CAA. Use search terms and the site filtering to

identify 5-10 jobs that you think you'd like to have. If possible try to find at least one job that would fit each of these categories.

- A job you realistically qualify for (or will when you graduate)
- A job you could realistically apply for in 3 years
- A dream job

Print out each of the listings on a separate piece of paper and bring them to class.

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Class 2 Thursday 1/17  
Review of jobs selected  
Rubrics discussion  
Tenure discussion

**ASSIGNMENTS:**

The Basics of Cover Letter Writing

<http://chronicle.com/article/The-Basics-of-Cover-Letter-/46259/>

Select two jobs from those you found for last week. One should be a job you could realistically apply for after graduation (entry level), and the other should be a dream job. Read the article on writing a cover letter and write a letter that is personalized for both jobs. The letters can share material. The letter shouldn't exceed one page. Submit as a .WRD file and bring 5 printed copies to class. We will break into groups to edit and revise each other's letters.

CV Standards – CAA

<http://www.collegeart.org/guidelines/visartcv>

Create a CV using the materials presented in class and the CAA CV Standards as a guide. Complete as thoroughly as you can, as if you were applying for a job. Submit a .WRD file and print 5 copies for class. We will break into groups to edit and revise each other's CVs.

**Teaching Observation of an SCA Faculty Member**

**Faculty Bios**

Review the full-time faculty bios and pick three that you would like to observe. We will finalize who you will observe next week.

After observation: Write 1-2 pages of notes on your meeting and observation of an instructor. Share with the class what you found interesting, important, different, noteworthy. We will use these notes as the basis for our group discussion during week 6.

This doesn't need to be a formal paper, but show respect for your classmates by taking the time to organize and edit.

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Class 3 Thursday 1/24  
Workshop of Cover letters and CVs

## Teaching Philosophies

Finalize which professor you will be observing

### ASSIGNMENTS:

Revise your CV based on the feedback from class and resubmit as a .WRD file.

Read "How to Write a Statement of Teaching Philosophy"

<http://chronicle.com/article/How-to-Write-a-Statement-of/45133/>

Write a personal teaching philosophy that expresses your views on the subject. Try to identify what you feel passionate about. It should be 1-2 pages long. Submit as a .WRD file and bring 5 printed copies to class. We will break into groups to edit and revise each other's statements.

### Class 4 Thursday 1/31

Workshop Teaching Philosophies

Assignment Assignment in groups

### ASSIGNMENTS:

In class we divided into groups. Each group met and came up with a hypothetical course that included material they all considered within their ability to teach.

Each group then came up with a set of Four Student Learning Outcomes for their course:

<https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

<https://oie.gsu.edu/assessment-and-review-academic-and-adminstrative/academic-assessment-and-review/assessment-manual/writing-meaningful-student-learning-outcomes-slos/>

And using Blooms Taxonomy

Each of the group members chose one Learning Outcome and will design an assignment/project that would help students achieve their Learning Outcome. For Thursday everyone must submit a detailed assignment description and a Grading Rubric for their assignment. The assignment description should be less than a page long, but the description plus rubric could be about a page and a half maximum (it doesn't need to be this long, but it shouldn't be longer). Please submit your assignment document as a .doc file and bring 11 copies to class.

Resources for creating assignments:

<https://resources.depaul.edu/teaching-commons/teaching-guides/Pages/default.aspx>

<https://resources.depaul.edu/teaching-commons/teaching-guides/assignment-design/Pages/default.aspx>

Rubrics:

<https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx>

<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Assessment/AssessmentToolsResources/rubrics.php>

### Class 5 Thursday 2/7

Presentation of Assignments

Syllabus discussion

## ASSIGNMENTS:

Using the course that you created for the last assignment, complete a syllabus for the course using the syllabus checklist on d2l. You should include all of the required elements and a week by week breakdown of what will be covered in the course, as well as how it will be evaluated. You may use the assignments created for your course by the group, but put them into the context of the course at large. If you want to create other graded elements, such as quizzes, exams, discussions, readings etc. you are welcome to do so.

Please submit a .WRD file. You do not need to bring copies to class

Finalize your teaching observation notes for next week's discussion.

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### Class 6 Thursday 2/14

Discussion of teaching observations (Must have visited a class before this date and organized your notes for presentation)

Discussion about Creative Presentations, Filmmaker's statements etc.

## ASSIGNMENTS:

### **Film for Critique**

I will ask some of you to submit a film (live action or animated) or screenplay for our Critique experience on Thursday. The film should be approximately 1-2 minutes long. The screenplay should be no more than 10 pages. If you can't upload it to this drop box then submit a URL.

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### Class 7 Thursday 2/21

In-class critique session of films and/or scripts

## ASSIGNMENTS:

Prepare and give a 5 minute teaching presentation on the subject of your choice. You cannot use any visual aids other than yourself. You may use notes or note cards (a good idea). The presentation should be at least 4 minutes and 30 seconds, and you'll be cut off if you go much longer than 5 minutes.

If you're planning on applying for a DC or ANI adjunct position I highly recommend choosing a subject from your target class. Check out past syllabi from the classes for lecture subjects. The teaching presentations are to see candidates' organizational and presentation skills, as well as knowledge of the subject. Choose a topic you feel something about, and one you can eventually expand into your 10 minute presentation if you choose.

Here's a process that I use: think of everything you can relating to the specific subject and make a written list. Organize your list chronologically (if applicable) and by subject. Try talking through the list, adding details, against a clock. Edit out the less important parts to get your time down. Think of ways to personalize the subject with your own experience, and how it might relate to students. When you get it to around 5 minutes try it out loud in front of a mirror. It's embarrassing, but helpful. Try it out in front of a friend/partner/classmate and get feedback. You won't be behind a table or podium, so practice what you'll do with your hands. You don't need to memorize, but the more you practice the more comfortable you'll feel.

It helps to watch others present, because you can then think about ways to improve your own.

### Class 8 Thursday 2/28

IN CLASS:

5 minute presentations Pt 1

ASSIGNMENTS:

Using the experience and feedback from your 5 minute presentation, expand your presentation to 10 minutes and know that you will have a few minutes more for questions. You should make use of some of the following:

- Whiteboard notes
- Powerpoint/Keynote presentation
- Film clips
- Software demonstration

We will be going in two-three groups. If you are up first, you should arrive early and make sure that the computer has what you need for your presentation, and load your files. The tech prep is YOUR responsibility, just as it will be when you interview for a teaching job. If you have a tech need, like speakers, etc, make sure you know how to work them.

### Class 9 Thursday 3/7

IN CLASS:

5 minute presentations Pt 2

ASSIGNMENTS:

Using the experience and feedback from your 5 minute presentation, expand your presentation to 10 minutes and know that you will have a few minutes more for questions. You should make use of some of the following:

- Whiteboard notes
- Powerpoint/Keynote presentation
- Film clips
- Software demonstration

We will be going in two groups. If you are up first, you should arrive early and make sure that the computer has what you need for your presentation, and load your files. The tech prep is YOUR responsibility, just as it will be when you interview for a teaching job. If you have a tech need, like speakers, etc, make sure you know how to work them.

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### Class 10 Thursday 3/14

10 minute presentations Pt 1

ASSIGNMENTS:

Using the experience and feedback from your 5 minute presentation, expand your presentation to 10 minutes and know that you will have a few minutes more for questions. You should make use of some of the following:

- Whiteboard notes
- Powerpoint/Keynote presentation
- Film clips
- Software demonstration

We will be going in two groups. If you are up first, you should arrive early and make sure that the computer has what you need for your presentation, and load your files. The tech prep is YOUR

responsibility, just as it will be when you interview for a teaching job. If you have a tech need, like speakers, etc, make sure you know how to work them.

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Class 11 Thursday 3/21

10 Minute presentations Pt 2

### **Additional Policies and Information:**

#### **Attitude and Civil Discourse**

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

#### **Changes to the Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

#### **Online Course Evaluations**

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

#### **Academic Integrity and Plagiarism**

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>. The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

#### **Withdrawal**

Students who withdraw from the course do so by using the Campus Connection system at <http://campusconnect.depaul.edu>. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition,

does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### **Retroactive Withdrawal**

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval. College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

### **Excused Absence**

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/forms.html> . Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

### **Incomplete**

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process on [my.cdm.depaul.edu/](http://my.cdm.depaul.edu/).

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

### **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296

<http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>

## **Online Course Evaluations**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in [CampusConnect](#).

## **Academic Integrity and Plagiarism**

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

## **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found at:

<http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

## **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: [csd@depaul.edu](mailto:csd@depaul.edu).

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296