

**INLS 889 Seminar in Teaching Practice**  
**Spring 2014, Wednesdays 2:00 – 3:15, 214 Manning Hall**  
**Syllabus**

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**Course Description**

This seminar is intended for SILS doctoral students who are currently teaching, plan to teach in the near future, or have taught in a past semester. It is expected that all doctoral students who teach a class at SILS will register for this seminar at least once during their teaching career at SILS. Doctoral students may register for, or informally participate in, the seminar as often as they are interested. It is also open to other faculty within the SILS community.

Prerequisites: doctoral student status. For doctoral students currently involved in teaching activities: regular seminar meetings to discuss relevant literature and aspects of the teaching experience. (1 credit for registered students)

The seminar is intended to be an intellectual space in which we can discuss the many issues that arise in teaching practice. The selection of specific issues for discussion will be made by the seminar participants, and the discussions will be led by the seminar participants.

**Expectations, Assignments, Evaluation (for registered participants)**

The seminar session topics will be selected by the participants and will be led by the participants. Each participant is expected to complete the assigned reading in advance of the class session and actively participate in the discussion.

Keep a Journal

Keeping a journal provides time and space for you to reflect on your teaching (and other aspects of your professional life). For this seminar, please consider the following types of content.

1. Keep a log of how you spend your time. This should be fairly detailed, where you'll want to record how much time you spend each day engaged in professional work (whether it is teaching, research, email, etc.). You will not be required to turn this in (it is mostly for your benefit), but you should do an analysis of your log before our class meetings and be prepared to talk about what you found and what you might want to do differently in the future.
2. At the end of each class you teach (or observe), spend about 5 minutes engaged in freewriting about your impressions of the class:
  - How did it go?
  - What should you change?
  - What worked well?
  - How do you know?

3. You can also record any other issues or questions that have arisen for you with regard to teaching and classroom management:

- How do I deal with requests for extensions?
- How do I handle a disruptive (or unengaged) student?
- Should I discuss grades via email?

Review your entries before our next meeting and identify 2-3 things that you'd like to put forward as in-class discussion items. You are not required to turn-in your entries.

To learn more about journals: Stevens, D. D. & Cooper, J. E. (2010). *Journal keeping: How to use reflective writing for learning, teaching, professional insight and positive change*. Sterling, VA: Stylus Publishing.

### Lead 2 Seminar Sessions

Each session will include 45 minutes of guided discussion, followed by 30 minutes of general discussion.

The guided discussion will focus on a specific topic of interest to seminar participants. We will discuss possible topics during our first meeting. Example topics are given below, but these are just suggestions. The discussion leader should meet with me two weeks prior to the session to discuss plans, including readings, and structure for the discussion. Readings should be available at least a week prior to your session. (33.3% of course grade)

The general discussion will address topics raised by seminar participants based on journal entries, articles of current events, or other questions or concerns.

#### Possible discussion topics

- Meeting learning objectives through assignments
- Organizing discussions (Initiation, follow-up questions, getting students to participate)
- The effects of class size on teaching methods
- Time management techniques for balancing teaching and research activities
- The authority embodied in the teacher role
- Communicating while using "props" (e.g., lecture notes, whiteboard, slides, etc.)
- Incorporating demonstrations
- Balancing/integrating lectures and in-class activities during the class period
- Bringing the world into the classroom; bringing the classroom into the world
- Responding to course evaluations
- Using/modifying existing syllabi
- Grading/evaluation (of writing, of presentations, of projects, of team work, of participation)
- Working with graduate students, undergraduate students, mixed classes
- Academic integrity, honor codes, other ethical issues and responsibilities

### Participation

To fully participate, you are expected to prepare for each meeting by reviewing your journal entries, completing assigned reading, and be actively engaged in the discussion. (33.3% of course grade)

### Develop/Revise your Statement of Teaching Philosophy

All members of the seminar will, over the course of the semester, develop or revise a written statement of their teaching philosophy. The finished statement should be appropriate for inclusion in a portfolio of materials which could be used for seeking an academic position or for tenure review. It should be no longer than three double-spaced pages. It will be evaluated on its clarity and coherence. (33.4% of course grade)

#### Resources on Teaching Statements

O'Neal, C., Meizlish, D., & Kaplan, M. (2007).

[Writing a statement of teaching philosophy for the academic job search.](#)

CLRT Occasional Paper No. 23.

University of Michigan, Center for Research on Learning and Teaching.

Montell, G. (2003, Mar. 27).

[How to write a statement of teaching philosophy.](#)

Chronicle of Higher Education, online.

[Writing a teaching philosophy statement.](#) (2007).

Washington University in St. Louis, The Teaching Center.

Includes links to additional resources and examples

[Writing Teaching Statements and Philosophies.](#)

Princeton University, McGraw Center for Teaching & Learning.

[Writing a philosophy of teaching statement.](#) (2013).

Ohio State University, University Center for the Advancement of Teaching.

Includes links to additional resources and examples

[Writing your teaching philosophy: A step-by-step approach.](#) (2009).

University of Minnesota, Center for Teaching and Learning.

[Research and teaching statements.](#)

University of Illinois Urbana-Champaign, Graduate College.

Haugen, L. (1998).

[Writing a teaching philosophy statement.](#)

Iowa State University, Center for Excellence in Learning and Teaching.

### **Academic Honor and Integrity**

Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://studentconduct.unc.edu/honor-system>

The UNC Honor Code is in effect for all work in this course. The "Instrument of Student Judicial Governance" gives examples of actions that constitute academic dishonesty:

[http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/2012\\_2013\\_Instrument.pdf#academicdishonesty](http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/2012_2013_Instrument.pdf#academicdishonesty)

Teaching is a social activity: each participant, regardless of their role(s), should learn from and help each other. We will discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

Acknowledgements This syllabus is based on earlier offerings of this course, particularly those offered by Dr. Ronald Bergquist (Fall 2013) and Dr. Denise Anthony (Spring 2013).

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**Planning Schedule**

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TOPICS

online course planning  
instruction about instruction  
in-class activities

teaching philosophy – incorporating more long-term  
teaching observation.  
Grading participation  
Talking about readings – getting students about readings.

**1. January 8, 2013**

Planning our seminar  
Select dates for 8-10 class sessions  
Schedule session leaders  
Discuss topics

**2. January 22, 2014**

In-class activities.

Ch. 1, The case for collaborative learning. In Barkely, EF, Cross, KP & Major, CH (2005).  
Collaborative Learning Techniques. San Francisco, Wiley. 3-25.  
Also Ch. 5 & 6.

Select one activity we've used in the past that worked well, one that didn't, and discuss.

**3. January 29, 2014**

Emily to see Barbara M in Evelyn's seminar

**4. February 12, 2014**

***rescheduled for 2/26/14 (snow day)***

Grading class participation

Grading Classroom Participation Rhetorically (2010 Ryan Cordell)

<http://chronicle.com/blogs/profhacker/grading-classroom-participation-rhetorically/27448>

How to Grade Students' Class Participation

<http://chronicle.com/blogs/profhacker/how-to-grade-students-class-participation/23726>

Center for Faculty Excellence

[Evaluating Collaborative Coursework](#)

<http://cfe.unc.edu/publications/fyc9.html>

[Student Learning Groups](#)

<http://cfe.unc.edu/publications/fyc23.html>

**5. Feb 19 Emily present in Evelyn's**

**February 26, 2014**

Grading participation, postponed from 2/12/14

SWH's questions:

What is participation

Why is participation part of the course structure; how does it contribute to achieving learning objectives?

What counts as a participation activity?

What counts as a student's participation in such an activity What counts as high/low quality of participation?

What kind of records should a teacher keep on participation (frequency, detail, etc.)?

How/when should a teacher provide feedback to students on their participation (both as a group and individually)?

Ch. 6 from The case for collaborative learning. In Barkely, EF, Cross, KP & Major, CH (2005). Collaborative Learning Techniques. San Francisco, Wiley.

**6. March 5, 2014**

Fostering Discussions

[http://chronicle.com/blogs/profhacker/how-to-jump-start-a-flagging-discussion-class/55653?cid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/blogs/profhacker/how-to-jump-start-a-flagging-discussion-class/55653?cid=at&utm_source=at&utm_medium=en)

*March 12, 2013*

*Spring Break, no class*

**7. March 19, 2014**

Online classes/teaching

March 26 2014, Emily present in Evelyn's class.

**8. April 2, 2014**

End-of-the-semester issues: students, faculty

April 9, 2014 <no class>

**9. April 16, 2014**

Diversity statements

April 23, 2014 <no class>

Tuesday May 6, 2013, 4:00 p.m., final teaching statement due.