

INLS889 SYLLABUS

This class is to meet from 1400-1515 on Tuesdays in Manning Hall, room 214. Your instructor is Ron Bergquist. His office hours will normally be on Tuesday and Thursday from 1230-1430 and on Wednesday from 0800-1200 in Manning Hall, room 112., or by appointment

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.

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.

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)

PLANNING FOR YOUR SESSION

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

Guided discussion probably ought to be framed by having us all read something relevant, something that will spur thinking. Plan to have the readings available at least a week prior to your session.

EVALUATION

EXPECTATIONS

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

It will help us define the path to be taken and will keep us grounded.

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.

You may keep a log in an online tool, but you can use whatever tools (including paper and pencil) that work best for you.

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?

You can also record any other issues 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 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 also not required to turn-in your entries.

DEVELOP A WRITTEN TEACHING PHILOSOPHY

All members of the seminar will, over the course of the semester, develop 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 five double-spaced pages. It will be evaluated on its clarity and coherence. The grade on this statement will be considered in combination with the students' class participation quality to determine the course grade.

HONOR CODE

Faculty and students at the University of North Carolina at Chapel Hill adhere to their Code of Student Conduct. Accordingly, you all should recognize that most software applications available in the computer lab are copyrighted and cannot be copied.

We can learn much from each other and we will do that. I expect each of you to help each other.

We'll discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

THE CODE OF STUDENT CONDUCT

Honor Code

It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

Campus Code

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

WHAT IT MEANS TO US

The system rests on several central tenets:

- the university community, including faculty and students, share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others
- these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared

- both students and faculty must play active roles in fostering a culture in which honor is prized and acting to remedy violations of community norms relating to academic misconduct, injuries to members of the University community, and conduct that adversely affect University operations and resources

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution.

- your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for the most significant Carolina tradition
- your reward is in the practice of these principles
- Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code.
- you are encouraged to work together with your fellow students and to share knowledge and learning
- however, academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work

ONE LIMITATION

No one is permitted to record any of the class sessions, either with video or audio recorders, unless you first discuss it with the instructor and receive written permission to do so.

DIVERSITY

WHAT THIS FACULTY STANDS FOR

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value.

We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability.

As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

REMEMBER,

On occasion you may have felt yourself to be a member of a minority group, picked on by a majority group. Here at school, you may find those roles reversed. Do not fall prey to the temptation to use your new majority sensibility to get back at those who may have picked on you in the past, when you were in a minority group. **Treating others as you would have them treat you is always a good rule to follow.**