

Syllabus: COMM F661

Mentored Teaching in Communication

University of Alaska Fairbanks

Fall 2009

Tuesday: 1 - 2 pm - GRUE 402

Instructor: Dr. Jean Richey

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Office/Conference Hours: 503-B Gruening Bldg. Tuesday, Wednesday, & Thursday 3 - 5 pm

Call or email me if you need an appointment outside my office hours

~ Course syllabus and other materials will be routinely uploaded to Blackboard as needed

I have decided that real learning involves a change of attitude and behavior no less than does real teaching. I have come to believe that teaching is more of a calling forth of wholeness to be a better person than just a jamming in of information, that it must deal with the entire person, not just the mind. Teaching should make students and teachers aware of their sacredness, give them high expectations of themselves, and change their lives.

~ Louis Schmier, 1995, p. 21

"Learning is mostly about creating a context for motivation" (Gates, 2007).

IMPORTANT: This course places an emphasis upon individual/group interaction, class discussion, and productivity both in the classroom as well as on Blackboard. The use of Microsoft Word is recommended for writing assignments. If you use a different word processing program, please save your work as Microsoft Word compatible or as "text only" when attaching as a document on email.

Instructor messages to students and course resources will be available on Blackboard on an ongoing basis throughout the semester.

NOTE: COMM F661 does requires time outside of the weekly class hour.

We will use our class time for class discussion of your classroom concerns/assignments

You are expected to be prepared for and participate in weekly discussions of course material.

COMM F661 Course Syllabus & Policies

Course Materials

Required textbook

Davis, B. G. (2001). *Tools for teaching*. San Francisco, CA: Jossey-Bass Publishers.
ISBN # 1-55542-568-2

Recommended textbook only (not required)

Cooper, P. J., & Simonds, C. J. (2007). *Communication for the classroom teacher* (8th ed.) Boston, MA: Allyn and Bacon.
ISBN # 0-205-46626-5

Supplemental Reading

Required additional course reading includes assigned journal articles and other resources relevant to course (posted on Blackboard as PDF documents).

Grades

Grading criteria will be based on pass or fail. A passing grade requires the following:

- 1) TA training (as needed for 2nd year TAs) - ongoing for New TAs (meet with mentor as needed)
- 2) Regular attendance and participation in weekly mentoring sessions (expectation of an attitude and behavior of participation)
- 3) Satisfactory completion of a self-evaluation of a video tape of one's teaching during the semester (five to six pages, double-spaced with APA title page. Due by Tuesday, 12/8)
- 4) Two peer evaluations (two to three pages, double-spaced with APA title page). Select two of your peer TAs to observe in the classroom and formally critique.
 1. 1st peer evaluation: during the first half of the semester - Due by Tuesday, 10/27/09
 2. 2nd peer evaluation: during second half of the semester - Due by Tuesday, 12/15/09
- 5) Course Project: Working in teams of at least three TAs - Select one of the following course projects to design, organize, and implement: (Blackboard training for uploading test will be provided as necessary)
 1. Build resource/test bank on Blackboard for public speaking skills and 8 competencies
 2. Build resource/test bank on Blackboard for group communication and problem solving
 3. Build resource/test bank on Blackboard for persuasion and audience analysis

Details of Evaluation Items

First, plan well in advance to video tape YOURSELF teaching one of your sections of 131X or 141X (explain to your class what you are doing!)

Second, view your tape and prepare a self-evaluation. Section X, pp. 355-361 in *Tools for Teaching* (Davis, 1993) provides a complete guide to "Watching yourself on videotape." Using the questions on pp. 358-360 as your guide, assess yourself on the following:

Organization & presentation
Style of presentation
Clarity of presentation
Questioning skills

Student interest and participation
Classroom climate
Discussion

Third, prepare a 5-6 page narrative report that considers your teaching carefully with regard to these seven areas (you will need to take into account, and make clear, what your teaching goals were in the class you video taped).

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