COURSE DESCRIPTION
How do you become an effective teacher? How do you create the type of class that students will find rewarding? What can research on the science of learning tell us about becoming better teachers? How do you balance the responsibilities of teaching with that of being a graduate student or faculty member? How do you teach the class that you want to teach?

In addressing these and other questions, this class help will provide you with the tools, perspectives, and support to help prepare you for the profession of teaching. We will discuss strategies for creating lesson plans, structuring discussions, encouraging students to do the readings, creating and delivering effective lectures, writing a teaching statement, creating a course portfolio, facilitating controversial and sensitive topics in the classroom, the scholarship of teaching and learning, and much more. This class is designed to have a lot of discussion, so please come to class prepared to share your thoughts about the reading and respond to comments from the class.

GRADED COMPONENTS
TEACHING ACTIVITIES (60%)
To help guide your teaching development, there are a series of assigned teaching activities throughout the semester. These activities will give you applied experience in using recording software for lectures, syllabi creation, using rubrics, and designing and implementing a mini-lesson plan. All of these assignments are due by Noon on Canvas the Sunday before class.

CLASS PARTICIPATION (20%)
Class attendance and participation are required. Your participation grade will be based on your familiarity with the readings, engagement with class discussion, and attendance.

TEACHING LITERATURE REVIEW (20%)
You will write a short literature review of an area of Teaching and Learning that interests you. This literature must have at least 5 sources, with at least 3 from peer-reviewed journals. This literature review should be 3-4 pages. Please note that this literature review will form the basis of your mini-lesson.

Additional Polices, Grading Key, and other Syllabus Statements Can be Found at the Bottom of this Syllabus and a Separate Attachment on Canvas.

August 23 INTRODUCTION TO TEACHING
Aug 30 THE FIRST DAY (AND WEEK) OF CLASS
September 6   LABOR DAY (NO CLASS)

September 13   CLASS DISCUSSION


September 20   CONTROVERSEY, SENSITIVITY, AND INCLUSION


September 27   LEARNING FROM INSTRUCTORS AND SCIENCE


October 4   CLASSROOM ACTIVITIES AND ASSESSMENTS


**October 11**

**RUBRICS**

**Teaching Activity #2:** Share A Rubric That You Really Like and a Rubric That You Do Not Like. Describe what makes these good and bad examples.


**October 18**

**FALL SEMESTER BREAK**

**October 25**

**GRADING AND LATE POLICY**


**November 1**

**PRESENTATION OF MATERIALS**


**November 8**

**ONLINE TEACHING**


**November 15**

**SYLLABUS CONSTRUCTION**


**November 22**

**WORKING ON A SYLLABUS**

Teaching Activity #3: Evaluate and Re-Write A Syllabus. Be sure to make changes/additions/deletions to something about the course introduction, readings, policies, and assessments. Make these changes on Track Changes. You will present this syllabus to class and justify your changes. Presentation should be 10-12 minutes

**November 29**

**TEACHING STATEMENTS AND PORTFOLIOS**

Teaching Activity #4: Mini-Lesson for Literature Review Part 1 [Names Announced Later]. Presentation should be engaging, interactive, and stimulating for audience. Do not give us a boring conference presentation—provide a good example of teaching!

Writing a Strong Teaching Statement. UNL. [https://www.unl.edu/gradstudies/connections/writing-strong-teaching-statement](https://www.unl.edu/gradstudies/connections/writing-strong-teaching-statement)

Teaching Statements. Center for Teaching. Vanderbilt University.
December 6       FINAL DAY OF CLASS
Teaching Activity #4: Mini-Lesson for Literature Review Part 2 [Names Announced Later].
Presentation should be engaging, interactive, and stimulating for audience. Do not give us a
boring conference presentation—provide a good example of teaching!

Information for Optional Zoom Office Hours
Zoom Link and ID for Class Informationhttps://unl.zoom.us/j/93617110265
Meeting ID: 936 1711 0265

POLICIES ANDSYLLABUS STATEMENTS

GRADING KEY
97-100 = A+           87-89 = B+           77-79 = C+           67-69 = D+           0-59 = F
93-96   = A            84-86 = B            74-76 = C            64-66 = D
90-92   = A-           80-83 = B-           70-73 = C-           60-63 = D-

PLAGIARISM POLICY
Plagiarism, Cheating, or Recycling a Past Paper will result in a zero on that paper.

FACE MASK REQUIREMENT
An individual in this course has a documented need for face coverings to be required in this
course. Without divulging personal or identifying information, such a documented need might be
that a member of their household is unable to be vaccinated or has a health condition that makes
vaccines less effective for them. As a result, the College of Arts and Sciences has determined
thatface coverings will be required in this course. If you are unwilling to comply with this
requirement, please visit with your advisor about different sections or possible alternative
courses that you might take in lieu of this one.

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97-100 = A+           87-89 = B+           77-79 = C+           67-69 = D+           0-59 = F
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LATE POLICY
An assignment will be docked 1 Point for each hour interval past due. The clock will stop at 10:00 PM (so you can get some rest) but will start again at 9:00 AM the next day (and again stop at 10:00 PM. For example, if the paper is due at 5:00 PM, you will be deducted at letter grade for submitting it at 5:01, six points for not turning it in by 10:00 PM, and 7 points for not turning it in by 9:00 AM the next day.

PLAGIARISM POLICY
Plagiarism, Cheating, or Recycling a Past Paper will result in a zero on that assignment.

APPEALING GRADES
Wait at least 24 hours. Provide a written statement explaining why you think you have been graded unfairly. Do not invoke personal effort or hardship in your grade complaint. Upon reading your request, I reserve the right to keep your grade the same, raise your grade, or lower it. All appeals of grades must be made within 5 working days following the return of an assignment.

SERVICES FOR STUDENTS WITH DISABILITIES
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

COUNSELING AND PSYCHOLOGICAL SERVICES
UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological & Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

ACADEMIC HONESTY
Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.