

**Teaching Careers**, Spring 2017  
BOT6935/ZOO6927 – 1 credit  
Dr. Christine Davis  
Wednesdays, 5:10-7:05 pm  
Carr 222

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Office hours: immediately before class or  
by appointment

This course is an exploration of teaching careers. This semester, I hope to help fill in a few information gaps that often occur in graduate training. Usually, academics are expected to teach effectively without ever having received instruction on how to do so. Knowledge and practice of research-proven pedagogical techniques will help you design and implement courses with success. Additionally, due to national focus on integration of scientific teaching principles in biology, there are new career paths and funding opportunities available in biology higher education. Our exploration will have three inter-related components: 1) designing a course using scientific teaching principles; 2) evaluating teaching career options; 3) preparing a job application for a teaching career in higher education.

#### Learning outcomes

After completion of this course, students will be able to:

- Write and classify learning outcomes
- Practice backward design in teaching
- Compare and give examples of formative vs. summative assessments
- Design a course syllabus
- Design an active learning exercise for the classroom
- Design an engaging lecture
- Compare different types of teaching career opportunities
- Write a teaching statement for job application packages

Also, it is my hope that during this course students will:

- Adapt what is known about best teaching practices to her individual style
- Compile a list of resources for teaching

#### Required texts

Nilson, Linda B. 2010. *Teaching at its Best*. 3<sup>rd</sup> edition. John Wiley and Sons; **supplemental readings** posted on the Canvas course site.

#### Grading

Your course grade will be determined based on completion of the following assignments.

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|---|---|
| 1) Active learning exercise with learning outcomes and summative assessment questions. Due Feb. 8 – 25% | <u>Grading scale</u><br>90 – 100% = A;<br>80 – 89.9% = B; |
| 2) Prepare and give a guest lecture. Due Mar. 22 — 25%  | 70 – 79.9% C;   |
| 3) Written teaching statement. Due Apr. 5 – 25%   | 60 – 69.9% D;   |
| 4) Syllabus and outline for novel course. Due April 19 – 25%  | below 60 = E  |

#### Course attendance and participation

Attendance and participation in class discussion and activities is required and essential to achieve the learning outcomes. An absence on the day that an assignment is due will result in a grade penalty.

#### UF counseling services

Resources are available on campus for students having personal problems or lacking clear career and academic goals. The resources include:

UF Counseling & Wellness Center, 3190 Radio Rd, 392- 1575, psychological and psychiatric services.

Career Resource Center, Reitz Union, 392- 1601, career and job search services.

Many students experience test anxiety and other stress – related problems. “A Self Help Guide for Students” is available through the Counseling Center (301 Peabody Hall; 392-1575) and at their web site: <http://www.counsel.ufl.edu/>.

### Academic Honesty Policy

All students registered at the University of Florida have agreed to comply with the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

In addition, on all work submitted for credit the following pledge is either required or implied:

“On my honor I have neither given nor received unauthorized aid in doing this assignment.”

If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty>.

### Important – Plagiarism

Plagiarism is also a violation of the Academic Honesty Policy. Please review how to define plagiarism and how to avoid it: <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html>

### Accommodations for students with disabilities

Students who will require a classroom accommodation for a disability must contact the Dean of Students Office of Disability Resources, in Peabody 202 (phone: 352-392-1261). Please see the University of Florida Disability Resources website for more information at: <http://www.dso.ufl.edu/drc/>. Note that the student should provide documentation of a requirement for accommodation by the second week of classes. No accommodations are available to students who lack this documentation. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student.

### Course evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### Tentative schedule – Subject to change

Date	Topic	Discussion or activity	Assignment Due
Jan. 4	Designing a course using scientific teaching principles	Introduction to course and to scientific teaching What makes an effective teacher?	Reading: Syllabus
Jan. 11		How people learn, student vs. teacher – centered classrooms, inclusivity	Reading: Nilson, Chapters 1 and 12
Jan. 18		Backward design: Bloom's taxonomy, learning outcomes, and summative assessment <b>Assignment 1 explained: Active learning exercise</b>	Reading: Nilson, Chapters 2 and 11
Jan. 25		Best teaching practices: Active and collaborative learning, engaging lectures <b>Assignment 2 explained - Guest lecture</b>	Reading: Nilson Chapters 15-17;
Feb. 1		Active learning, summative assessments, formative assessments	Reading: Nilson Chapters 28 and 29
Feb. 8		Presentation of active learning exercises and peer review	<b>Assignment 1: Active learning exercise</b>
Feb. 15	Evaluating teaching career options	Guest: High school teacher TBA	Prepare questions for guest
Feb. 22		Guest: Vertigo Moody, Biology Chair, Santa Fe College	Prepare questions for guest
Mar. 1		Guest: Bruce MacFadden, Florida Museum of Natural History	Prepare questions for guest
Mar. 8	Spring break	No class	
Mar. 15	Evaluating teaching career options	Guest: David Julian, UF Biology	Prepare questions for guests
Mar. 22		Guest: Barbara Blondel, Flagler College <b>Assignment 3 explained: Teaching statement</b>	Prepare questions for guest; <b>Completed reflection for Assignment 2: Guest lecture</b>
Mar. 29	Preparing a job application for a teaching career	The scholarship of teaching, evaluations, teaching statements	Reading: Nilson Chapter 32
Apr. 5		Peer review of teaching statements; the syllabus <b>Assignment 4 explained: Syllabus and outline</b>	<b>Assignment 3: Teaching statement;</b> Reading: Nilson Chapter 3
Apr. 12		Online teaching	Reading TBA
Apr. 19		Peer review of syllabus and outline for a novel course	<b>Assignment 4: Syllabus and outline</b>