

Teaching Careers
BOT6935/ZOO6927 – 1 credit
Dr. Christine Davis
Thursdays, 10:40 – 11:30
Carr 221

This course is designed for graduate students who think they may be interested in a teaching career. It is intended to have a workshop atmosphere, where students learn from each other and complete activities in a collaborative environment. The course has three inter-related components: Teaching well, getting a job, and designing a course. We will explore these components with a research-based perspective and with the advice and experience of experienced educators.

Learning objectives

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

- Describe his own teaching style
- Classify learning objectives according their relationship to Bloom’s taxonomy
- Compare teaching methods using different types of classroom techniques
- Design a course syllabus
- Write a teaching statement for job application packages
- Design an active learning exercise for the classroom

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

- Sharpen perspective on different types of teaching careers
- Think about how to 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*. 3rd edition. John Wiley and Sons.

Supplemental readings posted on the Sakai course site.

Grading

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

- 1) Teaching statement, due March 27.
- 2) Syllabus, due April 3.
- 3) Active learning exercise – collaboration. Due April 10/17.

Complete and on time = full credit

Complete but late = half credit

Incomplete = 0 credit

Grading scale

90 – 100% = A; 80 – 89.9% = B; 70 – 79.9% C; 60 – 69.9% D; below 60 = E

Course attendance and participation

Attendance and participation in class discussion and activities is required and essential to achieve the learning objectives. An absence on the day that an assignment is due will be equivalent to a late assignment.

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. It will not be tolerated. 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.

Tentative schedule – Subject to change according to guest availability

Date	Topic	Discussion or activity	Assignment Due
Jan. 9	Teaching well	Introduction	Reading: Syllabus
Jan. 16		What makes an effective teacher? Defining active learning	Reading: Nilson, Chapter 1
Jan. 23		What's your style? Teaching styles inventory	Reading: Nilson Chapters 12 and 25
Jan. 30		Bloom's taxonomy and learning outcomes	Reading: Nilson, Chapters 2 and 11
Feb. 6		Teaching with technology	Reading: Tufte 2003; Nilson Chapter 27
Feb. 13		Retrieval practice	Reading: Karpicke et al. 2008
Feb. 20	Educators and their experiences	Guest educator - Beatriz Gonzales, Santa Fe College	Prepare questions for guest
Feb. 27		Guest educators - Jack Putz (UF); Brantlee Spakes Richter (UF)	Prepare questions for guests
Mar. 6	Spring break	No class	
Mar. 13	Getting a teaching job	Teaching statements, cover letters, and where to search	
Mar. 20		Letters of recommendation	
Mar. 27	Designing a course	Peer review of teaching statements	Teaching statement
Apr. 3		Peer review of syllabi; collaboration on active learning exercises	Reading: Nilson Chapter 3; Syllabus
Apr. 10		Student presentations of course and active learning exercises	Active learning exercise -Reading in Nilson Chapters 15 - 21 may be helpful
Apr. 17		Student presentations of course and active learning exercises	

Organization of this course

