

MMC 6930

# Teaching Mass Communication

Spring 2025. Thursdays from 9:35am to 12:35pm in Weimer 1092.

Instructor: Dr. Ben Lynn

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Office hours: Online by appointment.

## Course description

The purpose of this course is to equip students with the skills necessary for effective content delivery at the university level. This includes the utilization of techniques for teaching undergraduate and graduate courses, lectures and seminars, and small and large class sizes. Through teaching, reading, and tailored projects, students will practice and develop their instructional abilities. Students will complete the course with an original syllabus and a teaching philosophy.

## Learning objectives

After completing this course, students will be able to:

1. Demonstrate an ability to teach a broad range of students from varying backgrounds and experiences.
2. Develop your professional teaching network.
3. Create a syllabus adhering to UF standards.
4. Design a module, including activities, assessments, and lecture material that enfranchises diverse learning styles.
5. Critically think through complex problems and initiate challenging teacher-student conversations in real time.
6. Articulate a classroom vision and philosophy in a teaching statement.
7. Assemble materials into a teaching portfolio that can be utilized in a job search.

## Course Requirements

### Textbooks:

1. Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. (2023). *What inclusive instructors do: Principles and practices for excellence in college teaching*. Taylor & Francis. (ISBN-13: 978-1642671933)
2. Bain, K. (2004). *What the best college teachers do*. Harvard University Press (ISBN-13: 978-0674013254)

## Administrative Policies

### Attendance

This course is founded on student engagement and hands-on work. Although emergencies, illness (self or dependent others), and unforeseen circumstances cannot be anticipated in advance, you are encouraged to commit to reliable, on-time attendance every week. Recognize that your attendance has a direct impact on your understanding of the course content and excessive unexcused absences will affect your final grade.

Each student is allowed one non-illness related missed class on non-presentation days without penalty to the final attendance point total. Starting with the second unexcused absence, **there will be a 7% deduction in your final grade for each unexcused absence thereafter**. However, students must still turn in assignments on their due dates, whether they are in class that week or not.

Absences related to activities sponsored by the College or endorsed CJC organizations that require student participation in official University business are excused but assignments are still due on their due dates.

## Video presentation requirements

- Image is properly composed
- Image is adequately lit
- Camera is positioned roughly nose-level to the speaker (no laptops on tables looking up at the speaker)
- **Audio is clean and clear**
- **Background is completely free of distracting items and there is no movement in the background during the presentation**
- Student is engaged with the camera as if they were presenting to a live audience
- Presentation slides fill the frame and the student is positioned in the upper right corner of the screen with a picture-in-picture effect so the student is visible throughout the presentation
- **The student's video does not cover any text in the presentation slides**

The technical quality of the presentation will account for 15% of the overall grade. Video presentations should be professional-level presentations that utilize external cameras, microphones, and careful planning of the scene. In other words, a laptop camera and microphone will not suffice for these presentations. Contact the instructor if you have any questions regarding the technical requirements and professional expectations.

## Academic Honesty

Academic dishonesty is an important issue of concern at the University of Florida. Students who violate University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, other students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. On all work submitted for credit by students at the University of Florida, the following pledge is implied:

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

In this course, unauthorized aid will be defined as the use of another person or AI to perform original work required for this course. **AI may be used to assist with outline development, grammar, assisting with references, searching for references, and copy editing. AI may not be used to answer quiz questions or for generative image or content creation.** Generative use of AI is defined as the use of AI to create original content for your work. It is the equivalent of having someone else (a human) perform the work for you.

## **Class Values Around Diversity and Inclusion**

The University of Florida's College of Journalism and Communications embraces a commitment toward an intellectual community enriched and enhanced by diversity along several dimensions, including gender identity, race, ethnicity, nationality, sexuality, class, and religion.

My goal is to create a learning environment in which everyone feels comfortable enough to share their ideas and respects the ideas of others. Respecting other people's perspectives does not mean we have to agree with them. Rather, we acknowledge our unique positions, and we can discuss similarities and differences. Our diversity, and our ability to be inclusive of other's ideas, fosters growth in us that leads to better performance in our work.

## **Support for Students with Disabilities**

Students requesting classroom accommodations must first register with the Disability Resource Center (<https://disability.ufl.edu>) in the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Each of us is likely to face challenges that may adversely affect our class performance. I am willing to help. However, I can only help if you notify me before your performance is affected.

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

## Grading

Assignment	Points
Teaching Lectures (4 lectures, 50 pts each)	200
Classroom Observations (2)	200
Instructor Interviews (2)	200
Syllabus	100
Teaching statement	100
<b>Total</b>	<b>800</b>

### Teaching Lectures

You will teach four times during the course of the semester. Once you will deliver a lecture based on a chapter from Addy et al. (2023). Once you will deliver a lecture based on a chapter from Bain (2004). Once you will deliver a lecture based on an academic article from a teaching journal. And once you will deliver a lecture based on a topic of your choice from the syllabus you created for the course. All content for the lectures must be original content that you have not presented prior to this course.

The specific details of each assignment will be posted on Canvas. Each assignment will have multiple parts to ensure you develop a focused lecture outline, manage time effectively, engage the audience as active learners, and assess your learning outcomes.

### Teaching Observations

Twice during the semester, you will visit a classroom and observe an instructor delivering a lecture or seminar. You must visit two categorically different classes. For example, a large undergraduate lecture and a graduate seminar. Using qualitative research techniques, you will carefully observe the instructor and how they deliver their content, manage their classroom, organize activities, etc. You will submit a detailed report on your findings and your key takeaways from the experience, following APA guidelines. Details for the assignments will be provided on Canvas.

### **Instructor Interviews**

You will interview two instructors of your choice during the semester. Ideally, they will be the instructors whose classroom teaching you observed, but they do not need to be the same. Once again following qualitative research methods, you will conduct semi-structured interviews with the instructor and write a report detailing your method, findings, and key takeaways. Details for the assignments will be provided on Canvas.

### **Syllabus Assignment**

You will design a syllabus for a course of your choice. All portions of the syllabus will be included and align with UF standards. The draft will be worth 50 points and the final syllabus will be worth 50 points.

### **Teaching Statement Assignment**

A teaching statement is a required element when applying for a job at an academic institution. This course provides you with an opportunity to craft a teaching statement which you can use in your own application process, should you elect to pursue an academic position. The draft of the teaching statement will be worth 25 points. The final document will be worth 50 points. And your presentation of your teaching philosophy, based on your statement, will be worth 25 points.

## Weekly outline

	<b>Readings</b>	<b>Class Content</b>	<b>Homework and assignments</b>
<b>Week 1</b> Jan. 16	Addy et al. - Chapter 1	Introduction to the course  Lecture outline – Your roadmap to success  Addy et al. – Chapter 1	Student 1 teaching – Addy et al. – Chapter 2
<b>Week 2</b> Jan. 23	Addy et al. - Chapter 2  Theories of Learning (Canvas)	Addy et al. – Chapter 2  Theories of learning	Student 2 teaching – Addy et al. – Chapter 3
<b>Week 3</b> Jan. 30	Addy et al. - Chapter 3	Addy et al. – Chapter 3  Effective lectures and discussions	Student 3 teaching – Addy et al. – Chapter 4
<b>Week 4</b> Feb. 6	Addy et al. - Chapter 4	Addy et al. – Chapter 4  Creating an effective syllabus	Student 4 teaching – Addy et al. – Chapter 5
<b>Week 5</b> Feb. 13	Addy et al. - Chapter 5  UDL (Canvas)	Addy et al. – Chapter 5  Universal Design for Learning (UDL)	Student 5 teaching – Addy et al. – Chapter 6  Due on Feb. 18 <sup>th</sup> – Syllabus draft
<b>Week 6</b> Feb. 20	Addy et al. - Chapter 6	Addy et al. – Chapter 6  Classroom management/common problems	Student 6 teaching – Addy et al. – Chapter 7
<b>Week 7</b> Feb. 27	Addy et al. - Chapter 7	Addy et al. – Chapter 7  Giving feedback and assessment	Students 1 & 2 teaching – Bain – Chapters 1 & 2  Due on Mar. 4 <sup>th</sup> – Final syllabus

<b>Week 8</b> Mar. 6	Bain - Chapter 1 & 2	Bain Chapters 1 & 2  Teaching techniques – In-person and Online	Students 9 & 10 teaching – Bain – Chapters 3 & 4
<b>Week 9</b> Mar. 13	Bain - Chapters 3 & 4	Bain Chapters 3 & 4  Teaching techniques – Undergraduate and Graduate courses	
<b>Week 10</b> Mar. 20		Spring Break – No Class	
<b>Week 11</b> Mar. 27	Bain – Chapter 5	Bain Chapter 5  Crafting a teaching philosophy	Student teaching – Bain – Chapter 6
<b>Week 12</b> April 3	Bain – Chapter 6	Bain Chapter 6	Due on April 8 <sup>th</sup> – Online video lecture – Topic of your choice from academic journal article
<b>Week 13</b> April 10		Online video lectures – Asynchronous	Student teaching – Bain – Chapter 7  Due on April 15 <sup>th</sup> – Draft of teaching statement
<b>Week 14</b> April 17	Bain - Chapter 7	Bain Chapter 7	Due on April 22 <sup>nd</sup> – Final draft of teaching statement



<b>Week 15</b> April 24		Presentations – Teaching philosophies	
<b>Week 16</b> May 1	Finals week		