

## ANT 398T - Supervised Teaching

**Instructor:** Dr. Chris Kirk  
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**Office:** SAC 5.154  
**Office Hours:** Monday 1-3 PM  
**Meeting Time/Place:** Wednesday 1-4 PM, SAC 5.118

### Course Description:

The purpose of this course is to provide you with theoretical and practical knowledge about teaching and learning at the postsecondary level, ultimately to help prepare you for a teaching position in a higher education setting. We will explore a variety of instructional methods and active learning strategies as well as related educational issues, such as grading, classroom management, and student motivation. The course will help you to be more mindful and confident about your teaching through design, practice, and reflection. The course learning environment will be interactive, collaborative, and student-centered. Many anthropology graduate students will choose careers other than college teaching, so the skills emphasized in this class will be of use in any field, particularly those involving organizing information and communicating it to other people.

### Course Objectives:

Students will learn

- General education philosophy and develop one of their own
  - Systematic course design
  - Pros and cons of various teaching methods
  - Evaluation of learning
  - Resources to supplement teaching
- To construct a philosophy of teaching and a philosophy for evaluating students

### Recommended Reading

Svinicki, M., & McKeachie, W. J., & (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.). Belmont, CA: Wadsworth.

Course packet based on Lewis, K. & Sweet, M. (Eds.). (2007). *Teaching pedagogy to graduate student instructors* (3rd ed.). UT Austin: Center for Teaching Effectiveness.

### Course Requirements and Grading

- **Philosophy Statement**

When applying for a faculty position, you may be asked to provide a statement of your philosophy on teaching and/or grading. From your past experiences as a student (and possibly as a teacher) as well as from our discussions in this course, you will identify your beliefs about the purpose of higher education, student learning, and the role of a teacher through a teaching philosophy statement. In addition, you will describe your general beliefs about evaluating students through a grading philosophy statement. You may choose to combine these statements in one paper or write them separately. (3-5 pages)

- **Unit Design**

You will select an introductory topic in your area of interest and design a unit of instruction, including a syllabus with a tentative calendar for at least six class meetings, unit objectives, plans for evaluation, and supplementary readings. You will provide detailed lesson plans for at least two of the six potential class meetings, including learning objectives, active learning strategies, instructional methods, and classroom assessment techniques (CATs). At the end of the session, you will share your unit design with the rest of the class through a short 10 minute presentation. Your entire written unit design will also be distributed to your peers, so that everyone will have a variety of teaching materials on introductory topics for future use and reference. (5-8 pages) Using your initial learning unit, you will develop a complete syllabus for a course of your choice.

- **Microteaching**

You will prepare and teach a 20-25 minute lesson in a content area of your choice in front of a small group of your peers, who will provide you with written constructive feedback. The lesson will be videotaped to give you the opportunity to view and reflect on your teaching. You will view your videotaped lesson with me during an individual consultation to discuss feedback and what you learned from both lessons overall.

- **Observation and Critique of Faculty Member**

Observe 1 large lecture class and 1 small seminar/discussion format class.

**Criteria for Evaluating Assignments:**

Assignments will be evaluated based on evidence of careful, systematic, reasoned thought, which shows use of theoretical and empirical knowledge, , and the ability to analyze and apply appropriate teaching materials, methods, and/or concepts to the assignment. The following grading criteria will be used as appropriate to the specific assignment:

- Is the assignment complete, thorough, and theoretically grounded?
- Is the work well written, well organized, and clearly presented?
- Does the work reflect a solid understanding of anthropology, anthropology curricula, and well-considered teaching methods?
- Does the work reflect awareness of adult learning theory and levels of knowledge, skills, and values?
- Is the work free from spelling, punctuation, and grammatical errors? Has the work been carefully proofread prior to submission?
- Is there evidence of originality and creative thinking?

**Grades:**

This course is offered only on a credit/no credit basis. You will receive credit if you demonstrate competency in each of the areas and participate in class discussions.

Please note that all coursework and readings will be assigned in class two weeks in advance of their due date. Furthermore, additional readings or modifications to this syllabus may be sent via email as the semester progresses.

## Other Policies:

### ACADEMIC INTEGRITY

If you are caught plagiarizing, I will be following the university guidelines for disciplinary actions: ([deanofstudents.utexas.edu/sjs/academicintegrity.html](http://deanofstudents.utexas.edu/sjs/academicintegrity.html)), see also ([www.academicintegrity.org/](http://www.academicintegrity.org/)).

Each student in this course is expected to abide by the University Code of Academic Integrity (see attached). Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and discuss information and concepts covered in lecture. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of email, email attachment file, disk, or hard copy. Should copying occur, both the student who copied from another student and the student who gave material to be copied will both be automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the exams will result in failure of the exam, and may result in failure of the course and University disciplinary action.

### THE UNIVERSITY OF TEXAS HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the 1<sup>st</sup> 3 weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations (see attached).

### NOTICE ABOUT STUDENTS WITH DISABILITIES

The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information contact the Office of the Dean of Students at (512) 471-6259. Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6529; 471-4641 TTY. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. For more information: <http://deanofstudents.utexas.edu/ssd/providing.php>.

### NOTICE ABOUT MISSED WORK DUE TO RELIGIOUS HOLY DAYS

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day, you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen (14) days prior to the classes scheduled on dates you will be absent** to observe a religious holy days.

### USE OF BLACKBOARD IN CLASSES

This course uses Blackboard, a web-based course management system in which a password-protected site is created for each course. Blackboard will be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are

occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are NOT an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>.

#### **UNIVERSITY E-MAIL NOTIFICATION POLICY**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

**THIS SYLLABUS IS SUBJECT TO REVISION AND AMENDMENT**