Social Sciences 399: University Teaching (Fall 2021)

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<tr>
<th>Instructor</th>
<th>Barbara Sarnecka, Professor, Cognitive Sciences; Associate Dean of Graduate Studies and Research, Social Sciences</th>
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<tr>
<td>E-mail</td>
<td><a href="mailto:sarnecka@uci.edu">sarnecka@uci.edu</a></td>
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<tr>
<td>Optional discussion/office hours</td>
<td>Tuesdays, 4:00-4:50 pm</td>
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Introduction
Welcome to Social Sciences 399! The purpose of this course is to help you develop your skills as a university-level instructor. What you learn in this course will help you to be successful in a wide variety of careers, including but not limited to careers in teaching. Prof. Sarnecka and any other faculty with whom you interact in a teaching capacity can help you to become a more effective communicator inside and outside of the classroom.

Prerequisites
The primary goal of this course is to augment hands-on classroom training as part of an ASE (e.g., TA or reader) appointment, teaching associate appointment, or other engagement in classroom instruction. There are no prerequisites, but some kind of hands-on teaching engagement is a co-requisite.

Student Learning Outcomes
Upon successful completion of this course, you should be able to:

1. Articulate the responsibilities you have to your own students and their development, to the university and its standards, and to yourself and your own professional growth.
2. Match your teaching to the learning outcomes of the course in which you are doing hands-on practicum work. You may reference the learning outcomes outlined by the primary instructor of that course or develop your own using Bloom’s taxonomy (See here and here.)
3. Understand where your particular strengths and challenges in communication lie. Reflect on your communication with the other teaching staff and with the students in your class, what you have learned over the course of the term and how you will next seek to improve your communication skills.

Structure of the Course
Because Social Sciences 399 may enroll many students with differing schedules, the class is designed to be fully asynchronous and remote. The main forum for interaction among students is Perusall.com, where students will discuss the assigned readings. The main forum for interaction with the instructor are the reflective writing assignments submitted over the course of the term, as well as the longer, final written reflection. The instructor is also available to answer questions by email or during office hours on Tuesdays from 4:00 to 4:50 pm.

Book
Assignments

- Reading assignments on Perusall.com (5 assignments, due on Friday of Weeks 1, 3, 5, 7, 9)
- Teaching journal entries. A reflective journal entry of 500-1000 words is due every other week (Friday of Weeks 2, 4, 6, 8, 10). Each entry should address challenges you are experiencing, lessons you have learned, and any other reflections you want to make on your experiences teaching. You can tie these experiences back to the reading or not, as you wish. There is no specific format to the journal entries.
- Final reflective essay. At the end of the quarter (by Friday of finals week), you will summarize and synthesize your weekly journal entries into a single essay of approximately 2,000-3,000 words. The essay should encapsulate your experiences during the quarter, indicate which aspects of your teaching were most successful, and describe your next steps in improving your teaching/communication skills in the future.

Disability Services

- Any accommodations you require for this course should be requested by contacting the Disability Services Center (DSC). If you need help accessing their resources, please contact Prof. Sarnecka. You should make any requests for disability accommodations no later than the end of the first week of classes.
- Any accommodations you require for the co-requisite practicum experience (e.g., serving as an ASE for a UCI course) should be requested via Disability Management Services through Human Resources.

Scale

This course is graded Satisfactory/Unsatisfactory (S/U). To receive a satisfactory grade, students must earn at least 80% of the total points in the class. Late assignments are decremented by 10% for every week or part of a week that they are late. Any challenges with the co-requisite practicum training (including a description of the issue, what was done to address it, and what you learned from the experience that you will take into future teaching) with the co-requisite practicum training should be addressed in both the teaching journal entries and the final reflective essay. Evidence of thoughtful engagement with pedagogical approaches and a dedication to timely and clear communication will be examined as particular elements of importance in all assignments (the Perusall discussion, the teaching journal entries, and the final reflective essay).

Academic Dishonesty

All students are expected to adhere to the UCI Academic Dishonesty Policies (for more information, please visit https://aisc.uci.edu/students/academic-integrity/index.php).