Welcome to Social Sciences 399! The purpose of this course is to give you a place to reflect on your work as a university-level instructor, to discuss teaching-related issues with other TAs, and connect your work teaching undergraduates with your work as an engaged social scientist more broadly. Being able to "translate" social sciences scholarship and make it relevant to non-experts, whether they are UCI undergraduates or members of the public, is useful in a wide variety of careers, including but not limited to careers in teaching.

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. The main tool for learning in this class is self-reflection. Reflection following teaching has been shown in a variety of contexts to improve teaching and is considered a best practice, with or without feedback. However, my hope is to provide feedback on students' reflections either personally or through other faculty mentors, peer review, or other strategies (depending on how many students sign up for the course). For those interested in learning more about self-reflection as a tool to improve teaching, the following references may be useful.

- Greitzer, 2015
- Hemans et al., 2019

**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.

**Book**

*Ambrose, et al. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco: Jossey-Bass.* This quarter, we will read Chapters 1-4. You can purchase the book on Perusall.com and we will read and discuss it together there. If you prefer to get the book somewhere else, you can write short responses to each chapter instead of discussing them on Perusall.

**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.

**Grading**

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 2% for every day or part of a day 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).

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.