

CMST 3000 Teaching Practicum
Spring 2018

Instructor: Clair Canfield
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Course Website: Canvas
Office: Old Main 002G
Office Hours: TBD W/F; flexible by appointment.

GENERAL PURPOSE

This course is designed to develop and refine your teaching as Teaching Assistants for the Public Speaking course. We will focus on coordinating lab and lecture experiences that will assist students in finding their voice and developing effectiveness as public speakers.

LEARNING OBJECTIVES

1- Increase your confidence and abilities as a Teaching Assistant.

COURSE MECHANICS

During the course of the semester assignments may be modified, added or removed as requirements dependent upon student need and interest.

- *Goals and Syllabus* As a TA partnership you will identify the goals you will work towards in your lab this semester. Develop a syllabus for your lab that will help establish guidelines that will support the attainment of your goals. I would like you to also reflect on the goals you have for your own personal development as a teacher. (10pts.)
- *Teaching Philosophy* In one page or less describe your philosophy of teaching. (10pts.)
- *Semester Evaluation* Reflect on your growth and development. Evaluate your success in accomplishing the goals you set at the beginning of the semester. (10pts.)
- *Attendance* (20pts.)

Grading Scale

<u>Percentages</u>	<u>Grade</u>
90% - 100%	A range
80% - 89%	B range
70% - 79%	C range
60% - 69%	D range
59% or less	F

UNIVERSITY POLICIES SECTION

The Americans with Disabilities Act

Students with ADA-documented impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. Accommodations are coordinated through DRC in Room 101 of the University Inn, 7-2444 voice, 7-0740 TTY, or

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toll free at 1-800-259-2966. Please contact DRC as early as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Academic Misconduct

In accordance with university policy (as articulated in the Student Code, see: <http://www.usu.edu/studentservices/pdf/StudentCode.pdf#page=4>), academic misconduct—including cheating, fabrication, and plagiarism of written or spoken work—is not tolerated in this course. Do not present or turn in work for this class that you have turned in for other classes. You do not have my permission to submit work from this class to fulfill requirements in other classes. Plagiarism is submitting/presenting someone else's work as your own as well as quoting others without giving credit. Any quotation or paraphrasing of sources must be cited in text as well as orally during your speeches. Plagiarism can result in an F for the assignment, an F for the course, and other disciplinary measures. If at any time you are unsure whether your actions constitute academic misconduct, please see the instructor in order to clarify the matter.

COURSE STANDARDS

Course Assignments:

Assignments are due before end of day. Late work if accepted will incur a penalty. All class assignments will be submitted through canvas. You may enter your assignment directly into the text box or upload a file. It is necessary that you use a format that allows for the use of the comment function through canvas. Keep personal copies of all work submitted.

Course Communication:

I expect you to show *respect* for one another regardless of opinion, value, cultural, and other group differences. You should give one another equal opportunity to express opinions, experiences, and ideas. As students, all of you should be *supportive* of a cooperative learning environment within the class. As the instructor I strive to create and foster a space of *safety* for experiencing, practicing, expressing, questioning, experimenting, and all the other forms that learning can take. Creating this space is the *responsibility* of everyone involved in the teaching and learning process.

Course Preparation:

I expect you to read assigned material prior to class. You should be prepared to discuss and answer questions related to the material in the text and readings. You should also be prepared to ask questions about issues of interest or for clarification of concepts during class. I will be prepared to be responsive to your questions and whatever direction the class discussion dictates. Our discussions will be much more meaningful and productive when you have completed the readings prior to class. Please make every effort to do so.

Course Writing:

I expect you to produce organized, structured, and formatted assignments that demonstrate an awareness and understanding of relevant theories, concepts, readings, facts, and so forth.

Grading Written Assignments:

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I grade written assignments according to the following general guidelines in addition to the specific individual requirements of each assignment.

To receive a "C": The assignment must be complete, thoughtful, and meet the requirements of the assignment in every regard.

To receive a "B": The assignment must be complete, readable, thoughtful, meet all requirements, and do so in an exceptional way.

To receive an "A": The assignment must go beyond the requirements of the assignment in some way. It needs to take the next logical step, or provide a new, creative way of seeing the material. "A" assignments demonstrate more *thoughtful work* and *meaningful application of course material* than those receiving lower grades. The length of the assignment is unimportant compared to the quality of the content.