

Teaching Linguistics Across CUNY Campuses (TLACC)
Syllabus

When: Thursday, 4:15 – 6:15 PM (alternates with colloquium)
Dates: January 30, February 13, 20, 27; March 5, 12, 26; April 30; May 14
Where: Room 6417
Credits: 1

Facilitator: Chaya Nove
Email: chayarnove@gmail.com

Guest Lecturers: TBD

Readings:

- *On Course: A Week-by-week Guide to Your First Semester of College Teaching* by James M. Lang
What the Best College Teachers Do by Ken Bain. (PDF in Readings folder on TLACC website: <https://tlacc.commonsc.gc.cuny.edu/>)
- *The Chronicle of Higher Education*. Some articles are not open access, these are available by accessing the Chronicle through the library using your GC login:
 - Prof Hacker
 - Tenured Radical
 - Advice: Graduate Students
 - ... more from blogs and opinions

Online Resources:

- CUNY Academic Commons: <https://commons.gc.cuny.edu/>
- Share-ling: <https://shareling685568822.commonsc.gc.cuny.edu/>
- TLACC website (on the Commons): <https://tlacc.commonsc.gc.cuny.edu/>

Description:

Teaching at the CUNY colleges can be one of the most rewarding and motivating experiences or one of the most frustrating and discouraging experiences in your graduate school career. (In fact, it will most likely be a mix of both!) This course is designed to help you make your teaching experience more of the former and less of the latter. Emerging from a well-taught class is one of the most gratifying and energizing feelings you can have while in graduate school. As a participant in the TLACC workshop, you will be guided towards materials created by other students and introduced to a wide variety tools, techniques and approaches to help make your life as an adjunct or GCF more fulfilling and efficient. Examples and resources offered here are primarily focused on linguistics, but the underlying principles and theories are applicable to all courses and disciplines. Whether you are brand new to teaching or have a few semesters/years underway, the strategies presented here will be useful in your teaching life.

Participants will:

- Plan and develop a syllabus with clearly defined learning outcomes and student responsibilities
- Find resources for classes using Share-Ling and other open, freely available archives
- Apply learning theory to course, lesson and assessment design.
- Develop a plan to use class time effectively to provide feedback on low-stakes assignments that will increase the quality of the high-stakes assignments (scaffolding)

- Design low stakes, collaborative assignments that will help your students learn and get feedback, without spending hours with a red pen!
- Identify your own style in dealing with issues such as:
 - Classroom management
 - Lateness
 - Plagiarism
 - And more
- Discover and analyze technology tools to make your life easier
- Choose and plan an organization system and get it set up in advance

Schedule (tentative)

Date	Topics	Readings
1/30	Orientation <ol style="list-style-type: none"> 1. About TLACC 2. TLACC syllabus 3. Needs assessment 4. Reflections 5. Designing your course: Statement of Purpose 	
2/13	Syllabus and First Day <ol style="list-style-type: none"> 1. Planning your course: working backwards 2. Syllabus design 3. Scheduling tests and homework 4. Make a proto-syllabus 5. First day: plans and impressions 	<ul style="list-style-type: none"> • <i>On Course</i>: Before the Beginning & Week 1 • <i>What the Best College Teachers Do</i>: How Do They Prepare to Teach (Chapter 3)
2/20	Instructional Materials: Textbooks and Technology <ol style="list-style-type: none"> 1. Teaching Platforms: CUNY Academic Commons 2. Teaching Resources 3. Managing class time 4. Textbooks and teaching materials (OER) 5. Dealing with failure 	<ul style="list-style-type: none"> • 6 Scaffolding Strategies to Use With Your Students • Maura Smale & Mariana Regalado: Digital technology as affordance and barrier in higher education (Chapter 5)
2/27	Learning Theory and Learning Styles <ol style="list-style-type: none"> 1. Teaching at CUNY 2. Empowering students 3. Multiple intelligences and learning styles 4. Diversity of academic proficiencies 5. Developing your teaching philosophy 6. Inquiry-based pedagogy 7. Getting student feedback 	<ul style="list-style-type: none"> • National Research Council: How People Learn Chapters 1 & 2 (pg 1-50) • <i>On Course</i>: Chapter 7 • Perry's States of Intellectual Development & "Women's Ways of Knowing"
3/5	Accessibility / Observations / Winging it <ol style="list-style-type: none"> 1. Making your classroom accessible 2. Cross-cultural expectations of the CUNY system 3. Teaching what you don't know 4. Dealing with personal expectations Thinking about teaching realistically	TBD
3/12	Ethics and Problems <ol style="list-style-type: none"> 1. Plagiarism at CUNY Teaching citations Blackboard plagiarism checker / Turnitin 2. CUNY students 	<ul style="list-style-type: none"> • <i>On Course</i>: Week 9 Academic Honesty • A Culture of Sharing... • Academic Integrity and Student Plagiarism: A

	<p>Teaching at a public urban school (5 Tips)</p> <p>Identifying issues (age, gender, etc.)</p> <p>Identifying problems and causes</p> <p>Not taking it personally</p> <p>3. Setting your philosophies and policies</p> <p>Attendance</p> <p>Late work</p> <p>Extra credit</p> <p>Personal circumstances</p>	<p>Question of Education, Not Ethics</p> <ul style="list-style-type: none"> • 5 Tips for Teaching in an Urban Environment
3/26	<p>Creating Assignments</p> <ol style="list-style-type: none"> 1. WAC philosophy 2. Designing effective (writing) assignments: 3. LOW vs. HIGH stakes assignments 4. Minimal markup and other efficient grading 5. Peer Review 6. Elements of non-writing assignment design 	TBD
4/30	Micro-Lessons	
5/14	Discussion	