

ENG 6813: Interdisciplinary Teaching
Spring 2024

Instructor: Dr. Emily Johnson	Section: 0W61
Office: TCH 256-g	Credit Hours: 3
Phone: English front desk: 407-823-5596	Class Modality: Web-based (W)
E-Mail: Webcourses Inbox or ekj@ucf.edu	Meeting Days/Times: N/A
Office Hours: <i>Virtual:</i> Mondays 10am-1pm <i>and by appointment</i>	Class Location: Online

I. Course Description

Theory and practice of designing interdisciplinary courses and curricula for the humanities. Includes strategies, theories, and best practices.

Prerequisites: Graduate standing or C. I.

II. Course Purpose & Objectives

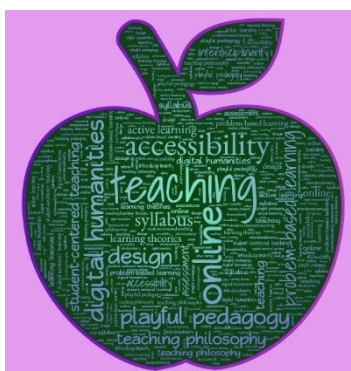
The course serves as an introduction to postsecondary teaching theories and methods. It is intended for graduate students who plan to seek faculty positions in academic settings.

Students will be able to:

- 1) Differentiate between various learning theories and their implications on teaching.
- 2) Make informed decisions about teaching strategies and philosophies.
- 3) Compose a meaningful philosophy of teaching statement that reflects current best practices in teaching and learning.
- 4) Design student-centered in-person and online courses, including a syllabus that follows an institutional standard, clearly written assignments, rubrics, and learning modules.
- 5) Operate a basic LMS (Canvas) as an instructor.

III. Required Texts

- 1) Required readings, videos, and podcasts are linked in Canvas.
- 2) Each student will select one text from the list on pp. 6-7 of this syllabus to read individually for a “book review” assignment. Most books on the list are available through the UCF library, electronically or physically, though students certainly have the option to purchase one or more of these in the format of their choice.



IV. Course Requirements*

Weekly (Minor) Assignments (40 points)

- **Academic Verification Activity** (2 points): A brief survey posted on Webcourses. This is required by the university; delaying this may delay financial aid.
- **Resources & Reflections** (2 points each; 26 points total): Each week, I would like you to add to a running log of notes and reflections on the readings & other assignments, as this will be a valuable reference for you in the future. Focus on synthesizing across works and connecting readings to your own experience & the kinds of content you will likely be teaching. Screenshots, bulleted lists, links, and informal language are encouraged. This can be a blog on a public website, a private Google Doc, or something else—just make sure I have viewing access!
- **Debates** (2 points each; 8 points total): We will hold four debates on a topic in education in the course discussion board. You can choose any side to argue, including one with which you disagree, but you must participate substantially (**more than** one post and 2 replies, citing and linking to research to support your position). The point is to think deeply about differing perspectives.
- **Final Reflection** (4 points): This paper **serves as your final exam for this course**: short reflection on your experience in the course, what you learned, and so forth.

Milestone (Major) Assignments (60 points)

- **Module Creation** (20 points): Each student will create a module that the rest of the class will view. Your module must include learning objectives, readings, an assignment, and a rubric.
- **Book “Review”** (10 points): Each student will select one book from a list of options and “teach” that book to the class via a page in Canvas that contains an overview, key takeaways, connections, and a short video “lecture.” Additional interactive elements (Twine, etc.) are optional.
- **Teaching Philosophy** (10 points): This is a one-page document often required for faculty applications outlining your approach to teaching. **Peer review required.**
- **Syllabus** (20 points): Find an actual job posting that you could apply for and create a syllabus for an existing or new course you could teach that would also fit in that university’s program of study. The syllabus must follow the syllabus requirements/template for that institution. **Peer review required.**

*Additional details and rubrics are provided in Canvas.

V. Method of Evaluation

Assignment	% of grade
Academic Verification Activity	2%
Resources & Reflections (13 total; 2 points each)	26%
Debates (4 total; 2 points each)	8%
Module Creation	20%
Book “Review”	10%
Teaching Philosophy	10%
Syllabus	20%
Final Reflection	4%
Total (100 points possible)	100%

*Extra credit is available by attending UCF FCTL/CDL training.
Details and training availability will be posted in Canvas.*

Grading Scale *Rounding up at .5*

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	D+
67-69%	D
64-60%	D-
0 – 59%	F

VI. Course Policies

Grace Period: All assignment deadlines are due at **11:59pm Orlando, FL, USA time** but follow an 8-hour grace period until 8:00:00am (*Canvas counts milliseconds!*). This window is to allow for any technical difficulties. There is **no penalty** for submissions within the grace period.

Late Work Policy: If you are unable to submit an assignment before the grace period closes, please contact me and **propose an extended deadline for the assignment**. This should be within one week of the deadline possible. This policy does **not** apply to discussion (debate) posts or peer reviews, however, due to the timely nature needed to provide feedback to peers.

Grade Dissemination: Grades in this course will be posted in Canvas within two weeks of submission. Please contact me immediately if you see an error or have any questions.

VII. Academic Integrity

All work that you submit for this class must be your own, and it must be created exclusively for this course. Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. I will also adhere to the highest standards of academic integrity, so please do not ask/expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

VIII. Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

IX. Campus Safety Statement

This course is fully online, but this information may be helpful if you ever visit campus:

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location. [Click for online version](#).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency, [first aid kit and AED information is available here](#).
- To stay informed about emergency situations, sign up to receive UCF text alerts in my.ucf.edu; for more information, see: <https://police.ucf.edu/ucf-alert-information>
- If you have a special need related to emergency situations, please email me.
- Consider viewing [this video](#) about how to manage an active shooter situation.

X. Deployed Active Duty Military Students Statement

If you are a deployed active duty military student and need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

XI Title IX Statement

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources & information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>

XI. Final Exam

The final exam for this course is the **Final Reflection**. It must be submitted in Canvas no later than **April 28, 11:59pm Orlando, FL USA time** (the 8-hour grace period **does** apply).

XII. Course Schedule **Subject to revision**

Please note: Additional readings, video interviews, and other resources will be included in the Canvas modules. **Students should also read each module's "overview" page and view the interview video embedded on that page.**

All assignments are due by 11:59pm Orlando, FL USA time on the day listed.

Week 1: **Welcome!** January 8 - January 14

- Introductions and welcome procedures
- Read: Welcome page
- Read: Creating a course orientation module
- Explore: Guide to Teaching at UCF (skim)
- **Complete: Academic Verification Activity (Due Friday, January 11)**
- **Complete: Sign up for a book from the list of options (Google doc linked in Canvas; one book per student)**
- **Complete: Resources & Reflections (initial setup)**

Week 2: **Learning Theories** January 15 - January 21

- Watch: 3 Learning Theories Video
- Read: Kohn (2018) PDF
- Read: Amineh & Asl (2015) PDF
- Read: Osborne (1996) PDF
- Read: Johnson (2014) PDF
- Book Review(s) Due: Ambrose et al. (2010); Kohn (2018)
- **Complete: Resources & Reflections 1**
- **Complete: Debate 1 (initial post)**

Week 3: **Assessment** January 22 - January 28

- Read: Design & Teach a Course Website
- Read: King (2019) PDF
- Read: Gibbs (2019) PDF
- Watch: Assessment Techniques (5-video playlist)
- Listen: Personalization and the trouble with "teaching machines" (podcast)
- Explore: Additional links in the module (skim)
- Book Review(s) Due: Fink (2013); Bain (2004)
- **Complete: Resources & Reflections 2**
- **Complete: Debate 1 (several replies)**

Week 4: **Active Learning** January 29 - February 4

- Read: Bain (2021) PDF
- Read: Bloom's Taxonomy Website
- Book Review(s) Due: Misseyanni et al. (2018); Bain (2021)
- **Complete: Resources & Reflections 3**
- **Complete: Teaching Philosophy (draft for peer review)**

Week 5: **Flipped Classroom** February 5 - February 11

- Read: Al-Samarraie et al.(2019) PDF
- Read: Polata & Karabatak (2022) PDF
- Book Review Due: Duch & Allen (2001)
- **Complete: Resources & Reflections 4**
- **Complete: Teaching Philosophy**

Week 6: **Student-Centered Learning** February 12 - February 18

- Read: Ali (2019) PDF
- Read: Hoidn & Reusser (2020) PDF
- Read: **Any two** options listed on the “Active Learning” page in Canvas
- Book review due: Gabriel (2018)
- **Complete: Resources & Reflections 5**
- **Complete: Debate 2 (initial post)**

Week 7: **Playful Pedagogy & Student Motivation** February 19 - February 25

- Read: Howard et al. (2021) PDF
- Read: Ferrer et al. (2020) PDF
- Read: Miller (2014) PDF
- Explore: Forbes & Thomas (2022) eBook
- Book Review(s) Due: Gee (2004); Carnes (2014)
- **Complete: Resources & Reflections 6**
- **Complete: Debate 2 (several replies)**

Week 8: **Teaching Online and Empathetic Learning** February 26 - March 3

- Read: Branch (2009) Prologue PDF
- Read: Carr-Chellman & Bogard (2023) PDF
- Read: Singleton & Pares (2022) PDF
- Read: Kwak (2020) Website
- Book Review(s) Due: Branch, & Fenn (2009); Harasim (2017)
- **Complete: Resources & Reflections 7**
- **Complete: Module Assignment**

Week 9: **Universal Design for Learning** March 4 - March 10

- Read: Trust & Pektas (2019) PDF
- Watch: UDL at a Glance
- Book Review(s) Due: Bayeck (2020); Christensen et al. (2011)
- **Complete: Resources & Reflections 8**
- **Complete: Debate 3 (initial post)**

Week 10: **The Syllabus** March 11 - March 17

- Read: Germano & Nichols (2020) PDF (2 chapters)
- Read: Orr et al. (2022) PDF
- Read/Watch: Backward Design
- Book Review Due: Germano, & Nicholls (2020)
- **Complete: Resources & Reflections 9**
- **Complete: Debate 3 (several replies)**

Week 11: **Break Week** March 18 - March 24

- No assignments due this week

Week 12: **Accessibility** March 25 - March 31

- Read: Hardwick et al. (2020) PDF
- Read: Chrenshaw (1989) PDF
- Read: Digital Accessibility Webcourse (enroll & explore resources)
- Skim: SAS Resources for Faculty & Web Accessibility Websites
- Book Review(s) Due: Cohen & Scheinfeldt (2013); Dirksen (2015)
- **Complete: Resources & Reflections 10**
- **Complete: Syllabus Draft (for peer review)**

Week 13: **Teaching in the Age of AI** April 1 - April 7

- Read: Roberts (2023) PDF
- Book Review Due: Lang (2020)
- **Complete: Resources & Reflections 11**
- **Complete: Syllabus (final draft)**

Week 14: **DH and Interdisciplinarity** April 8 - April 14

- Read: Clement (2012) PDF
- Read: Klein (2015) PDF
- Book Review(s) Due: Hirsch (2012); Klein (2015)
- **Complete: Resources & Reflections 12**
- **Complete: Debate 4 (initial post)**

Week 15: **Best Practices** April 15 - April 21 (Classes End April 22)

- Read: Lang (2021) PDF
- Book Review Due: Lang (2021)
- **Complete: Resources & Reflections 13**
- **Complete: Debate 4 (several replies)**

Week 16: **Finals Week** April 22 - April 28

- **Complete: Final Reflection (this is your final “exam”)**

XIII. Book “Review” Book Option List *most, but not, all are free through the UCF Library.*

1. Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). [*How learning works: Seven research-based principles for smart teaching*](#). John Wiley & Sons.
2. Bain, K. (2021). [*Super courses: The future of teaching and learning*](#). Princeton University.
3. Bain, (2004). [*What the best college teachers do*](#). Harvard University Press.
4. Bayeck, R. et al. (2020). [*Learning in the digital age*](#). Open Textbook Library.
5. Branch, & Fenn, R. (2009). [*Instructional Design: The ADDIE Approach*](#). Springer US. <https://doi.org/10.1007/978-0-387-09506-6>
6. Carnes, M. (2014). [*Minds on fire: How role-immersion games transform college*](#). Harvard University Press.
7. Christensen, C.M., Johnson, C. W., & Horn, M. B. (2011). [*Disrupting class: How disruptive innovation will change the way the world learns*](#). McGraw-Hill.
8. Cohen, D. J., & Scheinfeldt, J. T. (2013). [*Hacking the academy: New approaches to scholarship and teaching from digital humanities*](#). University of Michigan Press.
9. Dirksen, J. (2015). [*Design for how people learn*](#) (Second edition.). New Riders.
10. Duch, Groh, S. E., & Allen, D. E. (2001). [*The power of problem-based learning: A practical “how to” for teaching undergraduate courses in any discipline*](#) (1st ed.). Stylus.
11. Fink, L.D. (2013). [*Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*](#). Wiley.
12. Gabriel, K.F. (2018). [*Creating the path to success in the classroom: Teaching to close the graduation gap for minority, first-generation, and academically unprepared students*](#) (First edition.). Stylus Publishing, LLC.
13. Gee, J.P. (2004). [*What video games have to teach us about learning and literacy*](#). Palgrave Macmillan.
14. Germano, W. & Nicholls, K. (2020). [*Syllabus: The remarkable, unremarkable document that changes everything*](#). Princeton University Press.
15. Harasim, L. (2017). [*Learning theory and online technologies*](#) (Second edition.). Routledge. <https://doi.org/10.4324/9781315716831>.

16. Hirsch, D. (Ed.) (2012). [Digital humanities pedagogy: Practices, principles and politics.](#) OpenBook Publishers.
17. Klein, J. T. (2015). [Interdisciplining Digital Humanities: Boundary Work in an Emerging Field.](#) University of Michigan Press.
18. Kohn, A. (2018). [Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes](#) (Twenty-fifth anniversary edition.). Houghton Mifflin Company.
19. Lang J.M. (2021). [Small teaching : everyday lessons from the science of learning](#) (Second edition.). Jossey-Bass.
20. Lang, J.M. (2020). [Distracted: Why students can't focus and what you can do about it.](#) Basic Books, Hachette Book Group.
21. Misseyanni, Papadopoulou, P., Marouli, C., & Lytras, M. D. (Eds.). (2018). [Active learning strategies in higher education.](#) Emerald Publishing Limited.