

LING 495: College Teaching of Linguistics

Spring 2022

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Text Book: How Learning Works by Ambrose et al.

Time: Fridays 1-3pm

Location: Rolfe Hall 3135

Office Hours: by appointment

495 is a two-unit class required of new TAs. By the end of this class, you will be able to:

- understand your rights and responsibilities as TAs at UCLA
- decide on learning objectives and how to achieve them with effective teaching techniques and methodologies
- address student needs and demands
- direct your students — and yourself! — to appropriate campus/departmental resources
- evaluate your performance and your students' performance
- handle awkward or uncomfortable situations in person or over email
- approach teaching as a profession with all that implies (e.g., transferable skills)

Assessment

This is a skills-based grading course, on a Satisfactory/Unsatisfactory scale. This means that in order to pass the course, you must show evidence of having mastered the six skills essential to the goals of the course:

1. Motivating students' goals
2. Section planning using Backward Design
3. Implementing Active Learning strategies
4. Presenting with confidence and clarity
5. Grading and providing feedback
6. Creating inclusive classrooms

Throughout the course, you will be provided with multiple opportunities to demonstrate the above skills. More on this appears at the end of the syllabus.

In addition, you must participate in the following three activities, whether or not you have completed the skills mastery.

1. **Microteaching sessions:** give three short lessons, the kind you might give in a discussion section. The first will be 5 minutes long on a non-linguistic topic of your choice, the second and third will be 10 minutes long on a (linguistic) topic I provide.
2. **Participation:** give feedback to your peers during activities, do assigned readings before class, participate in reading discussions, and participate in class discussions/scenarios.
3. **Peer observation:** turn in reports on your thoughts about **four** TA sections you observe.
 - You will observe four different TAs, ideally with different experience levels
 - You may observe any four sections so long as you observe sections for at least 1 upper division, 1 lower division, 1 p-side, and 1 s-side course.*Make sure to ask permission from the TA before attending their section.*

We will occasionally have readings. They will be posted on Canvas and additional optional readings relating to the topics covered will also be made available on Canvas. For assigned readings, you are required to participate either during the in-class discussion or, alternatively, you may submit a short written response.

Some questions addressed in this course

- What are my rights and responsibilities as a TA at UCLA?
- How do I design and run a section?
- How do I do that online?
- How can I keep students engaged and interested?
- How can I treat students equitably?
- How do I grade homeworks and exams fairly?
- What can I do when a difficult situation arises?
- What do I do when students plagiarize?
- What will professors expect of me as their TA?
- How do I use Canvas and MyUCLA gradebook?
- How can I manage my teaching workload?

Schedule (subject to change, but you'll be notified of any updates)

Highlighted are the materials that were used as justification for exemption from the four workshops. Future 495 syllabi should include equivalent materials that meet the learning objectives of the workshops.

How Learning Works

Nuts and Bolts of Lesson Planning

Active Learning Strategies

Assessment and Grading

Week 1: Introduction

- **Reading: How Learning Works Ch. 1**
- **Optional reading: How Learning Works Ch. 2**
- Syllabus
- TA Responsibilities
- **Principles of learning: activating prior knowledge and organization of knowledge**
- Pre-quarter survey

Week 2: Microteaching I & Active Learning

- **Microteaching 1**: Non-linguistic topic of your choice (5 min)
- Microteaching discussion
- **Active learning in problem-based discussions**
- **268 active learning strategies**

Week 3 - Lesson Planning

- **Reading: How Learning Works Ch. 3**
- **Optional reading: Understanding by Design**
- Student motivation and setting goals

- Backward Design: aligning teaching strategies with student-centered learning outcomes
- Lesson planning practice activity

Week 4 – Microteaching II

- **Microteaching II**: Linguistics Topic 1 (8 min; topic assigned by Jake)
- Microteaching discussion

Week 5: Leading Section & Grading

- Mid-quarter survey
- **Reading: Learning Styles: Concepts and Evidence**
- **Optional reading: Formative and Summative Assessment in the Classroom**
- **Optional reading: Gotta catch'em all: Skills grading in undergraduate linguistics**
- **Learning styles: myths and facts**
- Presentation skills and setting the tone in section
- Community agreements
- Grading strategies, assessment, and feedback
- **Skills-based grading in linguistics**
- Canvas and Gradebook

Week 6: Remote Teaching

- Teaching remote courses
- Eliciting participation and asking effective questions
- **Active learning for remote teaching**
- **Remote assessments**
- **More section planning**

Week 7: Microteaching III

- **Microteaching III**: Linguistics Topic 2 (8 min; within your area)
- Microteaching discussion

Week 8 – Interactions with Students

- Creating Inclusive Classrooms – complete workshop with CAT
- Power dynamics in the classroom
- **Equity in assessments**
- Barriers
- Resources

Week 9 – Rights!

- Peer observations due
- Peer observation discussion
- Philosophy of teaching
- Timekeeping with toggl track
- UAW 2865 and you

Week 10 – Wrap-up

- End-of-quarter feedback
- Course evaluations
- Interacting with students and the professor
- TAing scenarios

- Course wrap-up

Bibliography

- 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.
- Bowen, R. S. (2017). *Understanding by Design*. Vanderbilt University Center for Teaching. Retrieved April 19, 2022 from <https://cft.vanderbilt.edu/understanding-by-design/>.
- Dixson, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory into practice*, 55(2), 153-159.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological science in the public interest*, 9(3), 105-119.
- Zuraw, K., Aly, A. M., Lin, I., & Royer, A. J. (2019). Gotta catch'em all: Skills grading in undergraduate linguistics. *Language*, 95(4), e406-e427.

Appendix: Skills opportunities

Throughout the course, you will be required to demonstrate mastery of the six skills described in the syllabus. For each assignment that you complete, you can receive one or more points toward different skills, depending on the assignment. Below is a list of skills and the number of points required to demonstrate mastery, as well as some examples of how to get points. Note that the number of opportunities to master a skill exceeds the number of points required; this is by design, to give you multiple opportunities throughout the quarter to demonstrate mastery. Once you have mastered a skill, you are not required to get any more points toward that skill. If you are still short for one or more skills near the end of the quarter, notify the instructor immediately.

1. Motivating students' goals: **5 points to maste**
 - Week 3 activity (1 point)
 - Week 6 activity (1 point)
 - Microteaching II & III plans (1 point each)
 - Section observation (1 point each)
2. Section planning using Backward Design: **5 points to mastery**
 - Week 3 activity (1 point)
 - Week 6 activity (1 point)
 - Microteaching II & III plans (1 point each)
 - Section observation (1 point each)
3. Implementing Active Learning strategies: **10 points to mastery**
 - Week 2 activity (1 point)
 - Week 6 activity (1 point)
 - Microteaching II & III (1 point each)
 - Microteaching peer feedback (1 point each)
 - Section observation feedback (1 point each)
4. Presenting with confidence and clarity: **10 points to mastery**
 - Microteaching (1 point each)
 - Microteaching peer feedback (1 point each)
 - Section observation feedback (1 point each)
5. Grading and providing feedback: **10 points to mastery**
 - Grading activity (1 point)
 - Microteaching peer feedback (1 point each)
 - Section observation feedback (1 point each)
6. Creating inclusive classrooms: **7 points to mastery**
 - Attendance at workshop (5 points)
 - Section observation (1 point each)