



---

---

## PHC: 6937 - SEMINAR IN PUBLIC HEALTH TEACHING FALL 2013 COURSE SYLLABUS

MEETING DAY	TIMES	LOCATION
Wednesday	4:05PM – 6:00PM	G-316

---

### INSTRUCTOR INFORMATION

Mike Moorhouse, PhD  
Office: PHHP 4171  
Phone: 352-273-6564  
Email: mmoorhou@phhp.ufl.edu  
Office Hours: By Appointment

---

### DESCRIPTION

In this course, students will have the opportunity to examine and plan for teaching at the higher education level. We will use a combination of strategies including lectures, discussions, small group activities, and interviews of exceptional teachers to explore philosophical and practical issues related to course preparation, delivery, and evaluation. At the completion of the course, students will have a “teaching portfolio” that will have two basic components: a detailed set of plans for a specific course and a statement of their teaching philosophy. This will be an intensive “hands-on” course that will require supportive and cooperative behaviors by all.

---

### GOALS

- (1) To create a class atmosphere of mutual respect and cooperation.
- (2) To encourage students to gain insight into their own teaching philosophy.
- (3) To assist students in gaining a sense of teacher identity.
- (4) To expose students to exceptional teachers and gain their insight.
- (5) To expose students to the literature on teaching skills and strategies.

---

### OBJECTIVES

By the end of the semester, students will have:

- (1) Selected a course topic that they might teach at the university level.
- (2) Prepared a course syllabus that includes course assignments, activities, and methods of evaluation.
- (3) Prepared a written statement on their teaching philosophy.
- (4) Provided and received verbal and written feedback on selected teaching skills.
- (5) Participated in interviewing university teachers.

## REQUIRED TEXT

---

Tools for Teaching, 2<sup>nd</sup> Edition  
Barbara Gross Davis  
Jossey-Bass, 2009  
ISBN 978-0-7879-6567-9



## ASSIGNMENTS

---

### PARTICIPATION

This seminar is, in essence, a self-development course. The more effort that you put into your development, the better prepared you will be. Therefore, effort is as much a part of this class as the actual quality of the product. *15 Points*

### HOMEWORK

Throughout the semester, various homework assignments will be given (see due dates on calendar). Keep in mind that assignments are worth between 3 and 6 points. All homework will be due electronically, before class starts. *30 Points*

### SYLLABUS

This description should include information on the content of the course, the course goals and objectives, the course assignments (i.e., methods of evaluation), and the course “atmosphere” that you want to develop and maintain. In addition, you should attach the outline and dates of topics to be covered. Assume a 15-week course that meets once or twice a week and outline your lecture topics, and to the best of your ability, the readings for the class. *5 Points*

### PROFESSOR INTERVIEW

Each student will conduct a 10-15 minute interview with their “favorite” instructor. The interview will be audio-recorded and students must reflect on their interview and write a 500 word describing the interview. *10 Points*

### LECTURE

You will set-up, deliver, and video record a one hour lecture in an existing course this semester. This is not the same as TA time. You will need to contact a professor, negotiate a topic, create a PowerPoint, and deliver the lecture. This is not to be a discussion format, but a practice in delivering a lecture and learning about timing and delivery of a presentation. *15 Points*

### PEER EVALUATIONS

You will be expected to attend or review THREE of your classmates one-hour lectures and write a formal review of each (format will be provided). Note: your evaluations will NOT affect your classmate’s grade; you earn credit for providing honest, insightful, and comprehensive feedback. *10 Points*

### TEACHING PHILOSOPHY

In this brief statement, consider your own personal philosophy concerning what teaching, learning, and students represent to you. Consider your “core” metaphor about teaching and branch out from there. Make sure to include your most important attitudes and beliefs and discuss where they came from and how they influence you. Another would be to ask yourself questions such as “Why do I want to teach?” and try to answer them. Use a format that seems most productive for you. There are online resources and examples for you to help you get going. *15 Points*

ASSIGNMENTS	POINTS	CUMULATIVE POINTS	DUE DATE
Participation	15 Points	-	Ongoing
Homework	30 Points	45	Ongoing
Syllabus	05 Points	50	September 4 <sup>th</sup>
Professor Interview	10 Points	60	September 11 <sup>th</sup>
Lecture	15 Points	75	October 16 <sup>th</sup>
Peer Evaluations	10 Points	85	December 4 <sup>th</sup>
Teaching Philosophy	15 Points	100	December 4 <sup>th</sup>

GRADE BREAKDOWN								
A	A-	B+	B	B-	C+	C	C-	
93-100	90-92.9	88-89.9	83-87.9	80-82.9	78-79.9	73-77.9	70-72.9	

## UNIVERSITY OF FLORIDA'S HONESTY POLICY

---

Academic Integrity – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). As a member of the University of Florida community, each of us is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code states:

“We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.”

Cheating, plagiarism, other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior that can result in dismissal from the College and/or University. If you have any questions or need any clarifications whatsoever, please ask your instructor.

## CLASS ATTENDANCE POLICY

---

You will be expected to attend and participate in all class sessions. Of course, unanticipated circumstances may arise (illnesses, emergencies, etc.). Please notify me *prior to class* if such events occur. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. You will only be allowed to make up points from class sessions individually if your absence warrants a medical excuse or similar documentation (consistent with the College policy). *There will be no extension of the deadlines for assignments without an official medical or similar emergency. Assignments submitted after their due date will receive a zero.*

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

---

If you require academic accommodations, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must provide to me as the faculty member for this course at the time you request the accommodation. The College and the instructor are committed to providing reasonable accommodations to students with special needs in order to assist students in their coursework.

## COUNSELING AND MENTAL HEALTH SERVICES

---

Students in need of counseling and mental health services are encouraged to explore the Student Health Care Center, <http://www.shcc.ufl.edu>, (352)-392-1161, or the University of Florida Counseling Center, <http://www.counsel.ufl.edu>, (352)-392-1575

CLASS/DATE	SCHEDULE
Week 1 8/21	Class Introduction 30 Minute Reflection: “Good teaching is simple; great teaching is difficult.”
Week 2 8/28	 Due: Homework – Course Syllabi Evaluation (4 Points) For Class: Read Chapters 2 – 4 30 Minute Reflection: “Dangerous Minds – How to get to know your students.”
Week 3 9/4	 Due: Syllabus For Class: Read Chapters 9-13 30 Minute Reflection: “The art and science of classroom discussions.”
Week 4 9/11	 Due: Professor Interview (Audio-Taped) For Class: Read Chapters 5, 6, 8, 29-31 *Guest Speaker: Disability Resource Center 30 Minute Reflection: “Dr. Know - Prepare as the expert, but don’t be a know-it-all.”
Week 5 9/18	 Due: Homework – Professor Interview Reflection (3 Points) For Class: Read Chapters 14-18, 34, 35 *Guest Speaker: Fair Use in Higher Education
Week 6 9/25	 Due: Homework – Learning Activities (4 Points) For Class: Read Chapters 20-25, 28 30 Minute Reflection: “The Study Guide Syndrome – Is there such a thing as too much instruction?”
Week 7 10/2	For Class: Read Article by King (2012) *Guest Speaker: Student Conduct and Conflict Resolution 30 Minutes of Practice: “Talking with students who you suspect/know plagiarized or cheated.”
Week 8 10/9	 Due: Homework – Kognito Training Certificate (4 Points) For Class: Read Articles by Garlow et al. (2008) and Czyz et al. (2013) *Guest Speaker: Counseling and Wellness Center 30 Minutes of Practice: “Talking with students you are concerned about.”
Week 9 10/16	 Due: Lecture (Video-Taped) For Class: Read Chapters 39, 41, 42, 43 30 Minute Reflection: “To ‘B’ or not to ‘B,’ that is the question”
Week 10 10/23	 Due: Homework – Exam Questions (4 Points) For Class: Watch ‘How To’ Prezi on Lynda.com 30 Minute Reflection: “Hip to be Square – How to stay current with your students.”
Week 11 10/30	 Due: Homework – PowerPoint to Prezi (6 Points) For Class: Watch TED Talk *Guest Speaker: Blended Learning 30 Minute Reflection: “Technology – Friend or Foe?”
Week 12 11/6	NO CLASS – American Public Health Association Conference

Week 13 11/13	 Due: Homework – Group 1 Self Evaluation of Lecture (5 Points) Group 1 – Lecture Review
Week 14 11/20	 Due: Homework – Group 2 Self Evaluation of Lecture (5 Points) Group 2 – Lecture Review
Week 15 11/27	Happy Thanksgiving – No Class
Week 16 12/4	 Due: Teaching Philosophy  Due: Peer Evaluations *Guest Speakers: Faculty Panel

## ARTICLES

---

Czyz, E.K., Horwitz, A.G., Eisenberg, D., Kramer, A., & King, C.A. (In Press). Self-reported barriers to professional help seeking among college student at elevated risk for suicide. *Journal of American College Health*.

Garlow, S.J., Rosenberg, J., Moore, J.D., Haas, A.P., Koestner, B. et al. (2008). Depression, desperation, and suicide ideation in college students: Results from the American Foundation for Suicide Prevention college screening project at Emory University. *Depression and Anxiety*, 25, 482-488.

King, R.H. (2012). Student conduct administration: How students perceive the educational value and procedural fairness of their disciplinary experiences. *Journal of College Student Development*, 53, 562-580

## LINKS

---

Kognito Training: [www.kognitocampus.com/faculty/](http://www.kognitocampus.com/faculty/)

Ted Talk: [http://www.ted.com/talks/salman\\_khan\\_let\\_s\\_use\\_video\\_to\\_reinvent\\_education.html](http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html) (Approximately 20 Minutes)

Lynda.com: <http://www.lynda.com/Business-Collaboration-tutorials/Up-Running-Prezi/108883-2.html?srchtrk=index%3a0%0alinktypeid%3a2%0aq%3aprezi%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2> (Approximately 2 Hours)