

TEACHING TEAMS PROGRAM

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PTYS 297A:

Teaching Teams Professional Development 10 Week Workshop — 3 Units

Course Instructors/Supervisors:

Hannah Edwards Teaching Teams Program Coordinator & Instructional Specialist; Course Co-Instructor	Email: hjohnson20@email.arizona.edu Office Hours: By Appointment
Steve Kortenkamp, Ph.D. Teaching Teams Faculty Supervisor; Course Supervisor	Email: kortenka@email.arizona.edu Office Hours: By Appointment

Course Objectives:

The objectives of PTYS 297A are to provide professional development in areas of leadership, public speaking, and group dynamics, interview skills, as well as to assist students with their preceptorships.

This is done with a two-fold process:

1. Students participate in the workshop to gain experience with skills that support successful teaching and learning models.

2a. **(FOR PRECEPTORS)** Students are expected to implement the skills they learn and practice in the workshop to whatever their preceptor duties, for their home course, may be. Preceptor duties vary from one course to another, based on your home course instructor's specifications and your teaching team's needs. You and your home course instructor will complete a signed contract outlining your preceptor duties for the semester during the first two weeks of the workshop – turned in under "Course Contract Assignment." **If you have not turned in a signed contract by the designated due date during the 2nd week of the workshop, you will be administratively dropped.** *You must immediately notify your workshop instructor if you drop your home course. You will likely be required to drop the workshop as well (some exceptions made).*

2b. **(FOR NON-PRECEPTORS)** Students are expected to implement the skills they learn and practice in the workshop to their independent study projects based around professionalism. You will submit your contract under "Course Contract Assignment." **If you have not turned in a signed contract by the designated due date during the 2nd week of the workshop, you will be administratively dropped.**

Expected Learning Outcomes

Upon successful completion of this course, students should be able to...

1. Effectively present on their preceptorship home course and major, for the benefit of their preceptorship (study sessions, tutoring, exam review, etc.)
2. Utilize refined skills in leadership, group dynamics, and effective communication

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3. Articulate the experience of their preceptorship on their resume or curriculum vitae, as well as within interviews
4. Utilize technology and social media to benefit their preceptorship experiences
5. Learn how to obtain and achieve letters of recommendation from their preceptorship professor

Course Materials

There is no textbook for this course. All reading and materials will be posted on the course D2L page. Students must have Internet access to connect to D2L for any course announcements, emails, and Dropbox.

Grading Scheme

Your final Overall Grade for PTYS 297A is a weighted average of your workshop grade and the grade your home course instructor assigns you OR the grade from your course project. If you are a preceptor, your home course instructor for whom you precept will evaluate your attitude, participation, and contribution to his or her class by assigning you a letter grade (A, B, etc.). This grade will be averaged with your workshop grade to determine your overall final grade for PTYS 297A, as follows: **Workshop Grade (66.6%) + Preceptorship OR Course Project (33.3%)**

Final Grading Scale

- A —90-100%
- B —80-89%
- C —70-79%
- D —60-69%
- E —Below 60%

Attendance and Participation/Course Requirements

PTYS 297a is a fully online course. You are expected to log on to the course 3 times per week. This course requires active participation by students. Students are expected to read the assignments and be ready to engage in meaningful discussions (written D2L, Flipgrid, etc.) of course readings/lectures/videos, build on topics and ideas, and create writing and video assignments. Your observations, interpretations, and questions are vital to our class experience. Our class encourages personal experience as a form of knowledge especially as it relates and connects to our class readings, theories, and topics.

Classroom Conduct

Classroom conduct follows the guidelines established by the Arizona Board of Regents' Student Code of Conduct (see the policy below for more information <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>). Within this online classroom, students must act professionally and respectfully. Disruptive and disrespectful students in violation of the Student Code of Conduct will face consequences. The Arizona Board of Regents' Student Code of Conduct prohibits threats of physical harm to any member of the University community, including to one's self (see policy link above for more information).

Please see resources at [The Office of Instruction and Assessment](#) and/or the [Arizona Online's Digital](#)

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Learning. To review frequently-asked questions relevant to Fall 2020 teaching, please see the [COVID-19 Instructor FAQs](#).

Online Collaboration/Netiquette

You will primarily communicate with instructors and peers virtually through a variety of tools such as discussion forums, email, and web conferencing. The following guidelines will enable everyone in the course to participate and collaborate in a productive, safe environment.

- Be professional, courteous, and respectful as you would in a physical classroom.
- Online communication lacks the nonverbal cues that provide much of the meaning and nuances in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and stay on topic.
- It is expected that students may disagree with the research presented or the opinions of their fellow classmates. To disagree is fine but to disparage others' views is unacceptable. All comments should be kept civil and thoughtful. Remember that this course abides by university policies regarding disruptive behavior: <https://deanofstudents.arizona.edu/student-rights-responsibilities/disruptive-behavior>
- Compose your messages and posts in a word processing tool, and check your spelling and grammar before submitting your post / email.

Assignment Descriptions – ALL PTYS 297A Students

These assignments are all required for the workshop (all students). **Additional assignments for Non-Preceptors are seen in the next set of descriptions.** More specific guidelines, rubrics and due dates for each assignment will be posted on the D2L site – please contact your instructor (Hannah Edwards – hjohnson20@email.arizona.edu) if you have any questions about or trouble locating an assignment rubric.

All assignments must be submitted online on their respective deadline by 11:59 pm unless otherwise noted. Assignments are not accepted via email, unless otherwise noted. No late work will be accepted.

1. **Course Contract Assignment** (10 Points): Due via D2L Assignment DropBox by the end of 2nd week of workshop – Sept. 26 at 11:59 pm.
If you are a preceptor: Take a photo or scan in the physical paper contract signed by the professor/instructor you are precepting for. If you do not turn in a contract, you will be administratively dropped.
If you are not a preceptor: Take a photo or scan in the physical paper contract filled out and signed by yourself.
*If you are confused whether you are or are not a preceptor, email Mrs. Edwards at hjohnson20@email.arizona.edu
2. **Weekly D2L Discussions** (30 points per week, 10 weeks): Under the Discussions tab on the D2L course page, you will reflect weekly on different questions posed by your workshop instructor. These questions/prompts will be based on either that week's topic, or used as an introduction into the following week's topic. You are required to submit a discussion post each **Sunday by 11:59 pm**.
3. **Elevator Pitch Presentation** (50 points): There are three small presentations designed to improve your communication, teaching, and public speaking skills. This is the first of three. This presentation is a 30 – 45 second elevator pitch on yourself. You must include your name, what you are studying, what you want to do for work (career goal). Please also include at least one skill you have that makes you stand out from others in your field of work/study (unique fact about yourself). You will film and post your presentation to FlipGrid. Respond to at least 2 other student's presentations. Detailed instructions and rubric can be found on the D2L page under Week 1 content. Presentation due by Thursday, Sept. 16 at 11:59 pm; Responses due by Sunday, Sept. 19 at 11:59 pm.

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4. **60 Second Presentation** (80 points): This is the second presentation. You will give a 60 second presentation on an element from your major or a class you have or are currently taking here at the University. This presentation must include a visual prop (i.e., physical object, tool, etc.). You will film and post your presentation to FlipGrid. Respond to at least 2 other student's presentations. Detailed instructions and rubric can be found on the D2L page under Week 3 content. Presentation due by Thursday, Sept. 30 at 11:59 pm, responses due by Sunday, Oct. 3 at 11:59 pm.
5. **120 Second Presentation** (120 points): This is the third presentation. You will give a 120 second video presentation on an element from your major or a class you have or are currently taking here at the University. Unlike the 60 second presentation, this presentation must include a visual demonstration (not a just a photo or a prop). You will film and post your presentation to FlipGrid. Respond to at least 2 other student's presentations. Detailed instructions and rubric can be found on the D2L page under Week 5 content. Presentation due by Thursday, Oct. 14 at 11:59 pm, responses due by Sunday, Oct. 17 at 11:59 pm.
6. **Preceptor Led Workshop (PLW)** (160 points): This project is an opportunity to plan and teach an interactive, learner-centered ten minute lesson. You will film and post your presentation to FlipGrid. Respond to at least 2 other student's presentations. Detailed instructions and rubric can be found on the D2L page under Week 7 content. Presentation due by Thursday, Nov. 4 at 11:59 pm, responses due by Sunday, Nov. 7 at 11:59 pm.
7. **Resume (or CV)** (120 points): Students are required to submit a final draft of their tailored resume worth 100 points of their semester grade. Submission of the resume is designed to prepare students workshop curriculum later in the semester and interviews outside of the classroom. If you would like to schedule a one-on-one time to have an instructor or grader review and workshop your resume before you turn in your final draft, please email Mrs. Edwards (hjohnson20@email.arizona.edu). This is encouraged. Due by Sunday, Oct. 31 at 11:59 pm.
8. **Interview Final** (160 points): At the end of the semester, each student will be having a "mock" interview with their instructors. These interviews will be held over Zoom. If you do not have the technology needed to log onto a video conference interview, please email Mrs. Edwards as soon as possible (hjohnson20@email.arizona.edu). This assignment will be further discussed in class at the end of the semester.

Summary of Assignments Points

Course Contract (10 points)	= 10
D2L Discussions: 10 weeks (30 points each)	= 300
Presentations: Elevator Pitch (50 points)	
60 second (80 points)	
120 second (120 points)	= 250 points total
Resume Assignment: (120 points)	= 120
Preceptor Led Workshop: (160 points)	= 160
Interview Final: (160 points)	= 160

Total: 1000 Points

Workshop Grade

A—900-1000 points B—800-899 points C—700-799 points D—600-699 points E—Below 600 points

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Non-Preceptor Assignments:

These assignments are all required for the Non-Preceptors. Preceptors fulfill these points through the completion of their preceptorship (assignments and duties assigned within your preceptor contract). More specific guidelines, rubrics and due dates for each assignment will be posted on the D2L site – please contact instructor Hannah Edwards – hjohnson20@email.arizona.edu – if you have any questions.

** The assignments below will total to 500 points. These points will be given in increments (depending on the assignment due date) under the Grade item, “Preceptorship or Course Project Grade”

- 1. Reflection Assignment (50 points):** Due by Sunday, Oct. 3 at 11:59 pm
You will complete a brief written assignment, turned into the D2L Assignment Dropbox. Write a 200 or more word explanation on what professionalism is to you and what you believe are the most important aspects of professionalism. No references needed, no specific formatting required.
- 2. Exercise #1 Assignment (75 points):** Due by Sunday, Oct. 10 at 11:59 pm - turned into the D2L Assignment Dropbox.
Assignment details will be posted to D2L. Follow the instructions to complete the job/career search assignment.
- 3. Exercise #2 (75 points):** Due by Sunday, Oct. 24 at 11:59 pm - turned into the D2L Assignment Dropbox.
Create a LinkedIn. Be sure to add your education, jobs you have worked in, volunteer experience, etc. Connect with at least 10 people (you may connect with your instructors - ask us for additional instructors in which you can connect with if you are having trouble finding individuals you know). If you already have one with 10 or more connections, please add your instructor (Hannah Edwards). Submit a document (.PDF or .docx) with your name and link to your LinkedIn profile.
- 4. Exercise #3 Assignment (100 points):** Due by Sunday, Nov. 14 at 11:59 pm - turned into the D2L Assignment Dropbox.
Write a hypothetical cover letter to a position you may be interested in (Hint: think back to Exercise #1 and the jobs you listed there). Keep your cover letter to one page.
- 5. Course Paper (200 points):** Due by Sunday, Nov. 21 at 11:59 pm - turned into the D2L Assignment Dropbox.
Write a 1000 word (can be 100 under or over) paper on one of the following topics:
 - (a) Leadership Styles and Your Personal Leadership
 - (b) Critical Thinking and How it Affects Professional Environments (positively or negatively)
 - (c) Personal Branding (Social Media, How to use it Professionally, First Impressions, etc.)
 - (d) Any other Professional Development Topic that you have pre-approved with your Instructor (email Hannah Edwards, hjohnson20@arizona.edu)

Summary of Assignments Points (For Non-Preceptors)

Reflection Assignment (50 Points)	= 50
Exercises:	
#1 (75 Points)	
#2 (75 Points)	
#3 (100 Points)	= 250 Points Total
Course Paper (200 Points)	= 200 Points

Total: 500 Points

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Overall PTYS 297A Grade

A—1350-1500 points B—1200-1349 points C—1050-1199 points D—900-1049 points E—Below 900 points

Academic Integrity

The guiding principle of academic integrity is that a student's submitted work must be their own. This includes avoiding plagiarism, or misrepresenting the words or ideas of another as one's own. To avoid plagiarism, you must credit the source whenever you use the words or ideas of another. Academic dishonesty will not be tolerated under any circumstances. Students who plagiarize will receive a failing grade for the course and be referred to the Dean's Office. For more information, see the complete Student Code of Academic Integrity <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Students with Disabilities

If you anticipate barriers related to the format or requirements of this course, please meet with your instructor to discuss ways to ensure your full participation in this course. If you determine that disability related accommodations are necessary, please register with Disability Resources (52062132678; drc.arizona.edu) and notify your instructor of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, online shopping, etc.). This course also supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes some group work and discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Threatening Behavior

UA policy prohibits threats of physical harm to any member of the University community. Details on the policy are available at: policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Nondiscrimination and Anti-harassment

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others. Details on the official UA policy are available at: policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

Additional Resources for Students

UA Academic policies and procedures are available at catalog.arizona.edu/policies.
Student Assistance and Advocacy information is available at: deanofstudents.arizona.edu/student-assistance/students/student-assistance

Confidentiality of Student Records

All student records, not just grades but also any identifiable material submitted for credit are handled according to FERPA guidelines, see www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement

Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

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Academic advising: If you have questions about your academic progress this semester, please reach out to your academic advisor (<https://advising.arizona.edu/advisors/major>). Contact the Advising Resource Center (<https://advising.arizona.edu/>) for all general advising questions and referral assistance. Call 520-626-8667 or email to advising@arizona.edu

Life challenges: If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The [Dean of Students Office](#) can be reached at (520) 621-2057 or DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges: If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520) 621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

Exams and Assessments: This course does not have a final exam. A mock interview (**Interview Final**) is done in the place of a final exam.

Equipment and software requirements: For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone; regular access to reliable internet signal; ability to download and run the following software: web browser, etc.

Staying current: You are required to complete the aforementioned assignments (See **Assignment Descriptions with deadlines above**) on your own time to accomplish the following: Effectively present on their preceptorship home course and major, for the benefit of their preceptorship (study sessions, tutoring, exam review, etc.); Obtain refined skills in leadership, group dynamics, and effective communication; Articulate their preceptorship on their refined resume or curriculum vitae, as well as within interviews; Utilize technology and social media to benefit their preceptorship experiences; Learn how to obtain and achieve letters of recommendation from their preceptorship professor

COVID-19: Please refer to <https://www.arizona.edu/coronavirus-covid-19-information> for updates and current information regarding COVID-19 here at the University of Arizona.