goals
1. To give Ph.D. students an admittedly modest exposure to the literature on teaching techniques and on life as an academic.
2. To lead students in thinking about teaching as a design challenge, not a challenge of presentation of material: The job of the teacher is to design learning experiences.
3. To have students practice techniques of planning, preparation, assignment design, and presentation.

Upon completing the course, the student will be able to:
1. Find help for common teaching problems in familiar literature.
2. Design a course syllabus and schedule.
3. Select a textbook.
4. Design lessons for varied learning styles.
5. Design exercises and quizzes.
6. Prepare and deliver classes using a variety of different teaching methods.
7. Assign grades fairly.

Policies, logistics, etc.
- An anticipated schedule is given on the next page. This schedule should be taken as a working document. It may change, e.g., due to snow days, people dropping or adding the class, unanticipated travel by the instructors, etc. We will keep an up-to-date version on the class webpage.
- Each student will design and lead a 20-minute lesson on a topic of their choice. The 20 minutes is for your lesson as prepared. Questions and discussion are not counted against your time. Lessons often are, but don’t have to be, computer science topics. For example, in the past, we’ve had lessons on ballroom dancing, juggling, frisbee throwing, etc.
- Each student will help and critique a partner in their lesson preparation and rehearsal.
- Most assignments will consist of a reading and a two-page essay. Last paper will be the exam.
- Name, date, and honor code pledge on everything you give us.
- Note: Much of the material you will receive has been taken verbatim from material prepared previously by Dr. Fred Brooks (with his permission).

This class has a closed-laptop, iPad, etc. policy.

Grading: Based on class teaching, assignments, and participation. Broad curve. Two free late assignments if turned in next class; other late assignments are half-credit. Final grade: 40% lesson, 40% assignments, 20% class participation. Since a key purpose of the writing assignments is to improve your writing skills, usage of ChatGPT or similar AI tools is not allowed.

Time and Place: Fridays, 10:30am-Noon, FB 007.

Web: https://cs.unc.edu/~anderson/teach/comp915/


We have five copies you can share. You can also find pretty cheap eversions online.
COMP 915 Syllabus for Spring 2024

Anticipated Schedule

Jan 12  1. Intro to the Course (Objectives, How it will Work)  Jim
    A Brief History of Teaching  Jim
    Determine Student Presentation Order, Discuss Role of Coaches  Jim

Jan 19  2. Elementary Public Speaking  Jim
    Course Planning: Objectives, Learning Styles, Bloom's Taxonomy  Don

Jan 26  3. Finishing up “Course Planning: Objectives, …”  Don
    Why Should You get a Ph.D.?  Jim

Feb 2   4. Course Planning: Syllabus, Topological Sort, Schedule, Textbook Selection  Don
    Student Lesson: Archiki Prasad

Feb 9   5. Active Learning  Jim
    Student Lesson: Prateek Yadav

Feb 16  6. Course Planning: Large Classes (Attend a Large Class Before this Class)  Kris Jordan
    How to do Reviews  Don
    Student Lesson: Christine Mendoza

Feb 23  7. How to do Reviews (Continued)  Don
    Writing  Jim
    Student Lesson: Sizhe Liu

Mar 1   8. Writing (Continued)  Jim
    Student Lesson: Cheng Tsai

Mar 8   9. How to Teach Research; Finding Thesis Topics (Attend Two Defenses Before the End of the Semester)  Jim
    Dealing with Students Who Cause Problems or are Having Problems, When and Where to Get Help, FERPA  Jim
    Student Lesson: Matthew Gregoire

Mar 15  Spring Break

Mar 22 10. Course Planning: Project Courses  Don
    Student Lesson: Mason Laney

March 29 Good Friday

April 5  11. Teaching Controversial Issues  Jim
    Student Lesson: Rohan Wagle

Apr 12  12. Motivating Students, Providing Students Useful Feedback, Grading  Don
    Student Lesson: Jesse Wei

Apr 19  13. Quizzes and Examinations; How to Prepare for Oral Exams  Don
    Student Lesson: Juan Garcia

Apr 26  14. Teacher as a Professional: Economics, Compensation, the Academic Marketplace, Job Talks, Publish or Perish, Time Budgeting, Professional Ethics  Jim

The teacher’s job is to design learning experiences, not to dispense information.
University Resources:

Accessibility Resources: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Counseling and Psychological Services (CAPS): CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Title IX Resources: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.