Term Information

Effective Term   Spring 2020

General Information

Course Bulletin Listing/Subject Area   Biology
Fiscal Unit/Academic Org   Introductory Biology - D0326
College/Academic Group   Arts and Sciences
Level/Career   Graduate, Undergraduate
Course Number/Catalog   5001.02
Course Title   Topics in Biology Teaching
Transcript Abbreviation   Topics Bio Tching
Course Description   Students actively participate in workshops and other activities, including the development of new
                                                        instructional materials and SOTL projects, that enhance their preparedness for college teaching.
                                                        Students will complete a portfolio assignment. Students in the Graduate Interdisciplinary Specialization
                                                        will be able to apply each instance of this course as an elective up to a maximum of 3 credits.
Semester Credit Hours/Units   Fixed: 1

Offering Information

Length Of Course   14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course   Sometimes
Does any section of this course have a distance   No
education component?
Grading Basis   Letter Grade
Repeatable   Yes
Allow Multiple Enrollments in Term   No
Max Credit Hours/Units Allowed   3
Max Completions Allowed   3
Course Components   Seminar
Grade Roster Component   Seminar
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   26.9999
Subsidy Level   Doctoral Course

Intended Rank   Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Course Goals: (a) To provide developmentally appropriate professional development activities that support GTA teaching improvement, and (b) to future a community of GTAs that values the importance of teaching.
- Learning Outcome 1: By the end of the term, successful students will have deepened their knowledge, skills, or values associated with evidence-based teaching strategies.
- Learning Outcome 2: By the end of the term, successful students will have gained expertise within a community of practice through shared interest, participation in the community, or development of shared pedagogical repertoire.

Content Topic List

- Diversity & Learning Styles
- University Policies & Procedures
- Student-Centered Teaching & Learning
- Scholarship of Teaching & Learning
- Reflective Practices to Improve Teaching
- Classroom Technology
- Digital Resources

Sought Concurrence   No

Attachments

- BIO 5001.02_Rationale.pdf: Rationale

  (Cover Letter. Owner: Misicka,Matthew Alan)

- Biology 5001.02 Syllabus AU19.pdf: BIO 5001.02 Syllabus

  (Syllabus. Owner: Misicka,Matthew Alan)

- Biology 5001 Course Portfolio Assignment Sheet and Rubric.pdf: Portfolio Assignment

  (Other Supporting Documentation. Owner: Misicka,Matthew Alan)

- Biology 5001_02 Syllabus AU19 Updated 9_11_19.pdf: Syllabus updated to address contingencies.

  (Syllabus. Owner: Misicka,Matthew Alan)

Comments

- Will necessitate a course change for the current Bio 5001 to become Bio 5001.01.

  An updated syllabus has been uploaded. Areas addressing contingencies are highlighted in GREEN. *(by Misicka,Matthew Alan on 09/12/2019 02:13 PM)*

- See 9-10-19 email to M. Misicka *(by Oldroyd,Shelby Quinn on 09/10/2019 12:10 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Misicka,Matthew Alan	08/01/2019 12:16 PM	Submitted for Approval
Approved	Misicka,Matthew Alan	08/01/2019 12:39 PM	Unit Approval
Approved	Haddad,Deborah Moore	08/01/2019 01:11 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	09/10/2019 12:10 PM	ASCCAO Approval
Submitted	Misicka,Matthew Alan	09/12/2019 02:14 PM	Submitted for Approval
Approved	Misicka,Matthew Alan	09/12/2019 02:14 PM	Unit Approval
Approved	Haddad,Deborah Moore	09/12/2019 03:28 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay	09/12/2019 03:28 PM	ASCCAO Approval

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Syllabus
Biology 5001.02
Topics in Biology Teaching (1 credit hour), Autumn 2019

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Instructor: Judith S. Ridgway, Assistant Director of CLSE
Office: 240D Jennings Hall, 1735 Neil Avenue
E-Mail: ridgway.14@osu.edu   **Telephone: 292-0837**
Office Hours: By Appointment   **Fax: 292-4390**

Course Coordinator: Erica Szeyller
255D Jennings Hall, 1735 Neil Avenue
E-Mail: szeyller.1@osu.edu   **Telephone: 688-5495**
Office Hours: By Appointment   **Fax: 292-4390**

Readings and texts will vary with student activities

Course Description:
The purpose of this course is to provide ongoing professional development individualized to meet the needs of each Center for Life Sciences Education (CLSE) TA. During the course, TAs will attend or facilitate teaching events/workshops at UITL, ODEE, or CLSE and participate in other activities that enhance their preparedness for college teaching. NOTE: Topics in Biology Teaching is available as a pass/fall course (Biology 5001.01) and a graded version (Biology 5001.02). Students may enroll in either one, but only Biology 5001.02 may be applied to the coursework for the Graduate Academic Certificate in College and University Teaching.

Goals of the Course
    a. To provide developmentally appropriate professional development activities that support GTA teaching improvement
    b. To nurture a community of GTAs that values the importance of teaching

Learning Outcomes
By the end of the term, students will have:
- Deepened their knowledge, skills, or values associated with evidence-based teaching strategies.
- Gained expertise within a community of practice through shared interest, participation in the community, or development of shared pedagogical repertoire.

Content
- Knowing our students (diversity/learning styles)
- University policies and procedures
- Evidence-based teaching strategies
- Scholarship of Teaching and Learning
- Reflective practice leading to improved teaching

Distribution of Homework and Class work
Students will select from the range of activities to meet their professional development needs as well as develop a portfolio as a summative capstone assessment. It is important that students choose activities that will be the most meaningful to them. Since teaching professional development is intended to be ongoing throughout a career, students may choose to work on any number of competencies. They may dive deeply into a single competency or broaden their work on multiple competencies. Although there are workshops offered throughout the semester, there are many other ways that students can earn points. It is important to consider all of the options to maximize the learning experience in Topics in Biology Teaching. Students are encouraged to discuss their plans with the instructor if they are unsure of how different activities can meet their needs. In order to satisfactorily complete the course, students will fulfill a contract in which they complete activities to accrue at least 15 points and compete a portfolio assignment.

All students are required to have a brief meeting with Judy Ridgway by September 11th. This meeting will be a discussion of the student's professional development goals and the activities that will support those goals. Sign-up for this meeting by emailing Judy Ridgway. Students are encouraged to schedule a second meeting at the end of the semester to discuss which goals were met.

	Activity	Competencies	Points
	Early Semester Meeting with Judy Ridgway (REQUIRED) Submit completed worksheet	**A1 B1**	**1**
	End of Semester Meeting with Judy Ridgway (Optional)	A1 B1	1
PARTICIPATE	Participate in CLSE Journal Group	A1 B2 C1	2
	Participate in CLSE Seminar	A1 A2 B2 C1	1
	Attend teaching workshops at CLSE, UITL, or ODEE (If you attend outside of CLSE, please let the instructor or course coordinator know so they can award the points.)	A1 A2 B2 C1 C3 C5	(1)[1]
	Participate in Teaching Assistant Collaborative Organization (TACO) meeting	A1 A2	1
	Participate in a book group	A1 A2 B2 C1	8
	Annotate 2 resources in the Scientific Teaching Resource Portal	A2	1
	Mentor Training	A2 C2	2
	Meet with a mentor TA (Meet once at the beginning of the semester and then at least 4 more times throughout the semester, and maintain email contact weekly.)	A1 A2 C2	(4)[7]
LEAD	Lead a CLSE Workshop	A1 A2 B2 C1 C3 C5	3
	Lead and/or develop materials for the Teaching Assistant Collaborative Organization (TACO)	A1 A2 C1 C2 C5	(2-5)[2]
	Lead CLSE Journal Group or Seminar	A1 B2 C1	(4-7)[2]
	Serve as a mentor to a novice TA (Meet once at the beginning of the semester and then at least 4 more times throughout the semester, and maintain email contact weekly. Provide guidance /resources to the novice TA.)	A1 A2 C2	(8)[7]
CREATE	Completed Lesson Plan using Template	C2 C3 C6	1
	Develop and lead a CLSE Workshop	A1 A2 B2 C1 C5	(4-7)[1]
	Write an entire exam (approximately 50 questions) aligning the questions with learning outcomes (course and GEC) and identifying Bloom's Taxonomy level. (Submit 10 questions by the end of week 3.)	C2 C3 C4	10
	Write 5 'clicker' questions that are aligned with course learning outcomes and are categorized into a Bloom's Taxonomy level.	C2 C3 C4	(1)[1]
	Develop a new make-up lab	C2 C3 C4 C5	(1-6)[1]
	Take an active role in the redesign of a course by developing a new laboratory or recitation activity	C2 C3 C4 C5	(1-6)[3]
	Write your teaching philosophy- There is great guidance at http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html	A1 C2 B1	(3)[1, 6]
	Work with a faculty member on a Scholarship of Teaching and Learning project	A2 C1	(1-6)[1]
	Submit 1 plans for recitation to the Scientific Teaching Resource Portal online database (complete all descriptors)	A2 C2	1
	Design your own activity	C2 C3 C4 C5	(1-15)[4]
REFLECT	Reflection on Lesson Planning Experience	C6	2
	Write a 1-page reflection on how to apply what was learned in workshop or event. Prompts are usually provided in the workshop information (calendar on Carmen) to guide your reflection	A1 C6	2
	Complete an online simulation with reflection paper	C3	3
	Read an article about biology education and write a reflection paper with a summary and a description of what you have learned. If you can apply it to your own practice, describe how.	A1 C1 C5 C6	3
	Video yourself teaching and write an improvement plan	C3 C6	2
	Observe 2 other TAs teaching and write a short reflection about what you learned from the observation	C2 C3 C6	3
	Write a reflection about your growth during the year – be sure to indicate which 5001 competencies that you developed in and why	A1 C6	2
FEEDBACK	Have an Instructional Consultant from UITL conduct a Small Group Instructional Diagnosis (SGID) done on one of your classes and write a reflection of the process, what you have learned and the changes you are going to make uitl@osu.edu 292-0837	C6	4
	Use Feedback on Your Instruction (FYI) to construct a questionnaire, administer the questionnaire to class, analyze the results, and write a reflection	C6	4
	Perform microteaching (A session where a TA leads & receives group feedback on a personally-developed, 15-minute, outcomes-based activity.)	A2 C2 C3 C4 C5 C6	5
INNOVATE	Propose your own way to develop as an instructor!		

*Superscripts on following page

[1] 1 point for every 1-1.5 hours

[2] Points determined by course coordinator or instructor

[3] 1 point for each 5 questions. This can be repeated.

[4] Points determined by the course coordinator when the student reports the amount of time they spent on an activity. 1 point per 1-1.5 hours

[5] Points determined by the faculty member when the student reports the amount of time they spent on an activity. 1 point per 1-1.5 hours

[6] 1st draft 3 points, each additional draft 1 point

[7] Points may be variable depending on the amount of time put into the mentor/mentee relationship

Grading

Course Component	Points	Letter Grade
Portfolio	18	A
	17	A-
	16	B+
	15.5	B
Activities	Accrue at least 15	B-
	Accrue less than 15	E

Students are required to accrue at least 15 points doing teaching professional development activities to receive a B-. The portfolio course component does not count towards the initial 15 points for activities. **Accruing less than 15 points in teaching professional development activities will result in failure of the course.** Students are welcome to complete teaching professional development activities beyond the 15 base points, but these additional activities will not count toward the final course grade. Students must complete a portfolio in order to earn a grade higher than a B-. The portfolio will be graded with a rubric and scores on the portfolio will range from 0-3 points.

Please submit all work by 5:00 pm on Thursday December 12, 2019.

Accommodation of Special Needs: Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the course coordinator as soon as possible of their needs. Please do this within the first week of the semester. Only the course coordinator is authorized to sign SLDS forms. Please fill out those parts of the proctor sheet forms that are to be completed by the student before bringing the form for signature. This will help us ensure that your individual needs will be met appropriately and fairly. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, slds@osu.edu.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with coursework. Instructors report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/. We will adhere to this policy.

- Unless otherwise specified for a particular assignment, all submitted work should be a student's own unique effort. Collaborative efforts are not permitted unless expressly sanctioned for a particular assignment.
- Using others' verbatim words without the use of quotation marks *and* citation is plagiarism. Paraphrased work requires citation to denote the use of others' ideas. Copying other's words without quotation while using citations is still considered plagiarism.
- Misrepresentation of course work, including attendance and time spent on activities, is prohibited.

Sexual Harassment: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. You may also report any concerns about questionable or unwanted behavior to the Course Coordinator.

Diversity and Inclusion: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Lyft Ride Smart:

Lyft Ride Smart at Ohio State offers eligible students discounted rides, inside the university-designated service area, from 9 p.m. to 3 a.m. Each month, 10,000 discounted rides will be made available on a first-come, first-served basis with the average cost expected to be $2 or less. Once the monthly allotment of 10,000 discounted rides is exhausted, Lyft's normal service rates will apply for the remainder of the month. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. For more information, visit: https://ttm.osu.edu/ride-smart.

Rationale:

Biology 5001.02 is being added as a version of Biology 5001 to accommodate students who are interested in attaining a Graduate Academic Certificate, which will replace the Graduate Interdisciplinary Specialization in College and University Teaching. A requirement of the Graduate Academic Certificate is that all of the courses be graded, not S/U. We will retain an S/U version of 5001 (Biology 5001.01) that is the same as the current Biology 5001 for students who are interested in teaching professional development, but not the certificate. We developed the grading scale to insure that students in both Biology 5001.01 and 5001.02 complete the same amount of professional development activities to pass the courses. In Biology 5001.02, that would be a B-. In order to earn an A, the students in Biology 5001.02 must complete a portfolio reflecting on the work they did during the term and how it fits with their ongoing professional development. Please see the attached description of the portfolio with the associated grading rubric.

Biology 5001.02

Course Portfolio Assignment

The purpose of this assignment is to help students reflect on how their work in Biology 5001.02 has helped them build their proficiency regarding Teaching Competencies associated with the course. The portfolio will serve as a summative capstone assessment for the course. It will be worth 3 points and will be evaluated using the rubric in Table 1.

Components of the Course Portfolio

In addition to a table of contents, each portfolio should have

1. A completed 5001.02 planning sheet showing the alignment among the competencies and their course activities.
2. A description of the activities that the completed during the term. Include a description of how the activities can increase the student's knowledge or skills associated with a particular teaching competency.
3. Artefacts associated with the activities. This can be reflection papers or other materials that you develop associated with a Biology 5001.02 activity.
4. A reflection synthesizing how the activities completed during the current semester are part of the student's progression, including references to the past and future goals.

Table 1. Rubric for Course Portfolio

3 points	2 points	1 point	0 points
Includes all four components listed above.	Includes the synthesis (#4) and 2 other components listed above	Includes the synthesis (#4) and 1 other component listed above	Portfolio is missing the synthesis component (#4)

Partial credit for the following:

Variation in the quality of each component

0.5 points for a description of the activities without a description of how the activities can increase the student's knowledge or skills associated with a particular teaching competency.

0.5 points for inclusion of artefacts that do not align with changes identified in component #2.

0.5 points for an incomplete synthesis.