

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6500
Course Title Teaching Seminar in Interdisciplinary Studies
Transcript Abbreviation Teaching-Interdisc
Course Description The seminar will also teach students to develop strategies to support students in questioning and challenging normative discourses while also developing teaching practices that problematize social reality and knowledge. The course topics focus on three areas: course content, methods of delivery, and issues related to in-class 'compartment.'

Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
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 24.0103
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Knowledge of theoretical and applied scholarship in pedagogy that will support teaching in interdisciplinary humanities and Comparative Studies
- Specific skills and approaches for effective teaching in interdisciplinary humanities and Comparative Studies courses
- An increased understanding of the challenges and possibilities of teaching interdisciplinary theories and methods of analysis
- An enhanced repertoire of capacities for teaching multi-sited and multi-disciplinary course material
- Increased awareness of the complexities associated with interdisciplinary and multicultural teaching in interdisciplinary humanities and Comparative Studies

Content Topic List Sought Concurrence

- Teaching, interdisciplinary, humanities, pedagogy, multicultural, theoretical, applied
No

Attachments

- COMPSTD 6500 Teaching Seminar in Interdisciplinary Studies.docx: syllabus
(Syllabus. Owner: Vu,Elizabeth A)

Comments

- Part of a graduate program revision (part 5 of 8 new courses) *(by Vu,Elizabeth A on 10/15/2019 12:09 PM)*
- The College is ASC, not the Graduate School. Please change. I cannot change that field for you. *(by Vankeerbergen,Bernadette Chantal on 10/15/2019 08:41 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/14/2019 12:45 PM	Submitted for Approval
Approved	Shank,Barry	10/14/2019 01:33 PM	Unit Approval
Approved	Heysel,Garett Robert	10/14/2019 03:43 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/15/2019 08:41 AM	ASCCAO Approval
Submitted	Vu,Elizabeth A	10/15/2019 12:09 PM	Submitted for Approval
Approved	Shank,Barry	10/15/2019 12:09 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2019 10:11 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/22/2019 10:11 PM	ASCCAO Approval

COMPSTD 6500
Autumn 2019
“Teaching Seminar in Interdisciplinary Studies”
3 credits, Seminar
Wednesday 2:00-4:45

Classroom: Hagerty 451
Instructor: xxx
Contact: email: xxx and phone: xxx
Office Location: Hagerty 451
Office hours: M/F 2:00-3:30 and by appointment

Course Description

This Seminar is required for all MA and PhD students in the program, taken at the first opportunity as a core support for teaching in addition to existing faculty mentorship. It supports Graduate Teaching Assistants in meeting institutional responsibilities related to teaching and provides professional development for primarily academic careers as teachers of courses in Comparative Studies and interdisciplinary humanities. The seminar will also teach students to develop strategies to support students in questioning and challenging normative discourses while also developing teaching practices that problematize social reality and knowledge. The course topics focus on three areas: course content, methods of delivery, and issues related to in-class ‘compartment.’ In addition to reflecting on theoretical issues in critical pedagogy scholarship and discussing questions of diversity and embodiment in the classroom, students will also focus on practical concerns, including: identifying faculty mentoring, creating lesson plans, designing syllabi, leading discussions, learning appropriate technology for varied teaching and learning contexts, creating teaching portfolios, managing classroom interactions and student-centered class activities, and identifying and implementing assessment strategies that enhance the class and meet the needs of the department and college's assessment reporting. Finally, the seminar is to introduce students to possibilities of teaching in collaborative environments and different forms of community outreach. The focus on the transferable skills gained by learning to teach will benefit students seeking a wide variety of future career paths. The course will make clear the nature of the skills being honed, and their value in various future careers.

Required Texts

Ann Curzon and Lisa Damour, *First Day to Final Grade: A Graduate Student's Guide to Teaching*. 2nd Edition.
Jay Timothy Dolmage, *Academic Ableism: Disability and Higher Education (Corporealities: Discourses of Disability)*
Ken Bain, *What the Best College Teachers Do*
Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors*
Henry Giroux, *Teachers as Intellectuals*

Books are available at OSU Bookstore. All other texts are available on CARMEN.

Course Objectives/Learning Outcomes

By the end of the course, students should possess:

- Knowledge of theoretical and applied scholarship in pedagogy that will support teaching in interdisciplinary humanities and Comparative Studies.
- Specific skills and approaches for effective teaching in interdisciplinary humanities and Comparative Studies courses
- An increased understanding of the challenges and possibilities of teaching interdisciplinary theories and methods of analysis
- An enhanced repertoire of capacities for teaching multi-sited and multi-disciplinary course material
- Increased awareness of the complexities associated with interdisciplinary and multicultural teaching in interdisciplinary humanities and Comparative Studies.

Requirements and Assignments

a) Engagement in Classroom Discussion

Because this is a seminar environment, it is essential that you fully engage the course materials, seminar discussions, and your colleagues each and every time we meet. It is important that you come to class having read and reflected upon the assigned readings, your observations notes, or evaluations your peers have provided you. One assumed goal of the course is that we will gradually shift from being a community of learners to also experiencing ourselves as a learning community. In order to facilitate this movement, we will need to come to our class sessions prepared to raise difficult questions and engage in meaningful discussion and conversation.

Because students in this class come with different levels of teaching experience and are being called upon to engage in different kinds of teaching (as first time GTAs teaching sections of introductory courses, as GTAs teaching writing courses, as GTAs teaching their own smaller versions of introductory courses, or as more advanced GTAs teaching their own upper-level courses), this course will seek to address teaching skills at several levels, using different levels of experience to foster a collaborative teaching environment.

The first weeks of the semester will focus on engaging theories of critical pedagogy, visiting classes, Teaching Mentor-Apprenticeship relations, and engaging challenges that emerge from the classes being taught during the semester. The last half of the semester will focus on course design, upcoming course development, teaching demonstration, 'Talking Teaching' conversation planning, developing the teaching statement, and portfolio completion.

b) Classroom Visit and Reflections

During several weeks of the semester, students will visit one class each week in addition to attending our regularly scheduled meetings (these should include observing your Teaching Mentor, an additional faculty member, a more advanced GTA, and someone you imagine to be at your level of teaching). Each week, following your observation, you will write a 500-word paper reflecting on the class you visited. In your observation, you might reflect on things like whether the lesson plan was evident in the class, or particular strategies the instructor used that were effective and useful, or how the class engaged interdisciplinary

thinking, or perhaps the kinds of challenges that emerged in the classroom and how the instructor managed them. These are intended to be ‘appreciative inquiries.’ It’s easy to notice what was hard or was not working. In these observations, we want you to note what works and why. Just as importantly, pay attention to how you are able to tell that something is working (this is an analytic perspective that you will be able to apply to your own teaching as well).

c) In-Class Teaching Demonstration

The general trajectory for students teaching in our department is first to lead a recitation section, then to teach an independent version of the class for which the recitation was lead, and then to take on a writing or similar course. Some students are later selected to teach more advanced courses as well. Because this is the case, during the second half of the semester, you will be required to prepare a 20-30 minute module to use as a demonstration of your teaching. The format you choose is up to you (lecture, discussion, large and/or small group discussions, group activities, etc.), but should be conceptualized as part of the syllabus you will be producing for your teaching next semester (or your next teaching assignment). In addition to delivering your module in the form of a class activity, you will also be required to submit an accompanying lesson plan that outlines the learning goals of the activity and situates them in the context of your larger syllabus plan.

d) Course Syllabus and Justification

By the end of the semester, you will have to design a course syllabus related to interdisciplinary teaching in the humanities. Ideally, this syllabus will be for the course you will teach next semester. In addition to the syllabus, you will also write a 1000-1500 word ‘justification’ and reflection on the syllabus. In this justification you should discuss the goals and objectives of the course and their relationship to one another. Moreover, you should explain how your syllabus reflects your goals. The justification should also engage the materials, concepts, and topics that we have explored over the course of the semester which have found their way into your syllabus planning (this piece will help with the writing of your Statement on Teaching and Pedagogy, too).

e) Statement on Teaching and Pedagogy

One of the most important products of this course will be the Statement on Teaching and Pedagogy that you will develop throughout the semester (and throughout your career, in fact). Typically 5-7 pages in length, these evolving documents reflect your sense of the theoretical, political, practical, spiritual, and interpersonal stakes inherent in teaching. In addition to talking about how you like to teach and why, this statement should also talk about the important influences on your thinking about teaching. You might address what authors, colleagues, conversations, articles, and classroom experiences have shaped how you imagine teaching interdisciplinary courses in the humanities at the moment. Turn in your Statement on Teaching and Pedagogy as part of a larger “Teaching Portfolio” that also includes any syllabi you have produced (and/or revised), your lesson plans, course justifications, any teaching observations that were made of your teaching, teaching evaluations provided by students in your classes, and a bibliography of pedagogical and/or teaching related scholarship that has been important to you.

Grading

There are five criteria by which your performance in this class will be measured:

- 20% Engagement in Classroom Discussion
- 20% Written 'Classroom Visit' Reflections
- 20% In-Class Teaching Demonstration
- 15% Course Syllabus and Justification
- 25% Statement on Teaching and Pedagogy

As you might expect, your grade in this course will be determined by the quality of your written assignments, presentations, and the timeliness with which you present them. Assignments are to be polished and are due on the days specified in the syllabus. Any late assignment will have its grade reduced by ½ for every day it is overdue.

Grading Scale

93-100 = A	90-93 = A-	87-89 = B+
84-86 = B	80-83 = B-	77-79 = C+
74-76 = C	70-73 = C-	67-69 = D+
64-66 = D	60-63 = D-	00-59 = E

Class Attendance Policy

Attendance is *mandatory* (much of the material will not be found outside the classroom). Absences will be noted and more than two absences will lower your participation grade by one-half letter grade (e.g., from A to A-, B to B-, etc.).

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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 examinations. Instructors shall 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/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as

possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement:

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](tel: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](tel: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.

Sexual Misconduct/Relationship Violence:

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

Diversity:

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.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's

ideas.” It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

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Course Outline

Week 1

“Why Here Now?”
Cultivating your Mentor

Week 2

Contextualizing our Labor as Teachers

Read: Edu-factory Collective, *Toward a Global Autonomous University*

Week 3

Theories of Interdisciplinary Critical Pedagogy

Read: Henry Giroux, *Teachers as Intellectuals*

Class Visit (1): Visit Teaching Mentor class
Hand in Teaching Reflection

Week 4

Diversity, Universal Design, Accommodation, and Embodiment
in the Classroom

Read: Jay Timothy Dolmage, *Academic Ableism: Disability and Higher Education (Corporealities: Discourses of Disability)*

Class Visit (2): Visit Faculty Class
Hand in Teaching Reflection

Week 5

Designing Syllabi and Lesson Plans for Interdisciplinary Courses

Read: Ann Curzon and Lisa Damour, *First Day to Final Grade: A Graduate Student's Guide to Teaching*. 2nd Edition.

Class Visit (3): Visit Advanced GTA class
Hand in Teaching Reflection

Week 6

Lesson Plans and Course Justifications and Rationales

Read: Ken Bain, *What the Best College Teachers Do*

Class Visit (4): Visit Beginning GTA class or section

Hand in Teaching Reflection

Week 7

Leading Discussions and Teaching Observations

Read: Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors*

Week 8

Teaching Demonstration (1)

Faculty Visit

Read: Dale M. Bauer, “Authority” in Robin Crabtree, David Sapp, and Adela Licona, eds., *Feminist Pedagogy: Looking Back to Move Forward*.

Week 9

Teaching Demonstration (2)

Faculty Visit

Read: Gary Lemons, “Complicating White identity in the Classroom: Enter Color, Gender, Sexuality, and Class Difference(s) in *Black Male Outsider: Teaching as a Pro-Feminist Man*.

Submit Draft of Course Syllabus

Week 10

Teaching Demonstration (3)

Faculty Visit

Read: “Small Group Pedagogy: Consciousness-Raising in Conservative Times” in Robin Crabtree, David Sapp, and Adela Licona, eds., *Feminist Pedagogy: Looking Back to Move Forward*.

Hand in final version of Course Syllabus.

Week 11

Teaching Demonstration (4)

Faculty Visit: Teaching in Collaborative Environments

Read: Berenice Malka Fisher, “No Angel in the Classroom: Exploring the Ethic of Care” in *No Angel in the Classroom: Teaching through Feminist Discourse*.

Bibliography of Pedagogical Teaching Scholarship

Week 12

Managing Classroom Interactions.

Read: bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*.

Week 13

Teaching Evaluations

Read: William Westerman, "Folk Schools, Popular Education, and a Pedagogy of Community Action" in E. Thomas Ewing, ed, *Revolution and Pedagogy: Interdisciplinary and Transnational Perspectives on Educational Foundations*.

Submit Syllabus "Justification" and Reflection

Week 14

Classroom Technology

Read: Bill Readings, "The University without Culture?," *New Literary History* 26:3 (*Higher Education*) (1995): 465-492.

Complete Draft of "Statement on Teaching and Pedagogy"

Week 15

Conclusions and Critical Reflections

Submit "Statement on Teaching and Pedagogy" in your final "Teaching Portfolio"