

Term Information

Effective Term Summer 2020
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Course credit hours (change from 1, current, to 3 credit hours); allow repeatability (max. 9 credit hours)

What is the rationale for the proposed change(s)?

This course has not been taught since the 2011-12 academic year, when the faculty member who oversaw it retired. The original iteration was designed as a two-semester course sequence, but recent changes to the Department of Political Science graduate curriculum mean that we must now combine the two halves into a single, one-semester course. Given the more intensive nature of the course, and the increase in the required class and instructional time, it is appropriate to increase the number of units so they are commensurate with the time and effort we are expecting from the students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7095
Course Title Teaching Political Science
Transcript Abbreviation Teaching Polit Sci
Course Description Examination of issues in teaching political science in colleges and universities, and preparation for teaching careers.
Semester Credit Hours/Units Fixed: 3
Previous Value Fixed: 1

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
Previous Value Satisfactory/Unsatisfactory
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Previous Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 9
Previous Max Credit Hours/Units Allowed 2

COURSE CHANGE REQUEST
7095 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/03/2020

Max Completions Allowed	3
<i>Previous Max Completions Allowed</i>	2
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	
<i>Previous Value</i>	Not open to students with credit for 795.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	13.1399
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

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	<ul style="list-style-type: none">• Prepare students for teaching of independent courses as graduate students and for teaching careers in colleges and universities
<i>Previous Value</i>	
Content Topic List	<ul style="list-style-type: none">• Philosophies of teaching• Student attributes and approaches to teaching• General issues in student learning: learning styles, facilitating learning• Special issues in learning: student diversity, learning disabilities• Developing student motivation• From teaching philosophy to syllabus
Sought Concurrence	No

COURSE CHANGE REQUEST
7095 - Status: PENDING

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Attachments

- PS7095_Syllabus.pdf: POLITSC 7095 Syllabus
(Syllabus. Owner: Smith, Charles William)
- 795 Baum Autumn 2008.pdf: POLITSC 795 syllabus
(Syllabus. Owner: Smith, Charles William)
- 795 Liddle Spring 2008.pdf: POLITSC 795 pt 2 syllabus
(Syllabus. Owner: Smith, Charles William)

Comments

- Course changes for Spring 2020 should have reached the Registrar's Office by September 1. Please consult Registrar's deadlines. This is very much past the deadline. Please change to Summer 2020. *(by Vankeerbergen, Bernadette Chantal on 10/26/2019 08:40 PM)*
- 10/23/19: Please correct max credit hours allowed & max completions allowed.

in the uploaded file info just above, you will want to correct the description so that it refers to 7905 rather than 7095.

Is the course number 7905 or 7095? The syllabus says 7905, but the course number is identified as 7095 at the beginning of this submission, as well as in the description that for the uploaded file info.

Please include the syllabi for the previous 2-semester course. *(by Haddad, Deborah Moore on 10/23/2019 06:09 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	10/23/2019 04:27 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	10/23/2019 04:34 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	10/23/2019 06:09 PM	College Approval
Submitted	Smith, Charles William	10/25/2019 04:22 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	10/25/2019 05:18 PM	Unit Approval
Approved	Haddad, Deborah Moore	10/25/2019 06:47 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2019 08:40 PM	ASCCAO Approval
Submitted	Smith, Charles William	12/19/2019 10:56 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	12/19/2019 12:18 PM	Unit Approval
Approved	Haddad, Deborah Moore	12/19/2019 03:26 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	12/19/2019 03:26 PM	ASCCAO Approval

POLITICAL SCIENCE 7095: TEACHING POLITICAL SCIENCE

Mondays, 2 to 4:45 p.m.

Derby Hall 2078

Spring 2020

Professor Vladimir Kogan

Office: Derby Hall 2004

Office Hours: Wednesdays, 11 a.m. to 1 p.m., and by appointment

E-mail: kogan.18@osu.edu

OVERVIEW:

This course is designed for third-year Ph.D. students in political science and for other students who are interested in college teaching. Its primary goal is to help in preparing students for teaching of independent courses as graduate students and for teaching careers in colleges and universities. A secondary goal is to help students in developing credentials that will assist in obtaining teaching positions.

To achieve these objectives, the course surveys an array of issues in teaching. By necessity, this survey will be limited and partial. Thus, the course is intended not to provide full preparation for teaching in itself but rather to serve as one means toward that goal. Other means to develop and improve skills in teaching include teaching roundtables in the department, programs offered by the university's University Institute for Teaching and Learning, and readings beyond those required in this course.

ASSIGNMENTS:

1. Weekly Assignments (25% of Overall Grade)

My expectation is that you have done each reading prior to class and that you have completed the related weekly assignment on Carmen. I suggest you look over the questions on Carmen prior to beginning the reading, so you can focus on the relevant portions of the texts as you go. Please do the readings in the order that they are listed in the syllabus.

After each week's class session, students will also need to complete a short reflection assignment relating to the topics covered that day.

2. Participation (25% of Overall Grade)

Students must complete the assigned readings ahead of time and come to class ready to discuss the material. Every student is expected to participate each week.

3. Observation Reflection (25% of Overall Grade)

Students will arrange to attend a class taught by a current OSU faculty member and complete a reflection assignment, thinking about what they liked, what they saw that worked well, and what could be improved on.

4. Course Materials (25% of Overall Grade)

During the course of the semester, students will develop a number of materials that will be useful once they begin teaching their own courses. Specifically, students will need to create: (1) full draft syllabus for their “dream” course; (2) outline and slide deck for one lecture for the class; (3) an exam and accompanying grading rubric.

GRADING SCALE:

Grade	From	To
A	100%	93%
A-	<93%	90%
B+	<90%	87%
B	<87%	83%
B-	<83%	80%
C+	<80%	77%
C	<77%	73%
C-	<73%	70%
D+	<70%	67%
D	<67%	60%
E	<60%	0%

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:

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 instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu

COURSE OVERVIEW AND SCHEDULE:

Monday, January 6: **Introduction and Overview**

Monday, January 13: **Teaching@OSU**

***Class will not meet. Students will instead complete the Teaching@OSU Carmen modules and a short reflection assignment.**

Monday, January 20: **No Class (University Holiday)**

Monday, January 27: **Small Teaching**

Required Readings:

- James Lang, 2016, *Small Teaching*, Josey Bass Publishing.

Monday, February 3: **Defining Class Goals and Student Learning Outcomes**

Required Readings:

- *McKeachie's Teaching Tips*, Chapter 20 and 21

Monday, February 10: **Career Readiness Competencies**

Monday, February 17: **Designing Courses for Student Success**

Required Readings:

- Whitmire, Richard, 2019, "Alarming Statistics Tell the Story Behind America's College Completion Crisis: Nearly a Third of All College Students Still Don't Have a Degree Six Years Later," *The 74*, <https://www.the74million.org/article/alarming-statistics-tell-the-story-behind-americas-college-completion-crisis-nearly-a-third-of-all-college-student-still-dont-have-a-degree-six-years-later/>
- Pennebaker, James W., Samuel D. Gosling, and Jason D. Ferrell, 2013, "Daily Online Testing in Large Classes: Boosting College Performance While Reducing Achievement Gaps," *PLOS ONE* (Volume 8, Issue 11).

Monday, February 24: **Designing the Syllabus**

Required Readings:

- *McKeachie's Teaching Tips*, Chapters 2 and 3

Monday, March 2: **Technology in the Classroom**

Required Readings:

- King, Gary, and Maya Sen, 2013, “How Social Science Research Can Improve Teaching,” *PS: Political Science & Politics* 43(3): pp. 621-629.

Monday, March 9: **No Class (Spring Break)**

Monday, March 16: **Beyond Lectures — Active Learning**

Required Readings:

- *McKeachie’s Teaching Tips*, Chapter 6

Monday, March 23: **Combining “Methods” and Substance**

Monday, March 30: **Promise and Pitfalls of Online Courses**

Required Readings:

- Bettinger, Eric P., Lindsay Fox, Susanna Loeb, Eric S. Taylor. 2017. “Virtual Classrooms: How Online College Courses Affect Student Success.” *American Economic Review* 107(9): pp. 2855-2875.
- Krieg, John M., and Steven E. Henson. 2016. “The Educational Impact of Online Learning: How Do University Students Perform in Subsequent Courses?” *Education Finance and Policy* 11(4): pp. 426-448.

Monday, April 6: **Assessing Student Outcomes**

Required Readings:

- *McKeachie’s Teaching Tips*, Chapters 7 and 8

Monday, April 13: **Early Warnings and Nudges**

Required Readings:

- Gordanier, John, William Hauk, and Chandini Sankaran. Forthcoming. “Early Intervention in College Classes and Improved Student Outcomes.” *Economics of Education Review*.

Monday, April 20: **Using Student Feedback Productively**

Required Readings:

- Braga, Michela, Marco Paccagnella, and Michele Pellizzari, 2014, “Evaluating Students’ Evaluations of Professors,” *Economics of Education Review* (2014): pp. 71-88.
- Whitaker, Manya, 2019, “How to Make the Best of Bad Course Evaluations,” *Chronicle of Higher Education*.

Political Science 795
Fall 2008
Larry Baum

Office: 2026 Derby
Phone: 292-6088
Email: baum.4@osu.edu

TEACHING POLITICAL SCIENCE

Objectives

This course is designed for Ph.D. students in political science. Its primary goal is to help in preparing students for teaching of independent courses in the department and for teaching careers in colleges and universities. A secondary goal is to help students to develop credentials that will assist in obtaining teaching positions.

To achieve these objectives, the course surveys an array of issues in teaching. By necessity, this survey will be limited and partial. Thus, the course is intended not to provide full preparation for teaching in itself but rather to serve as one means toward that goal. Other means to develop and improve skills in teaching include teaching roundtables in the department, programs offered by the university's Office of Faculty and TA Development, and readings beyond those required in this course. (Other readings and resources are discussed on pp. 9-11 of this syllabus.)

The department offers two different courses under the 795 number, and students are encouraged to take both courses. The fall quarter course is intended to provide general preparation for teaching. The winter quarter course, coordinated by Amanda Rosen, is intended to provide more specific preparation for the first independent class that graduate students teach in political science. There undoubtedly will be some overlap between the classes, but our aim is to make them complementary.

Course Format

We will have nine two-hour sessions, with each session focusing on one or more topics. (The sessions are scheduled for the first nine Fridays of the quarter, giving us an extra day to use if a class session needs to be canceled.) The topics for each session are in boldface. There is some overlap among topics, and we will sometimes come back to the same issue from a different perspective. Sessions will involve active participation by class members, as we work collectively to develop and evaluate ideas on teaching issues.

Student Responsibilities

The course is graded S/U. An S grade requires two things. First, students must participate actively and well in class sessions. Doing so requires that students prepare for class sessions by reading and thinking about the topics to be considered in those sessions.

Second, students must do a good job on the one written assignment for the course, a plan for the teaching of any course in this department's undergraduate curriculum. The plan will include a statement on teaching philosophy related to the course and a draft syllabus, annotated to provide rationales for choices of subjects, readings, and student assignments. The course plan is due on November 26th, the

day before Thanksgiving. You are welcome to turn in a preliminary version of the course plan, or a portion of the plan, for reactions and suggestions from me. If you do so, November 7th or 14th would be good times. A description of this assignment is at the end of the syllabus, on p. 11-12. I'll discuss the assignment further in class.

Readings

A large portion of the readings for the course will be in Wilbert J. McKeachie and Marilla Svinicki, *McKeachie's Teaching Tips*, 12th ed. Houghton Mifflin, 2006. (at SBX). The portions of the book that apply to each topic are listed in the course schedule. There will also be readings from handouts and websites, which are listed under the relevant topics. There may be additions and deletions as I discover new sources.

Beyond the required readings, some useful books and articles on a particular topic are listed under "additional readings" in that topic. Books that span multiple topics are listed on pp. 9-10 of the syllabus.

Required Statements

Every syllabus at OSU is required to include statements on academic honesty and on disabilities. The statement on disability is to be in 16-point type, to serve students with vision problems. Here are those statements:

Academic Honesty: I expect all of the work you do in this course to be your own. No dishonest practices on the examinations or in the course will be acceptable, and any suspected cases of dishonesty will be reported to the university committee on academic misconduct and handled according to university policy.

Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Schedule of Sessions and Topics

Section One: General Considerations

Session 1: September 26th

Philosophies of Teaching

Readings:

OSU Office of Faculty and TA Development, "Writing a Philosophy of Teaching Statement" and "Sample philosophy of teaching statements" (look at the statements from the social sciences: Robert Anthony, Szu-Hui Lee, Laura Luehrmann, Leslie Wade, and Deborah Zelli). (available at ftad.osu.edu/portfolio/philosophy/Philosophy.html)

Teaching in Political Science

- * Teaching as a profession
- * Teaching careers in political science

Reading

McKeachie and Svinicki, ch. 1

Student Attributes and Approaches to Teaching

Reading

Ohio State University, "Common Data Set 2007-08" (available at http://oaa.osu.edu/irp/publisher_surveys/08Survey_Main_CDS.pdf) (read items on attributes of OSU students)

Session 2: October 3rd

General Issues in Student Learning

- * Learning styles
- * Facilitating student learning

Readings

McKeachie and Svinicki, chs. 23, 24

Kelly McGonigal, "Teaching for Transformation: From Learning Theory to Teaching Strategies" (Tomorrow's Professor posting #759) (This and other Tomorrow's Professor postings are at the website <http://ctl.stanford.edu/Tomprof/postings.html>; enter the number of the posting at the top)

Richard L. Fox and Shirley A. Ronkowski, "Learning Styles of Political Science Students," P.S.: Political Science and Politics 30 (December 1997), 732-737. (P.S. is available in electronic form at the OSU libraries website)

Amy R. Gershkoff, "Multiple Methods, More Success: How to Help Students of All Learning Styles Succeed in Quantitative Political Analysis Courses," P.S.: Political Science and Politics 38 (April 2005), 299-304.

Additional Readings

Lynne Celli Sarasin, Learning Style Perspectives: Impact in the Classroom (Atwood 1998)

Thomas A. Angelo and K. Patricia Cross, Classroom Assessment Techniques: A Handbook for College Teachers, 2d ed. (Jossey-Bass 1993)

Special Issues in Learning

- * Student diversity
- * Learning disabilities

Readings

McKeachie and Svinicki, ch. 13

Office for Disability Services, OSU, Teaching Students with Disabilities (available at http://www.ods.ohio-state.edu/faculty_handbook.asp)

Session 3: October 10th

Developing Student Motivation

- *Motivation as a general issue
- *Practical issues in motivation

Reading

McKeachie and Svinicki, chs. 4, 12

Additional Readings

Martin C. Covington, "A Motivational Analysis of Academic Life in College," in Effective Teaching in Higher Education: Research and Practice, ed. Raymond P. Perry and John C. Smart (Agathon 1997)

Marilla D. Svinicki, Learning and Motivation in the Postsecondary Classroom (Anker 2005)

Section Two: Designing a Course

Session 4: October 17th

From Teaching Philosophy to Syllabus

- * Developing a course plan
- * The syllabus
- * Choosing reading material

Readings

McKeachie and Svinicki, ch. 2
 Center for Teaching and Learning Services, University of Minnesota, “Syllabus Tutorial” (2004)
 (available at www1.umn.edu/ohr/teachlearn/tutorials/syllabus/)
 Mano Singham, “Death to the Syllabus!” (Tomorrow’s Professor Posting #834)

Additional Reading

Judith Grunert, The Course Syllabus: A Learning-Centered Approach (Anker 1997)

Session 5: October 24th

Student Assignments

- * Examinations
- * Writing assignments

Readings

McKeachie and Svinicki, chs. 7-9, 15
 Pamela A. Zeiser, “Teaching Process *and* Product: Crafting and Responding to Student Writing Assignments,” P.S.: Political Science and Politics 32 (September 1999), 593-595.

Additional Reading

John C. Bean, The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (Jossey-Bass 1996)

Section Three: In the Classroom

Session 6: October 31st

The First Day of Class

Readings

McKeachie and Svinicki, ch. 3

Office of Faculty and TA Development, "The First Day of Class" (1997) (available at ftad.osu.edu/Publications/firstday.html)

Additional Reading

Jeffrey Wolcowitz, "The First Day of Class," in The Art and Craft of Teaching, ed. Margaret Morganroth Gullette (Harvard University Press 1984)

Presenting Material

- * Lectures
- * Using media and technology

Readings

McKeachie and Svinicki, chs. 6, 18

Center for Teaching and Learning, Stanford University, "How to Create Memorable Lectures" (Tomorrow's Professor posting #790)

Susan Johnston and Jim Cooper, "Quick-thinks: The Interactive Lecture" (Tomorrow's Professor posting #818)

Richard M. Felder and Rebecca Brent, "Death by Powerpoint" (Tomorrow's Professor posting #689)

Additional Readings

Donald A. Blich, What's the Use of Lectures? (Jossey-Bass 2000)

David W. Brooks, Diane E. Nolan, and Susan M. Gallagher, Web-Teaching: A Guide for Designing Interactive Teaching for the World Wide Web, 2nd ed. (Plenum 2001)

Session 7: November 7th

Involving Students in the Course

- * Creating effective discussions
- * Games and simulations
- * Group projects

Readings

McKeachie and Svinicki, chs. 5, 16, 17

Kelly McGonigal, "Using Class Discussion to Meet Your Teaching Goals" (Tomorrow's Professor posting #745)

Stephen D. Brookfield and Stephen Preskill, "Keeping Discussion Going Through Questioning, Listening, and Responding" (Tomorrow's Professor posting #736)

Victor Asal and Elizabeth L. Blake, "Creating Simulations for Political Science Education," Journal of Political Science Education 2 (2006, issue 1), 1-18. (available in electronic form at the OSU libraries website)

Additional Readings

Stephen D. Brookfield and Stephen Preskill, Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms, 2nd ed. (Jossey-Bass 2005) (Their posting above is an excerpt from this book.)

Jeffrey S. Lantis, Lynn M. Kuzma, and John Boehrer, eds., The New International Studies Classroom: Active Teaching, Active Learning (Lynne Rienner 2000)

Jeffrey L. Bernstein, "Cultivating Civic Competence: Simulations and Skill-Building in an Introductory Government Class," Journal of Political Science Education 4 (January-March 2008), 1-20.

Session 8: November 14th

Evaluation of Students*Reading*

McKeachie and Svinicki, ch. 11

OSU Office of Faculty and TA Development, "Evaluating Student Learning" (at http://ftad.osu.edu/read/teaching/evaluating/evaluating_print.html)

Additional Reading

Lucy Cheser Jacobs and Clinton I. Chase, Developing and Using Tests Effectively: A Guide for Faculty (Jossey-Bass 1992)

Classroom Management and Special Challenges

- * Disruptive behavior and "difficult" students
- * Helping troubled students
- * Dealing with dishonest practices

Readings

McKeachie and Svinicki, chs. 10, 14

Linda B. Nilson, "Handling Specific Disruptive Behaviors" (Tomorrow's Professor posting #310)

Section Four: Final Issues to ConsiderSession 9: November 21st**Ethics in Teaching**

- * Behavior toward students: sexual harassment and other issues
- * Appropriate use of teaching materials: copyright and other issues

Readings

McKeachie and Svinicki, ch. 25

Office of Human Resources, OSU, "Sexual Harassment" (2004) (available at <http://hr.osu.edu/ohrd/shtraining.pdf>)

Office of General Counsel, University of Texas, "Guidelines for Classroom Copying of Books and Periodicals" (2001) (available at www.utsystem.edu/ogc/intellectualproperty/clasguid.htm)

Feedback on Course Effectiveness

- * Using student evaluations
- * Other forms of feedback

McKeachie, ch. 26

Mel Cohen, "Participation as Assessment: Political Science and Classroom Assessment Techniques," P.S.: Political Science and Politics 41 (July 2008), 609-12.

Additional Reading

William D. Rando and Lisa Firing Lenze, Learning From Students: Early Term Student Feedback in Higher Education (National Center on Postsecondary Teaching, Learning and Assessment 1994)

Designing a Teaching Portfolio*Reading:*

Center for Teaching and Learning, Stanford University, "Documenting Your Teaching: Creating a Teaching Portfolio" (available at ctl.stanford.edu/handouts/PDF/teaching_portfolios.pdf)

Additional Reading

Peter Seldin, The Teaching Portfolio, 3rd ed. (Anker 2004)

Resources

There is a wide array of useful resources on teaching. These are some that I have found to be especially helpful:

Books

(A number of books are listed above under specific topics. The books listed here are more general in their content.)

Office of Faculty and TA Development, OSU, Teaching in the United States: A Handbook for International Faculty and TAs (2002) (available at <http://ftad.osu.edu/Publications/InternationalHandbook/TitlePage.html>). This handbook is intended to assist international faculty and TAs, but it has a good many practical suggestions that any teacher will find useful.

Joseph Lowman, Mastering the Techniques of Teaching, 2d ed. (Jossey-Bass 2000). This is a book with a practical orientation that also draws a good deal from scholarship on teaching. There is some emphasis on classroom dynamics and the qualities of interactions between teacher and students.

Robert J. Menges, Maryellen Weimer, and Associates, Teaching on Solid Ground: Using Scholarship to Improve Practice (Jossey-Bass 1996). This book has a series of essays on issues in teaching. In comparison with Davis and McKeachie, it considers these issues more broadly and more theoretically.

Stephen D. Brookfield, The Skillful Teacher (Jossey-Bass 1990). This book looks broadly at teaching issues from a personal point of view. The author's emphasis is on coping with the practical problems involved in teaching effectively.

Maryellen Weimer, Learner-Centered Teaching: Five Key Changes to Practice (Jossey-Bass 2002). Weimer argues for a change in the standard approach to teaching, one focused on collaboration between teachers and students to enhance learning. The book has some interesting ideas even for teachers who do not fully accept the author's argument.

Leo M. Lambert, Stacey Lane Tice, and Patricia H. Featherstone, eds, University Teaching: A Guide for Graduate Students (Syracuse University Press 1996). This is a set of essays that, as the title indicates, is oriented primarily toward graduate students who are beginning to teach courses. Some essays focus on specific tasks and problems, while others discuss broad issues in teaching.

William M. Timpson, Suzanne Burgoyne, Christine S. Jones, and Waldo Jones, Teaching and Performing: Ideas for Energizing Your Classes (Magna Publications, 1997). The authors examine teaching as a performance art, focusing on classroom presentation. Even for those who don't hold this conception of teaching, material on issues such as preparing the voice for lectures may be of interest.

Bette LaSere Erickson and Diane Weltner Strommer, Teaching College Freshmen (Jossey-Bass 1991). While the book is concerned primarily with teaching new college students, it has broader applicability. One section focuses on the implications for teaching of students' situations and traits. A new edition, under the title Teaching First-Year College Students (with a third author, Calvin B. Peters), will be published in May 2006.

Maryellen Gleason Weimer, ed., Teaching Large Classes Well (Jossey-Bass 1987); Elisa Carbone, Teaching Large Classes: Tools and Strategies (Sage 1998); Christine A. Stanley and M. Erin Porter, ed., Engaging Large Classes: Strategies and Techniques for College Faculty (Anker 2002). These are very good sources on teaching large classes--not relevant to your teaching at OSU, but something to keep in mind for the future. The short Carbone book has a good many specific suggestions for dealing with the difficulties of large classes.

Donna Killian Duffy and Janet Wright Jones, Teaching Within the Rhythms of the Semester (Jossey-Bass 1995). This is a general text on teaching, but it gives special emphasis to the development of classes over the course of a semester (or quarter). The long and useful chapter on syllabus construction is noted in that topic.

Fred Stephenson, ed., Extraordinary Teachers: The Essence of Excellent Teaching (Andrews McMeel 2001). The book is a collection of essays by faculty at the University of Georgia who have won their university teaching award. The subjects of their essays are diverse, and there are a lot of good and interesting ideas.

Ken Bain, What the Best College Teachers Do (Harvard University Press 2004). This book differs from the Stephenson book in that it distills information from interviews with teachers who were identified as especially effective. In describing the practices of highly successful teachers, the author provides a useful set of goals to aim for.

Keith W. Prichard and R. McLaren Sawyer, eds., Handbook of College Teaching: Theory and Applications (Greenwood 1994). The book is a large collection of essays on various aspects of teaching, ranging from student motivation to textbook selection. It is too expensive to buy, but it is worth getting from the library to consult on particular topics.

Other Information Sources

The Office of Faculty and TA Development at OSU (260 Younkin Center, 1640 Neil Hall, 2-3644, ftad.osu.edu/) is a very useful source of information and assistance. FTAD conducts a variety of programs on aspects of teaching, and it provides consultation services for teachers at OSU. It has a substantial library of books and journals and creates its own materials on teaching, including an online

handbook on teaching at <http://ftad.osu.edu/read/teaching/toc.html>. We'll be reading some excerpts from the handbook in this class.

The OSU Center for the Study and Teaching of Writing (485 Mendenhall Lab, 8-4291) is concerned with helping students to learn writing and helping in instruction in writing. Its website is at cstw.osu.edu. At the website, look under "resources" for materials on writing that may be useful to students who seek to improve their writing. A very useful website on writing, with more material for instructors than the OSU Center's website, is at Purdue: owl.english.purdue.edu.

I've listed several specific essays from the Tomorrow's Professor ListServ at Stanford University on the syllabus. The ListServ frequently sends out short essays on professional issues, including teaching. You can look through past essays at the website, <http://ctl.stanford.edu/Tomprof/postings.html>. Under "Subscribe," you can subscribe to get future postings.

Three good university websites on teaching are those at Minnesota, Penn State, and Stanford. The website for the University of Minnesota Center for Teaching and Learning Services is www1.umn.edu/ohr/teachlearn. It has a variety of information about teaching issues. The website for the Penn State Center for Excellence in Learning and Teaching is www.schreyerinsitute.psu.edu. One good feature of this site is an extensive set of materials on various teaching topics, organized by topic. The Center for Teaching and Learning at Stanford (ctl.stanford.edu) has good information on various topics, primarily under "Resources for Faculty" and "Resources for TAs." The Center sponsors the "Tomorrow's Professor ListServ," mentioned earlier, and the ListServ is linked to the Center's website.

The American Political Science Association has a website on teaching. It has a list of websites with information relevant to courses (go to "Resources") and selected articles on teaching from P.S. (go to "Articles on Teaching" under "Resources"). The website is at www.apsanet.org/teach/. P.S. has a regular section on teaching, and the articles in that section often have good practical advice.

The APSA's section on Undergraduate Education sponsors panels on teaching at the annual APSA meetings. It also sponsors a journal, the Journal of Political Science Education. Information on the journal is at <http://www.tandf.co.uk/journals/titles/15512169.asp>.

Creating a Course Plan

I've asked you to write a course plan because that will give you an opportunity to develop your ideas about teaching and apply them to a specific class. Choose any undergraduate class in this department.

The plan should begin with a teaching philosophy related to this class. The philosophy should consist of your goals for the class--what you want to accomplish--and the approach that you plan to take to achieve those goals. If you like, you can discuss a general teaching philosophy. But the bulk of this part of the plan should focus on the specific class. In describing your goals and especially your

approach, discuss the bases for your choices. For instance, you might talk about how the characteristics of OSU students would lead you to take one approach rather than another.

For the teaching philosophy, feel free to use any length that makes sense. My guess is that it will be two pages or a little shorter than that, but treat that only as a general guideline.

The remainder of the plan will take the form of a syllabus and a series of rationales for the specific choices reflected in the syllabus. You could present an annotated syllabus in which the rationales for various choices are indicated at the appropriate points in the syllabus. Alternatively, you could provide a "clean" syllabus, followed by a separate documents with a set of rationales.

The syllabus itself should be in the form that you would give to a class, so include all the items and information that you think appropriate. The rationales should address the important choices that you make about aspects of the class. That would include at least the following: the sets of topics for the class and the order that you take them up; the readings; the assignments and bases for the grade; and the format of class sessions. The rationales need not be lengthy, so long as they are clear about the alternatives that you considered and the reasons for your choice among them. Where your philosophy statement makes a specific rationale clear, there is no need to repeat it in the syllabus.

This assignment is intended to assist you in pulling together your ideas about teaching and applying them to the practical problem of course design. So feel free to modify what you do in the assignment if you would find it useful. For instance, you might give more emphasis to presentation of a general teaching philosophy than suggested above.

Political Science 795: Teaching Political Science (Part II)
Instructors: Bill Liddle and Amanda Rosen
Spring 2008
Wednesdays 130-318 Derby 0024

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DON'T PANIC!

Very, very few people are born to be teachers. The rest of us have to practice, a lot. You are in luck, though, as you will have the guidance of this course and your fellow classmates to get you through this trying time. So take a deep breath, relax, and above all, don't panic!

Goals and Objectives:

This course is intended for graduate students in Political Science who will begin teaching their own independent course within the next year. There are three objectives for this class:

1. **Course Development.** One of the biggest challenges facing new instructors is designing their course from the ground up—not just the syllabus, but the lesson plans, the exams, their written assignments and other course components. By the end of the course you will have designed and received feedback on many of these course components.
2. **Pedagogical Skill Training.** Giving a lecture and leading discussion to a new class are daunting tasks—especially if you have never done so before! We are going to train and practice basic pedagogical skills such as lecturing, discussion leading, and classroom management so we have some experience before we enter the classroom for the first time.
3. **Learning Community.** As academics, we constantly talk to each other about our research. But teaching discussions seem to be rare or held behind closed doors, leaving many new instructors without support as they figure out how to teach. As a group and hopefully with each of our mentors, we will create a year-long learning community of instructors who share ideas, problems, and potential solutions with each other.

This course was designed to complement the winter section of 795 taught by Larry Baum. Many topics in that course will be covered in this class, but with a different purpose: here we will focus on applying many of the ideas you learned in that class. Students who have not taken that course will still benefit from taking this class, however.

What's in it for me?

Besides all of the above?!? Well, first of all, this course will save you time in the long run. All of us are concerned with the balance between research and teaching. Developing your course now through this class means that you'll have more time free while you are teaching for the first time. Hopefully this class will alleviate some of the traditional productivity loss suffered by many ABDs as they first start teaching. Secondly, you will have feedback from the instructors and your peers about your teaching materials as you develop them. It will be far better to find out from the class that your exam is too hard than to find out from your stressed-out students. Thirdly, you will have a ready-made group of peers to lean on as you move through that first year of teaching. The Carmen discussion board for the course will continue to be available throughout next year, giving us a great way to share problems and solutions and act as a sounding board for new ideas. Fourth, having this kind of coursework on your c.v. and transcript sends a signal to schools that you are serious about being a good teacher. While not every school looks for that, many will see this as a plus! To that end, one final benefit is the Graduate Interdisciplinary Specialization in College and University Teaching, a special designation on your transcript that can only be earned by taking four credits of discipline-specific teaching training. Completing both sections of 795 qualifies for this requirement which sends a strong signal to departments looking for strong teachers to hire.

Course Requirements:

This course is graded S/U and you need 81 out of 100 possible points to receive a passing grade.

<u>Requirement</u>	<u>Due Date</u>	<u>Points</u>
Final Course Syllabus	April 16 th	10
Lesson Plan	Varies	15
Microteaching Session	Varies	15
Weekly Assignments	Weekly	14
Carmen Discussion Participation	Weekly	16
Carmen Discussion Moderation	Varies	5
Mentorship	May 21 st	15
Reflection Paper	June 4 th	10

Requirements in Detail

All written materials except the weekly assignments should be submitted electronically via the Carmen dropbox by class time. Weekly assignments should be brought to class.

Why is there so much stuff I have to do?

As you will see, there are a number of components for this class. These requirements are designed with many principles in mind. First, each of them will aid you in building your classes and developing as a teacher. Second, they will expose you to a number of ideas and activities that you can then require of your own students—for example, you might require a moderated Carmen discussion of your students. Class time will be used for discussion, analysis and workshopping, and that requires that you come to class prepared—not just by having done the readings, but having applied them to your own course. Most of the assignments are things you will have to do anyway as you prepare for your course, such as developing a syllabus and lesson plans, but the course allows you to do it over a ten week period rather than the 2 weeks prior to

the start of teaching (as most of us have had to do). Finally, no one element of the course is onerous in its requirements—the reading load is light, the writing minimal, and the work at the end of the quarter is reduced in anticipation of the late-quarter requirements of most 5 credit courses.

Course Syllabus

By the fourth week of the quarter each student will turn in a complete syllabus for their assigned course. This will include information on the instructor, course requirements, materials, topics, course and university policies, assessment, tentative schedule, etc. Students of Larry Baum's section of 795 should already have an annotated draft of a syllabus with his comments, and are free to amend that version or to create a new syllabus if they have been assigned a different course. In an attempt to keep the learning process highly visible, you will turn in a one page analysis/explanation of your choices for the syllabus.

Course Syllabus + Analysis: 10 points

Lesson Plan and Microteaching Session

Once during the quarter each student will prepare a ten minute lesson to teach to the class. You will design a lesson plan for any session from their syllabus and then present a ten minute portion of the lesson to the class. This presentation can include any part of the lesson plan but should focus on practicing a specific skill such as lecturing, leading discussion, running an activity, or using technology.

Lesson Plan: 15 points

Microteaching: 15 points

Weekly Assignments

Most weeks you will be given a **short** assignment for the following week. These assignments will have you apply the course material to your own course in useful ways. For example, for the session on assessment design I may ask you to come in with several exam questions for your midterm for us to workshop; for the session on discussions you might be asked to lead a short current events discussion during that class. Assignments will be graded for completion only.

Each Assignment: 2 points (14 total)

Carmen Discussion and Moderation

Online discussion boards are becoming more frequent features of our courses and it will be useful to get some experience in leading and participating in such discussions. To that end, we will have a moderated Carmen discussion of the course readings during weeks 2-9. Each student will participate in the discussion every week and once during the quarter will be responsible for posing questions inspired by the readings and responding to peer comments.

Moderators should pose questions on the week's readings by Sunday evening. Students should post their responses by the following Tuesday evening to give moderators an opportunity to reply.

Each discussion: 2 points (16 total)

Moderation: 5 points

Mentorship

Each student will ask one faculty member to serve as their teaching mentor during the quarter. You are encouraged to ask a member of your dissertation committee, but any member of the department faculty is fine. The goal is to create a mutually beneficial relationship where you can observe how a course is taught, rather than what is being taught, and also provide your thoughts and feedback to the instructor. To that end, you have four tasks (three required, one recommended) during your mentorship period.

1. You will observe your chosen mentor teaching a class at least once during the quarter. During this observation you should take notes not on the content itself, but on how the instructor has presented the content. For example, write down discussion questions, the way the instructor introduced a topic, or observations on how the instructor handled any disruptions during class.
2. After the observation(s), you should sit down with the instructor for a 30 minute informal but guided discussion about the instructor's background in teaching and the choices they have made for their class. This is a chance for you to provide your thoughts and feedback to the instructor and for them to answer your questions about the teaching process. A list of possible questions will be provided but you should feel free to come up with your own.
3. For our discussion on observations and feedback on May 21st, your weekly assignment will be to write a one-page reaction to your observation and mentorship experience. What did you observe or learn that surprised you? Did you see any teaching tactics you would like to try out yourself?

****Strongly Recommended:** See if your mentor will allow you to teach part of a lesson at some point during the quarter (preferably a separate occasion from the observation itself). This could be leading a ten minute activity in the class on a particular topic, or doing a mini-lecture. Work with your mentor to determine what would be appropriate. This will be a great opportunity to get in front of a group of students and practice your skills with no real pressure, as these students will not be evaluating you. Plus it will give your mentor the opportunity to observe YOU teaching and provide feedback. While you will have an opportunity to practice your skills in front of the class, doing so in a non-simulated classroom environment will be an invaluable experience! This is not a requirement, however, particularly if your mentor is unable to accommodate your request.

Completion of mentorship experience (observation and discussion): 10 points

Reflection Paper

At the end of the quarter you will write a two page essay reflecting on what you have learned about yourself as a teacher. Self reflection is an essential component of teaching—we need to constantly consider whether our goals for our students are both appropriate and being met by our efforts. This essay could serve as the basis for a teaching philosophy statement that can be referred to throughout your career to ground yourself in your personal basic principles. It is also

an important part of applications for many academic jobs (particularly at liberal arts colleges) and teaching awards.

Note: if you wrote a general teaching philosophy (as opposed to a course-specific one) for Larry Baum's section of 795 you have a couple of options: first, you could reflect on what if anything has changed for you after taking this second course, or you could write an essay reflecting on the future of your professional development as a teacher—what challenges do you anticipate, and how will you meet them?

Reflection Paper: 10 points

Course Materials:

All of the readings for this course can be found on the Carmen website for the class. There is no book to purchase.

Course Policies:

Please note: what follows is the language I include in all my syllabi. I include it here as a potential model for what you can use in your own syllabi. Feel free to borrow and/or adapt at will.

Carmen:

The course has a website via Carmen.osu.edu. There you will find announcements about the course, all handouts and readings, and discussion boards for the class. Please get into a habit of checking the Carmen site regularly.

Disabilities:

I rely on the Office for Disability Services (614-292-3307, room 150 Pomerene Hall) to document and coordinate the appropriate action for students requiring special accommodations as a result of a disability.

Late Assignments:

Assignments are due at the beginning of the class for which they are assigned. Late written assignments will be accepted up to 3 days late with a 1/3 letter grade penalty for each 24 period they are late. Please be strategic in your thinking: Turning an 'A' paper in late is better than turning in a 'C' paper on time. This is not meant to encourage a disrespect for deadlines, but instead an acknowledgement that many courses have common due dates for major assignments. Please speak to me ahead of time if you will have trouble meeting a deadline.

Academic Misconduct:

Don't cheat. No, seriously. There is no reason why you cannot pass this class and even do extremely well based purely on your own ability. For that matter, don't plagiarize. That means no copying of information (word-for-word or paraphrased) from another source without giving that source credit. If you are not doing your own work, you are not getting the education that you are paying for and are therefore wasting your time as well as mine. I reserve the right to use anti-plagiarism software to detect cases of suspected plagiarism. By remaining enrolled in this course, you are giving your agreement to have your work submitted for testing. If anyone is

caught violating the University's rules on academic misconduct and cheating, I will forward the case as per University policy to the Committee on Academic Misconduct.

Right to Revise Syllabus:

This syllabus outlines my goals for the course and my expectations for the students. Changes may need to be made along the way, particularly to the following schedule, and I reserve the right to revise the syllabus accordingly.

Schedule:

All readings are available on Carmen. This reading schedule is incomplete; more readings will be added before the quarter begins. There is an average of 30 pages of reading a week.

Week 1: March 26th Don't Panic!

Topics: The OSU student; the First Day of Class; General Advice

Readings:

Chickering, Arthur and Zelda Gamson. "Principles of Good Practice in Undergraduate Education." FTAD Worksheet. P. 1-4.

Eison, James. 1990. "Confidence in the Classroom: Ten Maxims for New Teachers." *College Teaching* Vol. 38 (1). p. 21-25.

O'Leary, Rosemary. "Advice to New Teachers: Turn it Inside Out." *PS: Political Science & Politics*. March 2002. p. 91-92.

Adams, Steve. "Quick Before it Dries: Setting the Pattern for Active Participation from Day One." P.1-2

Resources:

Monk, Janice. "Meeting a New Class." P. 1-5.

Middendorf, Joan. "Learning Student Names." P. 1-6.

Middendorf, Joan and Elizabeth Osborn. "Getting to Know You or Ice Breakers for the College Classroom." P. 1-6.

Week 2: April 2nd Course Development

Topics: Course Development and the Syllabus

Readings:

"Chapter 10: Teaching Your Own Class." *TA Handbook*. University of Pittsburg online resource. Available at www.pitt.edu/~ciddeweb/ta/ta_handbook/chapter-10.htm. P. 1-6.

Enerson, Diane M. et al. 1997. "Designing a Class that Motivates Learning." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University. Available at <http://www.schreyerstitute.psu.edu/pdf/PennStateTeacherII.pdf>. P.16-27.

Rubin, Sharon. 1985. "Professors, Students, and the Syllabus." *The Chronicle of Higher Education* vol. 56. p. 1.

Maslach, Christina et al. 2001. "Making the First Time a Good Time: Microteaching for New Teaching Assistants." In LR. Prieto & S.A. Meyers (eds), *The teaching assistant training handbook: How to prepare TAs for the responsibilities*. Stillwater, OK: New Forums Press. P. 71-87. (note: you can look over this at your leisure, it is simply an introduction to Microteaching and a discussion of its benefits.)

Resources:

Enerson, Diane M. et al. 1997. "Appendix B—Preparing a Syllabus." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University. Available at <http://www.schreyerstitute.psu.edu/pdf/PennStateTeacherII.pdf>. P. 143-146.

Week 3: April 9th Lesson Plans: what are my options?

Topics: Planning a lesson, active learning techniques

Readings:

Enerson, Diane M. et al. 1997. "Matching Methods to Objectives." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University. Available at <http://www.schreyerstitute.psu.edu/pdf/PennStateTeacherII.pdf>. P. 28-67.

Frederick, Peter J. "Involving Students More Actively in the Classroom." P. 31-40.

Middendorf, Joan and Alan Kalish. "The 'Change-up' in Lectures." Teaching Resources Center. P. 1-12.

Savion, Leah and Joan Middendorf. 1994. "Enhancing Concept Comprehension and Retention." *The National Teaching & Learning Forum* Vol. 2(4). P. 6-8.

Resources:

Wright, Delivee. 1994. "Using Learning Groups in your Classroom: A Few How-to's." *Teaching at UNL Newsletter* Vol 15(4): 1-4.

Faust, Jennifer L. and Donald R. Paulson. 1998. "Active Learning in the College Classroom." *Journal on Excellence in College Teaching* Vol. 9 (2): 3-23.

Week 4: April 16th Policies and Procedures: How to Avoid Being Sued

Syllabus Due—deposit in Carmen Dropbox

Guest Speaker: Wayne DeYoung, Department of Political Science

Reading:

Braumoeller, Bear F. and Brian J. Gaines. "Actions do Speak Louder than Words: Deterring Plagiarism with the Use of Plagiarism-Detection Software." *PS: Political Science & Politics*. December 2001. p. 835-839.

Carlton, Patricia and Jennifer Hertzfeld. "Teaching Students with Invisible Disabilities". *Fast Facts for Faculty*. P. 1-6.

"Most Frequently Asked Questions: Educational Access for Students with Disabilities." *Fast Facts for Faculty*. P.1-4.

Resources:

"The Nuts and Bolts of Teaching." Department of Political Science, The Ohio State University.

Academic Dishonesty: Prevention and Detection Strategies. P.1-2.

Rosenwasser, David and Jill Stephen. 2009. *Writing Analytically*. Boston: Thompson Wadsworth. P. 254-257.

Week 5: April 23rd Great Lectures and Engaging Discussions: Avoiding Sleeping Students and the Sounds of Crickets

Topics: Lectures, Discussions, and Microteaching Sessions

Readings:

Joseph, Brian. 2004. "On Questions: Asking them, Answering them, and Learning from them." In *Talking About Teaching: Essays by Members of the Ohio State University Academy of Teaching*. P. 51-57.

Green, William Rose. 1996. "The Professor's Dream: Getting Students to Talk and Read Intelligently." *PS: Political Science & Politics*. Vol. 29 (4): 687-290.

Frederick, Peter. 1986. "The Lively Lecture—8 Variations." *College Teaching* Vol. 34(2). P. 43-50.

Heward, William L. "Guided Notes: Improving the Effectiveness of your Lectures." *Fast Facts for Faculty*. P. 1-6.

Resources:

Frederick, Peter. 1981. "The Dreaded Discussion: Ten Ways to Start." *Improving College and University Teaching*. Vol.29: 109-114.

Cashin, William E. 1985. "Improving Lectures." Idea Paper No. 14. Center for Faculty Evaluation and Development. P. 1-4.

Goulden, Nancy R. 1991. "Improving Instructor's Speaking Skills." Idea Paper No. 24. Center for Faculty Evaluation and Development. P. 1-4.

Week 6: April 30th Mischief Managed! Keeping Control of the Polisci Classroom

Topics: Classroom Management, Improving Participation, and Microteaching Sessions

Readings:

Enerson, Diane M. et al. 1997. "Appendix A: Managing the Classroom and Relating to Students." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University. Available at <http://www.schreyer institute.psu.edu/pdf/PennStateTeacherII.pdf>. P. 138-142.

Warren, Lee. 2002. "Managing Hot Moments in the Classroom." Cambridge: Derek Bok Center for Teaching and Learning, Harvard University. Available at URL: <http://bokcenter.harvard.edu>. P. 1-5.

Sorcinelli, Mary Deane. "Dealing with Troublesome Behaviors in the Classroom." P. 365-373.

Resources:

"What to Do When Students Don't Do the Reading." 1989. *The Teaching Professor*. Vol. 3(4): 1-4.

Week 7: May 7th Designing Student Assessments

Topics: Designing Exams and Papers, Microteaching Sessions

Staff, Center for Teaching and Learning, University of North Carolina at Chapel Hill. 1990. "Writing and Grading Essay Questions". Available at <http://ctl.unc.edu/fyc7.html>. p. 1-7.

"Testing and Grading: Assessing Student Performance." P. 75-83 only.

Sherman, Daniel J. and Israel Waismel-Manor. 2004. "Get it in Writing: Using Politics to Teach Writing and Writing to Teach Politics." Vol. 36(4): 755-757.

Johnson, Theresa. "Test Item Design". P. 1-8.

Resources:

Clegg, Victoria L. and William E. Cashin. 1986. "Improving Multiple-Choice Tests." Idea Paper No. 16. Center for Faculty Evaluation and Development. P.1-4.

Cashin, William. "Improving Essay Tests." Idea Paper No. 17. Center for Faculty Evaluation and Development. P. 1-4.

Week 8: May 14th Grading Student Assessments

Topics: Giving Feedback to Students, Rubrics, Grades, and Microteaching Sessions

Readings:

"Testing and Grading: Assessing Student Performance." P. 83-99.

Andrade, Heidi Goodrich. "Teaching with Rubrics: The Good, the Bad, and the Ugly." *College Teaching* Vol. 53(1): 27-30.

“Chapter 6: Calculating Course Grades.” in Walvoord, Barbara E. and Virginia Johnson Anderson. 1998. *Effective Grading: A Tool for Learning and Assessment* . San Francisco: Jossey-Bass. P. 93-104.

“Chapter 7: Making Grading More Time-Efficient.” In Walvoord, Barbara E. and Virginia Johnson Anderson. 1998. *Effective Grading: A Tool for Learning and Assessment* . San Francisco: Jossey-Bass. P. 119-134.

King, Charles. 1998. “Battling the Six Evil Geniuses of Essay Writing.” *PS: Political Science & Politics*. P. 59-63.

Resources:

Frus, Phyllis. “Commenting Effectively on Student Writing.” Center for Research on Learning and Teaching. P. 1-3.

Sinor, Jennifer and Ian Kerney. “Ten Simple Strategies for Grading Writing”. Center for Research on Learning and Teaching. P. 1-2.

Week 9: May 21st Soliciting Feedback and Reflecting on Teaching

Mentorship completion deadline

Topics: Evaluations, Feedback, and Reflection

Readings:

Theall, Michael. Fall 2002. “Student Ratings: Myths vs. Research Evidence.” *Focus on Faculty*. P. 1-2.

Kelly-Woessner, April and Matthew C. Woessner. July 2006. “My Professor is a Partisan Hack: How Perceptions of a Professor’s Political Views Affect Student Course Evaluations.” *PS: Political Science & Politics*. P. 495-501.

Seldin, Peter. 1997. “Using Student Feedback to Improve Teaching.” In D. Dezure (ed), *To Improve the Academy Volume 16*. Stillwater, OK: New Forums Press and the Professional and Organizational Development Network in Higher Education. P. 335-346.

Felder, Richard. Summer 1992. “What do They Know, Anyway?” *Chemical Engineering Education* 26(3): 134-135.

Week 10: May 28th How to Not Go Nuts: Balancing Teaching, Research, and Everything Else

Panel discussion of faculty and graduate students. Open to all graduate students for attendance. Lunch, dessert, and coffee will be provided.

Finals Week: June 4th Reflection Paper due in dropbox (soft deadline).