

Term Information

Effective Term Autumn 2020
Previous Value Summer 2012

Course Change Information

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

Change catalog number to 7095.01; change course credit hours (change from 1, current, to 3 credit hours)

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

We are implementing two required courses for advanced graduate students, POLITSC 7095.01 and 7095.02. Changing the catalog number to .01 will distinguish this course from the follow-up class. The change in credit hours is appropriate given the time and effort we expect 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)?

This course will be required for students in the PhD program.

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 7095.01
Previous Value 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 No
Previous Value Yes
Previous Allow Multiple Enrollments in Term No
Previous Max Credit Hours/Units Allowed 2
Previous Max Completions Allowed 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	
Previous Value	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
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[Previous Value](#)

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
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Sought Concurrence	No
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Attachments

<ul style="list-style-type: none">• POLITSC 7095.01 syllabus.pdf: POLITSC 7095.01 syllabus
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(Syllabus. Owner: Smith, Charles William)

Comments

- See panel feedback sent on 1-17-20. *(by Vankeerbergen, Bernadette Chantal on 01/17/2020 05:28 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
Revision Requested	Vankeerbergen, Bernadette Chantal	01/17/2020 05:28 PM	ASCCAO Approval
Submitted	Smith, Charles William	07/28/2020 01:09 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	07/28/2020 01:41 PM	Unit Approval
Approved	Haddad, Deborah Moore	07/28/2020 02:19 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	07/28/2020 02:19 PM	ASCCAO Approval

POLITICAL SCIENCE 7095.01: TEACHING POLITICAL SCIENCE

Mondays, 2 to 4:45 p.m.

Derby Hall 2078

Fall 2020

Professor Vladimir Kogan

Office: Derby Hall 2004

Office Hours:

- Mondays, 12:30 p.m. to 2 p.m.
- Wednesdays, 11 a.m. to 12:30 p.m.
- 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 included 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. Note that Carmen assignments are assigned every week, regardless of whether any reading is assigned for that week. 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 are expected to 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. A template for the assignment will be posted on Carmen, and the reflection assignment will be due on Feb. 3.

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 (due: March 2); (2) an exam and accompanying grading rubric (due: April 20); and (3) outline and slide deck for one 80-minute lecture for the class, which they will present before a panel of undergraduates.

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:

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

COURSE OVERVIEW AND SCHEDULE:

Tuesday, August 25: **Introduction and Overview**

Tuesday, September 1: **Teaching@OSU**

***Class will not meet. Students will instead complete the Teaching@OSU Carmen modules and a short reflection assignment. You will need to include a screenshot of your Carmen page showing that you have completed all five modules.**

Tuesday, September 8: **No Class (University Holiday)**

Tuesday, September 15: **Small Teaching**

Required Readings:

- James Lang, 2016, *Small Teaching*, Josey Bass Publishing.
 - Note this book is available for free online through the OSU library: <https://library.ohio-state.edu/record=b8294132~S7>

Tuesday, September 22: **Defining Class Goals and Student Learning Outcomes**

Required Readings:

- *McKeachie's Teaching Tips*, Chapter 20 and 21
- *Teaching observation reflection assignment due**

Tuesday, September 29: **Career Readiness Competencies**

Required Readings:

- Dey, Farouk, and Christine Y. Cruzvergara, 2014, "Evolution of Career Services in Higher Education," *New Directions for Student Services* 148: pp. 5-18.
- "Career Readiness Defined," National Association of Colleges and Employers

Tuesday, October 6: **Designing Courses for Student Success**

ASC Center for Career and Professional Success Guest Presentation

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).

Tuesday, October 13: **Designing the Syllabus**

Required Readings:

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

Tuesday, October 20: **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.

***Draft syllabus due**

Tuesday, October 27: **Beyond Lectures — Active Learning**

Required Readings:

- *McKeachie’s Teaching Tips*, Chapter 6
- Jo Handelsman, Diane Ebert-May, Robert Beichner, Peter Bruns, Amy Chang, Robert DeHaan, Jim Gentile, Sarah Lauffer, James Stewart, Shirley M. Tilghman, William W. Wood, 2004, “Scientific Teaching,” *Science* 304(5670); pp. 521-422.

Tuesday, November 3: **Promise and Pitfalls of Online Courses**

Disability Services Guest Presentation

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.

Tuesday, November 10: **Assessing Student Outcomes**

Counseling and Consultation Services Guest Presentation

Required Readings:

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

Tuesday, November 17: **Early Warnings and Nudges**

Student Advocacy Guest Presentation

Required Readings:

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

Tuesday, November 24: **Using Student Feedback Productively**

Required Readings:

- Makary, Marty, *Unaccountable: What Hospitals Won't Tell You and How Transparency Can Revolutionize Health Care* (New York: Bloomsbury Publishing, 2013): Excerpt.
- 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*.

Tuesday, December 1: **Sample Lectures**

Record Lecture Video on Zoom

***Exam and grading rubric due**