

Term Information

Effective Term Autumn 2022
[Previous Value](#) Summer 2012

Course Change Information

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

Name change- Graduate Pedagogy.

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

We are planning to make Professionalization a new course for our graduate program and would like this course to be entirely devoted to pedagogy.

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)?

n/a

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7905
Course Title	Graduate Pedagogy
Previous Value	Pedagogy & Professional Development
Transcript Abbreviation	Pedagogy
Previous Value	Ped & Prof Dev
Course Description	Basic ideas and techniques for effective teaching of college history; emphasis on classroom application and teaching in the 21st century.
Previous Value	Basic ideas and techniques for effective teaching of college history; emphasis on classroom application. Also, professional development, esp. locating funding sources for their study, research, conferences & other professional activities.
Semester Credit Hours/Units	Variable: Min 1 Max 6

Offering Information

Length Of Course	14 Week
Previous Value	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	Satisfactory/Unsatisfactory
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	Prereq: Grad standing.
Exclusions	
Previous Value	Not open to students with credit for 795.01
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
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	<ul style="list-style-type: none">• An overview of pedagogy in teaching History at a college level
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• Grading• Classroom management• Facilitating discussion• Lecture presentation• Issues of student diversity• Student development theory• Teaching within a liberal arts context• Technology• Non-verbal communication• Syllabus construction• Course design• Teaching portfolio
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Previous Value

- *Grading*
- *Classroom management*
- *Facilitating discussion*
- *Lecture presentation*
- *Issues of student diversity*
- *Student development theory*
- *Teaching within a liberal arts context*
- *Technology*
- *Non-verbal communication*
- *Syllabus construction*
- *Course design*
- *Teaching portfolio*
- *Funding sources*
- *Grant applications*
- *Conferences and other professional activities. Work on writing conference papers*

Sought Concurrence

No

Attachments

- History 7905 Syllabus.pdf: New Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 7905 Syllabus In person Judd.doc: Old syllabus for comparison
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- REVISED syllabus 7905.pdf: REVISED Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded REVISED Syllabus to address revisions requested. Also, please note that Clay Howard sent an email on Feb 7, 2022 addressing the issue with the credit hours (this email is on ASCNet). *(by Getson, Jennifer L. on 03/31/2022 09:52 AM)*
- Please see Panel feedback e-mail sent 1/14/22. *(by Cody, Emily Kathryn on 01/14/2022 10:50 AM)*
- Please also upload the current syllabus for the course (as taught with the current/old content) so that the panel can compare the changes made between both versions. That is common for course changes. *(by Vankeerbergen, Bernadette Chantal on 10/20/2021 02:41 PM)*

COURSE CHANGE REQUEST
7905 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/21/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	10/08/2021 01:22 PM	Submitted for Approval
Approved	Soland, Birgitte	10/08/2021 04:05 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/20/2021 02:41 PM	College Approval
Submitted	Heikes, Jacklyn Celeste	10/28/2021 01:32 PM	Submitted for Approval
Approved	Soland, Birgitte	10/28/2021 08:15 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2021 01:49 PM	College Approval
Revision Requested	Cody, Emily Kathryn	01/14/2022 10:50 AM	ASCCAO Approval
Submitted	Getson, Jennifer L.	03/31/2022 09:53 AM	Submitted for Approval
Approved	Soland, Birgitte	03/31/2022 09:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/21/2022 01:50 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/21/2022 01:50 PM	ASCCAO Approval

History 7905: Graduate Pedagogy

Instructor:
Office:
Contact:
Meeting Time: T 2.15-5pm

Course Description

This weekly semester-long 3-credit course provides graduate students with discipline-specific training in the teaching of History at the college level. The course is elective, not required. One does not have to take it to teach in the History department. For those who choose to do so, the class is best taken during, or one semester before, the semester when the student first assumes teaching duties, whether as a Discussion Section Leader (DSL) or as Small-Section Lecturer (SSL). It is expected that the course will help you in the performance of all of your teaching duties at Ohio State. The course also aims to provide a solid pedagogical foundation for those who aspire to pursue professional teaching careers after graduate school. It provides you with resources and skills that will be useful to you now and in the future, helping you to manage many aspects of teaching, including course design, syllabus construction, lecture and discussion design and practice, teaching a diverse classroom, approaching a collaborative classroom experience, assignment design, evaluation of one's own teaching, and approaches to teaching writing, critical thinking, and verbal and listening communication skills. During the course, we will explore these different topics as they manifest themselves in the three most prevalent modes of teaching used today: online, in-person, and hybrid.

Core Course Readings

Required: L. Nilson, *Teaching at its Best: A Research-Based Resource for College Instructors*, 4th ed. (John Wiley and Sons, 2016).

Required: J. C. Bean and D. Melzer, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 3rd ed. (Jossey-Bass, 2021)

All other weekly readings and podcasts will be available on Carmen.

Other Course Media

Complete Goldberg Center Online training course [on Carmen]

Complete Goldberg Center Hybrid training course [on Carmen]

Additional Suggested Readings

P. Aarabi, *The Art of Lecturing: A Practical Guide to Successful University Lectures and Business Presentations* (Cambridge University Press, 2007).

A. Curzan and L. Damour, *First Day to Final Grade: A Graduate Student's Guide To Teaching*, 3rd ed. (University of Michigan Press, 2011)

B. G. Davis, *Tools for Teaching* (Jossey-Bass, 1998)

J. M. Lang, *Small Teaching: Everyday Lessons from the Science of Learning*, 2nd ed (Jossey-Bass, 2021)

R. Rotenberg, *The Art and Craft of College Teaching: A Guide for New Professors and Graduate Students*, 2nd ed. (Left Coast Press, 2010)

Requirements and assignments

The course uses a standard letter grade system:

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+;
73-76 = C; 70-72 = C-, etc.

The course has seven assignments/requirements, all of which are worth a percentage of the final grade. ALL of these requirements must be satisfied to pass the course. The requirements (with grade percentages) are as follows:

1. Teaching observation and reflection: students will arrange to visit a 2000 or 3000 level course taught by a faculty member, discuss the course meeting with the instructor, and write a reflective review of the class session. The reflections should be 3-5 pages. The first assignment should be submitted before week 5. (10%)
2. Creation/revision of a course assignment: students will create or revise an assignment for a course and submit it for peer review and discussion during Week 6 (10%)
3. Complete Goldberg Center Online training course by Week 7 (5%)
4. Complete Goldberg Center Hybrid training course by Week 9 (5%)
5. Write a syllabus for a course you might teach. Due Week 12. (20%)
6. Create an online module OR 15-20 minute class presentation in Weeks 13/14 (20%)
7. Active and thoughtful in-class discussion and participation (30%)

Attendance policy

Please note too that you may have no more than one unexcused absence from the class.

Course Goals & Learning Objectives

<u>Course Goals</u> <i>Successful students will:</i>	<u>Learning Objectives</u> <i>Successful students will be able to:</i>
<input checked="" type="checkbox"/> Know the trends and movements in higher education	<input checked="" type="checkbox"/> Describe how trends in higher education shape teaching and learning in their classrooms <input checked="" type="checkbox"/> Project how trends might affect their future careers in the collegiate setting
<input checked="" type="checkbox"/> Understand how students learn	<input checked="" type="checkbox"/> Identify strategies that people use to learn <input checked="" type="checkbox"/> Apply learning development theories and frameworks to assignments and activities <input checked="" type="checkbox"/> Describe how the diversity of their students can affect how learning works in particular contexts

<input checked="" type="checkbox"/> Appreciate the values and uses of different teaching strategies	<input checked="" type="checkbox"/> Choose appropriate teaching strategies for their context <input checked="" type="checkbox"/> Design appropriate activities <input checked="" type="checkbox"/> Identify how student diversity can have an impact on the usefulness of certain teaching strategies
<input checked="" type="checkbox"/> Take a scholarly approach to teaching	<input checked="" type="checkbox"/> Make research-based decisions about class activities and assignments <input checked="" type="checkbox"/> Create a useful assessment tool for a course <input checked="" type="checkbox"/> Apply backwards design to lesson- and course-planning
<input checked="" type="checkbox"/> Understand that teaching development is an ongoing process throughout one's career	<input checked="" type="checkbox"/> Articulate the importance of continued development as a teacher <input checked="" type="checkbox"/> Identify strategies for professional development at different stages of their careers
<input checked="" type="checkbox"/> See themselves as competent college teachers	<input checked="" type="checkbox"/> Articulate a teaching philosophy <input checked="" type="checkbox"/> Gauge their progress as teachers relative to their strengths and growth areas <input checked="" type="checkbox"/> Describe how their own experiences and identities influence their and their students' perceptions of them as a teacher

Course Policies and Student Support

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/>.

Enrollment

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the

department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Disability, accessibility, and accommodations

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.

Student support and academic services

Student support services offered on the OSU main campus <http://ssc.osu.edu>. Student academic services offered on the OSU main campus <http://advising.osu.edu/welcome.shtml>.

Mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); 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). All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix@osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated

incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@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.

Grade grievances and other academic complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the History department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

*****Schedule of Class Meetings*****

Week One / Course Introduction

- Syllabus, assignments, requirements overview
- Course goals and learning objectives
- Introduction to the challenges of in-person and online graduate student teaching
- Impact of recent societal changes on higher education

Readings

- R. Arum, "College Cultures and Student Learning" in *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2010)
- J. Selingo, "The Five Disruptive Forces that Will Change Higher Education Forever" in *College (Un)Bound: The Future of Higher Education and What It Means for Students* (Amazon, 2013).
- A. Hacker and C. Dreifus, "Teaching: Good, Great, Abysmal," in *Higher Education? How Colleges are Wasting Our Money and Failing Our Kids—and What We can Do About It* (St. Martins Griffin, 2011)
- <http://www.forbes.com/sites/jordanshapiro/2015/05/16/nothing-prepares-you-for-the-21st-century-like-a-liberalarts-education/>

Week Two / A Diverse and Inclusive Classroom I: Addressing Systemic Bias and Privilege

- Race and ethnicity
- Gender and sexuality
- Socio-economic diversity issues
- Introduction to Title IX
- Gender and racial biases in student evaluations

Readings

- Nilson, chapters 7 and 9
- K. Philips, “How Diversity Makes Us Smarter,” in *Scientific American* (October 1, 2014)

Week Three / A Diverse and Inclusive Classroom II: Maximizing Accessibility and Engagement

- Accessibility, disability, and multiple learning styles
- Mental health issues in college classroom
- Tools for optimizing access to online/hybrid/hyflex courses
- Visit from SLDS

Readings

- Nilson, chapters 2 and 22

Week Four / Course Management I: Planning and Design

- Course planning, preparation, and development
- Using online course templates and Goldberg Center resources
- Syllabus design
- Choosing readings

Readings

- Nilson, chapters 4 and 5

Week Five / Course Management II: Building a Learning Community

- Who are your students?
- Classroom sociality
- Balancing authority, friendliness, and support
- Techniques for fostering productive online engagement and exchange
- Panel of undergraduate student visitors

Readings

- Nilson, chapter 1

- K. Takayama, “Facilitating group discussions: understanding group development and dynamics” in *Essays on Teaching Excellence: Towards the Best in the Academy* 21.1 (2009-2010)
- K. Eagan et al., “The American Freshman: National Norms Fall 2014,” a publication of the Higher Education Research Institute, UCLA
- B. O’Leary, “Backgrounds & Beliefs of College Freshmen” in *Chronicle of Higher Education* (August 12, 2020)

Week Six / Course Management III: In-Class Activities and Assignments

- Different class formats: lectures, seminars, discussion sections
- In-class activities
- Teaching writing, with Chris Manion, Writing Across the Curriculum
- Designing and administering assignments
- Using assignment modules on Carmen/Canvas
- Creative and innovative approaches to assignments
- Time management

Readings

- Nilson, chapters 12, 13, and 15
- L. Calder and R. Williams, “Must History Students Write History Essays?” *Journal of American History* 107.4 (March, 2021)
- Bean and Melzer, Part 2 and Part 3; Part 1 optional

Week Seven / Course Management IV: Online/Hybrid/Hyflex Teaching

- The particular challenges of online/hybrid instruction
- Getting comfortable with Carmen/Canvas templates
- Establishing rapport with distance learners
- Interactive teaching in an online setting

Readings

- Nilson, chapter 21
- S. Kachani et al., “What college students wish professors knew about inclusive online teaching” online article: <https://www.edsurge.com/news/2021-05-24-what-college-students-wish-professors-knew-about-inclusive-online-teaching>
- Online teaching resources: <https://www.bestcolleges.com/blog/preparing-professors-to-teach-online/>

Week Eight / Course Management V: Grading, Feedback, and Assessment

- Designing course rubrics for grades, expectations, etc.
- Grading best practices
- Giving feedback on assignments

- The art of constructive criticism
- Handling plagiarism cases
- Self-evaluation and self-assessment

Reading

- Nilson, chapters 25 and 26
- Bean and Melzer, Part 4

Week Nine / Hard Histories: Cultivating a Historically Sensitive Pedagogy

- Slavery and Black American Experience
- Southern Poverty Law Center Resources
- Indigenous histories and decolonization
- Sensitive histories beyond the U.S.

Readings

- Facing History and Ourselves: <https://www.facinghistory.org/educator-resources>
- Teaching Hard History: <https://www.learningforjustice.org/classroom-resources>
- Equitable and Inclusive Teaching: <https://bokcenter.harvard.edu/inclusive-teaching>

Week Ten / Roundtable with Experienced Graduate Instructors: Finding a Balance: Managing the Competing Demands of Teaching, Coursework, Research, and Life

- Managing time
- Prioritizing personal needs
- The satisfactions of teaching

Readings

- There are no assigned readings for this week, allowing students time to work on their sample syllabi and class presentations (see Weeks Twelve, Thirteen, Fourteen below)

Week Eleven / Roundtable with Experienced Faculty and High School Instructors: Preparing for a Post-Graduate Career in Teaching

- Assembling a teaching portfolio (examples will be available on Carmen)
- Write draft of teaching philosophy statement to discuss in class
- Teaching as a professor
- Teaching in high schools

Readings

- There are no assigned readings for this week, allowing students time to work on their sample syllabi and class presentations (see Weeks Twelve, Thirteen, Fourteen below)

Week Twelve / Assignment: Syllabus Workshop

- Presentation and discussion of student syllabi

Week Thirteen / Assignment: Classroom Pedagogy Workshop I

- Sample class presentations/activities

Week Fourteen / Assignment: Classroom Pedagogy Workshop II

- Sample class presentations/activities

History 7905

Professionalization & Pedagogy

Robin Judd
Office Hours: W 12:15-1:30 and by appointment
Class Meeting: Thursdays, 9:00-11:45 (168 Dulles)

judd.18@osu.edu
267 Dulles

History 7905 is the first of two courses (the other being 7910) in professional development for graduate students in history.

Aims and Objectives:

- 1) Introduce students to various objectives, strategies, and techniques for the teaching of college history.
- 2) Prepare students to contribute to the Department of History's teaching mission as teaching assistants in their roles as Discussion Section Leaders and Graders
- 3) Ready students for teaching their own independent classes after passing general examinations.
- 4) Bring students to a level where they have the knowledge and techniques to develop their own course syllabi and to be effective teachers of their own courses
- 5) Help students acclimate to the professional culture of academe
- 6) Provide tools for locating funding opportunities for a variety of professional purposes
- 7) Provide exposure to a variety of grant opportunities/types.
- 8) Provide a *basic* introduction to creating a CV
- 9) Provide a *basic* introduction to writing a conference paper
- 10) Provide a *basic* introduction to grant-writing and what belongs in an application.

Assignments:

- List of flagship organizations and journals in your field (8/30)
- List of 2 graduate student conferences in your field, ideally to be held during the 2018-2019 academic year (or summer 2019) (are there any in driving distance to Columbus? If so, you may wish to apply for monies from the department to attend a conference) (8/30)
- Bibliographic Software/Reading System (9/6)
- OSU Workplan (9/13)
- List of Grant Fellowships (include one section of grants/fellowships to apply for during 2018-2020 and one section of grants/fellowships to apply for during 2020+) (9/20)
- Reflection of SSL Class (1-2 pages only) (must submit one on either 9/27 or 11/15)
- Reflection of Faculty-led Class (1-2 pages only) (must submit one on 9/27 or 11/15)
- CV (9/20); Revised CV (10/18)
- Research Agenda (10/18)
- Abstract (10/25)
- Archive Assignment (11/1)
- Sample Writing Assignment (11/8)
- Budget (11/8)
- Sample in-class Exercise (11/15 or 11/29)
- Sample Syllabus (includes objectives, policies, and schedule of topics; reading schedule not required) (12/6)

Grading: You are graded S/U in History 7905. To receive the grade of “S,” students must (1) have no more than one unexcused absence from the class, (2) demonstrate engagement with the course readings by contributing regularly to class discussion, (3) complete all assignments, receiving a B or higher for each.

All Reading Material Is Available on Carmen

Important References:

Department of History, Graduate Student Handbook:
<https://history.osu.edu/graduate/handbook>

Ohio State University, Graduate School, Handbook
<https://gradsch.osu.edu/handbook>

Ohio State University’s Sexual Harassment Policy
<http://hr.osu.edu/policy/policy115.pdf>

Ohio State University’s Nondiscrimination Policy
<http://hr.osu.edu/policy/policy110.pdf>

FERPA

<http://ucat.osu.edu/read/faqs#privacy>

Useful References

Anne Curzan and Lisa Damour, *First Day to Final Grade: A Graduate Student’s Guide To Teaching*, 3rd edition (University of Michigan Press, 2011)

B.G. Davis, *Tools for Teaching* (Jossey-Bass, 1998)

R. Rotenberg, *The Art and Craft of College Teaching: A Guide for New Professors and Graduate Students*. 2nd ed. (Left Coast Press, 2010)

Funding Opportunities for OSU Students: <http://go.osu.edu/funding>

SSRC Grant Writing Tips (can be found on CARMEN)

Meeting Schedule (subject to modification)

August 23:	Introduction: Culture of the Department & Academy
9:00-9:45	Introductions
9:45-10:00	“Acclimate to the Culture of Academe”? What Does that Mean?
	Advice to First Year Graduate Students From Former GSC Chairs
10:00-11:00	Panel: Surviving Year One of Graduate School (and possibly even enjoying it???)
11:00-11:30	Skills Workshop I: What Constitutes “Good Teaching”?
Reading:	<i>History Department Handbook</i> , pp. 24-31
	https://teachingcommons.stanford.edu/resources/teaching/teaching-strategies/great-b
	https://teachingcommons.stanford.edu/resources/teaching/planning-your-approach/c
	haracteristics-effective-teachers

August 30:	Imagining Communities
9:00-10:30	Cultivating Diverse Communities: Office of Student Life,
	Multicultural Center
10:30-11:30	Skills Workshop II: Reading in Graduate School
Reading:	Robert Crossman, “How Readers Make Meaning”
	William Cronon, “Only Connect...” The Goals of a Liberal

Education”

David Lowenthal, “Dilemmas and Delights of Learning History”

DUE: List of Flagship Organizations and Journals; List of 2 Graduate Conferences**September 6: Workplans and Graduate Work**

9:00-9:30 Creating a Workplan

9:30-10:30 Skills Workshop III: Writing Book Reviews and Leading Book

Discussions

10:30-11:30 Choosing a Dissertation Topic

Reading: Leora Auslander, “The Genesis of a Dissertation” in *From Concept to Completion***DUE: Bibliographic Software/Note System****September 13: Funding**

9:00-10:30 Graduate Student Funding, Jeffrey Agnoli, Office of Research

10:30-11:00 Skills Workshop IV: CV

11:00-11:30 Discussion: Workplans

Reading: Vanessa Schwartz, “Bowling For Dollars”

Reena Patel, “Guide To Graduate School Funding”

<http://www.slideshare.net/ReenaPatel2/guide-to-graduate-school-funding>**DUE: OSU Workplan****September 20: Research**

9:00-10:30 Planning a Research Trip: From Topic to Archival Research

10:30-10:45 Skills Workshop VI: Writing to the Archives

10:45-11:30 Grants and Fellowships in our Fields

Reading: Remy, “Approaching the Archive” in *From Concept to Completion***DUE: List of Grants and Fellowships and CV****September 27: Classroom Management**

9:00-10:30 Chris Manion, Writing Across the Curriculum, OSU

10:30-11:15 Reflections: Classroom Observations

DUE: Observation 1 (either of SSL or faculty-led class)**October 4: Research and Writing**

9:00-9:45 Skills Workshop VII: Writing Abstracts

10:00-11:30 Panel: Making Summer Plans

October 11: No Class: Fall Break**October 18: Teaching and Research**

9:00-9:30 Skills Workshop VIII: Historiography Papers

9:30-10:30 Teaching Panel

10:30-11:30 Research Agendas

DUE: Research Agenda and Revised CV**October 25 Teaching and Research**

9:00-10:15 What Makes a Research Proposal, Strong?

10:30-11:30 Classroom Management: Case Studies

DUE: Abstract

November 1 **Research**
 9:00-10:30 Fellowships in Progress
 10:30-11:00 Skills Workshop IX: Budgets
 11:00-11:30 Reflections on Archive Assignment

DUE: Archive Assignment

November 8 **Teaching**
 9:00-10:15 Technology in the Classroom?
 10:15-11:30 In class Exercises

DUE: Writing Assignments, Budget

November 15: **Syllabi**
 9:00-9:45 Workshop X: Syllabi
 9:45-11:30 In class Exercise, 1-6

Reading:

<https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies/check-list-effective-lecturing>

<https://teachingcommons.stanford.edu/resources/teaching/small-groups-and-discussions/how-lead-discussion>

DUE: Observation of SSL or Faculty led Class AND In class exercise (if presenting on 11/15)

November 22 **No Class -- Thanksgiving**

November 29: **Conclusion**
 9:00-11:30 In Class Exercise

DUE in class exercise (if presenting on 11/29)

December 6: **Syllabus Due**

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 Ave., tel. 292-3307, www.ods.ohio-state.edu

NOTE ON SUBMISSION OF WRITTEN WORK ONLINE: Submit only text files, not PDFs so I can comment directly on them as appropriate. Deadlines for submission on line should be strictly observed so both members of the class and the instructor have ample opportunity to review and critique them prior to our class meeting

CLASS ATTENDANCE: an absence from class will be considered excused only in cases where documented illness, injury, family emergency or professional obligation prevents one from attending class. Please contact me (judd.18@osu.edu) if you think you will need to miss

a class.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT):

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include: The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)