

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

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

Reduce credit hours from 5 to 3.

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

Psych 6851 is currently being offered as a concurrent experience of a pedagogy seminar with a practical component meant to help students create course materials in preparation for teaching a specific course. However, starting next year, we will offer it as a seminar on pedagogy for all first year graduate students in psychology. Students who end up teaching later in graduate school will prep their courses at that time. The seminar piece is a 3 credit hour experience and the current practical piece is 2 credit hours. We no longer want the practical piece, thus the class should be a 3 credit hour course moving forward.

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 Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6851
Course Title Seminar on the Teaching of Psychology
Transcript Abbreviation Teaching Psych Sem
Course Description Designed for first-time teachers of psychology; theory, philosophy, ethics, research, course planning and delivery, and practical strategies to promote teaching excellence.
Semester Credit Hours/Units Fixed: 3
Previous Value Fixed: 5

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
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 both 851 and 852.
Electronically Enforced Yes
[Previous Value](#) **No**

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
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

- Explore the literature on pedagogy and teaching
- Discriminate between evidence-based and pseudoscientific/unsupported teaching practice
- Evaluate the components of a typical college course
- Identify resources for specific contexts and scenarios related to teaching at Ohio State
- Practice skills related to evidence-based teaching
- Develop a sense of teaching identity

[Previous Value](#)

Content Topic List

- Theory and philosophy of teaching psychology
- Ethics in teaching psychology
- Course planning and delivery
- Assessment in teaching psychology

[Previous Value](#)

- [Theory and philosophy of teaching psychology](#)
- [Ethics in teaching psychology](#)
- [Course planning and delivery](#)
- [Lecture preparation](#)
- [Assessment in teaching psychology](#)

Sought Concurrence No

COURSE CHANGE REQUEST
6851 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/25/2022

Attachments

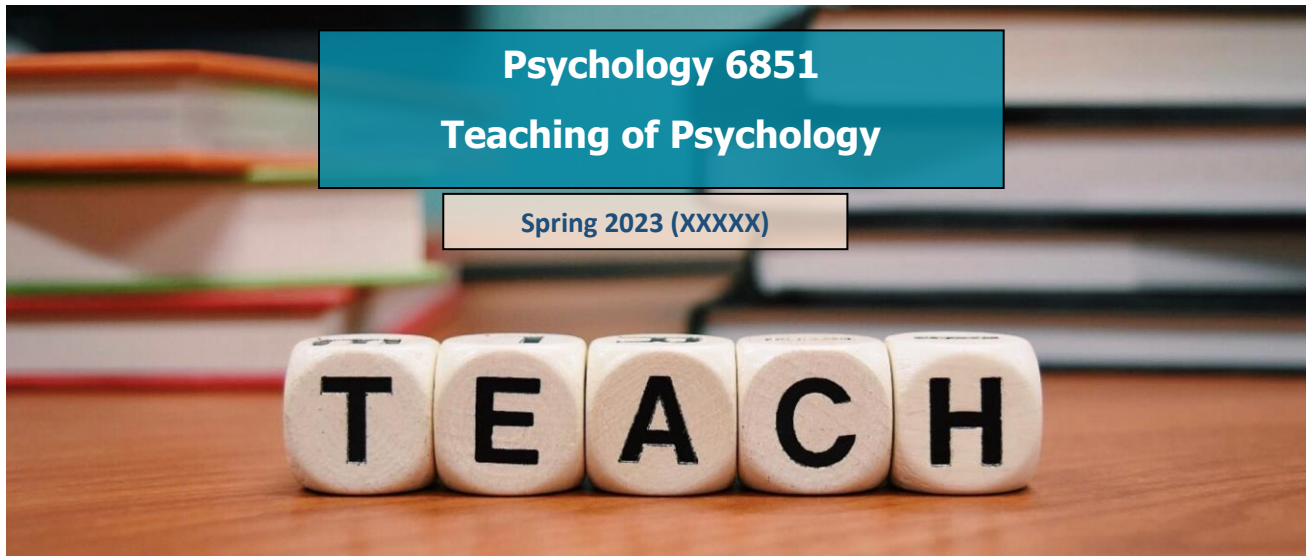
- 6851 syllabus SU22.pdf: Current syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- 6851 syllabus SP23_proposed.pdf: Proposed syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	06/18/2022 12:08 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	06/18/2022 12:08 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/25/2022 04:19 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/25/2022 04:19 PM	ASCCAO Approval

*A fully accessible version of this syllabus is available on Carmen - or email cravens-brown.1@osu.edu



Time & Place

Tuesdays & Thursdays 8-9:20am
Pomerene 280

Instructor Info

Lisa Cravens-Brown
Office: 235 Psychology Bldg
Office Hours: Thurs 12:30-2p, or by appt – Zoom or face-to-face available
Email: **PREFER** Carmen Messaging for class-related messages; cravens-brown.1@osu.edu
Phone: 614-247-4348

Course Assistant

TBD



Do NOT email Lisa at buckeyemail – I won't get it!

**The contents of this syllabus are subject to change – all changes will be announced and posted on Carmen

Course Overview

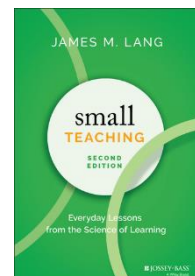
This course is a graduate-level introduction to pedagogy and evidence-based teaching at the college level. There are two primary parts to our course: a seminar, where the primary purpose is to explore the literature on effective teaching and learning processes, and a practicum, in which students will have an opportunity to discuss specifics of the courses they are preparing to teach, as well as to practice specific skills related to teaching.

Teaching for the first time can be both exciting and anxiety-provoking. It is an activity that can quickly absorb all of a new instructor's time. Students are exhilarating and frustrating and all the in between. We will explore all of these issues as you start to develop your own identity as an instructor.



Course Materials

Readings/Textbook



- Small Teaching (2nd Ed) by James Lang
 - ISBN: 9781119755555
 - Available at the OSU Bookstore in multiple formats – approximately \$30 for a print version, \$18 for an ebook
- In addition to Lang's book, there will be articles, readings (maybe a few videos here & there) to prepare for each class meeting - all of these preparatory materials for class meetings will be provided on Carmen at no cost

Technology

- **Computer OR mobile device** (smartphone or tablet) capable of accessing the internet
- **Microsoft Office 365:** All Ohio State students are eligible for free Microsoft Office 365 ProPlus. Full instructions can be found [here](#)
- **Carmen:** visit go.osu.edu/canvasstudent for assistance with Canvas features; visit <https://carmen.osu.edu/#> to access your dashboard
- **Tophat – JOIN CODE: 678548**
 - All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat and [here](#) for the privacy policies

Course Goals & Learning Outcomes

Course Goal A: Develop a knowledge base in pedagogy

LO 1: Examine the literature on effective practices in teaching

LO2: Discriminate between evidence-based teaching and teaching based on anecdotal or unsupported foundations

LO3: Explicate teaching choices and the evidence that supports those choices



Course Goal B: Practice skills related to teaching

LO4: Evaluate the components of a typical college course

LO5: Develop and deliver material in a mock course setting

LO6: Develop and describe a teaching identity



Course Goal C: Prepare materials for specific course

LO7: Plan and create artifacts for future teaching

LO8: Identify resources for specific contexts and scenarios related to teaching at Ohio State

Coursework

In-Class Activities (28)

- You will...
 - work individually or in small groups during seminar and practicum meetings to elaborate on the topics of the day/week and/or practice skills related to teaching
- Participating fully & creating the work for the activities for each DAY
- LOs 1, 2, 4, 8

Course Material Prep (4)

- You will...
 - develop class meeting plans for an ideal first day of class
 - complete the "If You Were Designing A Course" learning outcomes & goals assignment (LOs 1, 3, 6, 7)
 - develop a course assignment and evaluation/exam plan related to your teaching philosophy & evidence (LOs 1, 2, 3, 4, 6, 7)
 - develop a sample course syllabus (LOs 1, 3, 7)

Reflective Journaling (14)

- You will provide...
 - a first draft of your teaching statement (LOs 3, 6)
 - a post-seminar version of your teaching statement (LOs 3, 6)
 - weekly reflections on your learning (LOs 1, 3, 6, 8)
 - Journal Prompts will be available after class on Thursdays (noon) and are due by class on Tuesdays

Microteach (1 indiv, 1 group, plus 2 sets of materials)

- You will plan and practice teaching...
 - a 1-minute research snapshot
 - a group-created and led 15-minute activity
- You will create and turn in preparatory materials for each micro-teach
- LOs 1, 2, 3, 5, 6, 7

Grades & Grading Practices

Grading Guidelines

- You can make-up a few assignments that you did not turn in (see Make-Ups & Remediation section, below)
- Each assignment will have a rubric associated with it – if you do all the things we've asked, you will earn full credit
 - There is **no partial credit** for any activity in this course, but if you did not earn 100%, you can remediate the assignment to earn credit
 - Please cite any and all sources you use in your work, including scholarly work, popular media, peers, and instructors – when in doubt, overcite!
- You can generally expect feedback within 7 days of the due date for assignments

Grade Earning Matrix (Specifications Grading)

THIS IS A ROUGH GUIDE based on 45 graded assignments – actual # of items may vary somewhat from this grid (updates will be completed prior to semester & throughout as needed):

To earn this grade...	You must earn 1/1 on this # of items	% in class overall	# assignments you are able to fail/miss and still earn this grade	Must Haves for this grade (you will drop to the next lower grade if not met)
A	42	93.3	3	Pass at least 13/14 Materials Prep AND 13/14 In-Class Activities AND 10/11 Reflective Journals AND 6/6 Microteaching
A-	41	91.1	4	Pass at least 13/14 Materials Prep AND 12/14 In-Class Activities AND 10/11 Reflective Journals AND 6/6 Microteaching
B+	39-40	86.7-88.9	6	Pass at least 12/14 Materials Prep AND 12/14 In-Class Activities AND 9/11 Reflective Journals AND 6/6 Microteaching
B	38	84.4	7	Pass at least 11/14 Materials Prep AND 12/14 In-Class Activities AND 9/11 Reflective Journals AND 6/6 Microteaching
B-	36-37	80-82.2	9	Pass at least 11/14 Materials Prep AND 11/14 In-Class Activities AND 9/11 Reflective Journals AND 5/6 Microteaching
C+	35	77.8	10	Pass at least 11/14 Materials Prep AND 10/14 In-Class Activities AND 9/11 Reflective Journals AND 5/6 Microteaching

C	33-34	73.3-75.6	12	Pass at least 10/14 Materials Prep AND 10/14 In-Class Activities AND 8/11 Reflective Journals AND 5/6 Microteaching
C-	32	71.1	13	Pass at least 10/14 Materials Prep AND 10/14 In-Class Activities AND 8/11 Reflective Journals AND 4/6 Microteaching
D+	30-31	66.7-68.9	15	Pass at least 9/14 Materials Prep AND 9/14 In-Class Activities AND 8/11 Reflective Journals AND 4/6 Microteaching
D	27-29	60-64.4	18	Pass at least 8/14 Materials Prep AND 8/14 In-Class Activities AND 7/11 Reflective Journals AND 4/6 Microteaching
E/EN	26	Below 60%	NA	NA

Make-Ups & Remediation

- **Life happens**
 - In order to give you opportunities to account for illness, mistakes, misunderstandings, the newest Marvel movie premiere, having too many other things on your plate, or just plain not wanting to, you can use a **3-day** extension on any **4** due dates during the term (I'm calling these "make-ups")
 - You are also able to remediate **ANY** assignment/activity for which you did not earn a Pass (full credit), so long as your first attempt was a "good faith" effort to do the work
 - There are a few constraints to using these
 1. You must request to use each of your extensions by completing the MS Form (this helps keep all requests in one place & is easier on the instructional team)
 - Link to form <https://forms.office.com/#offormgoeshere> (also in Carmen)
 2. Rules about Missing Assignments (Make-Ups) –
 - Your request & make-up work are due no longer than 3 days after the original due date (or class meeting) of this assignment – weekends count, but the due date does not
 - For example, if something is due on Friday at 6pm, the 3-day extension would give you until Monday at 6pm to turn it in
 3. Rules about Remediation -
 - Your request (using the form linked above) & remediated work is due **no later than 1 week after the grades for this assignment were posted in Carmen**. Requests made after that will result in no credit.
 - You must highlight all changes you make from your original submission, no highlights, no change in grade.
- ### 4. EXCEPTIONS
- All make-up work and remediations, regardless of the original due dates, are due **NO LATER than 9am on Weds April 26th** - we will accept absolutely no work past that deadline
 - Microteaching **cannot** be made up in this way - if you miss a microteaching day, you must contact Lisa to discuss make-up options

- Make-ups for MT days will **only** be considered under emergent circumstances (e.g., you have a severe illness/injury; a family member dies suddenly, etc.) – please check your schedule carefully and plan to be here
- Microteaching plans are due on the day of the microteaching and serve as a guide for the observers – for this reason, they cannot be made-up, but can be remediated – in other words, get something in before you do your microteaching!

Logistics of the Course

Mode of delivery:

- 100% in-person delivery – class meets Monday & Thurs from 9a-12p
- To better experience a variety of classrooms, the course will move locations frequently – check the Course Schedule (separate document – on Carmen) for details
- The Schedule describes each week’s topic and due dates – details on readings, videos, activities will be released at least one week in advanced of due dates

Credit hours and work expectations:

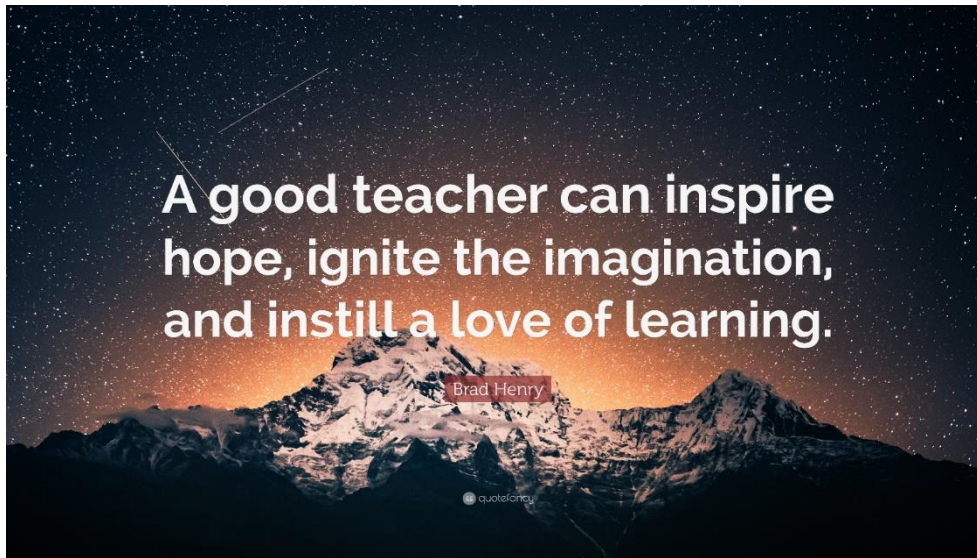
- This is a **3-credit-hour, full term course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and in-class activities) in addition to 6 hours of out-of-class work (reading and assignment preparation, for example) to receive an average grade.

Attendance:

- I strongly encourage you to attend regularly and for the entire class period.
- If you have symptoms of mild illness (e.g., slight cough or runny nose) with which, in pre-pandemic days, you would still have attended class, you have a couple of options:
 - Attend in a mask to protect your fellow classmates
 - Use a make-up or one of your 3 allowed misses and stay home
- If you are seriously ill (e.g., have a fever over 100.4), please do not attend class – take care of yourself – use your make-up or missed items and come back to class when you are better
 - If your illness will cause you to miss an extended period, please reach out to Lisa to explore options
- No student is permitted to participate in the in-class activities who is not in the classroom, without written permission of the instructor



Expectations & Community Guidelines



Some Teaching Philosophy...

- Learning happens best in a community of scholars when those scholars are actively engaged in the process of acquiring knowledge. New skills are difficult, sometimes anxiety-provoking, and take practice and patience. In order for our community to function at its best and to support the learning of all involved, we all need to be committed to consistent & thorough preparation before class meetings, regular attendance at meetings, and full presence & engagement during our time together.
- Master teachers are facilitators of learning – they do not have all the answers, but they care deeply about the learning of their students and understand that only through the creation of strong relationships can they facilitate the outcomes they have set for their students.

...Translated into a Few Ground Rules

- **Please show respect for the instructional team and for your fellow students by**
 - Coming to every class meeting on time & being well prepared
 - Listening to the perspective of others with an open mind
 - Allowing others to take the lead & take the lead yourself when it is appropriate
 - Keeping your comments to and about other students and the instructional team professional and polite
 - Being mindfully focused during class meetings – put down your phone, close your email & social media – these are the only moments we get together as a community, let's treasure them
 - Keeping class discussions and individual contributions private & within our community ("what we say in here stays in here")

Academic Integrity & Health/Safety Policy

- **Written assignments:** All of your writing in this class should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Ohio State's Academic Integrity Policy:**
 - Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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.
 - If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM
- **Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu/>)

Academic Integrity and Collaboration

- You may discuss your ideas about all aspects of this course with other students and instructional staff as much as you like, as you work on the assignments
- Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words
- You should cite all sources that you use, including pictures, quotes, studies, articles, other-generated course materials, friends/peers, mentors, teachers, etc.

Resources

Creating an Environment Free from Harassment, Discrimination, & Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity & Inclusion

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>



STUDENT STRESS

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

DISABILITY SERVICES (SLDS)



The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. 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

Week	Date	Topic/Activities	Explanation	Readings	HW DUE
1	Tuesday, Jan 10	Welcome and Introductions	Creation of our Learning Community - course goals/expectations	1. Lucas & Bernstein (2014) - (Step by step guide) - Intro; 2. Simonson, Earl, Frary (2021) - assessing teaching effectiveness;	
	Thursday, Jan 12	Who Are You? Creating a Teaching Persona; the importance of the first day	What is a Teacher? Big Rocks: Who are you? What about you will be important to communicate? Why are you making the choices you are? Start DEI/inclusion conversations teacher-focused	1. Wilson, Wilson, & Legg (2012) building rapport chapter; 2. Perlman (1998) pet peeves of teaching article;	
2					
2	Tuesday, Jan 17	Who Are They? Understanding your audience	Who are your students? What do we know about students, Intro students, OSU students? Diversity/Inclusion student-focused stuff	1. Holmes (2021) bad test taker identity; 2. Goldman et al (2022) first gen expectancy value article;	Week 1 Journal
	Thursday, Jan 19	Where to start? Thinking Backwards -	backward design - starting from the Big Rocks - what do you want your students to know/think/do/feel at the end of the semester? What does it mean to learn?	1. Wiggins & McTighe (1998) - Chapter 1 2. Fink's guide - steps 1 - 3 (pp 1-15) (situation, learning outcomes, feedback/assessment);	First Draft Teaching Statement
3					
3	Tuesday, Jan 24	Where to start? Developing Course Goals & Outcomes	What makes a good course goal? How are these different from specific learning outcomes? Why make them?	1. Verb Sheet from CDI 2. Winkelmes Transparent Design Materials	Week 2 Journal
	Thursday Jan 26	1 minute snapshot talk 5 students Understanding learning - Lessons from Small Teaching	Predicting, Retrieving, & Interleaving in your courses	1. Lang Small Teaching, 2nd Ed - Part 1, Intro + Chaps 1-3;	FIRST DAY PLANS Assignment
4					
4	Tuesday Jan 31	Understanding learning - Developing Activities to help students learn	Applying Lang's processes to specific activities	Fink's Guide, Step 4 (pp 16-21)	Week 3 Journal
	Thursday Feb 2	1 minute snapshot talk 5 students Understanding learning - Notetaking & Studying	Helping our students study more effectively	1. Chew (2014) helping students get the most out of studying; 2. Ambrose et al, Chap 4 How Do Students Develop Mastery?	"If you were designing a course" Assignment
5					
5	Tuesday Feb 7	Understanding learning - Notetaking & Studying	Helping our students take better notes - device management in class	Crumb, Hildebrandt, & Sutton (2022) The Value of Handwritten Notes	Week 4 Journal

	Thursday Feb 9	1 minute snapshot talk 5 students Understanding learning - Lessons from Small Teaching	Working to help your students understand	1. Lang Small Teaching, 2nd ed - Part 2, chaps 4-6 2. Ambrose et al Chap 5 - What Kinds of Practice & Feedback Enhance Learning? (emphasis on the Practice section) 3. Ambrose et al, Chap 7 How Do Students Become Self-Directed Learners?	1 minute snapshot materials due before class Thurs
6	Tuesday Feb 14	Planning Class Meetings: Weaving together the components	lecture can be a powerful, useful, and time-efficient way to help students' exposure to material - what are some tips for the best lectures?	1. Lucas & Bernstein (2014) Step by Step Guide, Chap 4 2. Zakrajsek - Developing Effective Lectures	Week 5 Journal
	Thursday Feb 16	1 minute snapshot talk 5 students Planning Class Meetings: Weaving together the components	discussion & practice of time management during class, creation of materials/slides, and where to prioritize activity over lecture & vice versa		
7	Tuesday Feb 21	Weaving together components - slides and slide provision	should we or shouldn't we?	León_García-Martínez (2021) Impact of Provision of PowerPoint slides on learning	Week 6 Journal
	Thursday Feb 23	1 minute snapshot talk 5 students classroom policies on devices	how to create mindful and compassionate policies about devices that are evidence-based		
8	Tuesday Feb 28	Designing Effective and Authentic Assignments	How will you know whether and what students have learned? Designing authentic assessments	1. Fink's Guide, Step 6 (pp 25-27) 2. REVIEW FEEDBACK SECTION OF Ambrose Chap 5 - What Kinds of Practice & Feedback Enhance Learning? 3. WAC readings	Group activity materials due before class Thursday
	Thursday Mar 2	2nd talk - 15 min activity - group #1 How to Grade (Rubrics 101)	How will you know whether and what students have learned? Authentic and unbiased grading Rubrics basics	1. Ambrose, App C - What Are Rubrics & How Can We Use Them? 2. Andrade (2005) The Good Bad & Ugly of Rubrics	
	Tuesday Mar 7	Ungrading & Specifications Grading	What are some alternatives to traditional grading? Moving toward anti-racist and human-centered design in grading & evaluation	Nilson - specifications grading excerpt Stommel - Ungrading pieces	Week 8 Journal

9	Thursday Mar 9	2nd talk - 15 min activity - group #2 Lessons from Small Teaching	Motivating, Belonging, Inspiration in Learning	Lang Small Teaching, 2nd ed - Part 3, chaps 7-9, Conclusion	
10	Tuesday Mar 14	SPRING BREAK - NO CLASSES			Week 9 Journal
	Thursday Mar 16				
11	Tuesday Mar 21	Moving Beyond Content - Being a model for your students	Motivating, Belonging, Inspiration in Learning	1. Selection from Motivational syllabus book 2. Reading on power and use of office hours	
	Thursday Mar 23	2nd talk - 15 min activity - group #3 Understanding Cheating from a Learning-Centered Perspective	How are learning & cheating related? What can effective teachers do to capitalize on learning to defeat cheating?	Lang - Cheating Lessons 1, pp 1-17 (in Part 1 pdf), 2. Part 2 (chaps 4-7)	Course Assignments & Exams Plan Assignment
12	Tuesday Mar 28	Designing to Defeat Cheating	Guest Speaker from COAM	OSU COAM Website materials for Students and Faculty	Week 11 Journal
	Thursday Mar 30	2nd talk - 15 min activity - group #4 Resources for Students	Guest Speaker from Dennis Learning Center	OSU Website materials from DLC	
13	Tuesday Apr 4	Resources for Instructors/Students	Guest Speaker - Student Advocacy	OSU Advocacy Website material	Week 12 Journal
	Thursday Apr 6	2nd talk - 15 min activity - group #5 Resources for Instructors/Students	Guest Speaker - campus police	1. Handout - Problematic Classroom Behaviors 2. OSU guide to assist disruptive or distressed individuals	Teaching philosophy re-write
	Tuesday Apr 11	Feedback/Teacher Eval/Assessment	how will you know how you did & what to do better?	1. Fink's Guide, step 12-end (pp 33-35) 2. re-visit Simonson, Earl, & Frary (2021) assessing teaching	Week 13 Journal

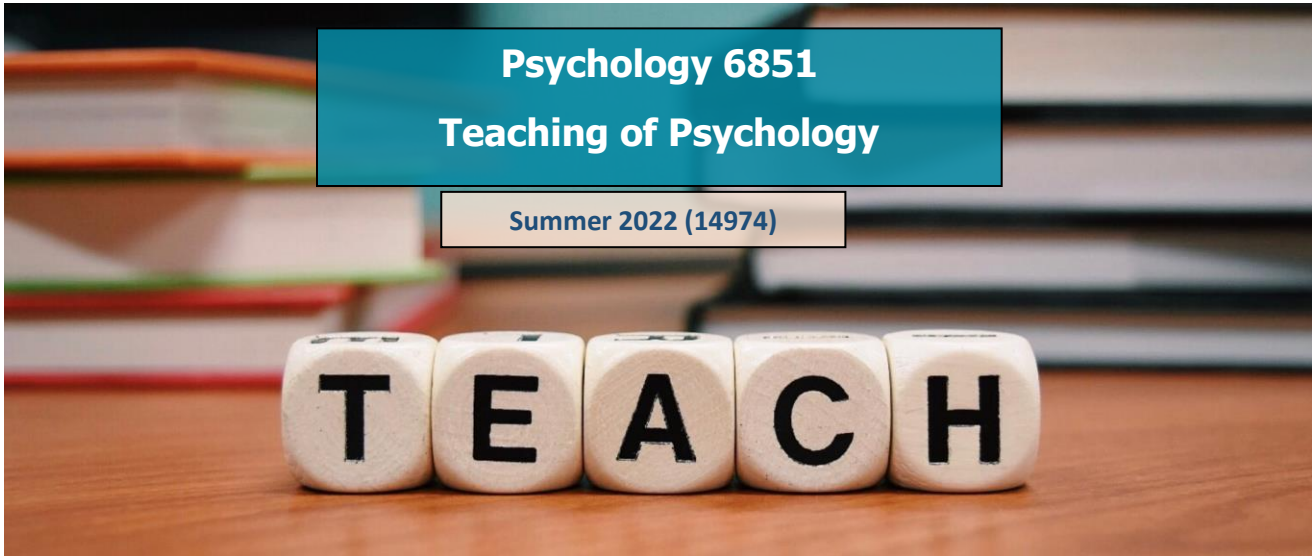
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Thursday Apr 13	2nd talk - 15 min activity - group #6 (if needed) Feedback/Teacher Eval/Assessment	Guest Speaker - Drake Institute	Drake Institute Website materials	Sample syllabus Assignment
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15

Tuesday Apr 18	Advice from the Elders	student & faculty panel on teaching	Lucas & Bernstein last chapter	Week 14 Journal
Thursday Apr 20	Course Wrap Up & Celebration	reflections, applications, what is next for you, etc.		

*A fully accessible version of this syllabus is available on Carmen - or email cravens-brown.1@osu.edu



Time & Place

Mondays & Thursdays 9a-12p
Locations vary (see Course Schedule)

Practicum Leaders

Elizabeth Duraney (Psych 1100)

Office: PS125 (P1100 office)
Office Hours: Mon 2:30-3:30p
Email: duraney.7@buckeyemail.osu.edu

Jesse Ladanyi (Social Courses)

Office:
Office Hours: Weds 1:30-3p (or by appt) –
[Zoom](#) or face-to-face available
Email: ladanyi.1@buckeyemail.osu.edu
Phone: 706-870-8962

Instructor Info

Lisa Cravens-Brown

Office: 235 Psychology Bldg
Office Hours: Thurs 12:30-2p, or by appt –
starting May 19 - Zoom or face-to-face available
Email: **PREFER** Carmen Messaging for class-
related messages; cravens-brown.1@osu.edu
Phone: 614-247-4348



**Do NOT email Lisa at
buckeyemail – I won't get it!**

**The contents of this syllabus are subject to change – all changes will be announced and posted on Carmen

Course Overview

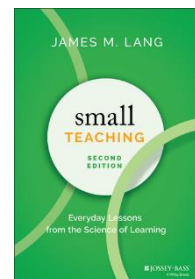
This course is a graduate-level introduction to pedagogy and evidence-based teaching at the college level. There are two primary parts to our course: a seminar, where the primary purpose is to explore the literature on effective teaching and learning processes, and a practicum, in which students will have an opportunity to discuss specifics of the courses they are preparing to teach, as well as to practice specific skills related to teaching.

Teaching for the first time can be both exciting and anxiety-provoking. It is an activity that can quickly absorb all of a new instructor's time. Students are exhilarating and frustrating and all the in between. We will explore all of these issues as you start to develop your own identity as an instructor.



Course Materials

Readings/Textbook



- Small Teaching (2nd Ed) by James Lang
 - ISBN: 9781119755555
 - Available at the OSU Bookstore in multiple formats – approximately \$30 for a print version, \$18 for an ebook
 - We will discuss Part 1 of this book on May 26th, so you will need to obtain and read the Intro through Chapter 3 prior to that date
- In addition to Lang's book, there will be articles, readings (maybe a few videos here & there) to prepare for each class meeting - all of these preparatory materials for class meetings will be provided on Carmen at no cost

Technology

- **Computer OR mobile device** (smartphone or tablet) capable of accessing the internet
- **Microsoft Office 365:** All Ohio State students are eligible for free Microsoft Office 365 ProPlus. Full instructions can be found [here](#)
- **Carmen:** visit go.osu.edu/canvasstudent for assistance with Canvas features; visit <https://carmen.osu.edu/#> to access your dashboard
- **Tophat – JOIN CODE: 678548**
 - All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click [here](#) for help getting started with Tophat and [here](#) for the privacy policies

Course Goals & Learning Outcomes

Course Goal A: Develop a knowledge base in pedagogy

LO 1: Examine the literature on effective practices in teaching

LO2: Discriminate between evidence-based teaching and teaching based on anecdotal or unsupported foundations

LO3: Explicate teaching choices and the evidence that supports those choices



Course Goal B: Practice skills related to teaching

LO4: Evaluate the components of a typical college course

LO5: Develop and deliver material in a mock course setting

LO6: Develop and describe a teaching identity



Course Goal C: Prepare materials for specific course

LO7: Plan and create artifacts for future teaching

LO8: Identify resources for specific contexts and scenarios related to teaching at Ohio State

Coursework

In-Class Activities (14)

- You will...
 - work individually or in small groups during seminar and practicum meetings to elaborate on the topics of the day/week and/or practice skills related to teaching
- Participating fully & creating the work for the activities for each DAY (i.e., across seminar & practicum) counts as 1 in this category
- LOs 1, 2, 4, 8

Course Material Prep (14)

- You will...
 - develop class meeting plans for your first day or class
 - complete the "If You Were Designing This Course" learning outcomes & goals assignment (LOs 1, 3, 6, 7)
 - develop plans for 5 topics (~10 class meetings) covered in your course, including visual/presentation/lecture components and activities to promote learning and retrieval (LOs 1, 2, 3, 4, 6, 7)
 - prepare specific components for your course (i.e., "section points" in P1100; "project plan" in 2367.01/3325; assignment/exam plan in 3331) (LOs 1, 2, 3, 4, 6, 7)
 - develop a personal syllabus (LOs 1, 3, 7)

Reflective Journaling (11)

- You will provide...
 - a first draft of your teaching statement (LOs 3, 6)
 - a post-seminar version of your teaching statement (LOs 3, 6)
 - weekly reflections on your learning (LOs 1, 3, 6, 8)
 - Journal Prompts will be available after class on Thursdays (noon) and are due by 9am on Monday (3 days later)

Microteach (3 teaches + 3 plans)

- You will plan and practice teaching...
 - a 15-minute segment from 1st 3rd of your course - June 16
 - a 15-minute segment from middle 3rd of your course - June 30
 - a 15-minute segment from final 3rd of your course - July 25
- You will turn in your materials for each micro-teach **by 9am the day before** (details on Carmen)
- LOs 1, 2, 3, 5, 6, 7

Grades & Grading Practices

Grading Guidelines

- You can make-up a few assignments that you did not turn in (see Make-Ups & Remediation section, below)
- Each assignment will have a rubric associated with it – if you do all the things we've asked, you will earn full credit
 - There is **no partial credit** for any activity in this course, but if you did not earn 100%, you can remediate the assignment to earn credit
 - Please cite any and all sources you use in your work, including scholarly work, popular media, peers, and instructors – when in doubt, overcite!
- You can generally expect feedback within 7 days of the due date for assignments

Grade Earning Matrix (Specifications Grading)

THIS IS A ROUGH GUIDE based on 45 graded assignments – actual # of items may vary somewhat from this grid (updates will be posted):

To earn this grade...	You must earn 1/1 on this # of items	% in class overall	# assignments you are able to fail/miss and still earn this grade	Must Haves for this grade (you will drop to the next lower grade if not met)
A	42	93.3	3	Pass at least 13/14 Materials Prep AND 13/14 In-Class Activities AND 10/11 Reflective Journals AND 6/6 Microteaching
A-	41	91.1	4	Pass at least 13/14 Materials Prep AND 12/14 In-Class Activities AND 10/11 Reflective Journals AND 6/6 Microteaching
B+	39-40	86.7-88.9	6	Pass at least 12/14 Materials Prep AND 12/14 In-Class Activities AND 9/11 Reflective Journals AND 6/6 Microteaching
B	38	84.4	7	Pass at least 11/14 Materials Prep AND 12/14 In-Class Activities AND 9/11 Reflective Journals AND 6/6 Microteaching
B-	36-37	80-82.2	9	Pass at least 11/14 Materials Prep AND 11/14 In-Class Activities AND 9/11 Reflective Journals AND 5/6 Microteaching
C+	35	77.8	10	Pass at least 11/14 Materials Prep AND 10/14 In-Class Activities AND 9/11 Reflective Journals AND 5/6 Microteaching
C	33-34	73.3-75.6	12	Pass at least 10/14 Materials Prep AND 10/14 In-Class Activities AND 8/11 Reflective Journals AND 5/6 Microteaching

C-	32	71.1	13	Pass at least 10/14 Materials Prep AND 10/14 In-Class Activities AND 8/11 Reflective Journals AND 4/6 Microteaching
D+	30-31	66.7-68.9	15	Pass at least 9/14 Materials Prep AND 9/14 In-Class Activities AND 8/11 Reflective Journals AND 4/6 Microteaching
D	27-29	60-64.4	18	Pass at least 8/14 Materials Prep AND 8/14 In-Class Activities AND 7/11 Reflective Journals AND 4/6 Microteaching
E/EN	26	Below 60%	NA	NA

Make-Ups & Remediation

- **Life happens**
- In order to give you opportunities to account for illness, mistakes, misunderstandings, the newest Marvel movie premiere, having too many other things on your plate, or just plain not wanting to, you can use a **3-day** extension on any **3** due dates during the term (I'm calling these "make-ups")
- You are also able to remediate **ANY** assignment/activity for which you did not earn a Pass (full credit), so long as your first attempt was a "good faith" effort to do the work
- There are a few constraints to using these
 1. You must request to use each of your extensions by completing the MS Form (this helps keep all requests in one place & is easier on the instructional team)
 - a. Link to form <https://forms.office.com/r/F7b69fQh4N> (also in Carmen)
 2. Rules about Missing Assignments (Make-Ups) –
 3. Your request & make-up work are due no longer than **3 days** after the original due date (or class meeting) of this assignment – weekends count, but the due date does not
 - a. For example, if something is due on Friday at 6pm, the 3-day extension would give you until Monday at 6pm to turn it in
 4. Rules about Remediation -
 - Your request & remediated work is due no later than **1 week after the grades for this assignment were posted in Carmen**. Requests made after that will result in no credit.
 - You must highlight all changes you make from your original submission, no highlights, no change in grade.

5. EXCEPTIONS

- All make-up work and remediations, regardless of the original due dates, are due **NO LATER** than **6pm on Friday July 29th** - we will accept absolutely no work past that deadline
- Microteaching **cannot** be made up in this way - if you miss a microteaching day, you must contact Lisa to discuss make-up options
 - Make-ups for MT days will **only** be considered under emergent circumstances (e.g., you have a severe illness/injury; a family member dies suddenly, etc.) – please check your summer schedule carefully and plan to be here from 9-12 all 3 days
- Microteaching plans are due on the day of the microteaching and serve as a guide for the observers – for this reason, they cannot be made-up, but can be remediated – in other words, get something in before you do your microteaching!

Logistics of the Course

Mode of delivery:

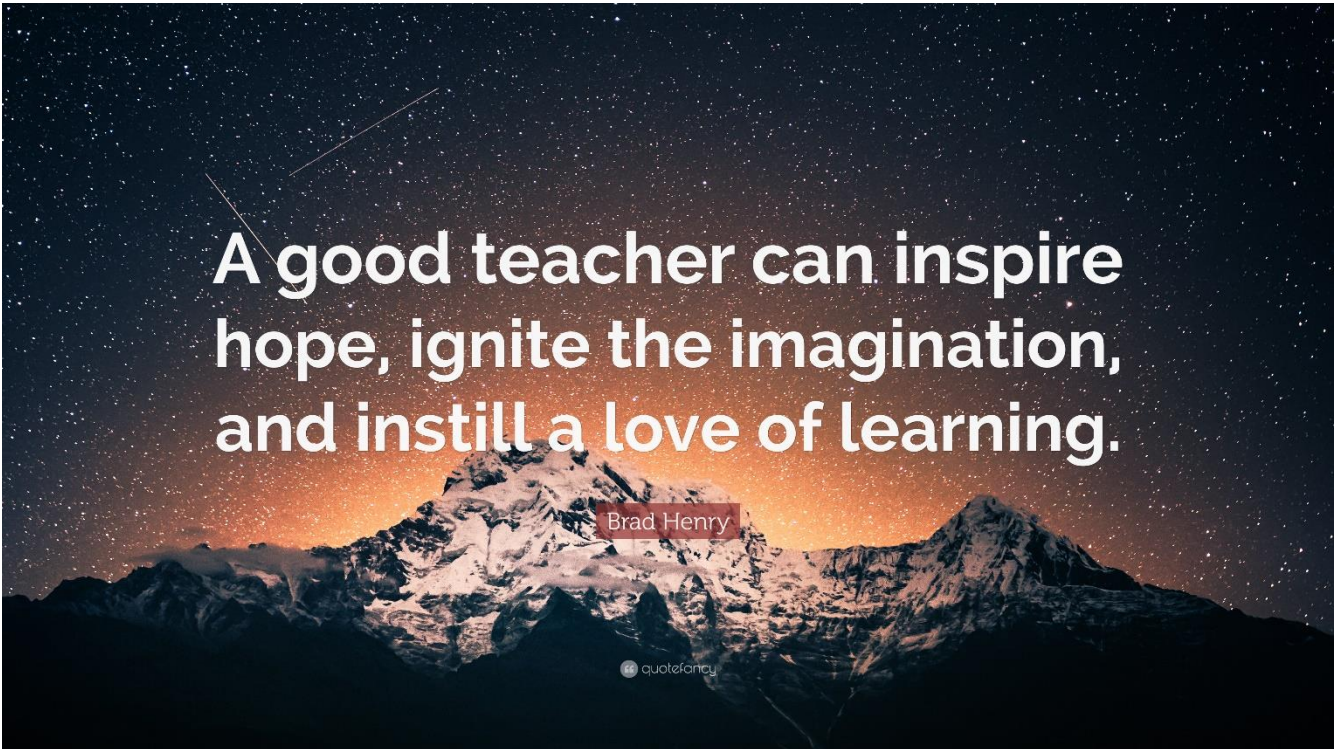
- 100% in-person delivery – class meets Monday & Thurs from 9a-12p
- To better experience a variety of classrooms, the course will move locations frequently – check the Course Schedule (separate document – on Carmen) for details
- The Schedule describes each week's topic and due dates – details on readings, videos, activities will be released at least one week in advanced of due dates

Credit hours and work expectations:

- This is a **5-credit-hour, 12-week course**. According to [Ohio State policy](#), students should expect around 5.5 hours per week of time spent on direct instruction (instructor content and in-class activities) in addition to 10.5 hours of out-of-class work (reading and assignment preparation, for example) to receive an average grade.

Attendance:

- I strongly encourage you to attend regularly and for the entire class period.
- If you have symptoms of mild illness (e.g., slight cough or runny nose) with which, in pre-pandemic days, you would still have attended class, you have a couple of options:
 - Attend in a mask to protect your fellow classmates
 - Use a make-up or one of your 3 allowed misses and stay home
- If you are seriously ill (e.g., have a fever over 100.4), please do not attend class – take care of yourself – use your make-up or missed items and come back to class when you are better
 - If your illness will cause you to miss an extended period, please reach out to Lisa to explore options
- No student is permitted to participate in the in-class activities who is not in the classroom, without written permission of the instructor



A good teacher can inspire hope, ignite the imagination, and instill a love of learning.

Brad Henry

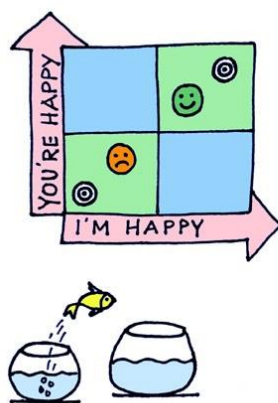
Expectations & Community Guidelines

Some Teaching Philosophy...

- Learning happens best in a community of scholars when those scholars are actively engaged in the process of acquiring knowledge. New skills are difficult, sometimes anxiety-provoking, and take practice and patience. In order for our community to function at its best and to support the learning of all involved, we all need to be committed to consistent & thorough preparation before class meetings, regular attendance at meetings, and full presence & engagement during our time together.
- Master teachers are facilitators of learning – they do not have all the answers, but they care deeply about the learning of their students and understand that only through the creation of strong relationships can they facilitate the outcomes they have set for their students.

...Translated into a Few Ground Rules

- **Please show respect for the instructional team and for your fellow students by**
 - Coming to every class meeting on time & being well prepared
 - Listening to the perspective of others with an open mind
 - Allowing others to take the lead & take the lead yourself when it is appropriate
 - Keeping your comments to and about other students and the instructional team professional and polite
 - Being mindfully focused during class meetings – put down your phone, close your email & social media – these are the only moments we get together as a community, let's treasure them
 - Keeping class discussions and individual contributions private & within our community (“what we say in here stays in here”)



nobody
rises
to
low
expectations

Academic Integrity & Health/Safety Policy

- **Written assignments:** All of your writing in this class should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Ohio State's Academic Integrity Policy:**
 - Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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.
 - If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM
- **Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu/>)

Academic Integrity and Collaboration

- You may discuss your ideas about all aspects of this course with other students and instructional staff as much as you like, as you work on the assignments
- Your assignment submissions must be your own individual work, should reflect your unique thoughts, and be written in your own words
- You should cite all sources that you use, including pictures, quotes, studies, articles, other-generated course materials, friends/peers, mentors, teachers, etc.

Resources

Creating an Environment Free from Harassment, Discrimination, & Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
 1. Any human resource professional (HRP);
 2. Anyone who supervises faculty, staff, students, or volunteers;
 3. Chair/director; and
 4. Faculty member.

Diversity & Inclusion

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status,

national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>



STUDENT STRESS

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614--292--5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614--292--5766](tel:6142925766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800--273-TALK or at suicidpreventionlifeline.org.

DISABILITY SERVICES (SLDS)



The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. 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

Week	Date	Classroom	Topics	Readings	Intro Practicum	Social Practicum	DUE THIS WEEK
	Monday, May 9	CLASSES START TUESDAY					
1	Thursday, May 12	EN 018	Welcome and Introductions	1. Lucas & Bernstein (2014) - (Step by step guide) - Intro; 2. Simonson, Earl, Frary (2021) - assessing teaching effectiveness;		Practicum Expectations. Meet your course (3325 & 2367.01)	
				2			
2	Monday, May 16	PO280	Who Are You? Creating a Teaching Persona; the importance of the first day	1. Wilson, Wilson, & Legg (2012) building rapport chapter; 2. Perlman (1998) pet peeves of teaching article;		Teaching Activities (Discuss teaching statement?)	Week 1 Journal - 9am Mon
	Thursday, May 19	Jennings 040	Who Are They? Understanding your audience	1. Holmes (2021) bad test taker identity; 2. Goldman et al (2022) first gen expectancy value article;		Your first day of class. Your audience.	First Draft Teaching Statement due 6pm Friday (5/20)
3	Monday, May 23	PO280	Where to start? Thinking Backwards - Course Goals & Outcomes	1. Wiggins & McTighe (1998) - Chapter 1 2. Fink's guide - steps 1 - 3 (pp 1-15) (situation, learning outcomes, feedback/assessment);		Course goals. <i>Our</i> goals as teachers. Designing Materials.	Week 2 Journal - 9am Mon
	Thursday May 26	EN209	Understanding learning - Lessons from Small Teaching	1. Lang Small Teaching, 2nd Ed - Part 1, Intro + Chaps 1-3; 2. Fink's Guide, Step 4 (pp 16-21)		Teaching Research Methods	FIRST DAY PLANS DUE 6pm Friday (5/27)
	Monday May 30	NO CLASSES - MEMORIAL DAY					
4	Thursday June 2	CM 213	Understanding learning - Notetaking & Studying	1. Chew (2014) helping students get the most out of studying; 2. Ambrose et al, Chap 4 How Do Students Develop Mastery? 3. Crumb, Hildebrandt, & Sutton (2022) The Value of Handwritten Notes		Teaching Social Cognition.	"If you were designing this course" due Friday 6pm (6/3)

5	Monday June 6	PO280	Understanding learning - Lessons from Small Teaching	<ol style="list-style-type: none"> 1. Lang Small Teaching, 2nd ed - Part 2, chaps 4-6 2. Ambrose et al Chap 5 - What Kinds of Practice & Feedback Enhance Learning? (emphasis on the Practice section) 3. Ambrose et al, Chap 7 How Do Students Become Self-Directed Learners? 		Project-based & Experiential Learning. Microteach 1 preparation.	Week 4 Journal - 9am Mon
	Thursday June 9		EN 311	Planning Class Meetings: Weaving together the components	<ol style="list-style-type: none"> 1. Lucas & Bernstein (2014) Step by Step Guide, Chap 4 2. Zakrajsek - Developing Effective Lectures 3. León_García-Martínez (2021) Impact of Provision of PowerPoint slides on learning 		
	Monday June 13	PO280	Designing Effective and Authentic Assignments	<ol style="list-style-type: none"> 1. Fink's Guide, Step 6 (pp 25-27) 2. Winkelmes (2015) benefits of Transparently Designed Assignments 3. Winkelmes (2015) Transparent Assignments Enhance Students' Success 		WAC I? OR Teaching Attitudes	Week 5 Journal - 9am Mon
6	Weds 6/15						WEIRD DEADLINE: MT plan due by WEDS 6/15 9am
	Thursday June 16	JE 040; SOE0125 (Scott Lab); EN311	Microteaching #1: 15-min (no practicum) from first 3rd of your course				
	Monday June 20	NO CLASSES - JUNETEENTH					Week 6 Journal - 9am Mon
7	Thursday June 23	NO CLASS - work on your project (sketch of 1st 5 classes and activities)					First Project Due - 2 topics/4 class meetings Friday 6/24 6pm

8	Monday June 27	PO280	Assessment & Grading	<ul style="list-style-type: none"> 1. REVIEW FEEDBACK SECTION OF Ambrose Chap 5 - What Kinds of Practice & Feedback Enhance Learning? 2. Ambrose, App C - What Are Rubrics & How Can We Use Them? 3. Andrade (2005) The Good Bad & Ugly of Rubrics 		WAC II?	
	Weds 6/29						WEIRD DEADLINE: MT plan due by WEDS 6/29 9am
	Thursday June 30	EN018, PS10, PS14		Microteaching #2: 15-min - from middle 3rd of your course			
9	Monday July 4	NO CLASSES - 4th of JULY					
	Thursday July 7	NO CLASS - work on your project (1st 5 classes planned out)					
10	Monday July 11	PO280	Understanding learning - Lessons from Small Teaching	Lang Small Teaching, 2nd ed - Part 3, chaps 7-9, Conclusion		WAC III?	
	Thursday July 14	LZ34	Understanding & Designing to Defeat Cheating	<ul style="list-style-type: none"> Lang - Cheating Lessons 1, pp 1-17 (in Part 1 pdf), 2. Part 2 (chaps 4-7) 		Writing & Grading Exams	Second project due: 3 topics/6 class Fri 7/15 6pm
11	Monday July 18	PO280	Managing your classroom & Resources for Students	<ul style="list-style-type: none"> 1. Handout - Problematic Classroom Behaviors 2. OSU guide to assist disruptive or distressed individuals 		Teaching Stereotyping & prejudice. Common problems & Solutions.	Week 10 Journal - 9am Mon due Fri 7/22 6pm:
	Thursday July 21	PS014	Feedback/Teacher Eval/Assessment	<ul style="list-style-type: none"> 1. Fink's Guide, step 12-end (pp 33-35) 2. re-visit Simonson, Earl, & Frary (2021) assessing teaching 		Self-Assessment. Carmen & Online teaching.	1. Project Plan (2367.01); Section Points Plan; Course Assignments & Exams Plan (3331); 2. personal syllabi

	Sunday 7/24				WEIRD DEADLINE: MT plan due by 6pm Sunday 7/24
12	Monday July 25	PO280; PO260; LZ002	Microteaching #3: 15-min from last 3rd of your course		Week 11 Journal - 9am Mon
	Thursday July 28	EN311	Course Wrap Up & Celebration - all together the whole time		WEIRD DEADLINE: Teaching philosophy re-write due THURS 6pm