

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

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DON'T PANIC!

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

Goals and Objectives:

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

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

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

What's in it for me?

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

Course Requirements:

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

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

Requirements in Detail

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

Why is there so much stuff I have to do?

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

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

Course Syllabus

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

Course Syllabus + Analysis: 10 points

Lesson Plan and Microteaching Session

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

Lesson Plan: 15 points

Microteaching: 15 points

Weekly Assignments

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

Each Assignment: 2 points (14 total)

Carmen Discussion and Moderation

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

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

Each discussion: 2 points (16 total)

Moderation: 5 points

Mentorship

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

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

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

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

Reflection Paper

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

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

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

Reflection Paper: 10 points

Course Materials:

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

Course Policies:

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

Carmen:

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

Disabilities:

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

Late Assignments:

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

Academic Misconduct:

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

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

Right to Revise Syllabus:

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

Schedule:

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

Week 1: March 26th Don't Panic!

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

Readings:

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

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

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

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

Resources:

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

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

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

Week 2: April 2nd Course Development

Topics: Course Development and the Syllabus

Readings:

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

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

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

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

Resources:

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

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

Topics: Planning a lesson, active learning techniques

Readings:

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

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

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

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

Resources:

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

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

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

Syllabus Due—deposit in Carmen Dropbox

Guest Speaker: Wayne DeYoung, Department of Political Science

Reading:

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

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

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

Resources:

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

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

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

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

Topics: Lectures, Discussions, and Microteaching Sessions

Readings:

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

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

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

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

Resources:

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

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

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

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

Topics: Classroom Management, Improving Participation, and Microteaching Sessions

Readings:

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

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

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

Resources:

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

Week 7: May 7th Designing Student Assessments

Topics: Designing Exams and Papers, Microteaching Sessions

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

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

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

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

Resources:

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

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

Week 8: May 14th Grading Student Assessments

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

Readings:

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

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

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

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

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

Resources:

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

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

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

Mentorship completion deadline

Topics: Evaluations, Feedback, and Reflection

Readings:

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

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

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

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

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

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

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