

The “Nuts and Bolts” of Teaching

Department of Political Science
The Ohio State University

September, 2015



CONTENTS / TOPICS

I. PLANNING	1
II. DEPARTMENTAL SUPPORT	4
III. TEACHING AND COURSE MANAGEMENT	5
IV. IMPROVING YOUR TEACHING: EVALUATION AND REVISION	17
V. SEXUAL HARASSMENT	19

APPENDICES

A. TIMELINE	21
B. SYLLAUS LANGUAGE FOR GENED COURSES	25
C. ACTIVATING A COURE IN CARMEN	29
D. ACCESSING COURSE ROSTERS	31
E. ADDING STUDENTS TO CARMEN	33
F. POSTING GRADES	37

One of the keys to success in teaching is careful planning and organization. Another is dealing with administrative details and problems efficiently. This guide is designed to offer some information that may be useful in organizing and teaching a course in the Department of Political Science. While it does not offer detailed advice on every aspect of teaching, it will direct you to specific channels where you can acquire additional wisdom. With luck, it will reduce your information costs and therefore make the entrance into the classroom easier.

This guide focuses on procedures in the Department of Political Science and draws on the experience of instructors in the department. Some aspects of teaching, especially grading, are given much more attention than others. The OSU University Center for the Advancement of Teaching (UCAT, 260 Younkin Center, 1640 Neil Avenue, 2-3644; <http://ucat.osu.edu/>) has compiled a Teaching FAQ which discusses teaching issues in broader terms. <http://ucat.osu.edu/bookshelf/faqs/>

The university has some rules concerning teaching, which are in Chapter 8 of what are called the “faculty rules.” These can be found at the website of the Office of Academic Affairs <http://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html>. There will be a few references to the faculty rules in this guide.

Those who are early in their teaching careers, especially students who are teaching for the first time, should take full advantage of the help that more experienced teachers can provide. In developing a course, go to faculty and graduate students who have taught that course before. When faced with difficult problems in a course, consult with faculty members or with Charles Smith.

Information is presented in this guide more or less in the order in which it might be needed, beginning with questions that typically arise at the planning stage, and ending with evaluation and revision of the course.

There is an index of topics on the last page of this guide.

Suggestions for additions and corrections to this guide are most welcome. Please give your suggestions to Charles Smith.

I. PLANNING

It is never too early to begin planning a course, and a quick survey of the topics listed in this section should give you a sense of how many decisions are involved in course preparation. As soon as you receive your teaching assignment, begin to think about such matters as your syllabus, texts and readings, and the use of audio-visual materials.

Appendix A provides a helpful timeline of important events during a term.

The syllabus

Every course must have a syllabus, and you should provide the syllabus on the first day of the class. The syllabus is an important means to provide students with the information they need about the course. It also has a contractual element, in that students should be able to rely on what the syllabus says for their own expectations and planning. (Deviation from policies announced by the instructor in the syllabus or elsewhere is a common source of student complaints.) To take the most important example, whatever the syllabus says about bases for the course grade should be followed. Being explicit about such matters in the syllabus has two other advantages: it helps to ensure that students are treated equitably, and it reduces student complaints by making rules and expectations clear.

Every syllabus should include statements about academic misconduct and about students with special needs because of disabilities. Both these matters and suggested language are discussed later in this document.

Syllabi for courses that fulfill an undergraduate “General Education Curriculum” (“GENED”) requirement must also include language describing the course’s GE “Goals and Objectives” as mandated by the Arts and Sciences Executive Dean. This language is available from Charles Smith and is reprinted in Appendix B (p. 25).

When writing the syllabus, if you are uncertain about something--the date for a midterm examination, for instance--you should indicate that uncertainty on the syllabus. Of course, for something as important as a midterm date, any information not included in the syllabus should be provided to students in class with as much advance notice as possible.

The front office maintains a collection of syllabi from courses over the past several years. If you have not previously taught a course, you might begin thinking about course content and organization by reviewing syllabi in this collection. Syllabi used in the past are also a source of ideas on matters such as assignments. These syllabi are available as PDF files; you are welcome to have copies of them for use in course planning.

Syllabus Elements:

1. A space for the instructor's contact information, including name, office location, phone, e-mail, and office hours
2. A space for the name and contact information for the course coordinator, if the syllabus is standard for several sections
3. A space for meeting days and times, and classroom location
4. Course number and title
5. If the course is a GE course, it must include the following:
 - i. the GE category or categories it fulfills (e.g., Cultures and Ideas)
 - ii. the "GE Expected Learning Outcomes" boilerplate language pertaining to the appropriate area(s)
 - iii. a statement beneath these that explains how the course will satisfy the stated Expected Learning Outcomes
6. A description of the course
7. A list of required texts and other course materials, and information on where they are available
8. Information about the length and format of all papers, homework, and examinations
9. Grading information, indicating the percentages assigned to various requirements
10. A grading scale
11. Information about the scheduling of examinations and due dates for assignments
12. A class attendance policy
13. A weekly topical outline of course meetings, including topics to be covered, readings, film screenings, and homework
14. The following statement on 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/>."
15. The following statement about disability services (recommended 16 point font):

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

Selecting and ordering textbooks

There are several sources of information about texts. Faculty members and graduate students who have taught a course usually have copies of relevant texts and ideas about the strengths and weaknesses of some texts. To identify appropriate texts, you can check past syllabi for the course. Publishers and their representatives also can provide information.

Most publishers will provide instructors with examination copies of textbooks; some require that these copies be returned after a period of time if the text is not adopted. The department does not purchase texts for instructor review and use. After selecting a text, you may request a free desk copy if you have not already acquired an examination copy.

You can request examination or desk copies of texts through the publishers' websites. Publishers often will want the number and title of the course, when it will be taught, and its prospective enrollment. You may have exam copies delivered to your office address or to the main Political Science office (2140 Derby Hall).

In choosing books (and course packets, discussed below), you should pay attention to the total cost of the readings for a course. While there are no general guidelines for that total cost, that should be one criterion in your selection of materials. However, it is not always easy to ascertain prices. One reason is that publishers typically set a "net price" that they charge, but bookstores have some leeway as to the actual price. And publishers do not usually indicate prices to instructors; for instance, an examination copy of a text seldom has the price noted on it. You can check with publishers for the current price (publishers' websites sometimes include price information), and the campus bookstores can also provide this information. *Amazon.com* is another good source.

Book orders may be placed at the major campus bookstores through a form that is available on line at ohiostate.bkstore.com/ -- click on the "faculty resources" tab on this page. The due date for the paper form is a long time before the beginning of the term.

Occasionally it may be necessary to make decisions about texts well after that due date. In such circumstances, it is advisable to place an order for texts by phone.

Course packets

Supplementary course materials, such as journal articles or out-of-print materials, may be duplicated for student purchase by Cop-Ez on campus or by one of the private local copy firms. If you want to use such materials, submit them to the firm as early as possible. The current interpretation of the copyright law stipulates that course copy firms must receive explicit permission from the publisher to copy materials for student use and must pay whatever royalties are demanded. As a result, the production of course copies has become complicated and time-consuming. You should also pay attention to the cost of permissions, since royalties may add a substantial amount to what students ultimately pay for copies. (The royalty for an article might be substantially greater

than the copying costs themselves.) Federal government documents ordinarily are not copyrighted (you can check documents for copyright notices), so permission to copy them is not necessary.

Reserves

Course texts and readings may be placed on reserve in the main library. The library can recall its own items to put on reserve, or you can put personal copies of books and articles on reserve, to be returned to you at the end of the quarter. In addition to the standard reserve systems, there are also electronic reserves. Information on reserves in the main library is at <https://library.osu.edu/find/borrowing-and-lending/course-reserves/ereserves/>

Audio-visual materials and equipment

Nearly every OSU classroom is equipped with a computer (or the means to hook up a laptop), an overhead projector, and screen. For many classrooms, any other equipment (such as a document camera) must be ordered in advance from Classroom Services. One special note: their equipment includes amplifiers, just the thing for instructors who have lost most of their voices. Classroom Services suggests that you order at least two days in advance. But they also caution that, especially if you teach at popular times such as 9:30 and 1:30, even further ahead would be a good idea. <https://odee.osu.edu/equipment-loan>

Carmen

“Carmen LMS provides a set of integrated web course tools that can be used to supplement a class taught mostly face-to-face or can be used to teach an online course partially or entirely at a distance. Carmen LMS provides various optional tools which facilitate learning and communication, including discussion boards, online grade posting, and online quizzes.”--
carmen.osu.edu

<http://resourcecenter.odee.osu.edu/carmen> provides information and videos that are helpful for Carmen users. See Appendix C (p. 29) on how to activate your course site in Carmen.

II. DEPARTMENTAL SUPPORT

Photocopying

Course syllabi and examinations will be duplicated by the department staff at the department's expense. Please email work requests to asc-psci-offwrkr@osu.edu

Staff assistance

Other course materials can be duplicated for you by our office workers. To have copies made, fill out a Work Request form (available in the front office and on the department intranet) and place it and the source material(s) on the student worker desk in the main office. It would be a good idea to make your request a minimum of two days before the copies are needed. In any case, do not expect rapid turnaround on requests during peak periods, such as the week before the term, first and last weeks of the term, and weeks when there are midterms in many courses.

Jobs are completed roughly in the order in which they are received, but also according to an established priority list. Examinations have highest priority, followed by syllabi and class handouts. During busy times (exam weeks), priority will be given to faculty work requests.

Supplies

Materials such as, blue books, answer sheets for multiple choice exams, pencils, etc., are available through the main office.

III. TEACHING AND COURSE MANAGEMENT

The classroom

The physical characteristics of a classroom can have some effect on the success of a class. It is unlikely that you'll have any input in the assignment of a room for your class, but it is sometimes possible to get a room change if the original room is unsatisfactory. Charles Smith can contact the registrar's office on your behalf if you would like to make a change.

It's a good idea to inspect your classroom before classes begin to get a sense of the physical arrangement and to make sure that all necessary equipment is there and in good working order. If you detect any problems, call 4-HELP (4-4357), the Classroom Support "Helpline." Checking a classroom has the added benefit that you'll know where you're going on the first day of class.

It is also a good idea to arrive to class a few minutes early to make certain that the equipment is functional; if you encounter a problem, you will have time to call 4-HELP for assistance.

Enrollment in class

Rosters

The Registrar's office provides current rosters on the Web via the Faculty Center in SIS. Accessing the course roster (and identifying graduating students) is discussed in Appendix D (p. 31).

Adding courses

If a course has not reached its enrollment limit, students can add the course on their own during the first week of classes. The procedure is more complicated if a course is filled, as many political science courses are. Once a course is filled, and through Friday of the first week of classes, the university's registration system creates a wait list that adds students to any seats that become open on a first-come, first-serve basis. Note that for purposes of this and other deadlines, the short first week in fall term is treated as the first week.

You cannot add students to a full course. This is a bad idea, for at least two reasons: you can overload your course and thus violate state fire law, and it is unfair to allow some students to gain an advantage over others simply because they come to you. The problem of overloading should be underlined. Limits in enrollment are intended to make course size manageable for you and for the students, and sometimes limits coincide with the number of chairs in the classroom.

Beginning on Monday of the second week of classes, students can add a course only with your permission on the course enrollment permission form. If you have space available and are willing to add students, you can do so. If more students want to add than you have room for, it's a good idea to establish some rule (such as class rank) for whom you'll add.

To add a course in the third week of classes, students need the permission form to be signed by you and by the department chair (or an authorized representative). After the third week, students must receive those permissions **and** a petition that must be completed by an academic advisor. The student will be assessed a \$100 late add fee.

You may want to be cautious about allowing students to add your course after the first week and even more cautious about allowing them to do so after the second week. In fact, a good argument can be made for having a policy of never admitting a student after the second week. Students who enroll late often have great difficulty catching up, and they are more likely than other students to do poorly in class. But you might decide that--having gotten the appropriate cautions from you--students can use their own judgment about whether to add a course late. In any case, it is best to have a clear policy in mind, since students who want to add a course sometimes make strong pleas for admission to the course.

Dropping courses

OSU has liberal policies on dropping courses. Students can drop a course any time through Friday of the fourth week of the semester (First Friday of May Session; Second Friday of Summer Session) and have the course erased from their records. They can drop a course through Friday of the tenth week of the term and receive a "W" (for withdraw) on their records (third Friday of May Session; fifth Friday of Summer Session). After that time, students can drop only if they petition their college and have the petition approved. It is possible to petition for a "retroactive drop" after the term is over.

Instructors have no direct role in the drop process. If a student petitions to withdraw some time after the tenth week, the college may ask the instructor to write a letter describing the student's situation in the class. This is common if, for instance, students say that they never actually went to the class but failed to drop before the deadline. But decisions about allowing drops, where drops are not a matter of right, are made by the college rather than the instructor.

Attendance

Policies on student attendance are determined by each instructor. If you base some proportion of the course grade on attendance, it is important to indicate that proportion on the syllabus and to have clear criteria for grading attendance.

It is **HIGHLY** recommended that instructors take attendance daily and maintain a record of attendance. You may get inquiries from university administrative offices about the attendance of a student in a course that has been completed. As just noted, these inquiries may arise from student petitions to drop a course after the deadline; they may also arise from other situations.

When a student misses class in order to participate in a university sanctioned event, such as a field trip for another class, or an athletic or band event, or a specially scheduled class or examination scheduled in accordance with Rule 3335-8-15 of the Administrative Code, it is the student's responsibility to present, at the earliest possible date, documentation of the required absence to each instructor whose class is to be missed. Documentation may include a copy of the course syllabus that shows the scheduled activity from a class scheduling an event or special session, or a memo from the instructor, coach, or person in authority requiring the absence. It is the responsibility of the instructor of the class or coordinator of the event causing the student to miss class to provide such documentation to the student.

NOTE: Following university Rule 3335-7-33, students can be disenrolled from the course if they are absent the first two clock hours of class and do not notify the instructor of their intention to remain enrolled. This is a good rule in that it allows instructors to clean up their rosters and possibly circumvent future requests for retroactive withdrawals. To be effective, though, requires attendance records for at least the first week of the term to identify students that are enrolled but have failed to show up. To prevent possible headaches, though, it is advisable to attempt to contact the missing student(s) and make them aware of this policy and their possible disenrollment from the course.

Office hours

Instructors must post and keep regular office hours during the term. Office hours only "by appointment" are not acceptable. Office hours should also be indicated on your syllabus. If it is ever impossible to hold an office hour, make sure that a notice is put up at your office and, if possible, that you make an announcement in class. Of course, students' schedules may not allow them to meet with you at your office hour. You should do all that you can to arrange to meet students at other times that are mutually convenient.

Absences

If you are unable to hold class due to illness or unforeseen circumstances, you should contact the main office, giving office staff enough time to post a notice of cancellation in the classroom. If you know in advance that you cannot teach on a particular day, you are responsible for arranging a replacement and for notifying the front office who your replacement is.

Students

There are two categories of students for whom the university stipulates special treatment: disabled students and graduating seniors.

Disabled students

Students may approach you at the beginning of the course to inform you that they are disabled. You should accommodate any reasonable requests for assistance. The most common request is to take examinations through the Office of Student Life Disability Services, which has assessed how the student's disability affects her or his performance and determined what kind of assistance can be given a student during the examination. Their doing so means that you do not need to make a judgment about whether a student's situation justifies special assistance. Students requesting this service must obtain your signature on an official form. Instructions and choices for administering the exam through the Office of Student Life Disability Services are provided on this form. If you have any questions, the Office of Student Life Disability Services is located in 150 Pomerene Hall (2-3307). <http://www.ods.ohio-state.edu/>

Your syllabus should indicate that you will accommodate special needs for disabled students. See page 2 above for the required language.

The Office of Student Life Disability Services has a handbook, "Teaching Students with Disabilities," which you may find helpful. It is available on the Office's website, at <http://www.ods.ohio-state.edu/faculty/instructor-handbook-teaching-students-with-disabilities/0>

Graduating seniors

Because of the need to certify that graduating students have met their degree requirements, the deadlines for turning in their grades are earlier than those for other students. Charles Smith will notify instructors of the deadlines for submission of graduating student grades. Depending on the timing of your grading, you may need to grade exams for graduating students and calculate their grades before you do so for other students.

Graduating students may not be identified on rosters until very late in the term. For planning purposes you may want to ask your students which of them are planning to graduate. See Appendix D on how to identify graduating students on the class roster.

Students dropped for non-payment of fees

At the end of Week 2, the Registrar will run a report of students that have outstanding balances. Students receive several emails alerting them to this. If the student has not paid fees by the end of week two, he or she will be DROPPED for non payment and disenrolled from ALL courses. The student will disappear from your roster AND from CARMEN! It is important that you encourage students to continue attending classes while they work out their financial situation so they don't miss anything. If you use Carmen, you will have to go into Carmen and re-add the student(s) to your Carmen class list EVERY DAY until their fees are paid and the Registrar re-enrolls them. (NOTE: they must re-add ALL of their courses; they can't pick and choose.) See Appendix E for how to add students in Carmen.

NOTE: Adding students to the class website in CARMEN is NOT the same thing as re-enrolling them in the course! All you are doing is giving them access to course material so that they do not fall behind while they work out their fee situation. Only the Student Service Center can re-enroll students that have been dropped for non-payment.

Student requests for special procedures

Students frequently ask for exceptions to regular procedures for class assignments. Most often, they seek to take an examination at a different time or to hand in a paper late. It is easier to deal with these requests if you have established a clear policy beforehand, and it is best to indicate that policy on your syllabus. You might say, for instance, that any student who must miss an examination requires your permission to do so before the exam is held, or that there will be a specified penalty for each day that a paper is late. Establishing a clear policy will not necessarily solve all problems, and you will sometimes need to exercise judgment on specific cases. You may want to ask that all requests for special procedures be in writing and include relevant information (for instance, why a student must miss an examination).

Some instructors ask for documentation such as notes from doctors in the case of illnesses. Please be aware that there is NO fixed list of what counts as an "excused absence"; use your best judgment. The only exception to this is if the student will miss a class due to a University-sanctioned event, such as sports competition. Accommodations must be made under this circumstance.

At the end of the term, a student might approach you and ask to take her or his final exam at a different time, usually due to travel plans. The final exam schedule is available to students well before the beginning of term; students should consult this before making travel plans.

Another oft-cited reason for taking a final exam at a different time is that the student has more than one exam on that day, or that the student has two exams scheduled at the same time. First, there is no University policy that addresses multiple exams on the same day. The decision is solely at the discretion of the instructor. Second, it is virtually impossible for a student to have multiple

exams at the same time. The Registrar goes to great lengths when planning the exam schedule to avoid such conflicts. If a student makes this claim, check with Charles Smith.

Students sometimes frame requests for special procedures as something close to life-and-death matters that must be resolved immediately. **Do not feel obliged to respond immediately to a student request for an exception.** It is often preferable to think about the request later, when you can fully consider the issue without the pressure of a student's presence.

Disruptive student behavior

Occasionally, the behavior of a student or group of students may interfere with your teaching or the learning of other students. If you encounter such behavior, and are at a loss over how to deal with it, you should discuss the situation with Charles Smith and/or a faculty member. Faculty members have typically experienced a wide range of classroom situations and can give you advice on how to proceed. The university has procedures to deal with extreme problems of this sort, and Charles can help you identify appropriate procedures.

Students with problems

Students occasionally come to teachers they trust or like to discuss their personal problems. You should be aware that the university offers professional counseling for students who are trying to cope with difficulties or experiencing emotional problems. If a student is clearly troubled, you might suggest the Counseling and Consultation Service (2-5766), located on the fourth floor of the Younklin Center.

Examinations and other assignments

The assignments on which course grades are based are a matter of your own judgment, with one exception. Faculty Rule 3335-7-19 requires that, with the exception of seminars, you give a final examination at the time designated in the university calendar. If you think that a final examination would not be appropriate in your class, check with Charles Smith. You should not give the final exam at a different time. Though it may seem like a good idea to give the exam on the last day of class, that isn't fair to students who need time to prepare, and it's inconsistent with university rules.

Concerning other assignments, there are a few matters to consider. Even though more graded assignments means more work for students (not to mention instructors), students seem to have a general preference for larger rather than smaller numbers of assignments. It is also important, especially in introductory-level courses, to have a first assignment early in the quarter so that students get early feedback. One function of that feedback is to help students who are having difficulty decide whether to drop the course.

Grading

One of the most challenging aspects of teaching is deciding how to assess what your students have learned. While examinations and term papers are the traditional methods of evaluation, they may not adequately gauge learning nor be sufficient for every student. Faculty and graduate students with teaching experience are good barometers of what works and what doesn't.

Exam Scoring Services

If you decide to use multiple choice examinations, the registrar's office has a grading program that analyzes standard answer sheets (the department has a supply of these) and provides scores for students. The program also can provide a set of statistics concerning student performance and response to individual items. (One purpose of those statistics is to help you evaluate questions and thus improve your skills in writing them.) Procedures are described under "other services and information" at the registrar's website. The registrar's office charges a small fee for grading; check with Melodie McGrothers on the account information to provide the registrar.

http://registrar.osu.edu/documents_services/index.asp

Options and standards

In graded courses, the options allowed by OSU run from A through E (not F), with pluses and minuses in between. There are no grades of A+, D-, or (as you could have guessed) E+.

The university does not equate these grades with percentages (e.g., 90% is the lowest A-, 60% the lowest D). However, many OSU instructors do use that scale or one similar to it. In part for that reason, some students in your course will assume that you are doing so unless you tell them otherwise. That assumption underlies a question that students frequently ask, "Are you curving the grades?" Usually what they mean is whether you'll be deviating from a 90-80-70-60 scale on the basis of the distribution of student scores on a particular assignment or in the class as a whole.

All this leaves the difficult question of how you set your own standards for grades. The university actually has a description of the meaning of each grade in Faculty Rule 3335-8-21, though the language used there necessarily is broad and general.

Below is the ONLY Faculty-Senate approved grade scale in existence at Ohio State:

University Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

This Rule does suggest that a C should be the average grade in a course. But it has enough provisos to leave that somewhat unclear, and across the university as a whole the average grade certainly is higher than a C.

University admonitions aside, the law of medium-sized numbers suggests that the students in your course will not deviate wildly from the average level of ability and work for comparable students in the university as a whole. That being the case, a grade average of 1.5 or 3.0 in a 1000-level course is likely to be awry. On the average, grades in our upper-division courses are

considerably higher than those in the 1000-level courses, for obvious reasons: the students who perform most poorly don't reach the upper-division level, students' abilities strengthen from year to year, and students who take our upper-division courses generally have a real interest in the subject matter. Even so, it seems unlikely that an average of 3.5 in a non-honors course would reflect student performance well. At the same time, a 2.0 average for an upper-division non-honors course would also be unlikely.

In the first few classes you teach, you may end up with average grades that seem too high or too low. If they're too low, it's probably because of the difficulty that everyone faces in adjusting their standards to the average quality of work by OSU undergraduates; after all, you're most familiar with your own undergraduate work, which was at a very different level. Actually, it's more common to have average grades that are too high. Usually that reflects an understandable desire to be fair and generous to students. This is one of the many things that you can adjust as you gain more experience.

If a student has not completed the work in the course, you can assign a grade of I (for incomplete). If you do so, you must also indicate an alternate (lapse) grade--that is, the grade from A to E that will be assigned if you don't assign a grade by the deadline. The deadline is automatically set as Monday of the 6th week of the next term. The grade roster allows you to set an alternate date when the lapse grade goes into effect, but you can ONLY enter a date between the end of the term and the official lapse date. Any dates entered that occur AFTER the official university lapse deadline will be ignored by the system.

According to Faculty Rule 3335-7-21, "an 'I' indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed." That's an excellent set of guidelines to follow in determining whether to assign an I to a student. Note the following implications:

First, the Rule makes it clear that you have a choice. Students do not have the automatic right to an I grade if they ask for one, though a few will try to tell you that that is the case.

Second, the Rule indicates that students must have done at least a large share of the work in the course. An I is not appropriate for a student who disappeared from the course early in the term but comes back near the end of the term and wants to make up all the work.

Third, the reason for a student's non-completion of all the work in the course has to be legitimate. The judgment about legitimacy, of course, is up to you. This issue sometimes arises when a student who has done all the other work for the course fails to appear at the final examination or fails to turn in a paper without communicating anything to the instructor. Strictly speaking, you should not give an I grade in that situation.

Once in a while you will have a student who takes a course on a "pass-fail" option, under which you assign a PA for pass or NP for non-pass. (You won't see this very often because

students can't use this option for any course that they are using to meet a university requirement, including their major programs.) Under the Faculty Rules, pass is equivalent to A through D, fail to E.

When you go to the class list for assigning grades, you may discover a student who disappeared some time during the term. Such a student should be assigned an EN grade. When you use that option, you need to provide in another box the actual or estimated week of the term when the student stopped attending.

Additionally, you may notice that you have no ability to assign a grade to a certain student. That is typically the case if a student has not paid fees or has an outstanding balance. In this situation, send an email to Charles Smith in which you note the course number, the student's name.nn, and the final grade to be assigned. Often, the student will contact you at a later time asking why no grade has been posted for your course. A good response to such an enquiry might be,

"I hope that you are doing well. The system prevented me from posting your final grade last semester (this could be due to any number of reasons, such as a hold, or an outstanding fee, etc.). Whenever that occurs, your grade is forwarded to Charles Smith, the department's academic coordinator, who posts the grade once the issue is resolved. I've cc'ed him on this e-mail since he will have a better idea of what's going on with that. In the meantime, your final grade is available on Carmen (check the Adjusted Final Grade)."

Changing grades

Students frequently ask instructors to reconsider grades on specific assignments and occasionally ask them to reconsider course grades.

You're familiar with what happens after a specific assignment is graded. On an examination, for instance, a student may argue that a particular question on an examination was unfair in general or was graded incorrectly for that student. Instructors differ in their policies concerning such "appeals". One policy is unacceptable: a rule that such appeals will not be given consideration. Among other things, simple fairness requires that students be given a chance to show that the grade they were given on an assignment or part of an assignment was incorrect.

This does not mean that you should raise a grade on an assignment without very good reason. Simple fairness also requires that all students be graded on the basis of the same standards, and treating one student more favorably than others just because the student appealed is inappropriate.

The best way to handle an appeal on an assignment is to tell the student that you will re-evaluate the assignment by yourself rather than trying to make a decision when the student is present. By waiting until later, you can undertake the re-evaluation without feeling any direct pressure and while keeping in mind both the student's arguments and your own original criteria for

grading. You might then write the student a short note on the assignment or separately, explaining what you did and why.

This kind of procedure usually resolves the matter, even though the student may not be happy with the result. If you and the student continue to disagree with the evaluation, you can refer the matter to Jennifer Mitzen (.1), the Director of Undergraduate Studies. It is her role to address student concerns regarding course grading.

Changes in course grades are a different matter altogether. Once a grade has been posted, it can be changed only through a form signed by the instructor and approved at higher university levels. Faculty Rule 3335-7-23 says that a grade “is subject to change only when a procedural error has been discovered in evaluation or recording of a grade....In no case will a grade be revised in accordance with criteria other than those applied to all students in the class.”

This Rule has things exactly right, and you should follow it. Student requests to change a course grade are not common, but they do arise from time to time. Ordinarily, you should consider changing a grade only when you’ve made a clerical error (e.g., misrecording the grade for an assignment, adding scores together incorrectly), though there may be rare instances when something else that you would classify as a procedural error has occurred. It is not appropriate to change a course grade because you’ve reread a student’s work and decided that the grade you assigned was too low, and it is certainly inappropriate to make a change because the student tells you that his student loan or her athletic eligibility is jeopardized. If a student is putting pressure on you to change a course grade, feel free to use the Rule as your justification. “My hands are tied” is a time-honored way for bureaucrats to deflect such pressures, and there is no reason why you shouldn’t take advantage of it--especially when refusing to change a grade is the right thing to do.

The same Rule indicates that unresolved grievances about course grades are to be reviewed by a committee of department faculty who are appointed by the chair. If a student indicates the intention to appeal your grade to a higher authority, refer the student to the chair.

Reporting grades officially

Grades are posted electronically via the Faculty Center. See Appendix F (p. 37) for information on accessing the grade roster.

The university deadline for filing grades ordinarily is at midnight (the end of the day) on the Monday after finals week. As noted earlier, grades for graduating students need to be reported early, by 5 PM on the Thursday following final exams.

Communicating grades to students

Course grades are available to students through the registrar’s site as soon as they are posted, so not many students are interested in learning their grades from you. For those who are, or who

want additional information (such as their score and grade on the final examination) you can arrange to inform them in whatever way is mutually convenient.

For privacy reasons, and to avoid creating opportunities for future plagiarism, you should not leave papers or exams somewhere such as your office door for students to pick up.

Recordkeeping

You are responsible for maintaining records of student grades, and you should keep grade records and examinations after the course ends. There is a widespread belief that final examinations should be kept in perpetuity, but this is not the case. Rather, Faculty Rule 3335-7-231 requires that student materials (such as final examinations) be kept until the end of the second term after you teach a course. You probably should keep grade records permanently, since they are electronic and sometimes come in handy.

Miscellany

Papers and examinations should be graded and returned in a timely fashion, usually no later than a week after they were submitted.

FERPA—Student Privacy Laws

The Family Educational Rights Privacy Act of 1974 protects the privacy of students' education records by setting forth strict instructions and limitations governing the release of information about students. Although FERPA contains exceptions for the release of "directory information" without a student's prior written consent, students have the right to request that even such directory information be withheld from disclosure to third parties.

Given the restrictions of FERPA, you should assume that all of your students must provide written consent that follows the format specified in FERPA before any education records may be released to anyone other than the student. Information cannot be released to any third party, including the students' parents, relatives, and friends. Particularly sensitive information includes students' social security numbers, race or ethnicity, gender, nationality, academic performance, disciplinary records, and grades.

FERPA—Speaking with Parents

Although parents often are paying for their child's education, unless the student is a dependent student as defined under the Internal Revenue Code, parents are not entitled to review the student's records without the student's permission. Therefore, faculty who give parents updates about their child's academic performance without express written permission of the student/child may be in violation of FERPA.

If parents do request such information, you should assume that the student is not a dependent student and explain that you cannot discuss the student's academic performance without written

permission of the student. Grades, classroom performance, quiz and test scores, and exams are all part of the student's education record and require written permission to divulge to parents. Student authorization must detail exactly what information can **be released to the parents and should be provided in writing, signed by the student.**

Charles Smith has access to student FERPA release information. If you are contacted by a parent, please check with Charles to determine if there is a signed FERPA release on file.

http://registrar.osu.edu/policies/privacy_release_student_records.pdf

Academic misconduct

The University has adopted a clear statement as to what types of behavior constitute academic misconduct. Plagiarism and cheating are grounds for a range of disciplinary actions. However, the prescribed procedures for dealing with suspected violations are quite specific. Those procedures are described in annual memos from the provost, which are available at <https://oaa.osu.edu/coam.htm>. If you have evidence of student misconduct, take the matter directly to Charles Smith, who will advise you on how to proceed. The university memo asks that an instructor who arranges to discuss possible misconduct with a student should have another instructor present. It is especially desirable for a graduate student instructor to have a faculty member present.

Plagiarism on papers is a serious problem in undergraduate courses. To deter plagiarism, it is a good idea to explain to students what constitutes plagiarism and how you will respond to plagiarism. Another method for deterring plagiarism is to assign very specific paper topics. To deter both plagiarism and other forms of misconduct, the University mandates that all syllabi include the statement:

“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/>.”

IV. IMPROVING YOUR TEACHING: EVALUATION AND REVISION

Informal feedback

Students are an excellent source of information about your teaching. If students give you unsolicited feedback on your teaching, listen to them seriously, and make an attempt to evaluate your performance objectively. To encourage feedback, you might consider asking your students to give you an anonymous written evaluation of the course early in the term. (This is especially useful

when you are teaching a particular course for the first time, even more useful when you are in your first term of any teaching.) For example, you could ask students to indicate what they like about the course, what they dislike about the course, and whether there is anything that you could do better as a teacher. Students often can provide valuable cues as to what you are doing right and what aspects of your teaching style could be improved.

Your own impressions are another excellent source of information. At the end of a particular class session, you will probably gain a good sense of what worked well and what worked less well. Grading an assignment tells you much about the strengths and weaknesses of the assignment. As busy as you are while teaching, it is still a good idea to take time to make notes on your impressions as soon as possible. This will help a good deal in future classes as you revise class presentations or write new assignments.

The University Center for the Advancement of Teaching can assist in obtaining feedback on your teaching as well as other consultation services to help improve teaching. <http://ucat.osu.edu/>

Formal evaluations

Formal evaluations of teaching come in two forms: a paper form from the department with open-ended questions about the course and an electronic evaluation from the University (the Student Evaluation of Instruction, or SEI). For the department form, you must give your students adequate time in a regular class period to fill out these evaluations.

You should not be present in the classroom when the department evaluation forms are filled out, so that students understand they can be completely candid in their responses. You can assign a student the responsibility of returning the forms to the department office and university mail or have someone else (such as a fellow graduate student) take charge of the evaluating process.

A few weeks after the end of the term, you will receive a sheet that summarizes the responses to the university SEI and compares the students' evaluations of the course with evaluations of courses in the department, college, and university. You will also receive the departmental forms with students' open-ended responses. Those responses provide a good deal of information about students' reactions to the course, and it is well worth your time to read them carefully.

Faculty assistance to graduate students

For graduate students who teach courses, another way to get feedback is from faculty members. If you are teaching for the first time, it is a good idea to arrange a visit to your class by a faculty member for fairly early in the term. Faculty reactions to class sessions do not become part of students' records in any way. While it is always a little (or a lot) traumatic to have someone sit in on your class, these visitations are not designed to be an official test or evaluation. A valuable bonus of this process is that advisors can say concrete things about teaching in their letters of recommendation. This is especially important if you are interested in positions at liberal arts

colleges. Thus it would be desirable to have your advisor observe your teaching at least once and, if possible, multiple times.

IV. SEXUAL HARASSMENT

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

Sexual harassment can occur between any individuals associated with the University, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member.

Examples of sexual harassment include, but are not limited to:

- Some incidents of physical assault.
- Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation.
- Direct propositions of a sexual nature and/or subtle pressure for sexual activity that is unwanted and unreasonably interferes with a person's work or academic environment.
- A pattern of conduct that unreasonably interferes with the work or academic environment (not legitimately related to the subject matter of a course) including:
 - Sexual comments or inappropriate references to gender.
 - Sexually explicit statements, questions, jokes, or anecdotes regardless of the means of communication (oral, written, electronic, etc.).
 - Unwanted touching, patting, hugging, brushing against a person's body, or staring.
 - Inquiries and commentaries about sexual activity, experience, or orientation.
 - The display of inappropriate sexually oriented materials in a location where others can view them.

Romantic relationships

Romantic and/or sexual relationships between faculty/staff/graduate associates/undergraduate TAs and students cannot continue whenever there are supervisory, teaching, evaluation, advising, coaching, or counseling responsibilities for the student. The person in the position of higher institutional authority has the responsibility to eliminate the conflict of interest. The conflict of interest must be eliminated in a way which minimizes potential for harming the person with lower institutional authority. Alternative academic/supervisory arrangements must

be made to avoid being in a prohibited relationship; if acceptable alternative arrangements are not feasible, the relationship cannot continue.

Individuals in positions of power must be aware that romantic or sexual relationships with students are fraught with danger for exploitation and pose a legal risk to both the individual and the institution. There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions of power. These relationships may be subject to concerns about the validity of consent and unfair treatment of other students or employees. Such relationships can undermine the atmosphere of trust essential to the educational process and the employment relationship. They may, moreover, be less consensual than the individual whose position confers power believes. The apparent consensual nature of the relationship is inherently suspect due to the fundamental asymmetry of power in the relationship and it thus may be difficult to establish consent as a defense to a charge.

Even when both parties consented at the outset to a romantic or sexual involvement, this past consent does not remove grounds for or preclude a charge or subsequent finding of sexual harassment based upon subsequent unwelcome conduct. The greater the institutional power differential that exists the greater risk there is for exploited consent. Exploited consent exists when consent to a relationship is given as a function of the position of power one occupies over another within an institution.

Many international students, faculty, and staff come from cultures in which deference to any authority figure is important and sexual harassment laws do not exist. Some individuals may be especially vulnerable to exploitive relationships given cultural, language, and immigration/visa issues. Faculty, staff, and students should be very careful to avoid relationships that may be exploitive in nature.

APPENDIX A TIMELINE

Pre-Semester

- You are assigned a course to teach
- Put together the class
- Write the course syllabus
 - We have archived syllabi that you may want to review
 - Check OSU academic calendar for holidays/breaks
 - <http://registrar.osu.edu/registration/index.asp>
 - Check the Final Exam schedule to see when your final is scheduled
 - <http://registrar.osu.edu/scheduling/finals/finals.asp>
 - Include this on the syllabus
- Send an electronic copy of your syllabus to smith.3280@osu.edu
- Once you are listed as the course instructor (when you return you letter) you will have access to Faculty Center
 - You can check your class roster
 - You can check for graduating students (keep checking!!)
 - You will be able to post grades at the end of the term
 - You CANNOT change grades electronically once posted; paper forms are still required per Faculty Rules. Charles has the forms
- Order your books!!!
 - ohiostate.bkstore.com/ -- click on the “faculty resources” tab\
 - Consider sending an email to your class with the list of books and their ISBN numbers
- Go visit your classroom to check out seating/space and computer equipment
- If your class is full, you may be contacted by students requesting permission to enroll in the course. You CANNOT add students to a full section; it violates fire code. Tell students to get on the course’s WAITLIST
- If you are using Carmen, activate your course! Students find it helpful to see what the course will entail; put your syllabus on Carmen and alert students to its availability (you can email the class via “CLASSLIST” in Carmen)
- If you plan to utilize the Absence From Class Report (see next item), it is a good idea (though not required) to email the students and alert them, especially spring semester when students might be late getting back into town from holiday travel or from attending a Bowl Game.

The Term Begins!

Week 1 – Take attendance each class, especially during the first TWO weeks of the term

- Did anyone NOT show up for the first 2 class meetings? If so, did you receive email from the absentee students about staying enrolled? IF NOT, visit Charles for an Absence From Class Report to get the students dropped! (you’ll thank me later!)

- Did anyone attend that is not on the roster and wants to be added? The waitlist only runs through Friday of the first week. If a student has not moved off of the waitlist and into the class by Monday of week 2, he or she will not get into the class unless you give permission.
- Students can add classes themselves via Buckeyelink though the end of the First Friday of the term. Starting that Saturday, students **MUST** have permission of the instructor to add a course.

Week 2—Starting this week, a student must have your permission to add the course. Whether or not you give permission is totally up to you. Again, you **CANNOT** add students to a full class!

At the end of Week 2, the Registrar will run a report of students that have outstanding balances. Students receive several emails alerting them to this. If the student has not paid fees by the end of week two, he or she will be **DROPPED** for non payment and disenrolled from **ALL** courses. The student will disappear from your roster AND from CARMEN! It is important that you encourage students to **continue attending classes** while they work out their financial situation so they don't miss anything. If you use Carmen, you will have to go into Carmen and re-add the student(s) to your Carmen class list **EVERY DAY** until their fees are paid and the Registrar re-enrolls them. (NOTE: they must re-add **ALL** of their courses; they can't pick and choose.) See Appendix B of "Nuts and Bolts of Teaching"

Week 3—Starting this week, a student must have your permission to add the course; the student must also get Rick's permission **and** petition to add the course late **AND** pay \$100 late add fee. (To avoid all of this, suggest that the student look for Second Session courses.)

Week 4—The 4th Friday (the end of week 4) is the last day that a student can drop a course and **NOT** receive a W on their transcript. If you have a student that is struggling, it is a good idea to make him or her aware of this. You might consider listing the date on your syllabus.

Week 5 though end of term—Teach Well!!

Toward the end of the term, you will receive the Department's Course Evaluation Forms; they will be accompanied by an instruction sheet.

Also toward the end of the term you will be contacted by Charles to determine if you are going to hold a final exam during the regularly scheduled exam time. You will also be notified of the deadline for grade posting

Because students have through the 13th week of a term to apply to graduate (sooner during summer), please double check your class roster (you can choose “display graduating students”) to see if there are any late additions.

Administer your final exam!

- You may need to separate graduating students’ exams and grade them first
- Calculate final grades. If you use Carmen, be sure to release the grades.
- It is helpful to post grades on Carmen (if you use it) **at least** 24 hours prior to when they are due and encourage students to double-check their grades to make certain that nothing has been missed or miss-entered. It is better to deal with a grade change now rather than after they are posted!

Post grades via Faculty Center. If you use Carmen to calculate grades, you will need to transfer them from Carmen to the Faculty Center. You will still have to POST the grades from Faculty Center (it’s a two-step process).

NOTE: There is a difference between an E (failure) and an EN (failure for non-attendance)

Also note that you may not be able to post a grade for a student. This usually happens if the student still owes fees. Please send an email to Charles with your class number, the student’s name.mn, and the final grade.

After the term is over

After grades have been posted, you might be contacted by a student questioning his or her grade. Please be prompt in replying to these students (sometimes financial aid is in jeopardy). If you miscalculated the grade or made an error when inputting the grade in Faculty Center, these are easy fixes and must be done via a Grade Assignment Change Form. You will have to provide a clear reason for the grade change (“error entering grade,” “error calculating final grade,” “reevaluation of final exam,” etc.). If the student believes that a paper or exam was graded improperly, it is OK to agree to review it. You are not under any obligation to do so immediately and/or with the student present. Take your time and make sure that the grade is accurate.

If a student is still not satisfied with the grade, please have the student contact Jennifer Mitzen. As Director of Undergraduate Studies, she is charged with arbitrating such matters.

University records retention policy requires that grades themselves be kept through the subsequent two terms. If you use Carmen as the sole source of grades, please print out the final grades and keep them safe! If you were not able to post a grade for a student, make certain that you provide Charles with a record of the grade. Any material used to determine grades (quizzes, exams, papers, etc.) need only be retained through the subsequent two terms. They can then be disposed of via a recycling bin. If you are graduating and moving and have class exams and papers from the last two

terms, please label them and bring them to the front office. We will destroy them when appropriate.

Record Series	IUC Code	Retention and Disposition	Notes
Student Coursework Student tests, examinations, quizzes, papers, projects, etc. leading to a grade and to a posting on the official student record of the registrar.	EDU1011	Active + 2 terms Destroy	As per university rules 3335-7-231(B) and 3335-7-23(A)

APPENDIX B
GENED SYLLABUS LANGUAGE

Ohio State requires that course syllabi contain language that relates the course (and its content) to the General Education requirements (GENED)

If you teach POLITSC 2367—Contemporary Issues in American Politics

GEC/GENED category: Writing and Communication

Goals:

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

GEC/GENED category: Social Science: Organizations and Politics

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

If you teach POLITSC 3780 (Data Analysis and Data Visualization) or 4781 (Political Analysis I)

GEC/GENED category: Data Analysis

Goals:

Students develop skills in drawing conclusions and critically evaluating results based on data.

Expected Learning Outcomes:

Students understand basic concepts of statistics and probability, comprehend methods needed to analyze and critically evaluate statistical arguments, and recognize the importance of statistical ideas.

If you teach POLITSC 2150—Voters and Elections

GEC/GENED category: Social Science: Individuals and groups

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

If you teach POLITSC 1100, 1165, 1200, 2300, 2367, 2400, 4120, 4212

GEC/GENED category: Social Science: Organizations and Polities

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

If you teach POLITSC 1300, 3220

GEC/GENED category: Social Science: Human, Natural, and Economic Resources

Goals:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

If you teach POLITSC 4145—Asian American Politics

GEC/GENED category: Diversity—Social Diversity in the United States

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

If you teach POLITSC 1200, 1300, 2300, 4212

GEC/GENED category: Diversity -- Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

If you teach POLITSC 4597.01 or 4597.02

GEC/GENED category: Cross-Disciplinary Seminar

Goals:

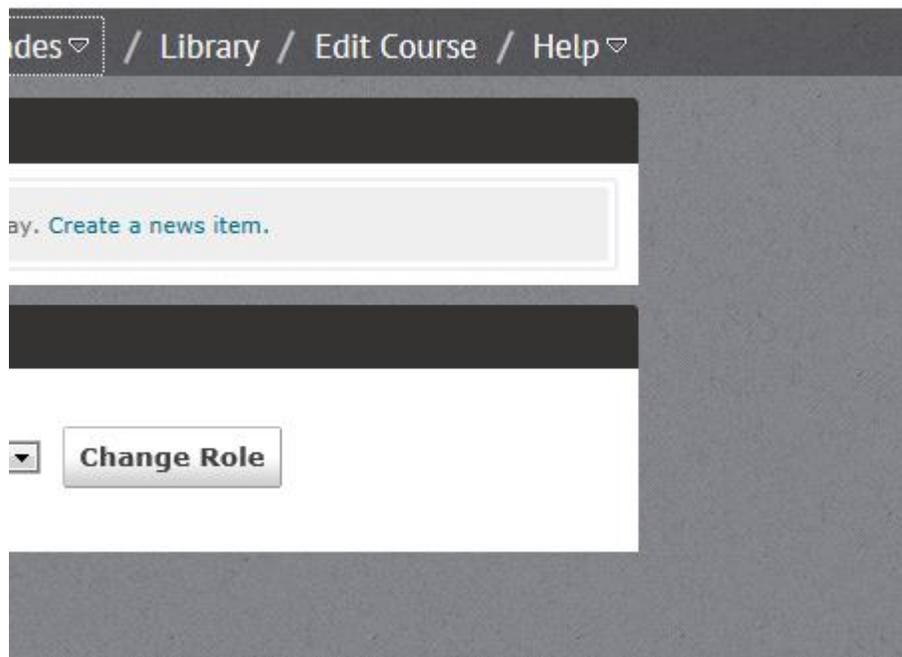
Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

APPENDIX C ACTIVATING THE COURSE IN CARMEN

As to Carmen, you have to “activate” your class..... Once you are at your course’s home page in Carmen, click on the EDIT COURSE link at the top-right of the page...



At the top left of the next page, under Site Setup click on “Course Offering Information”



Click on “Enable Student Access” (note that you can tell Carmen to shut down the sight at some future date....)



Content / Activit

Course Offering Information - AU13 POLITSC 1100 - Intro Amer Poltics (26220)

Activate this course*

Enable student access

Optional access start/end dates:

Access start date

Date to begin student access (must also be activated above)

11/21/2013 12 23 PM **Now**

United States - Columbus, Ohio

Access end date

Date to end student access

11/21/2013 12 23 PM **Now**

United States - Columbus, Ohio

Scroll down to the bottom of the screen and click “SAVE”

APPENDIX D ROSTERS

Navigate to the Faculty Center in SIS

[Faculty Center](#)

Spring 2014 | The Ohio State University [change term](#) [Upload Grade Roster](#)

Show all classes Only classes with enrollment View My Weekly Schedule

 Class Roster
  Gradebook
  Grade Roster
  Learning Management System
  SEI Info

My Teaching Schedule > Spring 2014 > The Ohio State University							
	Class	Class Name	Enrolled	Days and Time	Room	Class Dates	
	ARTSSCI 1100.04-0020 LEC 16356	ASC College Survey (Lecture)	275	TBA	TBA	Jan 6, 2014- Feb 21, 2014	
	POLITSC 2496-0010 FLD 25593	Study Domestic Inst (Field Experience)	0	TBA	TBA	Jan 6, 2014- Apr 21, 2014	
	POLITSC 4139-0010 LEC 25802	Gun Politics (Lecture)	91	TuTh 12:45PM - 2:05PM	Koffolt Lab 0207	Jan 6, 2014- Apr 21, 2014	
	POLITSC 4193-0300 IND 25779	Individual Studies (Independent Study)	0	TBA	TBA	Jan 6, 2014- Apr 21, 2014	
	POLITSC 4193-0310 IND 25847	Individual Studies (Independent Study)	0	TBA	TBA	Jan 6, 2014- Apr 21, 2014	

My Favorite Websites
EDIT MY FAVORITE WEBSITES Enroll Verification DARSWeb

Find your course on the list....The FIRST icon (3 tiny people) is the grade roster. Click on this icon.

Now you will see the grade roster for your class. On the right side just below the course meeting information you will see two boxes.... "Display unassigned roster grades only" and "Display graduating students." Click on the box for "display graduating students" and you will get all the graduating seniors.

Faculty Center

Grade Roster

[View FERPA Statement](#)

POLITSC 4139 - Gun Politics

0010
Lecture (25802)

Spring 2014 | Regular Academic Term | The Ohio State University | Undergraduate

Meeting Information			
Days & Times	Room	Instructor	Meeting Dates
TuTh 12:45PM - 2:05PM	Koffolt Lab 0207	Charles William Smith	1/6/2014 - 4/21/2014

*Grade Roster Type

Display Unassigned Roster Grade Only

*Approval Status

Display Graduating Students

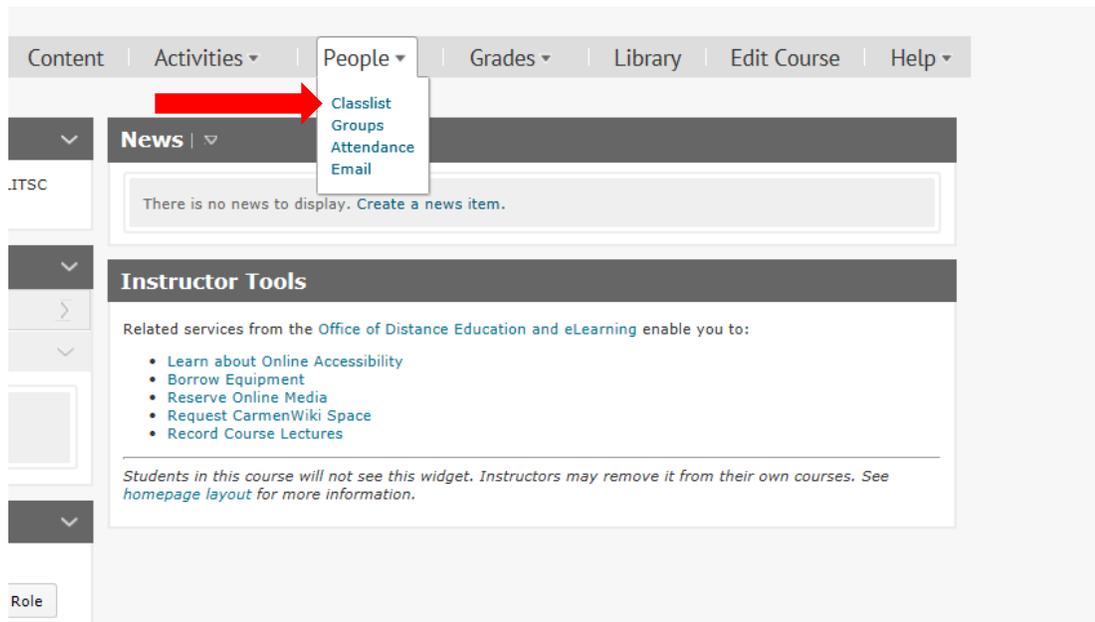
Student Grade									
Notify	ID	Name	Roster Grade	Official Grade	Last Attendance Week	Grading Basis	Program and Plan	Level	Paid Status
							Arts and Sciences -		

NOTE: **DO NOT** mess with the pull down menus for “Grade roster type” and “approval status”...bad things will happen!!!!

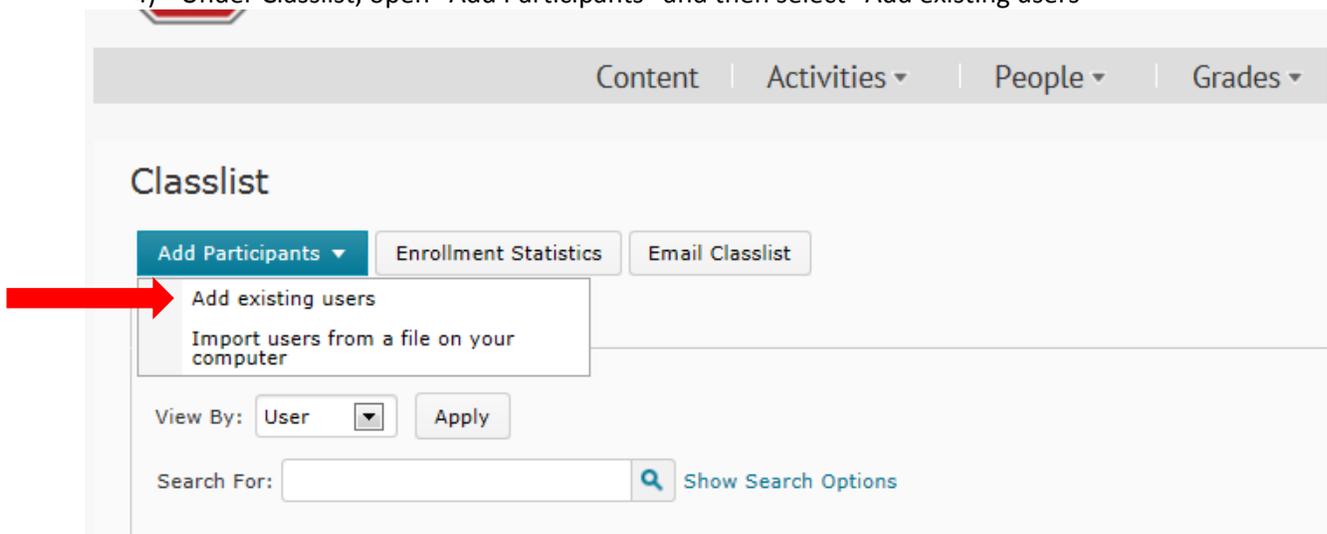
APPENDIX E ADDING STUDENTS TO CARMEN

- 1) Log into Carmen
- 2) Select the course

- 3) In the grey banner, open "People" and choose "Classlist"



4) Classlist, open “Add Participants” and then select “Add existing users”



- 5) Under “Add Existing Users,” type in the student’s name.nn (OSU email) and check ONLY the Email box, then click on the magnifying glass (you must search for the student). NOTE: you do not have to do anything under “Enrollment Options”....

Content | Activities ▾ | People ▾ |

Add Existing Users

Enrollment Options

Set all roles to: -- Select a Role -- ▾

Set all sections to: -- Select a Section -- ▾

Send: Send Enrollment email

Add Existing Users

Search For: [Hide Search Options](#)

Search In

First Name Last Name

Email Carmen ID

Username

You must perform a search.

- 6) When the student is located, check the box to the left of the name, assign the student a role (.Student) and select the course. Then click “Enroll Selected Users.”

Add Existing Users

Search For: [Hide Search Options](#)

Search In

First Name Last Name

Email Carmen ID

Username

1 Search Result [Clear Search](#)

<input type="checkbox"/>	Email	Last Name, First Name	Username	Carmen ID	Email	Role	Section
<input checked="" type="checkbox"/>	Email	Kloss, Elizabeth	kloss.8	98074611	kloss.8@osu.edu	.Student ▾	19913 POLITSC 4193: TBD - TBD ▾

20 ▾ per page

- 7) Done!

NOTE: If you are adding a student that has been dropped for non payment, you MUST do this EVERY DAY until the student pays fees and the Registrar re-enrolls the student to your course.

Why? Carmen updates every night based on the course rosters. If the student is dropped from your roster, the student will be dropped from Carmen. Thus, the student has to be constantly re-added to Carmen.

APPENDIX F POSTING GRADES

Navigate to the Faculty Center in SIS

Faculty Center

Spring 2014 | The Ohio State University change term [Upload Grade Roster](#)

Show all classes Only classes with enrollment View My Weekly Schedule

 Class Roster
  Gradebook
  Grade Roster
  Learning Management System
  SEI Info

My Teaching Schedule > Spring 2014 > The Ohio State University							
		Class	Class Name	Enrolled	Days and Time	Room	Class Dates
		ARTSSCI 1100.04-0020 LEC 16356	ASC College Survey (Lecture)	275	TBA	TBA	Jan 6, 2014- Feb 21, 2014
		POLITSC 2496-0010 FLD 25593	Study Domestic Inst (Field Experience)	0	TBA	TBA	Jan 6, 2014- Apr 21, 2014
			POLITSC 4139-0010 LEC 25802	91	TuTh 12:45PM - 2:05PM	Koffolt Lab 0207	Jan 6, 2014- Apr 21, 2014
		POLITSC 4193-0300 IND 25779	Individual Studies (Independent Study)	0	TBA	TBA	Jan 6, 2014- Apr 21, 2014
		POLITSC 4193-0310 IND 25847	Individual Studies (Independent Study)	0	TBA	TBA	Jan 6, 2014- Apr 21, 2014

My Favorite Websites

EDIT MY FAVORITE WEBSITES
[Enroll Verification](#)
[DARSWeb](#)

Find your course on the list....The THIRD icon (with outstretched arm) is the grade roster. Click on this icon

Now you will see the grade roster for your class. On the right side just below the course meeting information you will see two boxes.... "Display unassigned roster grades only" and "Display graduating students." Click on the box for "display graduating students" and you will get all the graduating seniors.

NOTE: **DO NOT** mess with the pull down menus for "Grade roster type" and "approval status"...bad things will happen!!!!

Faculty Center

Grade Roster

[View FERPA Statement](#)**POLITSC 4139 - Gun Politics****0010**

Lecture (25802)

Spring 2014 | Regular Academic Term | The Ohio State University | Undergraduate

Meeting Information			
Days & Times	Room	Instructor	Meeting Dates
TuTh 12:45PM - 2:05PM	Koffolt Lab 0207	Charles William Smith	1/6/2014 - 4/21/2014

*Grade Roster Type Final Grade

 Display Unassigned Roster Grade Only

*Approval Status Full/Partial Post

 Display Graduating Students

Student Grade	Additional Info	Find							
Notify	ID	Name	Roster Grade	Official Grade	Last Attendance Week	Grading Basis	Program and Plan	Level	Paid Status
							Arts and Sciences -		

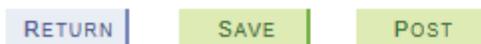
Next to each student is the pull down menu for the grades.... Be mindful that they are not in proper order...the grades go A...A-....B.... B+....B-....etc.

If you assign a grade of EN ("Failed the course due to non-attendance") you must also provide the week of the term that corresponds to the last date of attendance or activity in the course.

If you assign an incomplete ("I") you must also assign a lapse grade.

At the bottom of the grade roster you will see a set of buttons....

Unpaid students will have no indicator in the "Paid Status" column.



You can use the SAVE button to save grades you enter as you go. When you hit the POST button the grades are automatically sent to the registrar and will be visible to the students instantly.

Before you hit the POST button, double check that the grades are correct. Once you hit post, the grades can only be changed by paper grade change form; you can't change them online.

INDEX

Absences (instructor), 7
Academic misconduct, 17
Adding courses, 6
Attendance of students, 7
Audio-visual materials, 4
Carmen, 4
Carmen (activating course), App. C
Carmen (adding students), App. E
Changing grades, 14-15
Classrooms, 5
Computer-based technology, 4
Counseling for students, 10
Course packets, 3
Disabled students, 8
Disenrollment of students (non-attendance), 7
Disenrollment of students (non-payment of fees), 9
Disruptive student behavior, 10
Dropping courses, 6-7
Enrollment in classes, 5
Examinations, 10
Evaluations of teaching, 15-16
Feedback on teaching, 17-18
FERPA, 16-17
Final examinations, 9
Grading, 11-16
Graduating seniors, 9
Incomplete grades, 13
Misconduct by students, 14
Office hours, 7
Photocopying, 4
Plagiarism, 17
Posting grades, App. F
Recordkeeping, 16
Reserve readings, 4
Rosters, 5 and App. D
Scanning of examinations, 11
Sexual Harassment, 19-20
Staff assistance, 5
Supplies, 5
Syllabi, 1
Syllabi, required GE language, App. B
Textbooks, 3