

Political Science 795
Winter 2006
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TEACHING POLITICAL SCIENCE

Objectives

This course is designed for Ph.D. students in political science. Its primary goal is to help in preparing students for teaching of independent courses in the department and for teaching careers in colleges and universities. A secondary goal is to help students to develop credentials that will assist in obtaining teaching positions.

To achieve these objectives, the course surveys an array of issues in teaching. By necessity, this survey will be limited and partial. Thus, the course is intended not to provide full preparation for teaching in itself but rather to serve as one means toward that end. Other means to develop and improve skills in teaching include teaching roundtables in the department, programs offered by the university's Office of Faculty and TA Development, and readings beyond those included in this course.

Course Format

We will have ten two-hour sessions, with each session focusing on one or more topics. The topics for each session are in boldface. Inevitably, there is overlap among topics, and we will sometimes come back to the same issue from a different perspective. Sessions will involve active participation by class members, as we work collectively to develop and evaluate ideas on teaching issues.

Student Responsibilities

The course is graded S/U. Each student is expected to prepare for class sessions by reading and thinking about the topics to be considered in those sessions and to participate actively in the sessions. There will be one written assignment, a plan for the teaching of any course in this department's undergraduate curriculum. The plan will include a statement on teaching philosophy related to the course and a draft syllabus, annotated to provide rationales for choices of subjects, readings, and student assignments. It is due on March 10th, the last day of class. You are welcome to turn in a preliminary version of the course plan, or a portion of the plan, for reactions and suggestions from me. If you do so, February 17th or 24th would be good times.

A description of this assignment is at the end of the syllabus.

Readings

Most required readings for the course will be taken from the two books indicated below. The portions of these sources that apply to each topic are listed in the course schedule. There will also be handouts on many of the topics, most of which are listed under the relevant topics. Required readings are listed in boldface; there may be additions and deletions as I discover new sources.

Beyond the required readings, some useful books and articles on a particular topic are listed under "additional readings" in that topic. At the end of the syllabus are lists of books and information sources that apply to multiple topics.

Wilbert J. McKeachie, *Teaching Tips*, 12th ed. Houghton Mifflin, 2006. (at SBX)

Faculty and TA Development ("FTAD"), *Teaching at The Ohio State University: A Handbook*, 2001 edition. (I'll provide; also available at ftad.osu.edu/Publications/TeachingHandbook/)

Schedule of Sessions and Topics

Section One: First Considerations

Session 1: January 6th

Philosophies of Teaching

OSU Office of Faculty and TA Development, "Writing a Philosophy of Teaching Statement" and "Sample philosophy of teaching statements" (look at the statements from the social sciences: Robert Anthony, Szu-Hui Lee, Laura Luehrmann, Leslie Wade, and Deborah Zelli). (available at ftad.osu.edu/portfolio/philosophy/Philosophy.html)

Teaching in Political Science

- * Teaching as a profession
- * Teaching careers in political science

McKeachie, ch. 1

Understanding OSU Students

- * Who our students are
- * Students in political science courses

FTAD, ch. 1

Session 2: January 13th**General Issues in Student Learning**

- * Learning styles
- * Facilitating student learning

McKeachie, chs. 23, 24
FTAD, ch. 2

Additional Readings

Lynne Celli Sarasin, Learning Style Perspectives: Impact in the Classroom (Atwood 1998)

Thomas A. Angelo and K. Patricia Cross, Classroom Assessment Techniques: A Handbook for College Teachers, 2d ed. (Jossey-Bass 1993)

Special Issues in Learning

- * Student diversity
- * Learning disabilities

McKeachie, ch. 13
Office for Disability Services, OSU, Teaching Students with Disabilities (I'll provide; also available at www.ods.ohio-state.edu/faculty/handbook/index.htm)

Session 3: January 20th**The Mechanics of Teaching in the Department** (Wayne DeYoung)

Department of Political Science, "The 'Nuts and Bolts' of Teaching (2005)

*Section Two: Designing a Course*Session 4: January 27th**From Teaching Philosophy to Syllabus**

- * Developing a course plan
- * The syllabus
- * Choosing reading material

McKeachie, ch. 2

FTAD, ch. 4

Office of Faculty and TA Development, OSU, "Instructors' Template for Preparing Guidelines to Help Students Succeed in Your Classes" (1994) (available at ftad.osu.edu/Publications/InstructorsGuide.html)

Additional Readings

Judith Grunert, The Course Syllabus: A Learning-Centered Approach (Anker 1997)

Center for Teaching and Learning Services, University of Minnesota, "Syllabus Tutorial" (2004) (available at www1.umn.edu/ohr/teachlearn/syllabus/index.html) (this is a very useful resource)

Session 5: February 3rd

Student Assignments

- * Examinations
- * Writing assignments

McKeachie, chs. 7-9, 15

Additional Reading

John C. Bean, The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (Jossey-Bass 1996)

Section Three: In the Classroom

Session 6: February 10th

The First Day of Class

McKeachie, ch. 3

Teaching Politics website, "First Day of Classes" (1997)

Office of Faculty and TA Development, "The First Day of Class" (1997) (available at ftad.osu.edu/Publications/firstday.html)

Additional Reading

Jeffrey Wolcowitz, "The First Day of Class," in The Art and Craft of Teaching, ed. Margaret Morganroth Gullette (Harvard University Press 1984)

Presenting Material

- * Lectures
- * Using media and technology

McKeachie, chs. 6, 18
FTAD, ch. 6

Additional Readings

Donald A. Bligh, What's the Use of Lectures? (Jossey-Bass 2000)

David W. Brooks, Diane E. Nolan, and Susan M. Gallagher, Web-Teaching: A Guide for Designing Interactive Teaching for the World Wide Web, 2nd ed. (Plenum 2001)

Session 7: February 17th**Involving Students in the Course**

- * Creating effective discussions
- * Games and simulations
- * Group projects

McKeachie, chs. 5, 16, 17
FTAD, ch. 5

Additional Readings

Chad M. Hanson, "Silence and Structure in the Classroom: From Seminar to Town Meeting via 'Post-It's'," Tomorrow's Professor posting #285, under heading "Tomorrow's Teaching and Learning," at sll.stanford.edu/projects/tomprof/newtomprof/postings.html

Stephen D. Brookfield and Stephen Preskill, Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms, 2nd ed. (Jossey-Bass 2005)

"Issues in Problem-Based Learning," Journal on Excellence in College Teaching 11 (2000), 1-251.

Jeffrey S. Lantis, Lynn M. Kuzma, and John Boehrer, eds., The New International Studies Classroom: Active Teaching, Active Learning (Lynne Rienner 2000)

Session 8: February 24th

Developing Student Motivation

- *Motivation as a general issue
- *Practical issues in motivation

McKeachie, chs. 4, 12

Additional Readings

Martin C. Covington, "A Motivational Analysis of Academic Life in College," in Effective Teaching in Higher Education: Research and Practice, ed. Raymond P. Perry and John C. Smart (Agathon 1997)

Marilla D. Svinicki, Learning and Motivation in the Postsecondary Classroom (Anker 2005)

Session 9: March 3rd

Evaluation of Students

McKeachie, ch. 11
FTAD, ch. 7

Additional Reading

Lucy Cheser Jacobs and Clinton I. Chase, Developing and Using Tests Effectively: A Guide for Faculty (Jossey-Bass 1992)

Classroom Management and Special Challenges

- * Disruptive behavior and "difficult" students
- * Helping troubled students
- * Dealing with dishonest practices

McKeachie, chs. 10, 14
FTAD, ch. 8

OSU Committee on Academic Misconduct, "Procedures and Rules" (2002) (available at oaa.ohio-state.edu/academic_misconduct; go to "Procedures and Rules")

Additional Reading

Linda B. Nilson, "Handling Specific Disruptive Behaviors," Tomorrow's Professor posting #310, under heading "Tomorrow's Teaching and Learning," at sll.stanford.edu/projects/tomprof/newtomprof/postings.html

*Section Four: Final Issues to Consider*Session 10: March 10th**Ethics in Teaching**

- * Behavior toward students: sexual harassment and other issues
- * Appropriate use of teaching materials: copyright and other issues

McKeachie, ch. 25

Office of Human Resources, OSU, "Sexual Harassment" (2004) (available at hr.osu.edu/ohrd/shtraining.pdf)

Office of General Counsel, University of Texas, "Guidelines for Classroom Copying of Books and Periodicals" (2001) (available at www.utsystem.edu/ogc/intellectualproperty/clasguid.htm)

Additional Reading

Donna Euben, "Legal Issues in the Classroom" (2003) (available at www.aaup.org/Legal/info%20outlines/classroom.htm)

Feedback on Course Effectiveness

- * Using student evaluations
- * Other forms of feedback

McKeachie, ch. 27**FTAD, chs. 3, 9***Additional Reading*

William D. Rando and Lisa Firing Lenze, Learning From Students: Early Term Student Feedback in Higher Education (National Center on Postsecondary Teaching, Learning and Assessment 1994)

Designing a Teaching Portfolio

Center for Teaching and Learning, Stanford University, “Documenting Your Teaching: Creating a Teaching Portfolio” (available at ctl.stanford.edu/handouts/PDF/teaching_portfolios.pdf)

Additional Reading

Peter Seldin, The Teaching Portfolio, 3rd ed. (Anker 2004)

Resources

There is a wide array of useful resources on teaching. These are some that I have found to be especially helpful:

Books

(A number of books are listed above under specific topics. The books listed here are more general in their content.)

Barbara Gross Davis, Tools for Teaching (Jossey-Bass 1993). Like McKeachie, this is a general text on teaching; it has been used frequently in courses on teaching. The book has a large number of specific ideas about different aspects of teaching.

Joseph Lowman, Mastering the Techniques of Teaching, 2d ed. (Jossey-Bass 2000). This is a book with a practical orientation that also draws a good deal from scholarship on teaching. There is some emphasis on classroom dynamics and the qualities of interactions between teacher and students.

Robert J. Menges, Maryellen Weimer, and Associates, Teaching on Solid Ground: Using Scholarship to Improve Practice (Jossey-Bass 1996). This book has a series of essays on issues in teaching. In comparison with Davis and McKeachie, it considers these issues more broadly and more theoretically.

Stephen D. Brookfield, The Skillful Teacher (Jossey-Bass 1990). This book looks broadly at teaching issues from a personal point of view. The author's emphasis is on coping with the practical problems involved in teaching effectively.

Kenneth E. Eble, The Craft of Teaching, 2d ed. (Jossey-Bass 1988). Similar to the Brookfield book.

Maryellen Weimer, Learner-Centered Teaching: Five Key Changes to Practice (Jossey-Bass 2002). Weimer argues for a change in the standard approach to teaching, one focused on collaboration

between teachers and students to enhance learning. The book has some interesting ideas even for teachers who do not fully accept the author's argument.

Leo M. Lambert, Stacey Lane Tice, and Patricia H. Featherstone, eds, University Teaching: A Guide for Graduate Students (Syracuse University Press 1996). This is a set of essays that, as the title indicates, is oriented primarily toward graduate students who are beginning to teach courses. Some essays focus on specific tasks and problems, while others discuss broad issues in teaching.

William M. Timpson, Suzanne Burgoyne, Christine S. Jones, and Waldo Jones, Teaching and Performing: Ideas for Energizing Your Classes (Magna Publications, 1997). The authors examine teaching as a performance art, focusing on classroom presentation. Even for those who don't hold this conception of teaching, material on issues such as preparing the voice for lectures may be of interest.

Bette LaSere Erickson and Diane Weltner Strommer, Teaching College Freshmen (Jossey-Bass 1991). While the book is concerned primarily with teaching new college students, it has broader applicability. One section focuses on the implications for teaching of students' situations and traits. A new edition, under the title Teaching First-Year College Students (with a third author, Calvin B. Peters), will be published in May 2006.

Maryellen Gleason Weimer, ed., Teaching Large Classes Well (Jossey-Bass 1987); Elisa Carbone, Teaching Large Classes: Tools and Strategies (Sage 1998); Christine A. Stanley and M. Erin Porter, ed., Engaging Large Classes: Strategies and Techniques for College Faculty (Anker 2002). These are very good sources on teaching large classes--not relevant to your teaching at OSU, but something to keep in mind for the future. The short Carbone book has a good many specific suggestions for dealing with the difficulties of large classes.

Donna Killian Duffy and Janet Wright Jones, Teaching Within the Rhythms of the Semester (Jossey-Bass 1995). This is a general text on teaching, but it gives special emphasis to the development of classes over the course of a semester (or quarter). The long and useful chapter on syllabus construction is noted in that topic.

Fred Stephenson, ed., Extraordinary Teachers: The Essence of Excellent Teaching (Andrews McMeel 2001). The book is a collection of essays by faculty at the University of Georgia who have won their university teaching award. The subjects of their essays are diverse, and there are a lot of good and interesting ideas.

Ken Bain, What the Best College Teachers Do (Harvard University Press 2004). This book differs from the Stephenson book in that it distills information from interviews with teachers who were identified as especially effective. In describing the practices of highly successful teachers, the author provides a useful set of goals to aim for.

Keith W. Prichard and R. McLaren Sawyer, eds., Handbook of College Teaching: Theory and Applications (Greenwood 1994). The book is a large collection of essays on various aspects of teaching, ranging from student motivation to textbook selection. It is too expensive to buy, but it is

worth getting from the library to consult on particular topics.

Other Information Sources

The Office of Faculty and TA Development at OSU (260 Younkin Center, 1640 Neil Hall, 2-3644) is a very useful source of information and assistance. FTAD conducts a variety of programs on aspects of teaching, and it provides consultation services for teachers at OSU. It has a substantial library of books and journals and creates its own materials on teaching, including the Handbook. FTAD has a helpful website at ftad.osu.edu/. At the website, there is a good deal of material in "Resources on Teaching." We'll be using some of that material in this class. The website also discusses its consultation services.

At the website for OSU Faculty and TA Development, under "Resources on Teaching," is an entry for the "Tomorrow's Professor ListServ" (it's under "Resources and Links World Wide"). This ListServ sends out short essays on professional issues, including teaching, at frequent intervals. There is some emphasis on science and engineering, but most of the essays are relevant to the social sciences as well. You can look through past essays under "Postings" (go to the category "Tomorrow's Teaching and Learning") and subscribe to get future essays by email under "Subscribe." The website for past essays is sll.stanford.edu/projects/tomprof/newtomprof/postings.html.

The OSU Center for the Study and Teaching of Writing (485 Mendenhall Lab, 8-4291) is concerned with helping students to learn writing and helping in instruction in writing. Its website is at cstw.osu.edu. At the website, look under "resources" for materials on writing that may be useful to students who seek to improve their writing. A very useful website on writing, with more material for instructors than the OSU Center's website, is at Purdue: owl.english.purdue.edu.

Three good university websites on teaching are those at Minnesota, Penn State, and Stanford. The website for the University of Minnesota Center for Teaching and Learning Services is www1.umn.edu/ohr/teachlearn. It has a variety of information about teaching issues. The website for the Penn State Center for Excellence in Learning and Teaching is www.schreyerstitute.psu.edu. One good feature of this site is an extensive set of materials on various teaching topics, organized by topic. The Center for Teaching and Learning at Stanford (ctl.stanford.edu) has good information on various topics, primarily under "Resources for Faculty" and "Resources for TAs." The Center sponsors the "Tomorrow's Professor ListServ," mentioned earlier, and the ListServ is linked to the Center's website.

Stanford hosts a Listserv, "Tomorrow's Professor," with postings on a wide range of issues relating to colleges and their faculty. One frequent subject is teaching, and some of the postings on teachings are quite useful. Postings are archived at sll.stanford.edu/projects/tomprof/newtomprof/postings.html; postings on teaching-related issues can be found under "Tomorrow's Teaching and Learning." The same site provides information on subscribing to the Listserv.

The American Political Science Association has a website on teaching. It has a list of websites

with information relevant to courses (go to "Resources" and "Keeping Pace") and selected articles on teaching from P.S. (under "Resources"). The website is at www.apsanet.org/teach/. P.S. has a regular section on teaching, and the articles in that section often have good practical advice.

The APSA's section on Undergraduate Education sponsors panels on teaching at the annual APSA meetings. It also sponsors a journal, the Journal of Political Science Education, which has just completed its first volume. Information on the journal is at <http://www.tandf.co.uk/journals/titles/15512169.asp>.

Creating a Course Plan

I've asked you to write a course plan because that will give you an opportunity to develop your ideas about teaching and apply them to a specific class. Choose any undergraduate class in this department.

The plan should begin with a teaching philosophy related to this class. The philosophy should consist of your goals for the class--what you want to accomplish--and the approach that you plan to take to achieve those goals. If you like, you can discuss a general teaching philosophy. But the bulk of this part of the plan should focus on the specific class. In describing your goals and especially your approach, discuss the bases for your choices. For instance, you might talk about how the characteristics of OSU students would lead you to take one approach rather than another.

For the teaching philosophy, feel free to use any length that makes sense. My guess is that it will be two pages or a little shorter than that, but treat that only as a general guideline.

The remainder of the plan will take the form of a syllabus and a series of rationales for the specific choices reflected in the syllabus. You could present an annotated syllabus in which the rationales for various choices are indicated at the appropriate points in the syllabus. Alternatively, you could provide a "clean" syllabus, followed by a separate set of rationales.

The syllabus itself should be in the form that you would give to a class, so include all the items and information that you think appropriate. The rationales should address the important choices that you make about aspects of the class. That would include at least the following: the sets of topics for the class and the order that you take them up; the readings; the assignments and bases for the grade; and the format of class sessions. The rationales need not be lengthy, so long as they are clear about the alternatives that you considered and the reasons for your choice among them. Where your philosophy statement makes a specific rationale clear, there is no need to repeat it in the syllabus.

This assignment is intended to assist you in pulling together your ideas about teaching and applying them to the practical problem of course design. So feel free to modify what you do in the assignment if you would find it useful. For instance, you might give more emphasis to presentation of a general teaching philosophy than suggested above.