

Political Science 795
Fall 2011
Larry Baum

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Hours: 10:30-11:30 and 1:30-5:30 Tuesday
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TEACHING POLITICAL SCIENCE

Objectives

This course is designed for Ph.D. students in political science and for other students who are interested in college teaching. Its primary goal is to help in preparing students for teaching of independent courses as graduate students and for teaching careers in colleges and universities. A secondary goal is to help students in developing 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 goal. Other means to develop and improve skills in teaching include teaching roundtables in the department, programs offered by the university's Center for the Advancement of Teaching, and readings beyond those required in this course. (Other readings and resources are discussed on pp. 9-12 of this syllabus.)

The department offers two different courses under the 795 number, and I encourage you to take both courses. The fall quarter course is intended to provide general preparation for teaching. The winter quarter course, coordinated by Joshua Wu, is intended to provide more specific preparation for the first independent class that graduate students teach in political science. Inevitably, many of the same topics are covered in the two courses, but our aim is to make the courses complementary.

Course Format

We will have two-hour sessions each Friday (with the exception of the holiday on Thanksgiving week), with each session focusing on one or more topics. The topics for each session are in boldface. Inevitably, there is some overlap among topics, so 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. An S grade requires two things. First, students must participate actively and well in class sessions. Doing so requires that students prepare for class sessions by reading and thinking about the topics to be considered in those sessions.

Second, students must do a good job on the one written assignment for the course, 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. The course plan is due on December 2nd, the last day of class. A description of this assignment is at the end of the syllabus, on pp. 12-13. I'll discuss the assignment further in class.

Readings

A large portion of the readings for the course will be in Marilla Svinicki and Wilbert J. McKeachie, *McKeachie's Teaching Tips*, 13th ed. (Houghton Mifflin, 2011). The parts of the book that apply to each topic are listed in the course schedule. There will also be readings from handouts and websites, which are listed under the relevant topics. 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. Books that span multiple topics are listed on pp. 9-11 of the syllabus.

Required Statements

Every syllabus at OSU is required to include statements on academic honesty and on disabilities. The statement on disability is to be in 16-point type, to serve students with vision problems. Here are the current versions of the statements recommended by the Arts and Sciences college:

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://studentaffairs.osu.edu/resource_csc.asp).

Disability Services

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/>.

Schedule of Sessions and Topics

Section One: General Considerations

Session 1: September 23rd

Teaching in the Political Science Career

Readings

Svinicki and McKeachie, ch. 1

Edward M. Burmila, "Graduate Students as Independent Instructors: Seven Things to Know about Teaching Your Own Course while in Graduate School," P.S.: Political Science and Politics 43 (July 2010), 557-560. (P.S. is available in electronic form at the OSU libraries website)

Philosophies of Teaching

Readings:

OSU Center for the Advancement of Teaching, "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 http://ucat.osu.edu/teaching_portfolio/philosophy/philosophy2.html)

Chris O'Neal, Deborah Metzlish, and Matthew Kaplan, "Writing a Statement of Teaching Philosophy for the Academic Job Search," Center for Research and Teaching (University of Michigan), Occasional Paper #23 (2007) (available at <http://www.crlt.umich.edu/publinks/occasional.php>).

Taking Student Attributes into Account

Readings

Svinicki and McKeachie, ch. 12 (pp. 151-58)

Ohio State University, "Common Data Set 2010" (available at oaa.osu.edu/irp/publisher_surveys/2010ColumbusCDS.pdf) (read items on attributes of OSU students)

Session 2: September 30th

General Issues in Student Learning

- * Learning styles
- * Facilitating student learning

Readings

Svinicki and McKeachie, chs.20, 21

Kelly McGonigal, "Teaching for Transformation: From Learning Theory to Teaching Strategies," Speaking of Teaching 14 #2 (Spring 2005). Speaking of Teaching newsletters are available at <http://ctl.stanford.edu/speaking-of-teaching-newsletters.html>.

Richard L. Fox and Shirley A. Ronkowski, "Learning Styles of Political Science Students," P.S.: Political Science and Politics 30 (December 1997), 732-737.

Amy R. Gershkoff, "Multiple Methods, More Success: How to Help Students of All Learning Styles Succeed in Quantitative Political Analysis Courses," P.S.: Political Science and Politics 38 (April 2005), 299-304.

An activity!

Some time before this session, fill out the questionnaire at <http://www.vark-learn.com/english/page.asp?p=questionnaire> and bring in the results: how many responses you had in each category, and what classification you were given.

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)

Susan A. Ambrose et al., How Learning Works: 7 Research-Based Principles for Smart Teaching (Jossey-Bass 2010).

Special Issues in Learning

- * Student diversity
- * Learning disabilities

Readings

Svinicki and McKeachie, ch. 12

Office for Disability Services, OSU, Teaching Students with Disabilities (available at http://www.ods.ohio-state.edu/faculty_handbook.asp)

Session 3: October 7th

Student Motivation*Readings*

Svinicki and McKeachie, chs. 4, 11

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)

Section Two: Designing a Course

Session 4: October 14th

From Teaching Philosophy to Syllabus

Readings

Svinicki and McKeachie, ch. 2

Center for Teaching and Learning Services, University of Minnesota, "Syllabus Tutorial" (2009) (available at www1.umn.edu/ohr/teachlearn/tutorials/syllabus/) (skim as useful)

John T. Ishiyama and Stephen Hartlaub, "Does the Wording of Syllabi Affect Student Course Assessment in Introductory Political Science Classes?" P.S.: Political Science & Politics 35 (September 2002), 567-570.

Mano Singham, "Death to the Syllabus!," Liberal Education 93 (Fall 2007) (available at http://www.aacu.org/liberaleducation/le-fa07/le_fa07_myview.cfm).

Additional Reading

Judith Grunert, Barbara J. O'Brien, and Margaret W. Mills, The Course Syllabus: A Learning-Centered Approach, 2d ed. (Jossey-Bass 2008)

Choosing Reading Material

No readings

Session 5: October 21st

Choosing Student Assignments

- * Examinations
- * Writing assignments

Readings

Svinicki and McKeachie, chs. 7, 8 (pp. 83-95), 16

Pamela A. Zeiser, "Teaching Process *and* Product: Crafting and Responding to Student Writing Assignments," P.S.: Political Science and Politics 32 (September 1999), 593-595.

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 ClassroomSession 6: October 28th**The First Day of Class***Readings*

Svinicki and McKeachie, ch. 3

Baron Perlman and Lee I. McCann, "The First Day of Class," Observer 17 (January 2004) (at <http://www.psychologicalscience.org/observer/getArticle.cfm?id=1501>)

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

Readings

Svinicki and McKeachie, chs. 6, 17

Center for Teaching and Learning, Stanford University, "How to Create Memorable Lectures," Speaking of Teaching 14 #1 (Winter 2005).

Susan Johnston and Jim Cooper, "Quick-thinks: The Interactive Lecture," from Tomorrow's Professor, Stanford University (available at <https://eee.uci.edu/news/articles/0711interactive.php>).

Lawrence Becker, "Wristwatches, Learning, and My Own (Imperfect) Adaptation to Digital Students," The Western 3 (Spring 2011) (available at <http://wpsa.research.pdx.edu/pub/western.php>).

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: November 4th

Involving Students in the Course

- * Creating effective discussions
- * Problem-based learning; projects, games, and simulations

Readings

Svinicki and McKeachie, chs. 5, 14, 15
 Kelly McGonigal, "Using Class Discussion to Meet Your Teaching Goals," Speaking of Teaching 15 #1 (Fall 2005).
 Stephen D. Brookfield and Stephen Preskill, "Keeping Discussion Going Through Questioning, Listening, and Responding," Tomorrow's Professor #736 (available at <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=736>).
 Jonathan Williamson and Alison S. Gregory, "Problem-Based Learning in Introductory American Politics Courses," Journal of Political Science Education 6 (2010, issue 3), 274-96. (available in electronic form at the OSU libraries website)

Additional Readings

Stephen D. Brookfield and Stephen Preskill, Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms, 2nd ed. (Jossey-Bass 2005) (Their posting above is an excerpt from this book.)
 José A. Amador, Libby Miles, and D. B. Peters, The Practice of Problem-Based Learning (Anker 2006).
 Jeffrey L. Bernstein, "Cultivating Civic Competence: Simulations and Skill-Building in an Introductory Government Class," Journal of Political Science Education 4 (January-March 2008), 1-20.

Session 8: November 11th

Evaluating Students

Readings

Svinicki and McKeachie, ch. 8 (pp. 100-07), ch. 9, ch. 10

OSU Center for the Advancement of Teaching, "Evaluating Student Learning" (at <http://ucat.osu.edu/read/teaching/evaluating/evaluating.html>)

Additional Reading

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

Session 9: November 18th

Interacting with Students

Readings

Elaine S. Berry, "Using Office Hours Effectively," Observer 21 (June/July 2008) (available at <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2360>)

Special Challenges

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

Readings

Svinicki and McKeachie, ch. 8 (pp. 95-100), ch. 13.

Linda B. Nilson, "Handling Specific Disruptive Behaviors." Tomorrow's Professor #736 (available at <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=736>)

Additional Reading

Susan D. Blum, *My Word! Plagiarism and College Culture* (Cornell University Press 2009)

Section Four: Final Issues to Consider

Session 10: December 2nd

Ethics in Teaching

- * Behavior toward students
- * Appropriate use of teaching materials

Readings

Svinicki and McKeachie, ch. 22

Office of Human Resources, OSU, "Policy 1.15: Sexual Harassment" (2006) (available at <http://hr.osu.edu/elr/sexualharassment.aspx>).

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

Jordy Rocheleau and Bruce W. Speck, Rights and Wrongs in the College Classroom: Ethical Issues in Postsecondary Teaching (Anker 2007)

Feedback on Course Effectiveness

- * Using student evaluations
- * Other forms of feedback

Readings

Svinicki and McKeachie, ch. 23

Mel Cohen, "Participation as Assessment: Political Science and Classroom Assessment Techniques," P.S.: Political Science and Politics 41 (July 2008), 609-12.

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)

Resources

There is a wide array of useful resources on teaching. Those listed below are some that are broader in their coverage than the items listed under specific topics in the syllabus.

Books

Barbara Gross Davis, Tools for Teaching, 2d ed. (Jossey-Bass 2009). This is a comprehensive book on teaching, similar to Svinicki and McKeachie in that respect but intended to be a reference rather than a text.

Peter Filene, The Joy of Teaching: A Practical Guide for New College Instructors (North Carolina 2005). The subtitle is a good description; this is a short book that provides a lot of realistic advice about getting a start in 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, which it approaches from a theoretical perspective.

Stephen D. Brookfield, The Skillful Teacher, 2d ed. (Jossey-Bass 2006). 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.

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, Calvin B. Peters, and Diane Weltner Strommer, Teaching First-Year College Students (Jossey-Bass 2006). While the book focuses on teaching new college students, its discussions of students' traits and approaches to teaching are quite useful for undergraduate classes in general.

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); Frank Heppner, Teaching the Large College Class (Jossey Bass 2007). These are very good sources on teaching large classes--not directly relevant to your teaching at OSU, but things 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 a semester (or quarter).

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.

For future teachers of 485!!! Teaching this course is especially challenging, so you can use all the help you can get. There is a fine book on teaching statistics by Andrew Gelman and Deborah Nolan, Teaching Statistics: A Bag of Tricks (Oxford 2002). The book is aimed at general statistics courses, but it has lots of ideas that are relevant to a political science course. (Gelman is in the statistics and political science departments at Columbia.)

Other Information Sources

The University Center for the Advancement of Teaching at OSU (260 Younkin Center, 1640 Neil Hall, 2-3644, ucat.osu.edu/) is a very useful source of information and assistance. UCAT 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 an online handbook on teaching at <http://ucat.osu.edu/read/teaching/toc.html>. We'll be reading some excerpts from the handbook in this class.

The OSU Center for the Study and Teaching of Writing (485 Mendenhall Lab, 8-4291, <http://cstw.osu.edu/>) is concerned with helping students to learn writing and helping in instruction in writing. Its website is at cstw.osu.edu. The OSU Center's website has only limited material for instructors and students. There is a good deal of relevant material at the websites of Purdue's Online Writing Lab (<http://owl.english.purdue.edu/owl/>) and the University of Wisconsin's Writing Center (<http://writing.wisc.edu/Handbook/process.html>).

I've listed some essays from the Tomorrow's Professor site at Stanford University on the syllabus, and some of the other readings on the syllabus can also be found in the same or similar form at the site. The ListServ associated with the site frequently sends out short essays on professional issues, including teaching. You can look through past essays at the website, <http://cgi.stanford.edu/~dept-ctl/tomprof/postings.php>. (Only relatively recent postings appear on the homepage, but you can get to older readings by number or category.) You can subscribe to get future postings at the website.

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.schreyerinstitute.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 "Teaching" in the main menu (go next to "Faculty Resources" and "TA and Graduate Student Resources"). Both those headings have links to a handbook, "Teaching at Stanford," that has good suggestions about an array of teaching topics. (Or you can go directly to <http://ctl.stanford.edu/teaching-at-stanford.html> .)

The American Political Science Association has a website on teaching. The most useful part of the website is a compilation of links to useful materials (under "Other Resources"). The website is at http://www.apsanet.org/content_3799.cfm?navID=6 . The APSA journal 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. Information on the journal is at <http://www.tandf.co.uk/journals/titles/15512169.asp> . You can get all issues of the journal online through the OSU libraries.

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 documents with a 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.