**POL 695: SEMINAR ON TEACHING AND LEARNING**

**F 1:30-4:20 BRNG B206**

**Fall 2014**

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| **PROF. ROSALEE CLAWSON** | **OFFICE HOURS** |
| E-MAIL: clawsonr@purdue.edu | W 3:30 – 5:00 p.m. (walking and talking available) |
| OFFICE: BRNG 2242 | Th 8 – 10:00 a.m. |
| PHONE: 494-4162 | F 4:30 – 5:00 p.m. and for an appointment, |
|  | contact Annie Wheeldon, acheever@purdue.edu |

**COURSE DESCRIPTION**

In this course we will approach teaching and learning in the same systematic and rigorous way we tackle substantive topics in political science. We will read pedagogical research from political science and other disciplines, including the latest psychological studies on human learning and memory. We will address many practical issues, such as designing a syllabus, engaging students in discussion, policies and procedures, technology in the classroom, course evaluations, and creating an ideal learning environment in a diverse classroom.

**COURSE LEARNING OUTCOMES**

Students will *discuss* course readings and *present* their assignments to class (affective, responding to phenomena).

Students will *create* a syllabus and a teaching portfolio (cognitive, creating).

Students will *apply* pedagogical research in the development of their own teaching materials (cognitive, applying).

Students will *teach* two seven-minute lectures (psychomotor, mechanism).

**REQUIRED COURSE MATERIALS (Books provided)**

Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.

Bean, John C. 2011. *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (2nd ed.). San Francisco: Jossey-Bass.

Additional journal articles/readings will be available electronically throughout the semester.

**COURSE RESOURCES**

Deardorff, Michelle D., Kerstin Hamann, and John Ishiyama, eds. 2009. *Assessment in Political Science*. Washington, D.C.: American Political Science Association.

Grunert O’Brien, Judith, Barbara J. Millis, and Margaret W. Cohen. 2008. *The Course Syllabus: A Learning-Centered Approach* (2nd ed.). San Francisco: Jossey-Bass.

McKeachie, Wilbert J., and Marilla Svinicki. 2013. *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*  (14th ed.). Boston: Cengage.

**COURSE REQUIREMENTS**

Class Participation (15%). Students will come to class prepared to discuss the day’s readings. Thoughtful and careful assessment of the readings is expected. Informed and knowledgeable participation will make class time productive and enjoyable. Students should bring the day’s readings and careful notes to class with them. Keep in mind that active class participation also entails active listening. Students will be asked to participate in group work and in-class exercises.

Literature Review (20%). Students will review a body of pedagogical literature on a topic of their choice. The literature review will be 5-6 pages long. Students will work on this project and report on their progress throughout the semester. What is learned from the literature review should inform other assignments in the class.

Syllabus (20%). Students will create a syllabus for a course they have not taught before. The syllabus should illustrate mastery of the material in POL 695. The syllabus will be part of the teaching portfolio.

Teaching Portfolio (20%). Students will develop a teaching portfolio that includes a teaching statement, a syllabus (same as above), one sample assignment, and at least one additional item depending on each student’s interests (such as a Power Point presentation with voiceover for online teaching, a sample assessment, a study abroad proposal, a simulation, etc.). The teaching portfolio should illustrate mastery of the material in POL 695.

Micro-teaching (15%). Students will be recorded giving ~7-minute lectures twice during the semester. The first lecture will be near the beginning of the semester to establish a baseline for improvement. The second lecture will be near the end of the semester and will illustrate mastery of the material in POL 695.

Great Teacher Observation (5%) Students will identify and observe a great teacher on campus. Students will provide a brief report (five minutes max) to the class by October 10 answering this question: What about this professor’s teaching sets him or her apart from an average instructor?

Attend Teaching Workshop (5%) Purdue sponsors many great teaching workshops each semester. Students will attend one workshop of their choosing. The Center for Instructional Excellence (<http://www.purdue.edu/cie/workshops/index.html>) and ITaP (<https://www.eventreg.purdue.edu/training/Heading.aspx?heading_id=580>) regularly sponsor workshops, and any of their workshops are acceptable. Other organizations on campus (cultural centers, for example) may also sponsor teaching-related workshops. Those will most likely be acceptable as well. Just run it by me if you are not sure. Students will provide a brief report (five minutes max) to the class by November 14 on what they learned at the workshop.

**GRADING SCALE**

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| A 93-100A- 90-92B+ 87-89B 83-86 | B- 80-82%C+ 77-79C 73-76C- 70-72 | D+ 67-69%D 63-66D- 60-62F 0-59 |

**LATE POLICY**

Late assignments will only be accepted under extenuating circumstances. In those instances, please contact me as soon as you know there is a problem so we can work out an alternative plan.

**GRIEF ABSENCE POLICY FOR STUDENTS**

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments in the event of the death of a member of the student’s family. In cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students (765-494-1747).

**DISABILITY**

Students with disabilities should register with the Disability Resource Center in the Office of the Dean of Students. This registration must occur before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will affect your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

**OPTIMAL LEARNING ENVIRONMENT**

My goal is to create an optimal learning environment for all students. Therefore, please be sure all electronic devices are turned off and put away before class starts unless students are using them to access readings stored electronically or to take notes. Thank you in advance for helping me create and sustain an ideal learning environment.

**COLLEGE OF LIBERAL ARTS CLASSROOM CIVILITY STATEMENT**

 Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue’s Nondiscrimination policy for more information:

<http://www.purdue.edu/purdue/ea_eou_statement.html>.

**ACADEMIC HONESTY**

Academic honesty and professional ethics are the foundations of university life. I take these issues very seriously and expect my students to uphold the highest standards of integrity. Purdue’s policy is “the commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (University Senate Document 2-18, December 15, 1972). If you have any questions about what constitutes plagiarism, please consult the Purdue University Online Writing Lab (OWL): OWL Avoiding Plagiarism, <http://owl.english.purdue.edu/owl/resource/589/01/>.

**OFFICE HOURS**

I hope to see you during office hours. Wear your tennis shoes if you’d like to do a walking office hour. Don’t wait until the end of the semester to ask questions or seek assistance.

**CAMPUS SAFETY**

Emergency notification procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

**COURSE CAVEAT**

I will do my best to stick with the plan outlined in this syllabus, but I will ask you to remain flexible so we can adjust as events and opportunities arise. Also, the schedule in this course is subject to change in the event of extenuating circumstances, such as a campus emergency. If an emergency occurs, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. If a campus emergency arises, I will communicate with you electronically about any revisions to the syllabus.

**COURSE OUTLINE**

September 5 Creating the Syllabus

September 12 Learning Outcomes, Activities, and Assessments;

Policies and Procedures; and

 Course Evaluations

September 19 *No class or office hours*

September 26 Micro-Teaching

October 3 *No class or office hours*

October 10 Teaching Portfolios (Teaching statement and additional materials)

 Bain, Ken. 2004. *What the Best College Teachers Do*.

 **Due: Reports on Great Teacher Observation**

 **Due: Literature Review Topic (Verbal report in class; I encourage**

**you to discuss the topic with me in advance.)**

October 17 *No class or office hours*

October 24 Writing Intensive and Other Active Learning Assignments

Bean, John C. 2011. *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (2nd ed.).

**Due: Verbal Progress Report on Literature Review**

October 31 Guest speaker on Human Learning: Jeff Karpicke, Psychological Sciences;

High-impact Teaching and Learning

November 7 Guest speaker: Bruce Stinebrickner, Professor of Political Science (and former

Department Chair), DePauw University

1:30 “How to Get--or, alternatively, NOT Get--a Job at a Liberal Arts College”

 2:30 “Teaching and Learning at a Liberal Arts College”

 **Due: Annotated Bibliography**

November 14 Diversity in the Classroom; Technology in the Classroom

 Clawson, Rosalee A., and Elizabeth R.. Kegler. “The ‘Race Coding’ of

Poverty in American Government Textbooks.” *Howard Journal of Communications* 11: 179-188.

 Eisenstein, Marie, and April K. Clark. 2013. “Portraits of Religion in

Introductory American Government Textbooks: Images of Tolerance or Intolerance.” *Journal of Political Science Education* 9(1): 89-107.

**Due: Reports on Teaching Workshop (can report earlier)**

**November 19** Presenting Research (with Aaron Hoffman’s POL 695)

November 28 *Thanksgiving Break*

December 5 Student Presentations on Literature Reviews and Syllabi

 **Due: Literature Reviews and Syllabi**

 **Due: Micro-Teaching Form (I will go over this form in class.)**

December 12 Micro-Teaching

December 15 **Due by 5:00 p.m.: Rest of Teaching Portfolio**

Plan on meeting during **FINALS WEEK** as scheduled by the university. Please do not make your end-of-semester travel plans until after the final exam time is announced.