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**Political Science 602**

**Teaching Political Science**

Spring Semester 2009

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Hours: 9:3010:30 pm Monday & Wednesday

Thursday 1:15-@:15, and by appointment

Course Page: <http://www.u.arizona.edu/~jag/>

This course is part of this department's sequence on professionalism and teaching political science. The intent of this seminar is to introduce to graduate students different perspectives, approaches, and integration of the teaching aspect of being part of the professoriate. The primary focus will be teaching at the undergraduate levels, but In a variety of settings, levels, medium. Also the context of teaching in an institutional setting with the requisite university and departmental regulations and expectations will be part of our examination.

In this class, we examine a number of topics related to teaching such as presenting lectures, conducting discussions, inter-active learning, distance learning, grading exams, etc. The goal of this course is to provide you with additional information on matters of teaching and learning to supplement your teaching experiences. The goal of this course is to provide you with additional information on matters of teaching and learning to supplement your teaching experiences as you take on a more independent role in this area. This course should also be an opportunity for all of us to learn more about teaching and our discipline. Please come to class ready to discuss the material, ask questions, and share your views and experiences.

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**Course Requirements:**

Grades for this course will be based upon fulfilling the following:

(1) attendance and active participation (10%);

(2) **Five written assignments:**

a. paper on text evaluation (15%);

b. lesson preparation or lecture topic for introductory course (15%)

c. class exam or writing assignment for upper division course(15%).

d. course syllabus for upper division course (15%)

(3) **Two group projects**

a. Developing a mentoring program for majors- disabled student OR specific minority student members OR honors students (15%)

b. Development of classroom observation criteria and instrument regarding teaching effectiveness and its Implementation ( 15%)

**Assignment Information**

**Assignment 2a,** *Length: Approximately 3-5 pages double spaced; Due: February 5th .*

*Text Evaluation*: Your task in this short paper is to evaluate a typical reading assignment

that an undergraduate student would encounter. To begin, first select one chapter in a current

textbook used in an introductory political science class. Read the chapter for content, noting how

long it took you and what you learned. Next, look at the chapter again, this time focusing on the

pedagogical features of the chapter. For example, how is the chapter organized? what are the

learning objectives of the chapter? Are these objectives clearly stated, implied, or not entirely

evident? How have the authors attempted to meet the learning objectives? Are there specific

features in the chapter to help students understand the material or meet the objectives? How well

did they work? Finally, offer your summary evaluation of the chapter you read.

Consider, for example, whether the chapter conveys the content clearly, whether a student reading the chapter would learn the most important information about the topic, or whether a student would need particular background knowledge to learn from the chapter. And, if you were teaching a class using this text, what might you do to help students learn the material covered in this chapter? Your paper should not consist of a series of short answers to these questions, but should be presented as a cohesive evaluation of the chapter.

**Assignment 2b,** *Length: 3-4 pages, double spaced; Due: March 26th .*

*Lesson preparation:* Choose a topic that would be appropriate for an introductory

political science course and write a lesson for presenting it. First, write a set of notes for

presenting your topic as a lecture. Start by identifying the class and roughly where the material

fits into the class (e.g., Introduction to Comparative Politics course: this lecture introduces

students to the basics of parliamentary democracy after they have discussed US politics and as an

introduction to British politics), and then present the content of your lecture in note form. Once

you have completed the lesson as a lecture, consider two additional questions: (1) could you, and

if so how would you, present this same content as a class discussion? and (2) how might you

integrate video, the internet, or some other technology into the presentation of this content?

Be prepared to present a min-lecture (10 minutes) in class based upon your lesson plan. Then the class will provide you with feedback and constructive Input.

**Assignment 2c,** *Length: 3-4 pages; Due: March 5th .*

*Examination or writing assignment:* This assignment is to prepare an examination or a

writing assignment for an upper division course In your major area of interst in political science. For the exam, first explain what content your test covers as well as what format you are using (e.g., short answer, essay, multiple choice) and why. Then, present the exam as you would give it to students in the class (i.e., complete with course number, instructions, etc.). For the writing assignment, first explain the purpose of the assignment within the context of the course and the learning objectives you have. Then, present the instructions for the writing assignment as you would give them to students.

**Assignment 2d,** *Length: 3-6 pages; Due: April 9th .*

*Developing course syllabi*. Selectan upper division course in your major field of **i**nterest and

develop a complete course syllabus. Use the university guidelines for syllabi to ensure inclusion of pertinent information as well as content and process related aspects of the course. Be prepared to present your syllabi to the seminar participants for feedback and questioning.

**Group Assignment 3a** *Length: Approximately 4-6 pages double spaced; Due: April 23rd .*

*Developing a student mentoring program*. Given the ascriptive characteristics noted in this assignment, in groups of three, select a targeted group. Then, develop a program that will extend over an academic year that meets the "principles" of mentoring. Be sure to include sufficient details as to the operationalization of the program, evaluation measures and assessment, and scope and selection of prospective parties (mentors and mentees).

**Group Assignment 3b** , *Length: Approximately 3-5 pages double spaced; Due: February 19th .*

*Paper on class observations:* The purpose of this assignment is to learn about classroom

teaching not through participation (as we usually do) but by careful observation. This assignment

has two parts. The first part is to conduct detailed observations of two class sessions in one

introductory political science class and one upper division course. Before conducting any observation, be sure that you have the permission of the instructor(s). As you conduct your observation, consider the following questions: (1) How would you describe the physical setting of the classroom; does it appear to facilitate learning, why or why not? (2) What was the instructor's approach to teaching in this class -- was it a lecture, a discussion, a group activity, or some combination of these? (3) What techniques, if any, did the instructor use to enhance learning (e.g., writing main points on the board, effective use of questions, using overheads or other visuals, using a video or some other technology)? (4) What was the content of the class session and how well did it seem to be conveyed? and, (5) How did students respond in the class, e.g., were they engaged or distracted, did they ask questions, how many students seemed to be actively involved in the class?

In conducting your class observations, your group will develop an observation "rubric" and feedback form. Once you have completed your observations, write a short paper describing what you learned and what you would report to the faculty member about your observation. . Use the notes from your observations as the basis for your paper and include your notes with your paper. Be sure that your paper focuses on what you learned from your observations and is not merely a summary of your observations. The insights should reflect the collective insights of the group with the recognition of any dissenting or different observation.

**Statement on Academic Honesty:** All students in this course are expected to meet the

standards of academic honesty. This statement means, among other things, that the written work

you submit in this course must be your own. Any work you submit must be the product of your

individual effort and not the work of others. Work submitted for this course must not have been

submitted in a previous course nor may it be submitted in any course being taken concurrently

without the knowledge and approval of all instructors concerned. An act of academic

misconduct is a violation of the university's regulations regarding student conduct. As such, an

act of academic misconduct may result in a failing grade for an assignment or a failing grade for

a course. An act of academic misconduct may result in a recommendation to university officials

for additional disciplinary action. Academic misconduct' includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. . . . It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct." Definitions of these terms as well as information regarding your rights and responsibilities as a student are available in the university's policy manual.

**Schedule Changes:** The schedule of assignments or due dates may need to be changed based

upon events during the semester. If changes need to be made, advance notification will be made in class.

**DATE**  **TOPIC AND READINGS**

January 16th Introduction to Seminar

The Professoriate: Changes and Developments

Scholarship and Teaching

Readings - PROF- 1,7,8

January 23rd Teaching Student In Higher Education

Teaching Political Science

Critical thinking

Readings- PROF= 4,6,10

EFFECT= 4

January 30th The institutional setting

Junior faculty and teaching roles/responsibilities

Readings= PROF=9

STU= 2,6,8

COURSE= 5

February 6th Planning and Organizing a course

Course goals and objectives

Size and level of class for course goal considerations

Course syllabi

Readings= EFFECT=2

LEARN= 7, 2 (Ch. 8-10)

COURSE= 2,3

MATER= 1,4

February 13th The Changing Student body-

Diversity, disabilities, millenium generations, learning styles and mediums

Readings= STU=1,3,4

PROF= 5

LEARN=10, 2 (Ch.6,7)

February 20th The class lecture format

Large classroom and stand-up routines

Engaging students

Readings= LEARN= 1, 2 (Ch. 12-15), 3 (Ch. 1-4)

MATER= 3

February 27th generating more discussion

Interactive learning

Readings= LEARN= 11, 2 (Ch. 9-13, 17-21)

MATER= 2

March 6th Writing as a teaching tool

having students read more

WRITE= 1,2

LEARN= 9, 2 (Ch. 24-26)

March 13th Classroom observations

What makes a good teacher?

Communication and student feedback

TBA

March 20th **Spring Break**

March 27th Student evaluations- exams

Preparing exams

Different types of exams

Readings= COURSE=1

EVAL=2

LEARN=2 (Ch. 28-33)

April 3rd Grading exams

Developing multiple choice exams

Grading rubrics designs

Readings= LEARN=5, 2 (Ch. 41-43), 3 (Ch. 29-32)

PROF= 2,3

EVAL=1

April 10th Technology in the classroom

Mixed modes of information presentation

Simulations and technology

Readings= LEARN=2 (Ch. 37-40), 3 (Ch. 26-28)

April 17th Distance learning

Planning an off-site course

Setting up web courses

Readings= DIST= 1,2

LEARN= 8

April 24th Mentoring

Outside of classroom teaching

Independent studies, letters of recommendation, etc.

LEARN= 2 (Ch. 47-49)

MENT= 1,3, 2 (pp. 1-72)

May 1st Classroom décorum, academic integrity,

Establishing the class environment, faculty-student relationships

Readings= ETHIC= 1,2

MENT= 2 (pp. 73-128)

LEARN= 2 (Ch. 44-46)

Master bibliography for POL 602

PROF- 1 Scholarship reconsidered: priorities of the professiorate Ernest Boyer (boyerscholarship)

PROF- 2 What Ails College Teaching? November 18, 2008 By Peter Wood (whatailscollege teaching)

PROF-3 Why Professors Don't Change *Loren Ekroth, University of Hawaii at Manoa (whyprofsdontchange)*

PROF- 4 The Evolving role of faculty: Traditional Scholarship, Instructional Scholarship and Service Scholarship William N. Owen Roy J. Daigle Michael v. Doran David L. Feinstein Journal of Infomlation Systems Education Volume 11(3-4) (evolrolefaculty)

PROF- 5 Accessibility to the PhD and Professoriate for First- Generation College Graduates: Review and Implications for Students, Faculty, and Campus Policies Kevin M. Kniffin (firstgenprof)

PROF- 6 What‘s it really all about? The Scholarship of Teaching and Learning as an Authentic Practice Carolin Kreber University of Edinburgh Edinburgh, Scotland *International Journal for the Scholarship of Teaching and Learning* Vol. 1, No. 1 (January 2007) (kreberteaching)

PROF-7 BEYOND SCHOLARSHIP: Recognizing the Multiple Roles of the Professoriate Raoul A. Arreola, Ph.D. Michael Theall, Ph.D Lawrence M. Aleamoni, Ph.D. (beyondscholarship)

PROF- 8 ON THE BRINK: Assessing the Status of the American Faculty\* February 2007

Jack H. Schuster Claremont Graduate University Martin J. Finkelstein Seton Hall University *2007(carnegieschusterpro)*

PROF- 9 “Roundtable on the Scholarship of Teaching and Learning in Political Science”

Susan E. Clarke; Pat Hutchings; Grant Reeher; Yvette Alex-Assensoh; Frank Boyd

Issue: Jun. 2002 Journal: *PS: Political Science & Politics (roundschteach)*

PROF- 10 Advice to New Teachers: Turn It Inside Out Rosemary O’Leary, *Syracuse University (olearyadvice)*

STU- 1 THE EDUCATIONAL BENEFITS OF SUSTAINING CROSS-RACIAL INTERACTION AMONG UNDERGRADUATES \* February 2005 Mitchell J. Chang University of California, Los Angeles Nida Denson University of California, Los Angeles Victor Sáenz University of California, Los Angeles Kimberly Misa University of California, Los Angeles (carnegiechangcrossrace)

STU- 2 Teaching College Freshmen Summary of Chapter 1: From High School to College Bette LaSere Erickson and Diane Weltner Strommer's Teaching College Freshmen. San Francisco: Jossey-Bass Publishers, 1991, pp. 3-23. (teachingcolegefreshman)

STU- 3 Teaching College Students with Disabilities (teachingcollegestudents with disabilities)

STU- 4 TEACHING IN RACIALLY DIVERSE COLLEGE CLASSROOMS (teachingdiversestudents)

STU- 5 UNDERGRADUATE TIME USE AND ACADEMIC OUTCOMES: Results From UCUES 2006 October 2008 Steven Brint University of California, Riverside Allison M. Cantwell *2008 (carnegiebrint timeuse)*

STU- 6 The Immigrant University: Assessing the Dynamics of Race, Major and Socioeconomic Characteristics at the University of California November 2007 John Aubrey Douglass, Heinke Roebken, and Gregg Thomson(carnegieimmigrantuniv)

STU- 7 VALIDITY OF HIGH-SCHOOL GRADES IN PREDICTING STUDENT SUCCESS BEYOND THE FRESHMAN YEAR: High-School Record vs. Standardized Tests as

Indicators of Four-Year College Outcomes\* Saul Geiser Center for Studies in Higher Education University of California, Berkeley Maria Veronica Santelices Graduate School of Education University of California, Berkeley *2007(carnegiegeiser)*

STU- 8 What Political Scientists Should Know about the Survey of First-Year Students in 2000 Stephen Earl Bennett, University of Cincinnati Linda L. M. Bennett, Appalachian State University (bennettfirst)

COURSE- 1 Designing and Managing MCQs: (designing and managingMCQ)

COURSE- 2 The Teaching Science Professor (teachingscience professor.doc)

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| |  | | --- | | COURSE-3 Making the Grade: College Teaching By [Amy Shea](http://gradschool.about.com/library/blshea.htm) (makingthegrade) | |
| http://z.about.com |

COURSE- 4 Models for Improving College Teaching: A Faculty Resource. ERIC Digest. by Travis, Jon E. (modelsfor improvingcollegeteaching)

COURSE-5 Teaching Your First College Class *A Practical Guide for New Faculty and Graduate Student Instructors* [Carolyn Lieberg](http://www.styluspub.com/Books/AuthorDetail.aspx?id=12991) (teachingyourfirst college class)

EEFECT-1 IMPROVING COLLEGE TEACHING Peter Seldin (improving college teaching)

EFFECT- 2 Twelve Principles of Effective Teaching and Learning (Source: Tiberius & Tipping, 'Twelve Principles of Effective Teaching and Learning For Which There Is Substantial Empirical Support, University of Toronto, 1990 (twelveprinciples)

EFFECT- 3 WHAT MAKES A GOOD INSTRUCTOR? By Allen R. Crise (what makes good instructor)

EFFECT- 4 Political Science Research: From Theory to Practice By Sanford F. Schram (schrampolsci)

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| EFFECT-5 Characteristics of Effective Teachers (charactersofteachers)  METHOD- 1 'active learning' and 'cooperative learning'. Donald R. Paulson Jennifer L. Faust (activelearning)    LEARN- 1 JUST ADD TECHNIQUES? `”Are you having a laugh?” Stand-up comedy and teaching in higher education in a `global age’.-eble (teaching as standup)  LEARN- 2 Tools for Teaching Jossey-Bass  LEARN-3 Teaching actively: Eight Steps and 32 Strategies to Spark Learning Mel Silberman  LEARN- 4 Opening Up the Classroom: Greater Transparency through Better, More Accessible Course Information Jay Schalin Pope Center Series on Higher Education Policy July 2008 (openupclassroom)  LEARN- 5 Improving Student Learning and College Teaching *By Dr. James Bell, Professor of*  *Psychologywith help from the HCC Faculty October 1998(improvingstudentlearning)*  LEARN- 6 UNDERGRADUATE TIME USE AND ACADEMIC OUTCOMES: Results From UCUES 2006 October 2008 Steven Brint University of California, Riverside Allison M. Cantwell *2008 (carnegiebrint timeuse)*  LEARN- 7 WHAT DO WE KNOW ABOUT STUDENTS' LEARNING AND HOW DO WE KNOW IT? \* March 2005 K. Patricia Cross Professor of Higher Education, Emerita University of California, Berkeley 2005 (carnegiecrosslearn) LEARN- 8 STRATEGIES FOR E-LEARNING IN UNIVERSITIES September 2004 Chris Curran Dublin City University (carnegiecurranlearning) LEARN- 9 Kenneth Eble on Writing in College: Ahead of His Time William J. Mccleary NEW Directions for teaching and learning. no. 44, Winter, 1990 *Jossey-Bass (eblewriting)*  LEARN- 10 Teaching College Freshmen Summary of Chapter 1: From High School to College Bette LaSere Erickson and Diane Weltner Strommer's Teaching College Freshmen. San Francisco: Jossey-Bass Publishers, 1991, pp. 3-23. (teachingcollegefreshman)  LEARN- 11 “The Professor’s Dream: Getting Students to Talk and Read Intelligently” Andrew Green, William Rose Issue: December 1996 Journal: *PS: Political Science & Politics (profdream)*  LEARN- 12 “Teaching at Its Best: A Passionate Detachment in the Classroom” Paul Gardner Issue: Dec. 1998 Journal: *PS: Political Science & Politics (passiondetach)*  EVAL- 1 A *rubric* is an explicit summary of the criteria (rubrics of student works)  EVAL- 2 Peer Reviews of Teaching  James McNinch (peerreviews of teaching)  DIST-1 Thirty-two Trends Affecting Distance Education: An Informed Foundation for Strategic Planning Scott L. Howell, Brigham Young University and Pete B. Williams, Brigham Young University and Nathan K. Lindsay, (distance learning).  DIST- 2 Managing—and Motivating!—Distance Learning Group Activities [Barbara Millis](http://www.tltgroup.org/resources/millis.html) (managingdistancelearning)  MENT- 1 Mentoring: Teaching Assistants and Other Issues By Terry L. Seip (onmentoring)  MENT- 2 the Elements of Mentoring by W. Brad Johnson and Charles Ridley    MENT- 3 Mentoring in a Positive Graduate Student Experience: Survey Results from the Midwest Region, Part 1Vicki L. Hesli, *University of lowa* Evelyn C. Fink Diane M. Duffy (mentorpositive) MATER- 1 Undergraduate Course Syllabus Policy Approved by: Faculty Senate - May 2, 2005 Effective date: Summer 2005 Contact: Office of Curriculum and Registration (uasyllabuspolicy) MATER- 2 “Minority Politics Courses: Moving Beyond Controversy and Toward Active Learning” Author: Yvette Alex-Assensoh Issue: Jun. 2000 Journal: *PS: Political Science & Politics (Yvetteminority)*  MATER- 3 “American Government: A Comparative Approach” Richard Reitano; Caleb Elfenbein Issue: Sept. 1997 Journal: *PS: Political Science & Politics (Reitanoamercomp)*  MATER- 4 “Does the Wording of Syllabi Affect Student Course Assessment in Introductory Political Science Classes?” John T. Ishiyama, Stephen Hartlaub Issue: Sept. 2002  Journal: *PS: Political Science & Politics (wordsyylabi)*  MATER- 5 “Truth and Advocacy: A Feminist Perspective” JoAnne Myers; Joan C. Tronto Issue: Dec. 1998 Journal: *PS: Political Science & Politics (Advocfemin)*  ETHIC-1 Beating the House: How Inadequate Penalties for Cheating Make Plagiarism an Excellent Gamble Matthew C. Woessner, *Penn State, Harrisburg* PS*Online* [www.apsanet.org](http://www.apsanet.org) (Woessnerplag)  ETHIC-2 “Actions Do Speak Louder Than Words: Deterring Plagiarism with the Use of Plagiarism Detection Software” Bear F. Braumoeller, Brian J. Gaines Issue: December 2001  Journal: *PS: Political Science & Politics (*Braumoellerplag)  WRITE-1 - “Battling the Six Evil Geniuses of Essay Writing” Charles King Issue: Mar. 1998  Journal: *PS: Political Science & Politics (kingwriting)*  WITE- 2 “A Question and an Argument: Enhancing Student Writing Through Guided Research Assignments” Clifford Bob Issue: September 2001 Journal: *PS: Political Science & Politics (bobwriteres)* |  |