Supervised College Teaching
Political Science 602, FALL 2015, 1 credit
Friday, 12:00-12:50, PLC 905

Craig Kauffman
Assistant Professor of Political Science
Office hours: Monday 2:00 – 5:00pm, 915 PLC
Telephone: 541-346-4974 E-mail: ckauffma@uoregon.edu

PS 602 is offered each fall term for first year graduate students in the Department of Political Science. The course provides an opportunity to discuss and work through a variety of issues that face new graduate students, particularly in their roles as Graduate Teaching Fellows (GTFs).

The course (and most individual classes) will be divided between time devoted to discussion of the responsibilities and challenges facing teaching assistants and beginning teachers, and broader questions of professional development in graduate school.

The teaching portions of the course will focus on some of the nuts-and-bolts issues of serving as a teaching assistant, while providing an opportunity to reflect seriously on the craft of teaching with the aim of becoming more thoughtful and creative teachers. We will also reserve time each session to discuss any problems or issues that have come up for you in the previous weeks. The course continues as PS 608 “Workshop in Professional Development” in the winter and spring terms.

The professional development portions of the course will help you become acclimated with the norms and expectations of graduate school and a variety of professional roles pursued by students trained in political science programs.

Readings

There is one required text for the course (Available in the Duckstore or through Amazon):


All other readings will either be available on the course Blackboard site under the “Course Documents” link, through links listed in the syllabus below, or emailed in advance. Many readings and resources are also available on the “PS Graduate Students Resources” Blackboard site. Please note that the syllabus is subject to change throughout the term; I will announce any such changes by email. Please check your UO email and the course Blackboard daily. I will frequently send you information regarding department events, links to additional readings, and other important course-related messages.

Requirements and Evaluation

The course is only offered on a Pass/No Pass Basis. To Pass the class, you must:

- Attend each session having completed the assigned readings.
- Actively participate in class discussions.
- Complete two of the teaching related assignments outlined in the syllabus.
- Complete all other assignments outlined in the syllabus.
Assignments

1. Complete two teaching related assignments of your choice (choose 2):
   a. Prepare and deliver a 10-minute practice lecture on a topic of your choice in class on November 6. You will receive feedback from your peers in class.
   b. Go to two lectures given by UO faculty or graduate instructors and write a 1-2 page description and critique of each (due by November 20).
   c. Attend two workshops of the Teaching Effectiveness Program (TEP) or the UO Graduate School of your choice. Email Professor Kauffman when you have completed the course. See the TEP and UO Graduate School websites for workshop descriptions:
      • [tep.uoregon.edu/workshops/index.html](http://tep.uoregon.edu/workshops/index.html)
      • [gradschool.uoregon.edu](http://gradschool.uoregon.edu)
      • [tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html](http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

2. Maintain a reflection journal (either a black and white composition notebook or electronic version) with at least four entries based on the weekly prompting questions below. Each entry should be at 1-3 pages. **You will submit your reflection journals twice during the term—once by November 6 and once by December 4.**

3. Write a Plan of your Graduate School Trajectory. Bring your Plan to class on Nov. 20 and be prepared to discuss it.

4. Find two articles or resources to post on the Graduate Student Resources Blackboard site. Email PDF or word files with these articles to Professor Kauffman by the last day of class (December 4). The articles can be related to any of the topics currently on the site.

Academic Integrity

By enrolling in this course you agree to abide by the University’s Student Conduct Code. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with me before problems arise. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

- [http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx](http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx)
- [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)
- [http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html](http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

Special Needs

Both I, as a professor, and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design result in barriers to your participation. If you have a disability or require special accommodation, I encourage you to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. If you have already been in contact with the Accessible Education Center and have a notification letter, please provide me with a statement from the Accessible Education Center during the first week of class so that we can make appropriate arrangements. University policy requires that “students MUST present a notification letter from the Accessible Education Center to receive testing accommodations” (see [http://aec.uoregon.edu/](http://aec.uoregon.edu/)). Please note that accommodations are not retroactive and that students are encouraged to discuss their needs early in the semester.
Learning Outcomes

The purpose of this course is to help incoming graduate students to become acclimated with the norms and expectations of graduate school and a variety of professional roles pursued by students trained in political science programs.

Schedule of Classes

1. OCTOBER 9: COURSE OVERVIEW AND INTRODUCTIONS
   - What are your goals and expectations for graduate school?
   - What are the opportunities and experiences that you hope that graduate school will provide?
   - Course overview, assignments and structure.
   - Setting the tone early as a political scientist

   Reading:

   Assignment:
   - Before next class (Oct 10), visit the office hours of at least one professor in the department that you do not already know. Introduce yourself, explain your research interests, find out about their current research, and ask them for the best piece of advice they received when they were in graduate school.

   Journal Reflection Question
   - What did you learn during your office hours visit with a PS faculty?

2. OCTOBER 16: SUCCEEDING AS A POLITICAL SCIENTIST / FACILITATING DISCUSSION
   - Discussion of networking and building relationships
   - Discussion of Semenza reading
   - Discussion of how to spur discussion in the classroom (visit by Kevin O’Hare)

   Reading:
   - Semenza, Foreward and pp. 1-53.
   - Review content on “Encouraging Participation” on TEP website -- Please also review at least 2-3 other articles posted on the TEP section on classroom facilitation -- [http://tep.uoregon.edu/resources/newteach/participation.html#techniques](http://tep.uoregon.edu/resources/newteach/participation.html#techniques) -- I highly recommend “Tips on Leading Effective Discussion” on UO TEP website - [http://tep.uoregon.edu/workshops/teachertraining/basicskills/onlinebeginnings/involvediscuss.html](http://tep.uoregon.edu/workshops/teachertraining/basicskills/onlinebeginnings/involvediscuss.html)
   - Optional - “Fostering Effective Classroom Discussion” (available on Blackboard)
**Assignment:**

- Begin drafting a plan of your graduate school trajectory (due Nov. 21). Things to include in your Plan: Identifying Chair and committee; completing exams (1, 2nd field and field paper); choosing a dissertation topic; defending dissertation prospectus; pre-dissertation research and fieldwork; applying for external funding/grants; dissertation proposal, writing and defense; job market portfolio; presenting at conferences; teaching your own course; additional research projects.

**Journal Reflection Question**

- What aspects of your first three weeks have you found most challenging? Most rewarding? Surprising? Frustrating?

3. **OCTOBER 23: TEACHING – GRADING & CLASS DISCUSSIONS (Continued)**

- Visit by Malori Musselman
- What dynamics in the classroom lead to more or less productive class discussions? What are the pedagogical purposes of classroom discussions? What is the relationship between online and in-class student engagement? What practical techniques can improve effective discussions?
- What does it mean to assess students’ work? How do I go about evaluating a paper or an exam? How do I start grading and not feel overwhelmed? Do students read our written comments? If so, how can we make them more effective?
- How do I grade fairly and consistently with multiple GTFs?

**Reading:**

- Semenza, pp. 116 – 148
- Review content on “Effective Assessment and Rubrics” at the UO TEP website – http://tep.uoregon.edu/resources/assessment/index.html
- Peruse “1st Time Teaching Resources” page at the UO Teaching Effectiveness Program (TEP) website - http://tep.uoregon.edu/resources/assessment/index.html

**Journal Reflection Questions:**

- Analyze the dynamics in the course for which you are currently enrolled or took in the past. How does the instructor attempt to engage the students and when do the discussions seem most productive?
- Are there particular patterns of participation that you can observe (e.g. some types of students participating more than others?) Would you consider structuring the class and differently if you were the instructor of record? Explain

4. **NOVEMBER 6: EFFECTIVE LECTURURING AND TIME MANAGEMENT**

- What are the qualities and strategies of effective lecturing?
- Students choosing this assignment will give a 10-minute practice lecture on any topic of their choice during this period and receive feedback from the class.
- Critiques of observed lectures are due in class
- What are teaching portfolios?
- Importance of time management as a grad student

**Reading:**

- Semanza, pp 54-76.
- Review materials on TEP website on Teaching Portfolios -- http://tep.uoregon.edu/services/portfolio/portfolio.html and
http://tep.uoregon.edu/services/newsletter/year95-96/issue36/portfolio.html

**Assignment:**

- Before next class (Nov 21) use the UO website to identify at least one research center on campus that might be relevant to your scholarly interests. Find out the kinds of resources, support and opportunities they offer, and prepare to share your findings with the class.

**Journal Reflection Questions:**

- What do you think your strongest qualities are or are likely to be as a teacher? What skills do you have that will assist you in teaching? How can you best document those skills and qualities?

5. **NOVEMBER 20: WRITING & RESEARCH** *(with junior faculty guests)*

- Discussion of writing, revision, and research in Political Science
- Discussion of your Graduate School Plans *(due in class)*
- Students report on research centers they found on campus, including the resources, support and opportunities they offer.

**Reading:**

- Semenza, pp. 76-115.

**Journal Reflection Questions:**

- What habits have you formed since the beginning of the term (writing, reading or study habits, work/leisure balance, habits in seminar)? Which do you think have been most useful? Which might you think about modifying?

*Note: All remaining journal entries are due by 5:00pm, December 4, 2014.*