



# JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

## College Teaching in Public Affairs, Spring Semester 2013

PUBAFRS 8890.04, 2 credits (class registration # 15957)

Thursdays, 9:00 – 10:45 a.m., 240 Page Hall

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### Course Description:

This interactive seminar introduces and assists advanced graduate students in meeting instructional responsibilities and developing the necessary skills for college level teaching in Public Affairs and/or related fields. Students will learn practical pedagogical strategies and skills for teaching, such as course and lesson planning, assignment design and grading, classroom management. Specific teaching techniques covered include discussions, lecturing, group work, and teaching with case studies. Students will also begin developing professional materials included in a teaching portfolio, and delve into theoretical and interdisciplinary aspects of teaching in Public Affairs.

### Student/Course Learning Goals and Associated Student Learning Objectives:

Upon successful completion of this course students will:

Goal 1. Develop an appreciation for, and basic understanding of student- and course-level assessment techniques and will gain introductory knowledge of how to design a course using backward design and assessment methods.

#### Associated Learning Objectives:

- 1a. identify course-level learning goals and corresponding student learning outcomes
- 1b. identify and/or compose assignments designed to adequately test the how well students are learning those outcomes
- 1c. formulate methods of assessing the effectiveness of a given assignment on student learning
- 1d. begin designing a syllabus
- 1e. gain exposure to a basic assessment report which documents course-level learning effectiveness (aspirational)

Goal 2. Study a variety of concrete tools and techniques with which to teach, and be able to choose the best tools/techniques for teaching specific material.

#### Associated Learning Objectives:

- 2a. describe the most common and valued teaching tools and techniques relevant to the discipline
- 2b. predict the learning outcomes that specific tools and techniques will have on students
- 2c. select the best tool(s)/technique(s) to teach given material
- 2d. design their own mini-teaching modules using the tools/techniques they have learned about and/or researched on their own

Goal 3. Increase confidence in their ability to teach and practice finding resources to further their knowledge in areas of pedagogy.

Associated Learning Objectives:

- 3a. demonstrate knowledge of important university policies, procedures, and good practices relevant to their role as teachers of undergraduate students
- 3b. present a micro-teaching session before an audience
- 3c. formatively critique the teaching of others and provide feedback in a constructive manner
- 3d. analyze their own teaching critically
- 3e. write a draft teaching philosophy statement

Goal 4. Apply knowledge toward teaching a variety of Public Affairs and/or related topics at basic and intermediate undergraduate levels to students from a wide variety of backgrounds.

Associated Learning Objectives:

- 4a. construct a full and coherent lesson plan
- 4b. design and teach an interdisciplinary mini-lesson
- 4c. locate pedagogy resources inside and outside of the field

**Textbooks and Materials:**

**There are no required texts for this course.**

If textbooks were required, the following statement *must* be included on all syllabi (posted and operational) in order to be in compliance with the Higher Education Opportunity Act (HEOA) "Textbook Provision" effective 7/1/2010:

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

In addition to Ambrose, Angelo, and McKeachie, this course will draw heavily from articles in [The Journal of Public Affairs Education](#) (JPAAE), published by the National Association of Schools of Public Affairs and Administration (NASPAA). Often, I will assign the "Letter from the Editor" for a specific volume and ask you to choose one article relevant to our topics and summarize and review it for the class. This will allow us to cover more information more efficiently, cut back on your reading, and allow for some student choice based on your interests. For this to work well, we are all responsible to each other to read a chosen article carefully and give a substantive summary for others. This will count in your participation grade. All issues are free in electronic format. I have uploaded recent volumes into Carmen for your convenience.

Optional texts and other course materials are available through on-line vendors, at the [University Center for the Advancement of Teaching](#) (UCAT library, 2<sup>nd</sup> Floor, Younkin Success Center, 1640 Neil Ave, Campus,) and through the OSU library system. I also have copies in 110C, Page Hall. I would encourage you to explore the texts on your own and consider investing in any that you may find helpful or interesting when the time is right for you. Some suggestions:

Ambrose, C. I. (1994). *The New Professor's Handbook*. Bolton, MA: Anker Publishing Company.

Angelo, T. a. (1988). *Classroom Assessment Techniques. A Handbook for Faculty*. Ann Arbor, MI: University of Michigan.

Roksa, R. A. (2100). *Academically adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press.

Walvoord, B. E. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco: Jossey- Bass.

Welkener, K. &. (2010). *How Learning works: 7 research-based principles for smart teaching*. San Francisco: Jossey-Bass.

Wilbert J. McKeachie, e. a. (2010). *Teaching Tips: Strategies, Research and Theory for College Professors and University Teachers*. Belmont, CA: Wadsworth, Cengage Learning.

TIP: Create your own bibliographic resource 'database' within Word to use to create bibliographies or other references by choosing the "References" tab in word, then your preferred citation style using the dropdown menu in the "Citations & Bibliography" section.

## **Description of Assignments and Due Dates (see also weekly outline):**

### Attendance and Participation (25%):

Attendance and participation in the class is how we will all learn best from one another and get the most of our time together. Seasoned teachers will tell you that having time to just gather and discuss teaching can be a rare, satisfying, and fun thing to do. Teachers love to share ideas and build on those of others. Thoughtful, active, constructively critical, and respectful **interaction** is very important in such settings.

**Preparation** is, of course, key. To succeed in this course, I expect you to be as prepared as *you* would want students taking a course from *you* to be. In the context of this course, a crucial part of participation is developing or honing **good listening skills**. Active listening is a skill that will serve you well in whatever you do, but especially when guiding students in a class or in office hours. Sometimes listening and showing your comprehension of what others are saying can be difficult, especially if you have more experience in a certain area or if someone is having trouble expressing an idea. Mirroring your understanding of a comment or question shows the speaker that you care about what s/he is saying, and helps you provide the best possible feedback and/or addition to others' comments. Good listening often helps you spot "teachable moments." We will discuss what these are and hopefully will have several ourselves. Please refer to the rubric at the end of this syllabus for more information on "Attendance and Participation."

### Quiz on University Policies related to teaching and FERPA (5%):

Quizzes are effective ways to test mastery of knowledge gains. This quiz will cover the policies and procedures governing the rights and responsibilities of you and your students, and information to help you succeed as a teacher within the context of The Ohio State University. Topics include: Code of Student Conduct, Academic Misconduct, Family Educational Rights and Privacy Act (FERPA), and who our students are. Due week 3.

### Teaching Philosophy Statement - first draft (5%)

Ah, the dreaded Teaching Philosophy Statement...the first draft is the toughest to write and there is no time like the present. After reading and being presented with multiple resources on what a Teaching Philosophy Statement is and how one goes about constructing one, we will assist each other in drafting (or revising your existing) statement. Due Week 5.

### Draft Micro-Teaching Lesson Plan (5%)

Create a lesson plan for your upcoming Micro-Teaching Demonstration. Elements and style will be discussed in class and in readings. Due Week 7.

### Micro-Teaching Demonstration (20% - 5% for 2<sup>nd</sup> draft of lesson plan, 15% for teaching demo):

Based on your lesson plan, you will teach a 10-minute session to the class on a topic of your choice relevant to your teaching interests. The requirements for this assignment will be determined by rubric created by the class in week 6. Your grading will consist of an average of how your peers grade you based on the rubric developed, and by the instructor, who will use the same rubric. Due Week 9.

Teaching Philosophy second draft (10%)

After exposure to various styles, advice, readings, demos, and the opportunity to use the Carmen Discussion board for peer feedback, you will be ready to craft a second draft of your Teaching Philosophy Statement. This is the final draft of this statement due for this class, but consider this a “living document” that you will revise periodically as you progress in your teaching career. Due Week 11.

Syllabus – First Draft (10%)

Submit a draft syllabus on a topic of your choice. Your draft syllabus may include elements/content from syllabi you have seen or may be teaching/have taught, but course learning goals and student learning objectives should be your own. Due Week 13.

Syllabus – Final Draft (10%)

Due during finals week, along with “Final Reflection Essay” (see below) on **Monday, April 29th, by NOON.**

Final reflection essay (10%)

Take some time to reflect on concepts of learning and teaching. I would encourage you to make notes/keep a log of your experiences and thoughts as you read, work on assignments, and interact with your classmates, the instructor, and guests, as well as any outside experiences you have or have had with regard to learning and teaching. While this essay will likely partially evaluate some of the course, it not designed to be a course evaluation. Rather consider this an opportunity for you to think about learning in general, and the transmission of knowledge within and outside the classroom.

Length: 3-5 typed, double-spaced pages; 12 point font; 1” margins. A successful essay will demonstrate thoughtfulness, synthesis, and skillful writing.

Due during finals week, along with “Final Reflection Essay” (see below) on **Monday, April 29th, by NOON.**

**Final:**

There is no in-class exam for this course. Final Draft Syllabus and Final Reflection Essay will be due on **Monday, April 29th by NOON.**

<b>Grading information - 100 possible total points</b>	
Participation & Attendance	25
Quiz on University Policies and FERPA	5
Teaching Philosophy- Draft 1	5
Draft Micro-Teaching Lesson Plan	5
Micro-Teaching Demonstration	15
Micro-Teaching Lesson Plan- Draft 2	5
Teaching Philosophy- Draft 2	10
Syllabus-Draft 1	10
Syllabu- Draft 2	10
Final Reflection Essay	10
<b>TOTAL POINTS</b>	<b>100</b>

## Weekly Topical Outline/ Assignment Schedule

This course will be partially re-designed each time it is offered by those students enrolled in the course. Areas of interest, experience, and gaps will be discussed at the beginning of the term, which can be addressed throughout the term. In addition to student-driven topics, the course will contain standard content that is related specifically to teaching Public Affairs and/or related disciplines.

**\*\*The order of class topics is subject to change pending confirmation of guest speakers. To the extent possible, students will be notified of any changes at least two weeks in advance. The readings and topics listed below are also *subject to change* if your learning would be better served by doing so! Any such changes will be discussed and/or announced at least 1 week in advance.**

Week	Date	Topic(s)	Readings Due	Assignment Due
1	Jan 10	<ul style="list-style-type: none"> <li>• Syllabus Design</li> <li>• Learning Goals and Objectives</li> <li>• Rules of Engagement</li> <li>• Participation</li> </ul>	None	none
2	Jan 17	<ul style="list-style-type: none"> <li>• University and School Policies and the Teaching Environment (FERPA/Carmen)</li> <li>• <i>Student Assessment Technique: Designing and Grading Quizzes</i></li> <li>• Learning Styles (Bloom's Revised Taxonomy)</li> <li>• The Swiss-Cheese Factor</li> </ul>	Readings in Carmen Content Modules: <ul style="list-style-type: none"> <li>• FERPA and University Teaching Policies (A)</li> <li>• How we learn (A,B)</li> <li>• JPAE Issue 18-04, Letter from the Editor, "Teaching Public Affairs: There is No One Right Way"</li> </ul> <ul style="list-style-type: none"> <li>• From <b>JPAE</b> 18-04 choose one article and be prepared to summarize/ review: Varda, Hummel, Neuby, Christie, or Witesman</li> </ul>	none
3	Jan 24	<ul style="list-style-type: none"> <li>• <i>Teaching Techniques:</i> <ul style="list-style-type: none"> <li>○ Classroom Discussion</li> <li>○ Group work</li> <li>○ Case Study Teaching</li> <li>○ Simulations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>JPAE</b> Issue 18-03, Morse (565-584)</li> <li>• <b>JPAE</b> Issue 18-02, Silva (397-422)</li> </ul> Carmen Content Modules: <ul style="list-style-type: none"> <li>• Teaching Techniques sections (A-C)</li> <li>• Optional: Teaching Techniques section (D)</li> </ul>	<b>QUIZ</b>
4	Jan 31	<ul style="list-style-type: none"> <li>• Teaching Philosophy Statements</li> </ul>	Carmen Content Module: <ul style="list-style-type: none"> <li>• Teaching Philosophies sections (A-D)</li> </ul>	none

5	Feb 7	Faculty Panel: "What I wish I had known when I started teaching!" <ul style="list-style-type: none"><li>Lesson Planning</li></ul>	Carmen Content Module: <ul style="list-style-type: none"><li>Lesson Planning sections (A &amp; B)</li></ul>	<b>Teaching Philo. Statement – First Draft</b>
6	Feb 14	<ul style="list-style-type: none"><li>Student Assessment Technique: Grading with Rubrics</li><li>Rubric Development</li></ul>	Carmen Content Module: <ul style="list-style-type: none"><li>Designing Assignments and Grading (A-D)</li></ul>	
7	Feb 21	Guest Lecture: Technology and Teaching Distance Education	<ul style="list-style-type: none"><li><b>JPAE 18-03</b>, Letter from the Editor, "Carpe Diem! Embrace Change!" AND Bryer "Introduction" article (423-28)</li><li><b>JPAE 18-03</b> choose one article: Bryer, Eikenberry, Merkel, Hu, or Kapucu</li></ul>	<b>Draft Micro-Teaching Lesson Plan</b>
8	Feb 28	Guest Lecture: Lecturing <ul style="list-style-type: none"><li>Classroom Assessment Techniques for Lecturing</li></ul>	<ul style="list-style-type: none"><li>Angelo &amp; Cross: Classroom Assessment Techniques (TBD – Carmen)</li></ul>	none
9	Mar 7	Micro-Teaching Demos	None	<b>Micro-Teaching Demos</b>
SPRING BREAK 3/11 - 3/15	Mar 14	<b>NO CLASS</b>	None	none
10	Mar 21	<ul style="list-style-type: none"><li>Classroom Management</li><li>Dealing With Students</li><li>Honoring Diversity</li></ul>	Carmen Content Module: <ul style="list-style-type: none"><li>Classroom Management (A- D)</li><li><b>JPAE 18-01</b> "From the Editor" (Schultz)</li><li>Choose ONE article from either: <b>JPAE 18-04</b> Beaty, Ryan/ <b>JPAE 18-01</b> Wyatt-Nichol, Oldfield, King, Schultz (67-86), Wamsley</li></ul>	none
11	Mar 28	Topic: Student Choice	Readings TBD	<b>Teaching Philosophy Final Draft</b>
12	Apr 3	<ul style="list-style-type: none"><li>Backward Design (Syllabus Design)</li></ul>	Carmen Content Module: <ul style="list-style-type: none"><li>Syllabus Design (A – explore links)</li><li><b>JPAE 18-02</b>, Kimoto (295-314)</li></ul>	
13	Apr 11	<ul style="list-style-type: none"><li>Course Assessment Techniques</li></ul>	Readings TBD (Walvoord)	<b>Syllabus – First Draft</b>

14	Apr 18	<ul style="list-style-type: none"> <li>• Course Assessment Techniques</li> <li>• Student and Peer Evaluation</li> <li>• Evaluations</li> </ul>	Readings TBD	
15 & 16 Finals Weeks	*	NO CLASS	None	<b>Syllabus – Final Draft and Final Reflection Essay</b>

**Grading scale:**

93 – 100	A	80 - 82	B-	68 – 69	D+
90 – 92	A-	78 - 79	C+	64 – 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

**Class attendance policy:** \_\_\_\_\_

**ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT):**

From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s [Code of Student Conduct](#) may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University’s [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s [Code of Student Conduct](#) is never considered an “excuse” for academic misconduct.

Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>

*Ten Suggestions for Preserving Academic Integrity:* <http://oaa.osu.edu/coamtensuggestions.html>

*Eight Cardinal Rules of Academic Integrity:* [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**Accommodation Statement:**

“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/.](http://www.ods.ohio-state.edu/)”

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