

*V621- Seminar in Teaching Public Affairs
Syllabus-Spring 2010*

Instructor:

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Class Meets: Tuesday evenings, from 6:00-8:30 pm in SPEA 270

Credit Hours: 2

Office Hours:

I am available to meet with you in my office at 004, Franklin Hall on Monday and Thursday's from 1-2pm or if you prefer, by a prior appointment. Generally speaking I am on campus and in my office every day of the week and I welcome meeting with you anytime that is convenient to both of us. Please do not hesitate to make an appointment with me or to drop in during office hours. My door is always open to each and every one of you.

Important Campus-Wide Dates	DATE
Classes begin	Monday Jan 11
MLK Day	Jan 18
Spring recess begins after last class	Saturday Mar 13
Spring recess ends; classes resume at 8 a.m.	Monday Mar 22
Free Week (see Final Examination Policy)	Mon Apr 26 - Su May 2
Last day of classes	Tuesday April 28
Final examination	Tues., May 6 from 7:15-9:15 p.m.

About the Class Meeting Times

This course meets once a week from 6:00-8:30 pm, SPEA, Room 207. We will also have several meetings that will take place at other locations and at other times on the IU campus. If for some reason you cannot make these out of class events I will assign you written work that addresses the same topics.

Course Goals

The purpose of this course is to help you prepare for a class you will teach during the 2010-11 year in the School of Public and Environmental Affairs. By the end of this course you will be able to create, implement and assess significant integrative learning experiences for all of your students and in so doing, conduct an innovative and successful college course.

It is both my intention and my hope that this course will provide meaningful learning experiences for each you as well, learning experiences that can serve as models of best teaching practices to be incorporated into your own class, influence your understanding of what good teaching and learning is all about and ultimately enhance your role as a teacher.

Course Objectives

Through classroom activities, individual assignments and team projects, and through self-reflection and analysis, we will work together toward achieving the course goals. The course is structured along four broad and interrelated themes:

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- Course Planning: including backward design and integrative learning processes
- Understanding Your Students: theories, models and practical research about college students and how they learn and develop during their college years
- Assessment and Grading: collecting and evaluating evidence of student learning
- Professional Development: preparing for a career as college faculty member

These overarching themes are useful as a method for framing any topic, objective or conversation included in this course. For example, the appropriate use of classroom technology is often recognized as an important topic to include in any course about teaching and learning. Using the above themes we could discuss the use of technology as it relates to current theories and research about how students learn, look at it as a way to gather evidence of student learning, determine the role it might play within your professional development, or identify its' impact upon your course design. We will continually use this thematic framing device as we complete the following course objectives, which will be achieved by the end of this course.

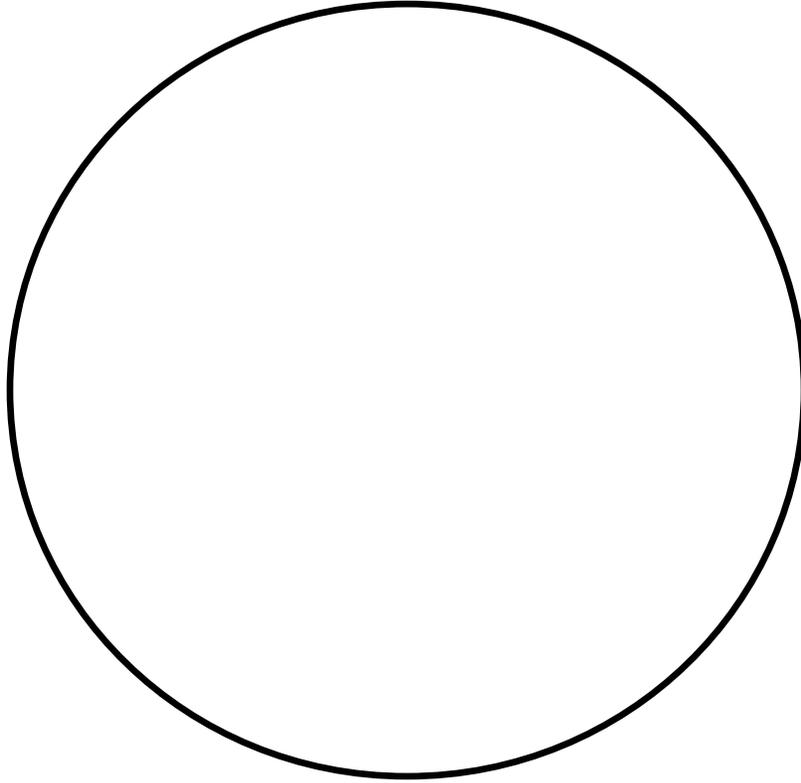
- Design a course syllabus that includes active learning techniques, sound grading practices and incorporates other assessment methods as well
- Apply contemporary theories of student learning & development to your teaching practices and course design
- Practice using innovative student-centered teaching methods
- Pave the way for becoming a self-directed life long participant in the ever changing, but exciting field of teaching and learning
- Experience some of the complexity and hard work that is required of good college teachers
- Reflect upon how this course has influenced your professional and personal life

Final Course Grade and Evidence of What You Have Learned

In order to receive a passing grade in this course you must successfully complete each of the *intended and measurable learning outcomes* listed in the table below. For the benefit of all the members of this class, it is highly recommended that the outcomes be completed on or before the due date indicated in the detailed course outline. Please note that work submitted late will not be accepted without my prior approval. If you are having difficulty completing assignments on time, please come to speak with me in advance, (email or phone is good too) so we can work together to head off any serious problems. I will not accept work after the last day of class, which is Tuesday, April 28th.

The purpose of each of the course outcomes is to provide documented evidence on how well you have met the course objectives, hence the term "Evidence of Student Learning". Here are the outcomes along with their value relative to your final grade.

	Intended Learning Outcome	Points
I.	Class Participation & Attendance	1000
II.	Course Portfolio	800
III.	Wiki Warm Ups 10 pts per warm up	80
IV.	Team Based Learning 20 pts per Readiness Assurance Test	60
V.	Micro Teaching	60
	Total Course Points	2000



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By looking at the pie chart, two items become readily apparent: that attending and participating in class is very important to your overall grade and that all the work done in this course is worth a total of 2000 points. Based on this point system your final grade will be assigned in following way.



A+	1996 - 2000 points
A	1900 - 1995 points
B+	1890 - 1899 points
B	1800 - 1889 points
C	1700 - 1799 points
D	1600 - 1699 points

As we progress through the course I will be providing detailed rubrics that describe the criteria used to grade and assign points to each of the outcomes. For now, here is a brief overview of what is included in each outcome.

I. Class Participation and Attendance (1000pts)

This course is designed so that much of what you accomplish, including completing some of the course outcomes, will take place during class time. Because of this it is *imperative* that you attend all the class meetings and fully participate in the activities and team breakout sessions that occur during class time. It is acceptable, though not recommended, to miss one class period during the semester without it impacting your grade. Of course this does not take into account a legitimate excuse for not attending a class, such as illness, family medical problems or emergencies, etc. Please contact me if such events should occur. Otherwise, here is how missing the scheduled class meeting times affect your final grade.



Points	Number of classes missed
1000	Attend all but one class period
800	Absent two class periods
400	Absent three class periods
0	Absent four class periods

III. The Course Portfolio (800pts)

This consists of a series of worksheets and assignments worked on collectively during class and individually on your own. The portfolio provides documented evidence of what you have learned during the semester.

1. Situational Worksheet
2. Core Competencies Worksheet
3. Course Skeleton
4. Primary Trait Analysis (of at least one key assessment method)
5. Grading Rubric for one key assessment method
6. Final Course Grading Rubric

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7. Teaching Philosophy Statement
8. SOTL Events Reflection
9. SOTL Paper
10. Final Course Reflection
11. Completed Syllabus - with day by day schedule

As part of this class you will be working in groups to create a course syllabus for a course you will more than likely teach during your time here at SPEA. I will provide you with samples of other syllabi that can be used as templates and resources. Your course syllabus is in actuality a culmination of much of the work that will be done over the entire semester. It is included in the Course Portfolio.

V. Microteaching (100pts)

You will be responsible to present a topic of your choice to the entire class. Hopefully this topic will be one you will eventually present to your students. The presentation should be no longer than 10 minutes in length and must include at least one student centered learning activity and one classroom assessment technique. Following each microteaching we will have a discussion in which your peers will identify both the positive aspects of your presentation as well as places that could stand some improvement.

Required Texts

Angelo, Thomas A. and Cross, K. Patricia. 1993. *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass Publishers.

Killian, Donna D. and Jones, Janet W. 1995. *Teaching within the rhythms of the semester*. San Francisco: Jossey-Bass Publishers.

Classroom Civility:

Please - no cell phones or text messaging during class and please limit the use of laptops to coursework. Please no emailing. And your laptop as well as the web should only be used as a course resource and to assist with class activities. If you can not abide by this policy I will ask you to leave the classroom. This will impact the points accumulated for your class participation, your team, and ultimately your final grade.



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Plagiarism

Plagiarism is considered an unacceptable and unprofessional practice. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever: (quoted from Code of Student Rights, Responsibilities, and Conduct, Part II, Student Responsibilities, Academic Misconduct)

Web Resources:

Here are some useful websites in support of innovative college teaching and learning:

Campus Instructional Consulting at Indiana University

<http://www.indiana.edu/~teaching/>

The Carnegie Foundation for the Advancement of Teaching

<http://www.carnegiefoundation.org/index.asp>

Teaching and Learning at IUB

<http://www.teaching.iub.edu/>

The Professional Organizational Development Network in Higher Education

<http://www.podnetwork.org/>

The International Society for Scholarship of Teaching and Learning

<http://www.issotl.org/>

Accommodation for Individuals with Disabilities

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

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SPEA Academic Policies

Academic Dishonesty

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at <http://dsa.indiana.edu/Code/> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Civility

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at <http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30>

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Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines

Course deleted from record, no grade assigned, 100% refund

(Advisor signature IS NOT required) Week 1 (last day)

Withdrawal with automatic grade of W

(Advisor signature IS required) Week 2– Week 7 (regular session)

Week 2 – Week 3 (summer session)

Withdrawal with grade of W or F

(Advisor and instructor signatures ARE required) Week 8 – Week 12 (regular session)

Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at <http://www.indiana.edu/~registra/Registration/genreginfo.html#inc> , in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at <http://registrar.indiana.edu/Services/reserves.html>

Final Exam Schedule

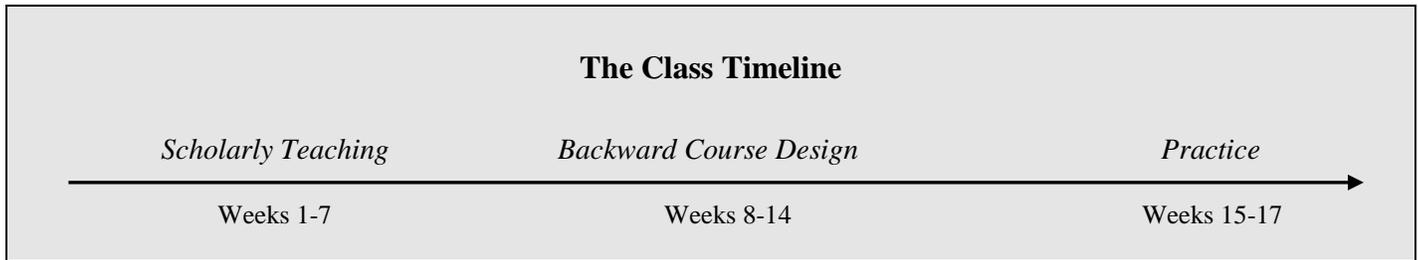
If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be

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given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar's website at <http://www.indiana.edu/~registra/Calendars/4048finex.html> for the final exam week schedule for fall 2004.

Notes:

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The Class Calendar

Week 1 1/12	Topic: The Scope, Assumptions & Expectations of V-621
Week 2 1/19	Topic: Exploring Teaching Styles Read: Duffy & Jones pgs: 1-26 Due: Be prepared to take Readiness Assurance Test #1 (RAT)
1/22	Attend: Statements of a Teaching Philosophy Workshop 2:30 - 4:00 pm Ballantine Hall 228
Week 3 1/26	Topic: Creating Magic Read: Duffy & Jones pgs: 27-54 Due: <ul style="list-style-type: none"> ▪ Warm Up #2 ▪ Draft of Teaching Philosophy
Week 4 2/2	Topic: The Syllabus Read: Duffy & Jones pgs: 55-119 Due: <ul style="list-style-type: none"> ▪ Be prepared to take RAT #2 ▪ Syllabus Checklist Worksheet
Week 5 2/9	Topic: Establishing Community Read: Duffy & Jones pgs: 121-157 Due: Warm Up # 3
Week 6 2/16	Topic: Beating the Doldrums Read: Duffy & Jones pgs: 159-195 Due: Be prepared to take RAT #3

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Week 7 2/23	<p>Topic: Achieving Closure Reading: Duffy & Jones pgs: 199-238 Due:</p> <ul style="list-style-type: none"> ▪ Warm Up #4 ▪ Identify the course you will teach in Fall 2010
Week 8 3/2	<p>Topic: Backward Course Design: Read:</p> <ul style="list-style-type: none"> ▪ <i>Understanding by Design</i> , by Grant Wiggins ▪ <i>Situational Factors</i>, by Dee Fink <p>Due:</p> <ul style="list-style-type: none"> ▪ Warm Up #5 ▪ Situational Factors Worksheet
3/5	<p>Attend: <i>Lectures and Learning: Pedagogies, Technologies and Peer Learning for the 21st Century</i>. Eric Mazur – Guest SOTL Scholar Read: <i>The Scholarship of Teaching and Learning: What’s the Problem</i> by Randy Bass(pdf)</p>
Week 9 3/9	<p>Topic: Backward Course Design: Determining Acceptable Evidence of Student Learning Read:</p> <ul style="list-style-type: none"> ▪ <i>Making Assignments Worth Grading</i>, by Walvoord and Anderson (pdf) ▪ <i>Ensuring Authentic Performance</i>., by Grant Wiggins <p>Due:</p> <ul style="list-style-type: none"> ▪ Warm Up #6 ▪ Analysis of Mazur Presentation ▪ Final assessment for your course
Week 10 3/16	Spring Break
Week 11 3/23	<p>Topic: Backward Course Design: Communicating Expectations Read:</p> <ul style="list-style-type: none"> ▪ <i>Constructing a Course Outline</i> by Walvoord and Anderson (pdf) ▪ <i>Establishing Criteria and Standards for Grading</i>, by Walvoord and Anderson (pdf) ▪ <i>The Rubric Sampler</i> (pdf) <p>Due:</p> <ul style="list-style-type: none"> ▪ Warm Up #7 ▪ Course Skeleton ▪ Graded assignment that assesses a core competency
Week 12 3/30	<p>Topic: Backward Course Design: The Integrative Learning Experience Part I Read:</p> <ul style="list-style-type: none"> ▪ <i>Creating Significant Learning</i>, by Dee Fink ▪ <i>Active Learning</i>, by Mel Silberman <p>Due:</p> <ul style="list-style-type: none"> ▪ Warm Up #8 ▪ PTA & Grading Rubric ▪ Active Learning Strategy

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Week 13 4/6	Topic: Backward Course Design: The Integrative Learning Experience Part II Read: <i>Classroom Assessment Techniques</i> , by Angelo & Cross pgs. 3-59 and 105-114 Due: <ul style="list-style-type: none">▪ Micro Teaching Lesson Plan▪ Micro Teaching CAT▪ Complete Teaching Goals Inventory
Week 14 4/13	Topic: Conducting Micro Teaching Due: Draft of Course Syllabus
Week 15 4/20	Topic: Managing Oncourse- We will meet at the Wells Library Room Due: Draft of Course Portfolio
Week 16 4/27	Free Week Read: <i>The Knowledge Survey: A Tool for All Reasons</i> , by Ed Nuhfer (pdf) Due: Course Portfolio with Final Reflection
Week 17 5/6	Final Exam 7:15 - 9:15pm