

SUPERVISED TEACHING IN GOVERNMENT

GOV 398T/38990 – Fall 2011
Class location: Batts Hall 1.104
Class hours: Monday 9-12

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Course Description

I have no doubt that this seminar will be one of the most useful (in a practical sense) that you will take during your graduate student career and completing it will improve your chances in the job market. Perhaps less importantly, this seminar is also a requirement for those wanting to teach their own courses at the University of Texas as Assistant Instructors.

The purpose of this class is to boost your confidence and enhance your effectiveness as a teacher of college-level classes and to socialize you into the academic world. We will focus on designing a syllabus, lecturing effectively, leading engaging discussions, heading off problems with students, learning from student feedback, and also think and talk about grading, challenges specific to teaching political science, and dealing with controversial issues. At the same time, we will also discuss the best ways to prepare for the job market, how to give an effective job talk and present yourself at a job interview, and ways of getting along with colleagues in departments small and large. We will also have opportunities to discuss the broader career issues social science professors face. If at the end of this course you will be more comfortable and self-assured in the classroom and ready to become a faculty member, we will have succeeded.

I encourage you to get involved with the Center for Teaching and Learning. (<http://ctl.utexas.edu/>). If you would like to pursue further training as an instructor following this course, you might want to obtain a Graduate Teaching Scholar Certificate at the Center (as sweeteners, upon completion, you will receive a \$1,000 stipend along with your certificate. See a description here: <http://ctl.utexas.edu/programs-and-services/graduate-student-instructor-programs/graduate-teaching-scholars-certificate-program/>).

Required reading

Lang, James M. 2008. *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: Harvard University Press. (L)

Recommended readings

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

McKeachie, Wilbert, and Marilla Svinicki. 2006. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. New York: Houghton Mifflin, 12th edition. (M & S)

If I come across short articles as the semester progresses I may ask you to read them. You, too, should feel free to bring to our attention articles you think we should discuss.

Course Requirements

This class is for credit/no credit (i.e., *no letter grade*) only. Course-work at or above 80% merits "credit;" below that, "no credit." The main components of your performance are:

Seminar participation: Obviously this course is based on your active participation. You all have ideas about good and bad teaching, what works, what does not, and you will certainly have something insightful to say about the readings. (50% of your grade)

Syllabus design: You will all design a syllabus for an undergraduate lecture course and we will critique them (on September 12). (25% of your grade)

Mini-lecture: You are required to deliver a mini-lecture of 10-15-minute length on November 2 or 9. The class will constructively evaluate your teaching and we will try to make this as useful to you, the lecturer, as possible. (25% of your grade)

Class Schedule and Reading Assignments

1. August 29 Introduction to the course, what makes great teachers
Optional read: B 1-21, 173-180 and
<http://www.stanfordalumni.org/news/magazine/2003/janfeb/features/teachers.html>
2. September 5 Labor Day (No Class)
3. September 12 Syllabus, first day of class, Teaching with technology
-- **discussion of your syllabus**
Read: L 1-62
Optional read: B 74-75, 166-169, M & S 1-30, 229-252

4. September 19 In the classrooms: lectures, discussions, small groups
Read: L 63-103
Optional read: B 98-134, M & S 30-73
Guest: TBA
5. September 26 Grading, students as learners and as people
Read: L 104-195
Optional read: B 68-314, M & S 74-104, 123-137
Guest: TBA
6. October 3 Academic honesty, balance outside the classroom
Read: L 196-231
Optional read: M & S 123-132
Guest: TBA
7. October 10 Individual class visits
(Arrange with a professor to observe his/her class)
8. October 17 (Re)-energizing the classroom, common problems
Read: L 232-264
Optional read: M & S 140-190
Guest: TBA
9. October 24 Student evaluations, last days of class, teachers as people
Read: L 265-299
Optional read: B 150-172
Guest: TBA
10. October 31 Mini-Lectures #1 (5 students); expert commentary from Josh Walker (UT Teaching & Learning Center) and your class-mates
11. November 7 Mini-Lectures #2 (5 students) same as Meeting #10
12. November 14 Individual Class Visits
(same as October 10)
13. November 21 Getting a teaching job: job talk, job interview
Guest: TBA
14. November 28 Ending a Course: What You Can Learn from Student Evaluations of Your Teaching (Self-reflection)
How to be a good colleague and a valued faculty member