

SUPERVISED TEACHING IN GOVERNMENT

GOV 398T – Fall 2010

Class location: Batts Hall 1.104

Class hours: Monday 9-12

Instructor: Z. Barany

Office: Batts Hall, 3.156

Office hours: Monday 1:30-4:30, or by appointment

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Course Description

This seminar is a requirement for those wanting to teach their own courses at the University of Texas as Assistant Instructors. The purpose of this class is both to boost your confidence and enhance your effectiveness as a teacher 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, and learning from student feedback, etc. We will also think and talk about grading, challenges specific to teaching political science, and dealing with controversial issues. At the same time, we will 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 newly re-named UT Teaching & Learning Center. Through the course you will be able to gain two credits toward the five-credit Certificate in Teaching (<http://www.utexas.edu/academic/diia/gsi/aspects/index.php>) program administered by the Center. In the course of the semester you will meet two scholars/practitioners from the Center, Dr. Lynn Jones-Evans and Dr. Michael Sweet.

Readings

I recommend, but do not require, that you purchase the main book for this course: McKeachie, Wilbert, and Marilla Svinicki. 2010. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. New York: Wadsworth, 13th edition. You may want to read appropriate sections for our meetings.

Other readings appear under the class schedule and are available on line. If I come across additional readings of interesting I may assign them as the semester progresses. Likewise, if you happen upon an article that you think would benefit our discussions feel free to bring it to our attention.

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 constructively critique them (the meeting on October 5 will be in large part devoted to this task). (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 30 Introduction to the course
2. September 13 Instead of formal class meeting, use the time for obtaining a credit for your Teaching Certificate at the UT Teaching and Learning Center
3. September 20 Teaching As a Vocation/Teaching in the American University
Guest: Prof. Kurt Weyland
<http://www.la.utexas.edu/~hw/papers/klt.pdf>
<http://www.stanfordalumni.org/news/magazine/2003/janfeb/features/teachers.html>
http://www.vcu.edu/cte/resources/nfrg/09_03_what_best_college.htm
4. September 27 Preparing for Your Course and the First Day of Class
Guest: TBA

5. October 4 Discussing/Critiquing Your Syllabi and Sensitive Topics, Difficult Situations
Read: Elizabeth Higginbotham, "Getting all students to listen: analyzing and coping with student resistance," *American Behavioral Scientist* 40.n2 (Nov-Dec 1996)
<http://www.csbsju.edu/les/pastevents/syllabi.htm>
<http://teaching.berkeley.edu/sensitivetopics.html>
6. October 11 Workshop on Lecturing with Dr. Lynn Jones-Evans, UT Teaching & Learning Center
<http://serc.carleton.edu/NAGTWorkshops/earlycareer/teaching/LargeClasses.html>
7. October 18 Visit to Prof. Eric McDaniel's American Politics class (10-10:50; CAL 100), then Prof. McDaniel will talk about his teaching and answer your questions (11-11:50)
8. October 25 Visit to Prof. Robert Moser's Russian Politics class (10-10:50, MEZ 1.306) then Prof. Moser will talk about his teaching and answer your questions (11-11:50)
9. November 1 Motivating Students, Encouraging Learning
Written Assignments, Examinations, and Grading
Guest: Prof. Wendy Hunter
10. November 8 Getting a teaching job: job talk, job interview
Guest: Prof. Bryan Jones
11. November 15 Mini-Lectures #1 (4 students); expert commentary from Dr. Michael Sweet (UT Teaching & Learning Center) and your class-mates
12. November 22 Mini-Lectures #2 (4 students) same as Meeting #11
13. November 29 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?