SUPERVISED TEACHING IN GOVERNMENT

GOV 398T/38990 – Fall 2012
Class location: Batts Hall 1.104
Class hours: Monday 9-12
Instructor: Zoltan Barany
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Office/hrs: Batts Hall 3.156/M 1:30-4:30

Course Description

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 on the job market. Perhaps less importantly, this class 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, an 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 check out their Graduate Student Instructor Program (http://ctl.utexas.edu/programs-and-services/graduate-student-instructor-programs/) which may lead to a Certificate.

Required reading


Recommended readings
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 things 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 24). (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. September 10  Introduction to the course, what makes great teachers  
Optional read: B 1-21, 173-180 and  

2. September 17  Getting a teaching job: job talk, job interview  
Guest: Bryan Jones

3. September 24  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. October 1  In the classrooms: lectures, discussions, small groups
   Read: L 63-103
   Optional read: B 98-134, M & S 30-73
   Guest: Dr. Joanna Gilmore, UT Learning & Teaching Center

5. October 8  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 15  Academic honesty, balance outside the classroom
   Read: L 196-231
   Optional read: M & S 123-132
   Guest: Raul Madrid

7. October 22  Individual class visits
   -- arrange with a professor to observe his/her class
   -- seminar discussion of your “findings” (10:30-12)

8. October 29  (Re)-energizing the classroom, common problems
   Read: L 232-264
   Optional read: M & S 140-190
   Guest: TBA

9. November 5  Student evaluations, last days of class, teachers as people
   Read: L 265-299
   Optional read: B 150-172
   Guest: TBA

10. November 12  Mini-Lectures #1 (5 students); expert commentary from Josh
    Walker (UT Teaching & Learning Center) and your class-mates

11. November 19  Mini-Lectures #2 (5 students) same as Meeting #10

12. November 26  Individual Class Visits
    (same as October 22)

13. December 3  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