

San José State University
Biology 255e, Biology Teaching Forum, Sect 1, Fall 2013

Instructor:	Dr. Elizabeth McGee
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Office Hours:	TBA
Class Days/Time:	Wednesdays 4:00 – 6:45 p.m.
Classroom:	Duncan Hall 246
Prerequisites:	Graduate standing or instructor consent.

Course Description

“Biology Teaching Forum” is a course to introduce effective methods for teaching undergraduate biology laboratories, activities, seminars and/or lectures. Course will emphasize pedagogy and learning theory as well as application of best practices and strategies for teaching biology to a diverse audience. Course administration, student conduct and expectations, and assessment will also be covered. This course is highly recommended for graduate students who plan to teach.

Student Learning Objectives

Students will 1) identify effective teaching practices in biology that scaffold and integrate concepts and themes across the curriculum; 2) understand and apply different teaching strategies; and 3) explore assessment strategies to gauge student understanding and learning; 4) develop strategies to promote student conduct at the college level; 5) understand and effect student motivation; 6) work effectively with students from diverse cultural backgrounds and different levels of preparedness.

Program Learning Objectives

- 1) Students will demonstrate laboratory or field skills in their discipline.
- 2) Students will demonstrate proficiency in oral presentation skills.

Required Texts/Readings

Davis, Barbara Gross. 2009. *Tools for Teaching*, 2nd ed. Jossey-Bass. ISBN-10: 0787965677, ISBN-13: 978-0787965679 (also available in Kindle).

Barkley, Elizabeth F. 2010. *Student Engagement Techniques*. Jossey-Bass. ISBN-10: 047028191X, ISBN-13: 978-0470281918 (also available in Kindle).

Readings as assigned on Canvas.

Assignments and Grading Policy

	Total Points
Presentations/Demonstrations	45
Reflection/Position Papers/Exercises	70
Portfolio	50
Participation	50
TOTAL	215

Students will make 3 presentations/demonstrations in class to showcase effective teaching strategies. In addition, students will contribute to a number of reflection discussions on-line as well as in the more traditional paper format. Finally, students will compile an electronic portfolio that includes references, reflections, and teaching materials (more details to follow).

A final word on the participation component of this class: Your active participation is appreciated and expected. I expect you to first of all, show up and show up on time. Other ways to participate for full credit – ask questions, offer comments or opinions, interact with your peers, etc. Make it a habit to ask questions, makes comments, etc. at every class meeting.

Grades will be assigned by taking the total number of points earned for all exams, presentations, and participation and calculating the percentage earned. Letter grades (with +/-) will be determined using the following scale:

%	%	%
A = 92-100	B- = 80-81	D+ = 65-67
A- = 90-91	C+ = 78-79	D = 60-64
B+ = 88-89	C = 72-77	D- = 50-59
B = 82-87	C- = 68-71	F = < 50

Late and Missed Assignments

Presentations/demonstrations may not be made up under any circumstances without a verifiable excuse from a physician (MD) or a court officer. If you require a make-up and have acceptable documentation, you **MUST** contact me within two days of the missed presentation/demonstration and I will determine when you will do the make-up. On-line discussions and written work (essays, position papers, exercises) will lose 3% of the maximum credit possible for every day the post or the paper is submitted late. Work will not be accepted more than one week after the deadline.

Incompletes

Incompletes are permitted only if a student is in good standing, has completed and least two-thirds of the course, and has a serious and compelling reason to take an incomplete.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

You are responsible for knowing the University Policy on Academic Dishonesty outlined in the University Catalog. Any student found plagiarizing *any* essay or assignment in this course will receive an automatic failing grade (F) on the essay or assignment, may receive a failing grade in this course and will be referred to the Judicial Affairs office. Plagiarism includes copying phrases, sentences, key words, parts or all of another's writing, including papers or articles published on the Internet, newspapers, magazines, books, journals, or any other medium, including the writing of your fellow students from current and/or previous classes. All phrases, key words, sentences, or larger sections of writings taken from an outside source and used in a student's paper should be appropriately reworded by the student AND cited. Drawing as few as five consecutive words from another's writings will be considered plagiarism, as can improper paraphrasing. All ideas or concepts drawn from another's work should be properly cited. NOTE: A student who shows or lends to their classmates their own work is at risk of being an accessory to plagiarism and, if their work is copied, will suffer the same consequences as the student who plagiarizes (see section 1.1.6 of the Definition of Academic Dishonesty). **This policy also applies to students in previous courses who show or lend their work to current students.**

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Biology 255e, Fall 2013, Course Schedule

SUBJECT TO CHANGE WITH FAIR WARNING!

Week	Date	Topics	In class	Deadlines
1	21-Aug	Ice breaker Student introductions (PLO 2) Course introduction What makes a great teacher? What makes a great student? Learning preferences (SLO 1) TT: Chapters 11 & 30	Discussion: What makes a great teacher? Telling is not teaching exercise VARK	Learning preferences on-line discussion (first post within 48 hours of class today)
2	28-Aug	Ice breaker The effective syllabus (greensheet) TT: Chapter 2 Guest: Steve Branz - SLOs (Student Learning Objectives) & your syllabus Lesson planning (http://chronicle.com/blogs/profhacker/lesson-planning-for-the-university-classroom/22899)		
3	4-Sep	Using (and misusing) technology in the classroom (SLO 2) TT: Chapters 45-51 (pick 4 of the 7 that interest you the most) In-class: students demo technology (podcast, youtube, etc.) (PLO 2) Student engagement – introduction (SETs) SET: Chapter 1	Sign up for SET demo	Bring an example of an educational podcast, youtube clip, etc. on biology or related science to class today – be prepared to share it!
4	11-Sep	Academic language (working with second language learners) Guests: Stefan Frazier & Emanuel Sousa (tentative) (SLO 6) TT: Chapters 5, 8 Different teaching modalities: intro to small group work (SLO 2) TT: Chapter 21	Sign up for small group work demo	Watch youtube videos “Writing Across Borders” <i>before</i> coming to class today (see links on Canvas). On-line discussion of working with second language learners (first post within 48 hours of class today)
5	18-Sep	Different teaching modalities: lecturing (SLO 2) TT: Chapters 14-16 TED Talks Life Hacks: Joshua Foer & Feats of Memory Anyone Can Do http://movies.netflix.com/WiPlayer?movieid=70270742&trkid=7203170&t=TEDTalks%253A%2BLife%2BHack&tctx=-99%2C-99%2C0c411c26-ae69-44f2-b5e0-16bb69f4ff82-11644417#MovieId=70270742&EpisodeMovieId=70269124 In-class discussion: What makes a good lecture? On-line scavenger hunt Different teaching modalities: intro to discussions (SLO 2) TT: 9 & 10		Post on Canvas the url’s of examples of on-line lectures you like the best by Sept. 25.

Week	Date	Topics	In class	Deadlines
6	25-Sep	Small group work demo 1 (SLO 2; PLOs 1 & 2) Different teaching modalities: intro to demonstrations (SLO 2) TED Talks Life Hacks: How to Tie Your Shoes	Sign up for “demo demos”	For students giving a demo today, turn in on Canvas a self-evaluation of your demo experience within 48 hours.
7	2-Oct	Small group work demo 2 (SLO 2; PLOs 1 & 2) Assessing student learning (SLO 3) TT: Chapters 39-44		For students giving a demo today, turn in on Canvas a self-evaluation of your demo experience within 48 hours.
8	9-Oct	“Demo demo” 1 (SLO 2; PLOs 1 & 2)		For students giving a demo today, turn in on Canvas a self-evaluation of your demo experience within 48 hours.
9	16-Oct	“Demo demo” 2 (SLO 2; PLOs 1 & 2) Learning theory (Constructivism) (SLO 1) http://otec.uoregon.edu/learning_theory.htm		For students giving a demo today, turn in on Canvas a self-evaluation of your demo experience within 48 hours.
10	23-Oct	Motivating Student Interest and Participation (SLOs 4 & 5) Guest: Michael Randle (Academic Advising & Retention Services) SET: Chap 7 SET demos (SLO 2; PLOs 1 & 2)		For students giving a demo today, turn in on Canvas a self-evaluation of your demo experience within 48 hours.
11	30-Oct	No class		
12	6-Nov	SET demos continued (SLO 2; PLOs 1 & 2) Academic integrity and student conduct (SLO 4) TT: Chapter 38 and possibly additional readings TBA Guest: Staci Gunner (Student Conduct and Ethnical Development): tentative		For students giving a demo today, turn in on Canvas a self-evaluation of your demo experience within 48 hours.
13	13-Nov	Getting the support you need: panel discussion on how to communicate with techs and support staff, i.e., the people who can make or break your professional happiness... Communicating expectations (SLO 4) TT: Chapter 4		
14	20-Nov	Learning differences/disabilities (SLO 6) Guest: Cindy Marota (SJSU Accessible Education Center) TT: Chapter 6		
15	27-Nov	No class – Thanksgiving break		
16	4-Dec	Portfolio presentations (PLO 2, wrap up and potluck...)		Portfolio due

TT = *Tools for Teaching*

SET = *Student Engagement Techniques*