Overview:
In this course you will apply research on college teaching and learning to the development of natural science courses, practice college teaching skills and strategies in a supportive environment, and develop a preliminary teaching philosophy statement and sample course syllabus. One of the main goals of the course is to make students into thoughtful teachers, encouraging not just their immediate success in the classroom, but their long-term development as teachers.

Instructors: Steve Lund (EAR) and David Hutchins (MEB)
Office Hours: Open office hours.
Contact: Steve Lund (ZHS273, x05835, slund@usc.edu)
Class meets Wednesday, 4-5 PM, ZHS 118

Classroom Activities: (Ten 50-minute lectures starting Week 1 of the Fall Semester.)
8/27: Nuts and Bolts of Running a Laboratory Session (LUND, guest Barbara Grubb)
9/3: Ethics and plagiarism. (David Hutchins)
9/10: Developing a full course. Building syllabi to exams. (LUND)
9/17: How and why will you teach the way you will – a lifetime evolution. (LUND)
9/24: Lessons from the Trenches (Senior Graduate Students)
10/1: How not to give a lecture. (David Hutchins)
10/8: Rewards and challenges of a career as teaching faculty (Maria Kretzmann, Biology Division, Glendale Community College, guest lecturer)
10/15: Seminar evaluations presentation and discussion (ALL)
10/22: Fellow TA evaluations presentation and discussion (ALL)
10/29: Teaching Portfolios, Teaching Resumes (LUND)

Extra Activities Outside the Classroom:
All students will attend the weekly lectures of the class they are TAing.

All students will meet weekly with the Departmental Laboratory Supervisor to talk about that week’s lab.

All students will attend one two-hour lab section of another student to monitor teaching activity (2 page written critique required; 30% of class grade).

All Earth Science students will attend Monday departmental seminars (or another weekly group seminar; only when unable to attend Monday lecture); All Biology students will attend the MEB Tuesday seminar each week. A short report/critique will be due the following week for each seminar: two paragraphs, each two-four sentences. One paragraph will critique the presentation style of the speaker; the other paragraph will critique how well the content of the lecture was presented. (7 reports required; 40% of class grade).
Grading:
15% attendance (class lecture), 15% class participation in class discussion, 30% (lab report), 40% (7 lecture summaries).

Texts and Readings:


• O’Connor, W., What can neuroscience tell us about teaching?, Int. Conf. on Engaging Pedagogy, Maynouth, Ireland, 2010.