Chem 593 Syllabus Fall 2015

Instructors: Dr. Stephen Bradforth, Dr. Jennifer Moore, Dr. Cathy Skibo

Lectures:
Fridays 12-12:50pm, 1-1:50pm. Class will be held in KAP 156, unless announced otherwise.

Office Hours:
Dr. Jennifer Moore: Monday 11:30am-12:30pm, SGM 218
Dr. Cathy Skibo: Monday 1:30-3pm, SGM 138

Objectives:
The objectives of this course is for all student teaching assistants to acquire basic principles and skills in teaching chemistry in laboratory and lecture settings. By the end of the semester, students are anticipated to be efficient and thoughtful teachers.

Course Registration: This course offers 2 credits.

Course material:
Students will learn fundamental knowledge in chemistry teaching. There will be lectures by the instructor while proactive participation in discussion and presentation is necessary from students. This course is designed not only to promote students’ teaching abilities as TA’s in the lab but also to help their long-term career development in chemistry fields.

Evaluation:
This course will be taught Credit/No Credit. To pass the course, you must successfully complete every component assignment and participate fully in class.

Attendance:
Complete attendance is required. For special reasons including medical ones, contact the instructor in advance or as soon as possible for any missing classes.
Course Topics and Reading List:

Week 1  Preparing for the 1st day of class
   Reading – TA Manual p.4-9

Week 2  Writing lab quizzes
   Reading – A handout will be provided

Week 3  Student questions - strategies for effective teaching in lab and in office hours
   Reading – TA Manual p. 11, 23-25

Week 4  Practice prelab talks

Week 5  Exam proctoring and grading
   Meet in the laboratory for a tour and discussion

Week 6  Lab report grading and giving effective feedback
   Reading – A handout will be provided

Week 7  International TA Discussion Group
   Reading – A handout will be provided

Week 8  Academic and Scientific Integrity – guest speaker, Prof. Hanna Reisler
   Reading – TA Manual p. 13-22

Week 9  Introduction to USC Libraries – guest speaker, Michael Qiu from Chemistry Library
   Reading – A handout will be provided

Week 10 Lecturing and learning styles
   Reading – A handout will be provided

Week 11 Lecturing and learning styles, part 2

Week 12 Discrimination – guest speaker, Karen Nutter from the Office of Equity and Diversity

Week 13 Peer evaluations of laboratory teaching and management
   Reading – A handout will be provided

Week 14 Group discussion of peer evaluations
   Reading – A handout will be provided

Week 15 Follow-up on lab management and course survey/evaluation
   Reading – A handout will be provided
Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems:
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.