

School of Policy, Planning, and Development  
University of Southern California

**PPD 700ab: Teaching Seminar**  
2 units, Fall 2010 and Spring 2011

**Instructors:** Professor David Sloane

**Time and Classroom:** Selected Mondays 6:00-8:20, RGL 209

**PURPOSE AND LEARNING OBJECTIVES:** This course is required of all Ph.D. students in the School of Policy, Planning, and Development and is open to students who have completed the Ph.D. prerequisites, core courses and screening. My intention is that you will have fun and learn about teaching. That will only be possible if we all commit the same energy and dedication to the course.

Students will leave the course with:

- (1) Teaching dimension of the role of the scholar,
- (2) Theoretical and practical approaches to learning and teaching,
- (3) Methods of designing, implementing, and evaluating classroom experiences, and
- (4) Application to professional education related to policy, planning, and development.

**READINGS:**

Peter Filene, *The Joy of Teaching*, Chapel Hill: The University of North Carolina Press, 2005.

Wilbert J. McKeachie and Marilla Svinicki, *Teaching Tips: Strategies, Research, and Theory for College and University Teachers, 12<sup>th</sup> edition*, Boston: Houghton Mifflin Company, 2006. This book is a dry compendium related to the topic. I recommend it for those of you who want a practical guide, but we will not be discussing it in class. I will send out a few related readings as I find them.

**COURSE FORMAT:** We will meet ten times over the 2010-2011 academic year (five during the fall semester and five during the spring). You should be prepared to discuss the readings assigned for that day. The class is intended to be an interactive experience, where we all learn from each other.

**OFFICE HOURS:** My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768, home phone (310) 577-7907. Please call me at home only after 10:00 a.m. and before 10:00 p.m. My email is dsloane@usc.edu. My office hours will be Wednesday, 3:00-4:00 pm. I am also available by appointment. I look forward to talking with all of you.

**DISABILITIES:** Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP). I encourage you to do it early in the class so we can plan your semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-0776.

**SYLLABUS REVIEW AND REVISION.** During the course of the semester I will regularly review student progress, and may revise the syllabus to meet class needs.

**EXPECTATIONS:** This is a Credit/Non-Credit course. You will pass if you combine persistent and effective participation and the timely and effective completion of written and oral assignments. A person who does not attend class regularly will fail notwithstanding the delivery of written assignments.

**ASSIGNMENTS:** Save for your participation in each and every session (including having read and digested the readings), they are detailed on the class schedule. Assignments and participation will be graded on a credit, non-credit basis. Failure to submit assignments or to submit assignments that are sloppy, superficial, or unreflective will result in failure in the course.

**INTEGRITY:** Students should maintain strict adherence to standards of academic integrity, as described in SCampus (<http://www.usc.edu/dept/publications/SCAMPUS/>). In particular, the University recommends strict sanctions for plagiarism defined below:

**11.11 Plagiarism**

A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.

B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.

C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. If any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars.

**Class Schedule/Assignment Due Dates  
DUE DATES ARE FOR THAT CLASS**

**700A: Fall 2010**

- August 30:**            **Introduction**  
*Brief meeting on logistics and assignments*
- September 20:**    **Relating Appropriately to Your Subject and Students**  
*What type of teacher are you?*  
*How do students learn?*  
*Learning approaches*  
*How professional, how theoretical?*
- Visiting Faculty: Jack Knott, integrating research and teaching (?)  
Reading: Filene, Chapter 2, 3; BB: Sloane and Schweitzer  
Corey and Motte: [http://www.ric.edu/itl/volume\\_01\\_coreyMotte.php](http://www.ric.edu/itl/volume_01_coreyMotte.php)  
Assignment: a. In no more than 2 pages, write out your philosophy of teaching and support it with examples describing the best teacher and/or the best class you have ever taken in terms of his/her style, role(s), values, the situation, etc.  
b. Bring three syllabi you like either from the web or at SPPD.
- October 4:**            **Who are your students?**  
*How will they be different from each other?*  
*What is an appropriate relationship to students?*  
*How much time should teaching take?*  
Emails, office hours, and advising
- Visiting Faculty: Lisa Schweitzer, class, work experience and college students  
Reading: Filene, Chapter 1  
Schweitzer, Howard, Doan: <http://jpe.sagepub.com/content/28/1/50.abstract>  
Assignment: a. Attend two courses (asking the professor's permission to sit in the class). Observe the students during the class (sit in the back). Write a 2-page reflection on what you see, hear, observe.  
b. Topics for your syllabus are due.
- October 18:**        **Designing Your Class I**  
*Learning objectives*  
*Assignments and Grading*  
*Unique assignments vs. multiple choice?*
- Visiting Faculty: LaVonna Lewis, designing a class  
Reading: Filene, Chapter 4; BB: Sloane assignments  
Assignment: Write an assignment for the class you have decided to present at the end of the semester.
- November 1:**        **Designing Your Class II**  
*Technology and media integration*  
*Teaching technologies*  
*Integrating technology into assignments*
- Visiting Faculty: Martin Krieger, visuals and teaching (?)  
Reading: BB: Dede  
Assignment: Find a video or other media segment that you would want to integrate into your syllabus.

**November 15:**

**Presentations: Your First Syllabus**

*Discussion of the syllabus as the result of a course design as well as its aspirations for learning and approaches to teaching.*

Reading:

Everyone will read and critique the other syllabi to be presented.

Assignment:

The syllabus will be sent to class members no less than four days prior to class so that they may critique it. You will present the syllabus to the class as if we were enrolled in your class and this session was the first day of class. We will then discuss the contents and the presentation.

**700B: Spring 2011**

**January**

**Conducting Your Class I**

*Lecturing and Class Discussions*

*Writing versus Speaking versus Visualizing*

Visiting Faculty:

Richard Greene (?), developing a lecture

Reading:

Filene, Chapter 5, 6.

Assignment:

Assess your syllabus in terms of active student participation. Write in two interactive lessons.

**February**

**Conducting Your Class II**

*Group projects, role-playing, and simulations*

Visiting Faculty:

Dowell Myers (?), role-playing in the classroom

Reading:

Filene, Chapter 7

Assignment:

Construct a role-playing scenario for your syllabus

**February**

**Conducting Your Class III**

*Grading, integrity, ethics, and evaluations*

*The sometimes difficult, incredibly important underside of teaching*

Visiting Faculty:

Elizabeth Graddy (?), ensuring integrity and ethical evaluation

Reading:

Filene, Chapter 8

Assignment:

Read the SCAMPUS procedures for reporting plagiarism, and write a 2-page reflection on your reactions.

**March**

**Presentations: Teaching a Class**

*An opportunity to teach a class, which we will videotape*

Assignment:

Develop a 20-minute lecture (with a short interactive discussion) on a topic from your syllabus. How you structure the lecture, whether you use technology, and other aspects are your choice.

**April:**

**A Student Perspective**

*I have asked some current and former students of mine to join us to talk about teaching from a student perspective.*

Visiting Students:

TBA

Reading:

Filene, Chapter 9 and 10

Assignment:

Review of the lecture videotapes and last discussions.