

USC Dornsife

Dana and David Dornsife
College of Letters, Arts and Sciences
Spatial Sciences Institute

SSCI 693, Practicum in Teaching the Liberal Arts

Syllabus

Units: 2

Term — Day — Time: Fall 2018 – Wednesday – 12-1:50 p.m.

Location: WPH 104

Instructor: Robert O. Vos, PhD, GISP

Office: AHF 57B

Regular Office Hours: Mondays and Wednesdays 10 a.m.-11 a.m. PT. Also available by appointment via email.

Contact Info: vos@usc.edu, 213-821-1311,
www.bluejeans.com/vosusc

Library Help: Andy Rutkowski

Office: VKC 36B

Office Hours: Tuesdays, 10 a.m.-12 p.m. and Thursdays,
4:30-5:30 p.m. PT

Contact Info: arutkows@usc.edu, 213-740-6390,
<http://bit.ly/andyhangout>

IT Help: Richard Tsung

Office: AHF 146

Office Hours: By appointment

Contact Info: ctsung@usc.edu, 213-821-4415 (office)

Course Scope and Purpose

This course is designed to be taken concurrently with the first semester that a graduate student serves as a teaching assistant. As such, it focuses on readings and practical exercises that often do “double-duty” with preparation of labs or discussion sections and grading tasks that must be accomplished in the normal flow of a semester. The first half of the course focuses on quick preparation of key skills needed to run successful discussion sections and labs.

Although the first half of the courses focuses on practical skills for teaching assistants, the overarching goal of the course is to provide a springboard for students to become thoughtful scholar-teachers who will soon meet with success as primary instructors. Thus, the second-half of the semester begins by reflecting on the relationship between teaching and research. It focuses further on course design, syllabus preparation, assignment design, and discussion of how the practice of grading connects with assignment design. The final project for the course is to produce a syllabus that either revises an existing SSCI course or proposes a new course in alignment with the student’s research and teaching interests.

Learning Outcomes

On completion of this course, students should be able to:

- Comfortably and successfully relate to undergraduate students from diverse backgrounds.
- Keep a lab section on track to complete a lab using required software and produce laboratory reports that show mastery of learning objectives.
- Engage a discussion section in ways that lead to mastery of course material and improve critical thinking skills.
- Demonstrate a repertoire of techniques for leading and advancing classroom discussion.
- Confidently assist with handling issues of learning disabilities, academic integrity, and the undergraduate student’s social and intellectual development that may arise in a typical General Education (GE) course or upper division departmental course.
- Develop a syllabus and sample assignments for an undergraduate or graduate course in the domain of *Population, Health, and Place* that can be used as part of a teaching portfolio on the job market and in early teaching experiences.
- Effectively compete on the teaching-related portion of an academic hiring process.

Prerequisite(s): None

Co-Requisite (s): None

Concurrent Enrollment: None

Recommended Preparation: None

Course Structure

This course encompasses both the general skills needed to teach successfully in undergraduate liberal arts settings and reflects on the special opportunities, challenges, and technologies that are engaged in learning spatial thinking and building spatial citizenship. Many disciplines, even geography for example, have taken a “spatial turn” in the past two decades, driven by new concepts oriented around space and place, powerful new analytical tools, and a burgeoning multitude of spatial datasets with rapidly increasing precision and accuracy.

In addition to specific individual work on the final projects, all students in this class will participate in several common components including leading discussions of course readings and practical activities like carefully guided observation of lectures, discussion sections, and labs. Also, students will practice teaching skills during class meetings, like running first class meetings, giving lectures, and grading according to rubrics.

Workload – This is a two credit, one semester course. Students should expect to spend two hours in the classroom and four hours outside of class. Every effort will be made to ensure that the hours spent outside of class are relevant to accomplishing coterminous teaching assistant tasks.

Technological and Communication Requirements

All course materials will be organized through Blackboard. The main theoretical concepts will be provided through assigned readings. Students in this course should have at minimum a basic, working knowledge of the ArcGIS software suite. The computer technologies required for this class can be found in the SSI labs and computers or may be accessed through the SSI server at the student’s own desktop or laptop computer, provided that a fast Internet connection is available (DSL at a minimum). Relative to other courses in your Ph.D. program, work on ArcGIS is not expected to be a major component of activity in this course. However, when it is required, you can access the Spatial Sciences Institute server using the instructions provided on the course Blackboard site. If you are unable to connect to the server or experience any type of technical issues and need support in carrying out your teaching assistant duties, send an email to Richard Tsung (ctsung@usc.edu) and make sure to copy (cc) me and the lead instructor for your course on the email. Please be sure to be specific with respect to the problem you are experiencing as technical issues often vary. Richard Tsung is responsible for making sure the hardware and software is operating properly, but questions about how to use the software are answered by SSI faculty or by you as a teaching assistant.

Required Readings and Supplementary Materials

The required textbooks for this course are:

- Curzan, Anne, and Lisa Damour. 2011. *First Day to Final Grade: A Graduate Student’s Guide to Teaching*. 3rd ed. Ann Arbor, MI: The University of Michigan Press. (~\$20-30 paper; ISBN 978-0-472-03451-2)

- Nilson, Linda B. 2016. *Teaching at Its Best: A Research-Based Resource for College Instructors*. 4th ed. San Francisco, CA: Jossey-Bass. (~\$30-40 paper; ISBN 978-1-119-10780-4)
- Solari, Osvaldo Muniz, Ali Demirci, and Joop van der Schee, eds. 2015. *Geospatial Technologies and Geography Education in a Changing World: Geospatial Practices and Lessons Learned*. New York, NY: Springer. (~\$60-70 hardcover, ISBN 978-4-431-55518-6, and as an e-book at the USC library:
<https://libproxy.usc.edu/login?url=http://link.springer.com/10.1007/978-4-431-55519-3>

Supplementary readings will be assigned from various sources including:

- Carroll, David W. 2012. "Ethical Considerations in Providing Accommodations for Students with Disabilities." In *Teaching Ethically: Challenges and Opportunities*, edited by Eric Landrum and Maureen A. McCarthy, 125-135. Washington, D.C.: American Psychological Association.
- Harrell, Maralee. 2005. "Grading According to a Rubric." *Teaching Philosophy* 28, no. 1: 3-15.
- Domenech-Rodriguez, Melanie M. and Scott C. Bates. 2012. "Aspiring to Ethical Treatment of Diverse Student Populations." In *Teaching Ethically: Challenges and Opportunities*, edited by Eric Landrum and Maureen A. McCarthy, 101-123. Washington, D.C.: American Psychological Association.
- Johns, Ann M., and Maureen Kelly Sipp. 2004. *Diversity in College Classrooms: Practices for Today's Campuses*. Ann Arbor, MI: University of Michigan Press.
- Longcore, Travis. 2016. "GIST in Undergraduate Capstone Research Projects in Environmental Science." In *STEM and GIS in Higher Education*, edited by David J. Cowen, Chapter 9 (1-19). Redlands, CA: Esri Press.
- Prokoshka, Vincent. 2012. "Strategies for Encouraging Ethical Student Behavior." In *Teaching Ethically: Challenges and Opportunities*, edited by Eric Landrum and Maureen A. McCarthy, 79-88. Washington, D.C.: American Psychological Association.
- Ruscio, Kenneth P. 2013. "What Does It Mean to Be a Teacher-Scholar?" *Peer Review* 15, no. 3 (Summer): 27-28.
- Warshawsky, Daniel. 2016. "Teaching GIS in the Classroom: Story Maps as a Case Study." In *STEM and GIS in Higher Education*, edited by David J. Cowen, Chapter 10 (1-10). Redlands, CA: Esri Press.
- Washington, Pat. 2004. "Community-Based Service Learning: Actively Engaging the Other." In *Diversity in College Classrooms: Practices for Today's Campuses*, edited by Ann M. Johns and Maureen Kelly Sipp, 209-231. Ann Arbor, MI: University of Michigan Press.

Description and Assessment of Assignments

Weekly Assignments

The following assignments in this course will be assessed quickly and thoroughly to ensure progress and confidence in the classroom.

Discussion Leadership – 3 worth a total of 12 points. From weeks 4-13, each student will lead discussions on readings assigned for four of the weeks. These weeks and specific readings will be identified at the first meeting of the class.

Lesson Plans– 2 worth a total of 10 points. In these two assignments, students will prepare one lecture and one lab. For the *Lesson Plan #1* assignment, students must create the lesson plan for either the discussion or lab they will lead during Week 2 of the semester. For the *Lesson Plan #2* assignment, students must prepare a lesson plan for whichever type of class section, lecture or lab, they did not prepare for the first assignment.

Short Lecture Presentation – 1 worth 5 points. In this assignment, students will prepare a 10-minute lecture suitable for an undergraduate audience. The topic is open to each student's choice, but some synergy may be achieved by picking a concept which will need to be covered in a discussion, lab, or exam review session later in the semester in a lecture format.

Grading Rubric – 1 worth 5 points. Students will prepare a grading rubric for a sample undergraduate writing assignment. The rubrics will be discussed in class, and then a single final rubric will be constructed. During our class meeting, sample undergraduate responses will be graded according to the final rubric for comparison.

Scholar-Teacher Career Map – 1 worth 5 points. Students will identify an exemplary, senior scholar-teacher in their field and will make a conceptual map of this individual's career path. The maps will be based on review of curriculum vita, biographical statements, personal websites, syllabi, and publications to convey an understanding of any ways in which the exemplar's research has informed his or her teaching and vice versa

Observation Report– 1 worth 5 points. Students will write a short report based on visiting a USC undergraduate class that reflects on the teaching modes and methods employed by the instructor and that reflects on successes and areas for improvement.

Teaching Portfolio Outline– 1 worth 5 points. Students will provide an outline for a teaching portfolio to use on the job market. The outline will include both previous teaching experience and evidence of teaching success (if any), as well as anticipated experience and documentation of classroom performance. The major objective is to organize students to develop and gather documents they will need for the academic job market.

Class Participation–1 worth 8 points. Students are expected to carefully reflect on each week's reading and arrive at class prepared to critically discuss key concepts in relation to their work as teaching assistants and the assignments in this course

Final Project

The final project in this course will consist of a planning a new course that you would like to teach early in your career. The four components of the Project are:

Sketch of Syllabus – 5 points. Students will produce a sketch of the undergraduate course they will develop for their final project. Students will write a draft of the course description, learning objectives, and an abbreviated bullet list of weekly topics. Students will also give an oral presentation of this sketch during class in the week in which it is due for seminar discussion.

Geospatial Technology Sample Assignment - 5 points. Students will outline a sample assignment, such as a lab or field exercise, that uses geospatial technology. The exact type of sample assignment is flexible, but the sample assignment should play a well-defined role in one of the learning objectives for the proposed course in the final project. The assignment should identify either “canned datasets” that could be prepared for the students from existing data resources or clearly reference the steps students would take to access and use existing data resources.

Alternative Sample Assignment – 5 pts. Students will produce a sample assignment or test that does not directly use geospatial technology. At this point in the course, students will have been introduced to a variety of types of teaching methods and associated assignments. The exact type of sample assignment is flexible, but the sample assignment should play a well-defined role in one of the learning objectives for the proposed course in the final project. The alternative sample assignment will also include a proposed grading rubric.

Alternative Teaching Method Demonstration - 5 points. Students will prepare a lesson using a learner-centered teaching method of their choice other than discussion or lab. The lesson should play a well-defined role in one of the learning objectives for the proposed course in the final project. The student should provide a brief written document of the learning objectives and teaching modes invoked. The lesson will be taught during our class meeting and whatever written materials (if any) are required to execute the lesson should be submitted at class.

Final Project Written - 15 points. This document will consist of a fully developed syllabus and revisions of written components of the geospatial technology sample assignment, the alternative teaching method presentation, and the alternative sample assignment. The syllabus should be suitable to enter the curriculum review process at USC or another institution, and it must be prepared according to USC and Spatial Science Institute formatting requirements. It will be evaluated for overall quality and innovation in course design.

Final Project Presentation- 10 points. Students will give a brief oral presentation of their course and how it connects with their research interests as preparation for job interviews. The presentation will be evaluated by how compelling a case student can make that the proposed course is coherently linked to his or her research interests.

Grading Breakdown

Assessment	Number	Points Each	Total Points
Weekly Assignments			
Discussion Leadership	3	4	12
Lesson Plans	2	5	10
Short Lecture Presentation	1	5	5
Grading Rubric	1	5	5
Scholar-Teacher Career Map	1	5	5
Observation Report	1	5	5
Teaching Portfolio Outline	1	5	5
Class Participation	1	8	8
Project Components			
Sketch of Syllabus	1	5	5
Geospatial Technology Sample Assignment	1	5	5
Alternative Teaching Method Demonstration	1	5	5
Alternative Sample Assignment	1	5	5
Final Project (Presentation)	1	10	10
Final Project (Written)	1	15	15
Total			
	17	-	100

Additional Policies

A successful practicum depends on the preparation and participation of students at each class meeting. For leading discussions of course readings, students should strive to consider the following:

- *Central theme* – organize your presentation in terms of central themes or main points in the readings you are covering. Please relate the reading to the theme of that week’s class, your ongoing experiences as teaching assistants, and with assignments in this course.
- *Connections to teaching in our discipline* – think of the central themes in terms of what they mean for teaching generally in the spatial sciences and specifically in the domain of *Population, Health, and Place*.
- *Critical Evaluation* – carefully assess the practical implications of the teaching methods and ideas in the reading.
- *Questions* – raise questions and ideas needing clarification.

Course Schedule

	Topic	Readings and Assignments	Deliverables/ Due Dates
Week 1 8/22	Introduction: Introduction to the course and to lesson planning. Preparation for introducing yourself to your students. Initial survey of spatial thinking in education.	Curzan and Damor (2011), Ch. 1 -3 Nilson (2016) Ch. 7	Lesson Plan #1
Week 2 8/29	Leading Discussions and Labs: Discussion of common principles to successfully plan and lead discussion and lab sections that complement lecture sections.	Curzan and Damor (2011), Ch. 4-5 & pages 107-113 Solari et al. (2015), Ch. 3 & 7 Nilson (2016) Ch. 9 & 13	Lesson Plan #2
Week 3 9/5	Engaging Students: Reflection on teaching to date, including how to draw out taciturn students. <i>Activity:</i> Short lecture presentations with faculty feedback.	Nilson (2016) Ch. 1, 12, & 23	Short Lecture Presentation
Week 4 9/12	Grading: Key principles of student feedback and grading. The use of grading rubrics for consistency and efficiency. <i>Activity:</i> Parallel grading using a rubric with comparison.	Curzan and Damor (2011), Ch. 6-7 Nilson (2016) Ch. 27 Harrell (2005) <i>Grading According to a Rubric</i>	Grading Rubric
Week 5 9/19	The Scholar-Teacher: The relationship between research and teaching in the spatial sciences, strategies for time management, and course design/syllabus preparation. <i>Activity:</i> Brainstorm for the final project.	Nilson (2016) Ch. 2-3 & 5 Curzan and Damour (2011) Ch. 11 Solari et al. (2015) Ch. 4 Ruscio (2013) <i>What Does it Mean to Be a Teacher-Scholar?</i>	Scholar-Teacher Career Path Map

	Topic	Readings and Assignments	Deliverables/ Due Dates
Week 6 9/26	Using Instructional Technology: Technology across modes of instruction and the role of technology in the “flipped classroom.”	Nilson (2016) Ch. 4	Sketch of Final Project Syllabus
Week 7 10/3	Using Geospatial Technology in Instruction: A survey of emerging opportunities and challenges in using geospatial technologies and two practical examples of use of such technology with undergraduates	Solari et al. (2015) Ch. 15 & 17 Warshawsky (2016) <i>Teaching GIS in the Classroom: Story Maps as a Case Study</i> Longcore (2016) <i>GIST in Undergraduate Capstone Projects in Environmental Sciences</i>	Geospatial Technology Sample Assignment
Week 8 10/10	Alternative Types of Teaching Modes and Methods: This week we discuss a range of modes of and methods of instruction other than discussion, lecture, or labs (e.g., inquiry-guided learning, case methods, problem-based learning, and thesis advising.) <i>Activity:</i> Students will design and teach a short lesson using an alternative teaching method.	Nilson (2016) Ch. 16-19, 25, & 22	Alternative Teaching Method Demonstration
Week 9 10/17	Types of Assignments: This week will connect assignments to teaching methods and student feedback. We will cover exams, experiential assignments, and team projects.	Nilson (2016) Ch. 14, 15, 20, 21 & 26 Washington (2004)	Alternative Sample Assignment
Week 10 10/24	Academic Integrity: Key tools and approaches for reducing academic integrity violations, USC’s SJACS process	Nilson (2016) Ch. 10 Prohaska (2012) <i>Strategies for Encouraging Ethical Behavior</i>	

	Topic	Readings and Assignments	Deliverables/ Due Dates
Week 11 10/31	Teaching Inclusively for Diverse Student Populations: We will consider the challenges and how to leverage the virtues of diversity to enhance learning. Here will consider diversity in its broadest possible sense to include race, class, culture, religion, language, gender, sexual orientation, and disability	Curzan and Damor (2011), Ch. 8 Johns and Sipp (2004) <i>Diversity in College Classrooms</i> , Preface and Ch. 1-3 Domenech et al. (2012) <i>Aspiring to Ethical Treatment of Diverse Student Populations</i> Carroll (2012) <i>Ethical Considerations in Providing Accommodations for Students with Disabilities</i>	
Week 12 11/7	Classroom Observations (No Class Meeting)		Observation Report
Week 13 11/14	Teaching Assessments and Portfolios: Discussion of strategies and tools to assess and improve quality of teaching. Discussion of the role of teaching portfolios and your own plans to develop them.	Curzan and Damour (2011) Ch. 9 & 10 Solari et al. (2015) Ch. 12 Nilson (2016) Ch. 28	Portfolio Outline
Week 14 11/21* *11/21-11/25 is a university holiday	No Class Meeting		
Week 15 11/28	The Scholar-Teacher Revisited: How will teaching complement research and research complement teaching in your career path?		Presentation of Final Projects
Final Exams 12/5-12/12	Meetings with lead instructors to determine final grades.		

Statement on Academic Conduct and Support Systems

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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>.

Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu