

USC
Dornsife
College of
Letters,
Arts and
Sciences

Course ID and Title: BISC 593: Practicum in
Teaching the Biological Sciences

Units: 2

Term – Day – Time: Fall 2023 – Friday 1:30 p.m. – 3:30
p.m.

Location: Kwast Personal Zoom Room (Meeting ID: 981
665 0147 Passcode: HBIO)

Instructor: Kurt E. Kwast, Ph.D.

Office Hours: Wednesday 12:10 p.m. – 1:40 p.m.,
Thursday 11:00 a.m. – 12:30 p.m. via Zoom (Meeting ID:
981 665 0147 Passcode: HBIO), and by appointment

Location: AHF 251

Contact Info: kwast@usc.edu

IT Help: Dornsife Technology Services

Hours of Service: TBA

Contact Info: <https://dtssupport.usc.edu>, 213-740-2775

Course Description

Exploration of pedagogical approaches for effective, inclusive, and engaging teaching of biology that not only ensures immediate success in the classroom but the long-term development of teaching strategies using evidenced-based approaches. In addition to basic pedagogical skills, the course focuses on specific challenges and strategies in teaching STEM to a general population. This course and this specific section is open for enrollment for first-time Teaching Assistants who have not taken this course for credit previously and whom will lead discussion sections in HBIO 250, The Pharmacology of Performance-Enhancing Drugs.

Learning Objectives

The primary learning objective is for students to be able to effectively lead pedagogical discourse for the discussion sections of HBIO 250 and develop life-long teaching strategies:

- Students should be able to diversify their pedagogical approach by varying teaching methods, active learning activities, and assignments.
- Students should be able to implement the following instructive approaches: constructivist, collaborative, reflective, integrative, and inquiry based.
- Students should be able to critically assess their pedagogy through the lens of feedback from the students in their course.

Prerequisite(s): None

Co-Requisite(s): Employment as Teaching Assistant (Discussion Leader) for HBIO 250

Concurrent Enrollment: None

Technological Proficiency and Hardware/Software Required

Although there are no specific technology/software requirements *per se*, students will need an internet-enabled device with browser capabilities, such as a tablet, laptop or desktop computer, to access Blackboard, and present material in their discussion section. Support for IT resources can be found at the [ITS Customer Support Center](#).

Required Materials

Drugs in Sport, 7th edition, edited by David Mottram & Neil Chester, Routledge Press, London, 2018 (ISBN-13: 978-0415789417). New paperback copies are available at the campus bookstore. Used and electronic copies are available from various online resources including the publisher's website. Purchasing options will be covered in the first introductory lecture.

Optional Materials

William Llewellyn's Anabolics, 11th edition, Molecular Nutrition, LLC, Jupiter, FL, 2017. ISBN-13: 978-0999062111 (hardcover) or ISBN-13: 978-0999062104 (softcover). New and used copies are available from various online resources including the publisher's. NOTE: Even though I will be presenting some material from this text, it is not necessary for you to purchase this book.

Run, Swim, Throw, Cheat: The Science Behind Drugs in Sport, Cooper, C. Oxford University Press, Oxford, UK, 2012 (ISBN-13: 978-0199678785). New and used copies are available from various online resources including the publisher's. NOTE: Even though I will be presenting some material from this text, it is not necessary for you to purchase this book.

Description and Assessment of Instruction

This course will be taught Credit/No Credit. Students will meet for two hours each week (Friday 1:30 – 3:30 p.m.) with the HBIO 250 lecturer to discuss and learn about evidenced-based pedagogical approaches. Topics will include:

- different types of learning styles and how to facilitate learning for all types in the classroom,
- the importance of reflective discourse and sharing ideas among peers in the classroom,
- addressing misconceptions in human biology and designing effective questions for discourse,
- the importance of prior knowledge and the use of concept maps, and
- self-regulated learning, feedback, and assessment strategies.

At the end of semester, an evaluation form will be filled out to give the presenter feedback on the strengths and weaknesses of the presentations and suggestions on improvement. Pass/Fail will be based on the quality of their presentations.

In addition to these two-hour weekly meetings, for which students will receive two hours of credit, discussion leaders will also attend the triweekly HBIO 250 lectures (MWF 10:00 – 10:50 a.m. in SLH 102) and conduct their own 50-minute discussion section once per week in PED 203 for which they will receive a stipend as a teaching assistant. The discussion will begin with a 5–to-10-minute question/answer period covering that week’s lecture content. However, the primary focus will be on preparing students to write a 4-to-5 page, double-spaced, “cause and effect” literature review research paper evaluating the purported performance-enhancing benefits of a drug or ergogenic aid of their choice. Discussion leaders will instruct students how to conduct an advanced PubMed search, how to evaluate the primary literature, about different scientific experimental approaches, and how to read the literature critically. Finally, discussions leaders will grade the term papers for students in their section using the provided rubric.

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:
[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.