Term Information

Effective Term: Autumn 2014
Previous Value: Autumn 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Allow the course to be repeatable.

What is the rationale for the proposed change(s)?
In order to meet the minimum program hour requirements, this required course must be repeatable.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
This course change will enable students to complete current program requirements

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Human Dev and Family Science
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
Previous Value: Department of Human Sciences - D1254
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 6892
Course Title: Professional Development Seminar
Transcript Abbreviation: Pro Dev Seminar
Course Description: Aids students in professional development. Topics include: setting goals in graduate school, creating a CV, choosing research projects, submission of articles for publication, grant writing, career planning, navigating the job market.
Semester Credit Hours/Units: Variable: Min 1 Max 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Progress - S/U
Repeatable: Yes
Previous Value: No
Allow Multiple Enrollments in Term: Yes
Max Credit Hours/Units Allowed: 15
Max Completions Allowed: 15
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering
Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites
Prereq: Grad standing, or permission of instructor.

Exclusions

Cross-Listings

Subject/CIP Code
Subject/CIP Code  19.0701
Subsidy Level  Doctoral Course
Intended Rank  Masters, Doctoral, Professional

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes
• Gain skills that will help students make good choices about allocating their time to various projects in graduate school in a way that will further their career goals
• Become familiar with submitting articles for review
• Understand how to construct a CV and cover letter for a job application
• Build skills and knowledge in writing grants

Content Topic List
• CV
• Job Market
• Submitting articles
• Grant writing
• Goal setting
• Professional Development

Attachments
• HDFS_6892_Schoppe-Sullivan_May_2013[1].doc
  (Syllabus. Owner: Odum,Sarah A.)

Comments
• per conversation with Claire Kamp Dush, change submitted
  requested revision to update D-org to 1251  (by Odum,Sarah A. on 02/13/2014 09:43 AM)
• The syllabus has a letter grading scale but Course Offering information above says S/U. Please resolve this discrepancy.  (by Buckworth,Janet on 10/17/2013 04:49 PM)
### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
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<td>Odum,Sarah A.</td>
<td>10/17/2013 01:46 PM</td>
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HDFS 6892– University Teaching in HDFS: A Professional Development Seminar
MAY SESSION 2013
2 CREDITS

Mondays-Thursdays 10:00-11:40am
ROOM TBA, CAMPBELL HALL

Instructor: Dr. Sarah Schoppe-Sullivan
Office: 131 Campbell Hall
Phone: 688-3437
E-Mail: schoppe-sullivan.1@osu.edu (PLEASE PUT HDFS 6892 IN THE SUBJECT LINE)
Office Hrs: by appointment

Required Books:


Additional Readings: will be posted to Carmen (http://carmen.osu.edu). Some additional readings are already noted on the course schedule (see pp. 3-4); others may be added during the session.

**Please turn cell phones OFF during class – THANK YOU!!**

Course Objectives: The major goal of this course is to introduce graduate students to teaching at the college/university level and to equip them with the knowledge, skills, and materials they will need to start on the path towards becoming highly effective instructors in HDFS and related social science disciplines/departments.

By the end of the session, students will be able to:

- better understand and connect with today’s college student population
- begin effective preparation for teaching before a new semester begins
- create an effective and engaging course syllabus for an HDFS course
- motivate students to read course materials and actively participate in class discussions
- design effective exams and assignments
- deliver an effective lecture to any size audience
- develop a statement of teaching philosophy and approach
- successfully mentor undergraduate students in research
- handle ethical issues that arise in teaching
- create instruments to gauge student evaluation of teaching and use these evaluations to improve their own instruction
Course Requirements: Students are expected to read the assigned readings prior to class and to be ready to discuss them. Class attendance is required.

Grades in this course will consist of several components, each explained in detail below:

<table>
<thead>
<tr>
<th>Contributions to Class Discussion</th>
<th>6 points each day (X 15) = 90</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>10 points each (X 10) = 100</td>
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<tr>
<td>Class Mini-Lecture #1</td>
<td>35 points</td>
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<tr>
<td>Class Mini-Lecture #2</td>
<td>35 points</td>
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<tr>
<td>Feedback to Other students</td>
<td>20 points (X 2) = 40</td>
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TOTAL 300 points

Final grades will be assigned using the following scale:

A 279 – 300  C+ 231 – 239
A-  270 – 278  C  219 – 230
B+  261 – 269  C- 210 – 218
B   249 – 260  D+ 201 – 209
B-  240 – 248  D  180 – 200
E   179 or below

A grade of B or higher (83%) will result in a grade of S.

1) Contributions to Class Discussion: Because this class will be primarily discussion-based, students are expected to contribute actively to class discussions. Student contributions each day of class will be awarded from 0 to 6 points reflecting quantity and quality of contributions to class discussions.

2) Assignments: There will be five (10) assignments throughout the session that require students to create teaching materials or write reactions to readings (see schedule).

3) Class Mini-Lectures: Each student will give two (2) 15-minute lectures – one in the third week and one in the fourth week. Lecture topics will be chosen by the student based on what types of courses they are teaching or interested in teaching. These lectures will be given in front of the class, videorecorded, and evaluated by the professor and other students.

4) Feedback to Other Students: At the end of student presentation weeks, each student will submit written feedback regarding the other students’ presentations. The quality of feedback will be evaluated and the professor will incorporate peer feedback into the evaluations of the student mini-lectures.

Academic Misconduct: As stated in the Code of Student Conduct, http://studentaffairs.osu.edu/resource_csc.asp, academic misconduct is defined as any activity that “compromises the academic integrity of the institution, or subverts the educational process.” Academic misconduct includes such activities as plagiarism, cheating on an exam, and dishonesty in reporting research results. As per academic misconduct guidelines, I will report to the committee on Academic Misconduct all instances of what I believe to be academic misconduct. If COAM determines that misconduct has been committed, a student may receive a failing grade in this course, and/or be suspended or dismissed from the University.

Disability Services: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall. They can help coordinate reasonable accommodations for students.
with documented disabilities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>M 5/6</td>
<td>Getting to know today’s college student I</td>
<td>Levine and Dean, Intro &amp; CH 1-4</td>
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<tr>
<td>T 5/7</td>
<td>Getting to know today’s college student II</td>
<td>Levine and Dean, CH 5-8 &amp; timeline</td>
<td>Reflection on one’s own college experience</td>
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<td>W 5/8</td>
<td>Getting ready to teach I</td>
<td>McKeachie, CH 1-3</td>
<td>Introductory class activity due</td>
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<td><strong>Week 2</strong></td>
<td></td>
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<tr>
<td>M 5/13</td>
<td>Getting students to participate via readings</td>
<td>McKeachie CH 4 &amp; 5</td>
<td>Discussion activity due</td>
</tr>
<tr>
<td></td>
<td>and discussions</td>
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<td>T 5/14</td>
<td>Lecturing, teaching large courses, technology</td>
<td>McKeachie CH 6, CH 17 &amp; 18 Watch video discussion: Teaching in a Digital Age (Vanderbilt University, <a href="http://www.youtube.com/watch?v=CAo4pC">http://www.youtube.com/watch?v=CAo4pC</a> hiUJ0)</td>
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<td>W 5/15</td>
<td>Assessment and Testing I</td>
<td>McKeachie 7 &amp; 8</td>
<td>Exam questions due</td>
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<td>Th 5/16</td>
<td>Assessment and Testing II: feedback &amp; grading</td>
<td>McKeachie 9 &amp; 10</td>
<td>Grading assignment due</td>
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<td>M 5/20</td>
<td>Understanding and working with students</td>
<td>McKeachie CH 11-13 Childress et al. (2009). <em>Mentoring as a socializing activity – Supporting undergraduate research in the social sciences.</em></td>
<td>Reflection on one’s own experience as a mentee</td>
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<td>Student Mini-Lectures &amp; Bain discussion</td>
<td>Bain CH 1-4</td>
<td>Reflection on a great teacher one has had</td>
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<td>Student Mini-Lectures &amp; Bain discussion</td>
<td>Bain CH 5-7 + epilogue</td>
<td>Feedback on mini-lectures #1</td>
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<td><strong>T 5/28</strong></td>
<td><strong>W 5/29</strong></td>
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<td><strong>No Class, Memorial Day</strong></td>
<td>Teaching philosophy and ethics</td>
<td>Student Mini-Lectures</td>
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