

APPLICATION FOR NEW COURSE

1. Submitted by College of Arts & Sciences Date Oct. 3, 2007
Department/Division offering course Philosophy Department
2. Proposed designation and Bulletin description of this course
- a. Prefix and Number PHI 740 b. Title* Proseminar on Teaching Methods
*NOTE: If the title is longer than 24 characters (including spaces), write
A sensible title (not exceeding 24 characters) for use on transcripts Teaching Methods
- c. Lecture/Discussion hours per week 1 d. Laboratory hours per week 0
e. Studio hours per week 0 f. Credits 1
- g. Course description:
An introduction to teaching methods for graduate students.
- h. Prerequisites (if any)
None
- i. May be repeated to a maximum of N/A (if applicable)
4. To be cross-listed as
N/A
Prefix and Number Signature, Chairman, cross-listing department
5. Effective Date Fall 2008 (semester and year)
6. Course to be offered Fall Spring Summer
7. Will the course be offered each year? Yes No
(Explain if not annually)
8. Why is this course needed?
It will provide training in teaching methods for TAs in our department.
9. a. By whom will the course be taught? Look, Bradshaw, Breazeale
b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

Note: there is no distance-learning, service learning, or community-based component to this course.

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 4-8

11. Will this course serve students in the Department primarily? Yes No

Will it be of service to a significant number of students outside the Department?
If so, explain. Yes No

Will the course serve as a University Studies Program course? Yes No

If yes, under what Area? N/A

12. Check the category most applicable to this course

traditional; offered in corresponding departments elsewhere;

relatively new, now being widely established

not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

14. Is this course part of a proposed new program:
If yes, which? Yes No

15. Will adding this course change the degree requirements in one or more programs?
If yes, explain the change(s) below (NOTE – If “yes,” a program change form must also be submitted.) Yes No

This course is being added to degree requirements for a PhD.

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name David Bradshaw Phone Extension 7-7107

APPLICATION FOR NEW COURSE

Signatures of Approval:

10/08/07

Date of Approval by Department Faculty

2/19/08

Date of Approval by College Faculty

*Date of Approval by Undergraduate Council

*Date of Approval by Graduate Council

*Date of Approval by Health Care Colleges Council (HCCC)

*Date of Approval by Senate Council

*Date of Approval by University Senate

*If applicable, as provided by the Rules of the University Senate

Daniel Bryant

Reported by Department Chair

Alvarez

Reported by College Dean

Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by HCCC Chair

Reported by Senate Council Office

Reported by Senate Council Office

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/Admin/faculty/viewdocs/summary/>

INVESTIGATING AREA: Humanities

COURSE, MAJOR, DEGREE or PROGRAM:

Phi 740

DATE FOR EPC REVIEW: _____

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to **Leonidas Bachas Associate Dean, 275 Patterson Office Tower** for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.
5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7.

David Olster
A&S Educational Policy Committee,
David Olster, dmolst01@uky.edu 257-4348

Date:

1/5/2/08

File: \InvestigatorRpt

PHI 740: Teaching Practicum

Evaluation

(1) Reflection Papers	40%
(2) Teaching Performance	30%
(3) Three Assigned Papers	10%
(4) Class Participation	20%

Re (1): Students will be required to submit short (250-word), weekly “reflection papers” in which they address the following question: “What is the most important question or issue raised in the reading assigned for this week?”

Re (2): Students will be required to deliver short (20-minute) lectures on a topic of their choosing. They will be graded according to the following criteria: (a) clarity of presentation; (b) ability to make the material interesting to the audience; and (c) facility with blackboard, smart classroom bells and whistles, etc. Students may, in addition or as a substitute, opt to lead a classroom discussion of their peers on some agreed upon text. They will be graded on their ability (a) to draw out the relevant issues from the text, (b) to lead the discussion to some goal, and (c) to interest the caffeine-deprived.

Re (3): Students will be given three actual undergraduate papers which they are to grade. Their grading will then be graded using the following criteria: (a) tone of comments; (b) helpfulness of comments; and (c) completeness of comments.

Re (4): Students will finally be graded on their participation in this workshop – whether they were engaged with the material, asked good questions, contributed to a supportive atmosphere, etc.

Grades

Grades will be the standard A, B, C, E. No incompletes will be given.

PHI 740
Proseminar on Teaching Methods

Course Description

This is a one-credit course designed to teach the art and craft of teaching to graduate students in philosophy. We shall consider general issues relating to teaching as well as issues unique to the teaching of philosophy at the college and university level. General topics will include the following:

- Course Preparation and the Creation of the Syllabus
- The First Day
- The ABCs of Lecturing
- How to Direct a Discussion
- Evaluation of Student Writing
- Dealing with Cheating and Plagiarism
- “The Problem Student”
- Using Technology in Class
- Professionalism (to the tune of “Don’t Stand So Close To Me”)

Topics relating principally to philosophy include the following:

- Communicating the Relevance of Philosophy to the Student Skeptic
- Philosophy and Relativism
- The Historical vs. Problems Approach to Philosophy

Student Learning Outcomes

As a result of this course, students will be able to:

- **Design** an introductory level Philosophy course.
- **Lead** a classroom discussion in such a course.
- **Employ** appropriate classroom technology.
- **Conduct** themselves appropriately in dealing with students.

Course Format

This course will have two components: (i) a discussion of assigned materials led by the instructor; and (ii) mock lectures and discussion sections led by individual students with a de-briefing and evaluation by the class.

Course Requirements and Grades

This will be a pass/fail course. Students will be expected to attend all sessions, contribute to discussions, and conduct mock lectures and run mock discussion sections.

Required Texts

- Wilbert J. McKeachie and Marilla Svinicki, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 12th edition, New York: Houghton Mifflin, 2006.
- Additional essays concerning the teaching of philosophy will be made available during the course of the semester.

Class Schedule

- Week 1: Getting Started
 Reading: *Teaching Tips*, Chs. 1-3, pp. 1-28.
- Week 2: Teaching Students How to Read
 Reading: *Teaching Tips*, Ch. 4, pp. 30-34, and Supplementary Material on Reading Philosophy
- Week 3: Facilitating Discussion
 Reading: *Teaching Tips*, Ch. 5, pp. 35-56
- Week 4: Effective Lecturing
 Reading: *Teaching Tips*, Ch. 6, pp. 57-73.
- Week 5: Assessing Learning: Testing
 Reading: *Teaching Tips*, Ch. 7-8, pp. 74-103
- Week 6: Assessing Learning: Evaluating Student Papers
 Reading: Kenneth R. Howe, "An Evaluation Primer for Philosophy Teachers," *Teaching Philosophy*, 11:4 (1988), pp. 315-28
- Week 7: What to Do About Cheating and Plagiarism
 Dealing with the Problem Student
 Reading: *Teaching Tips*, Ch. 10, pp. 114-22, and Ch. 14, pp. 172-90.
- Week 8: Teaching Philosophy
 Reading: John Ladd, "Kant as a Teacher," *Teaching Philosophy*, 5:1 (1982), pp. 1-9.
 Donna Warren, "How Many Angels can Dance on the Head of a Pin?: The Many Kinds of Questions in Philosophy," *Teaching Philosophy*, 21:3 (1988), pp. 257-73.
- Week 9: Teaching Philosophy: Irony, Relativism and Tolerance
 Reading: Richard W. Momeyer, "Teaching Ethics to Student Relativists," *Teaching Philosophy*, 18:4 (1995), pp. 301-11.

- Week 10: Teaching Philosophy: The History and Problems of Philosophy
Reading: Douglas P. Lackey, "The 'Historical' vs. The 'Problems' Approach to the Introduction to Philosophy," *Metaphilosophy*, 5:2 (1974), pp. 169-72.
Jonathan Bennett, "On Translating Locke, Berkeley, and Hume into English," *Teaching Philosophy*, 17:3 (1994), pp. 262-69.
- Week 11: Student Lectures
- Week 12: Student Lectures
- Week 13: Student-run Discussions
- Week 14: Student-run Discussions