

APPLICATION FOR NEW COURSE

1. Submitted by College of Public Health Date _____

Department/Division offering course Gerontology

2. Proposed designation and Bulletin description of this course

a. Prefix and Number GRN 616 b. Title* Teaching Seminar in Gerontology

*NOTE: If the title is longer than 24 characters (including spaces), write

A sensible title (not exceeding 24 characters) for use on transcripts Teaching Seminar

c. Lecture/Discussion hours per week 2 d. Laboratory hours per week _____

e. Studio hours per week _____ f. Credits 2

g. Course description

The purpose of this seminar is to prepare doctoral students as classroom instructors, and to enhance instructional skills of those students with teaching experience. Emphasis is placed on developing the fundamental knowledge and skills needed to survive and excel in the classroom. Topics covered include: course development strategies; lecture preparation and delivery; interactive and group learning; writing for learning; student evaluation; student advising; and instructional ethics and responsibilities. Seminar activities include development of instructional materials, thematic discussion, and demonstrations/simulations of classroom experiences.

h. Prerequisites (if any)

GRN 600 and GRN 620, or consent of instructor.

i. May be repeated to a maximum of NA (if applicable)

4. To be cross-listed as

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Fall, 2007 (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?

To provide supervised development of teaching skills among Gerontology Ph.D. students

9. a. By whom will the course be taught? John F. Watkins

b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?

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10. What enrollment may be reasonably anticipated? 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? Yes No
If so, explain.

We anticipate enrollment of a small number of DrPH (Public Health) students. Other departments in Public Health do not have such a course.

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

If yes, under what Area? _____

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: Yes No
If yes, which?

15. Will adding this course change the degree requirements in one or more programs? * Yes No
If yes, explain the change(s) below

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

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. Check here if 100-200.

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 John F. Watkins Phone Extension 7-1450, ext. 80240

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

20. Signatures to report approvals:

2-20-08
DATE of Approval by Department Faculty

GRAHAM D. ROWLES / Graham D Rowles
printed name Reported by Department Chair signature

2-20-08
DATE of Approval by College Faculty

Linda A. Alexander / Linda A Alexander
printed name Reported by College Dean signature
Assoc Dean for Academic Affairs

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

2/21/08
* DATE of Approval by Health Care Colleges Council (HCCC)

Heidi Anderson / Heidi M Anderson
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

SYLLABUS – Teaching Seminar in Gerontology GRN 616

INSTRUCTOR: Dr. John F. Watkins
Graduate Center for Gerontology
306E Wethington Health Sciences Bldg.
Phone: 257-1450, x80240
e-mail: geg173@email.uky.edu

REQUIRED READINGS:

Weimer, M (1996). *Improving Your Classroom Teaching*. Newbury Park, CA: Sage.
Watkins, J.F. (2004). *Instructor Development Manual*. Occasional Publication. Lexington KY:
Graduate Center for Gerontology, University of Kentucky.

Course Description

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Practicum Objectives

This practicum is offered to provide gerontology students and interested other students with the background and experience necessary to become proficient--or to increase proficiency-- in the classroom. Although a first priority is to address situations concerning low to mid-level undergraduate classes, which most of you will hopefully be teaching as doctoral students, the practicum is designed to offer material that can be applied in virtually any class and at any level.

"Perfect" teachers don't exist. Experience and dedication, however, can go a long way in promoting your skills toward excellence. As you will find from this practicum, teaching skills reach far beyond competence in lecturing. Material choice, organization and preparation, student interaction, evaluation procedures, counseling abilities, imagination, and a host of other factors all are important components in effective teaching. We will address many of these factors.

Be forewarned (if you haven't already figured it out...)! Teaching in a classroom as a graduate student can be pretty tough. Your first priority should rightly be progressing through your degree program, yet as soon as you commit to teaching, you cannot neglect your students nor your preparation for class. As an instructor you should have the respect of your students, yet the often narrow age and/or education experience difference between you and the students makes gaining their respect all the more difficult.

Perhaps the most important factor in teaching is how much you care about what you do. We hope that you will care enough about your career in teaching to attend every meeting of this practicum, to prepare accordingly when necessary, and to actively participate in class discussions.

Tentative Outline

I. Ethics in Teaching

- student rights and responsibilities
- instructor rights and responsibilities
- disposition of cases involving students and instructors

II. Course Content and Development

- breadth vs. depth
- central themes: "The Connecting Thread"
- service learning and class organization

III. Syllabus Preparation

- purpose of a syllabus
- required information
- optional information

IV. Lecture Techniques

- preparation and organization
- oral presentation techniques
- use of presentation technologies and graphics

V. Formal Student Evaluation (i.e., "The Grades")

- format options: exercises, quizzes, exams
- exam options and preparation
- test administration and grading

VI. Student Writing

- purpose and nature of student writing
- alternative approaches using writing
- evaluation techniques

VII. Using Group Work in Class

- group dynamics: organization and management
- where and how to use it
- evaluation techniques

VIII. Simulations and Role-Playing in Class

- use in lectures and discussion
- use in student writing

IX. Surviving Outside of the Class

- academic problems (helping the "real slow" ones...)
- non-academic problems (helping those with other problems that interfere with academic progress)
- time management: degree progress, teaching experience, and the preservation of sanity.

Additional Information

- The purpose of this class dictates extensive group interaction and team work. Consequently, I'm not particularly concerned with warning you about the perils of academic dishonesty in terms of cheating on tests or assignments. Nevertheless, you should, when preparing course materials, be very careful to give credit where credit is due. Furthermore, although you should feel free to consult active or former graduate instructors and faculty, you should take sole responsibility for developing your own course materials. Reinventing the wheel is a good way to learn.
- A goal in any class, including this one, should be fairness to EVERYONE involved. All participants are basically equal, regardless of the natural diversity of individuals in terms of race, gender, personal habits

and behavior, and life experiences. Discrimination is not acceptable, nor is harassment of any sort. Please work with me in ensuring that our learning environment remains comfortable and accessible to everyone.

- I am treating this practicum as a “2 credit-hour” course. Although you are taking this seminar for a grade (i.e., A, B, C, or E) I essentially view performance as either passing (you deserve the opportunity to teach based on your commitment to this seminar) or failing (entering the classroom as an instructor would be detrimental to students). I plan on having 10 or 11 sessions during this semester. Missing perhaps one or two may be acceptable but not encouraged. Missing any more than that would signal me that you are not very serious about your teaching assignment; I could not feel “right” about passing you, and I could not support your entry as an instructor into the classroom. If you attend our meetings, make appropriate progress in your assigned class preparations, and maintain a responsible and serious commitment to improving your teaching skills, then you will pass and you will have my blessing when you enter a classroom as a teacher
- Please feel free to contact me at any time to talk about this seminar, or to talk about events or situations that may prevent you from doing your best in this or any other class. Finally, if you have a condition or disability that in any way hinders your ability to perform at the level expected in this practicum, please contact me as soon as possible so that accommodations can be made.
- The university provides excellent resources to continue developing instructional skills. Teacher training seminars and practica can be found in a host of academic units (including Sociology, Physiology, Geography, and Anthropology). Most popular from a general perspective, however, is the Preparing Future Faculty (PFF) program offered through the Graduate School. (<http://www.rgs.uky.edu/gs/PFF/index.html>) Besides a variety of targeted seminars and colloquia, PFF offers an opportunity to pursue a certificate in post-secondary teaching.