

Bio 390: Seminar in Teaching Biology
Spring 2004
Course Syllabus

Meeting time: Tuesdays 5:30-7:30 PM

Meeting place: Biological Sciences Room 0049

Instructor: Paula Lemons, Biological Sciences 305, 668-6181, plemons@duke.edu

Course Description and Objectives

Bio 390 is a course designed for graduate students and postdocs interested in learning more about teaching biology effectively. The format of the course will primarily be discussion-oriented with contributions from faculty from a number of colleges and universities in the area. Typically the course will cover three areas: *teaching and learning*, *the academic job market*, and *faculty life*. These topics and what I hope for you to be able to do after our consideration of each one is shown in the table below.

Teaching and Learning	Academic Job Market	Faculty Life
<ul style="list-style-type: none">• Describe some of the key things research has shown us about teaching and learning• Design a course and a syllabus• Develop a learning activity, lecture, or lab in a well-informed and systematic way• Describe one way that you might integrate research, teaching, and learning• Develop a reasonable system for assessing your students• Discuss some of the key dilemmas that teachers face and some potential solutions	<ul style="list-style-type: none">• Know what your “teaching style” is• Develop a statement of teaching philosophy• Give some tips to another grad student or postdoc about navigating the academic job market	<ul style="list-style-type: none">• Cite some of the differences and similarities among types of academic institutions• Form relationships with faculty who may serve as mentors to you

Blackboard Course Website: <https://courses.duke.edu>

The website for the course is a Blackboard website furnished to us by the University. I hope to make the site a focal point for the course that houses course information, readings, and web

links. To login to the site you will need your acpub user name and password (the login and password that you use to check e-mail). If you are registered for the class, then you should see the Bio 390 website available to you once you login. If you are not officially registered for the course, I will make alternative arrangements for you to access the site (please talk to me about this). Also, if you are unfamiliar with the structure of a Blackboard website and have questions about how to find information or use the tools available through the site, please let me know.

In order to view some of the documents posted on the SOL web site you will need to have the following computer programs (or more recent versions): Microsoft Word 97, Microsoft Excel 97, Netscape Navigator 4.08, and Adobe Acrobat 4.08. All of these programs are available in the public computer clusters or can be downloaded from the internet.

Assignments

You will have four assignments during the semester. These assignments are designed to provide you with practical experience in some of the topic areas we will cover. Three of these will be individual assignments; for the remaining one you may work alone or with another member of the class. Written descriptions of the assignments may be found on Blackboard under *Course Material*, but we will discuss the details of each assignment one or two weeks prior to when they are due.

Readings and Other Resources

Most weeks of the course, I will provide you with readings and/or web links related to the topic under consideration. These will be made available to you via Blackboard. We may not always discuss the readings in class; I'll try to tell you at least one week in advance whether the readings will play a major role in the discussion of a particular topic. Whether we talk about them in class or not though they are also intended to provide you with a pool of resources that you can utilize in your future teaching endeavors.

Course credit

Bio 390 is a credit/no credit course. As a graduate seminar course, receiving credit will be subjectively based on adherence to expected professional behavior. Receipt of credit will be based on the following criteria:

- Class attendance
- Completion of assignments
- Active participation in class discussions

Course Schedule

January 13	What's faculty life like at different colleges and universities?
January 20	What does research tell us about teaching and learning?
January 27	Designing a course
February 3	<i>Peer feedback on course designs</i>
February 10	Active learning: Case studies, problem-based inquiries, and such
February 17	Lecturing so that students stay awake and learn
February 24	Making labs engaging and productive
March 2	Integrating research, teaching, and learning
March 9	--SPRING BREAK--
March 16	<i>Peer feedback on curriculum design</i>
March 23	Assessing student progress: testing and grading students
March 30	Dilemmas teachers face (Student choice topic)
April 6	Teaching styles and statements
April 13	The academic job search
April 20	<i>Peer feedback on teaching statements</i>