**Washington State University**  
**MAJOR CURRICULAR CHANGE FORM - - COURSE**  
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

<table>
<thead>
<tr>
<th>Future Effective Date: 08/01/2012</th>
<th>☐ New course</th>
<th>☐ Temporary course</th>
<th>☐ Drop service course</th>
<th>☐ There is a course fee associated with this course (see instructions)</th>
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<tr>
<td>☐ Variable credit</td>
<td>☐ Repeat credit (cumulative maximum _______ hours)</td>
<td>☐ Lecture-lab ratio (former ratio __________________)</td>
<td>☐ Prefix (former prefix __________________)</td>
<td>☐ Cooperative listing (UI prefix and number ____________) taught by: WSU ☐ UI ☐ jointly taught ☐</td>
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<td>☐ Request to meet GER in ________  (Must have GenEd Committee Approval)</td>
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<td>☐ Professional course (Pharmacy &amp; Vet Med only)</td>
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<td>☐ Other (please list request)</td>
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<tr>
<th>BIOL</th>
<th>585</th>
<th>Professional Development and Training for College and University Teaching</th>
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<td>course prefix</td>
<td>course no.</td>
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<th>2</th>
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<th>SBS graduate students or permission</th>
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<td>lecture hrs</td>
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<td>per week</td>
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**Description (20 words or less)**  
Preparation for roles as teaching assistants and as instructors of undergraduate classroom education.

<table>
<thead>
<tr>
<th>Instructor: Kathy Beerman</th>
<th>Phone number: 335-5011</th>
<th>Email: <a href="mailto:beerman@wsu.edu">beerman@wsu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact: Justine Rupp</td>
<td>Phone number: 335-3553</td>
<td>Email: <a href="mailto:ruppl@wsu.edu">ruppl@wsu.edu</a></td>
</tr>
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<td>Campus Zip Code: 4236</td>
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- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).  
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/Date: 09/07/2011  
Dean/Date: 09/11/2011  
General Education Com/Date:  
Chair (if crosslisted/interdisciplinary)*  
Dean (if crosslisted/interdisciplinary) *  
Graduate Studies Com/Date:  
All-University Writing Com/Date  
Academic Affairs Com/Date  
Senate/Date  

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Justification

Graduate students in SBS play important instructional roles as laboratory instructors, occasional lecturers, and perhaps instructors of their own classes. It is our expectation that these responsibilities will be carried out with the highest level of professional and ethical standards. Therefore, it is our job to provide graduate students with the knowledge, skills, and guidance that will ensure their success. Currently, SBS graduate teaching assistants are required to take a teaching preparatory class offered by WSU (UNIV 590). UNIV 590 (Preparation for College Teaching) addresses a broad spectrum of teaching-related issues. However, it has been brought to our attention that SBS graduate students find it difficult to enroll in this class prior to the commencement of their teaching appointments. As a result, students often received little training in advance to prepare them for the challenges of teaching. To address this issue, SBS is proposing to offer a teaching preparatory class that provides training before the outset of classes. Furthermore, offering our own departmental course will ensure that specific aspects of teaching science-oriented classes and related labs are more fully addressed. This course is scheduled to begin one week prior to the start of the academic year, which coincides with assignment of graduate student teaching appointments (5 days; 3 hour classes). This portion of the class will prepare graduate students for roles as teaching assistants by providing the knowledge, skills, and guidance that coincide with instructional responsibilities. To enhance students' teaching experiences, this course will also provide instruction related to the skills and knowledge relevant to the preparation and delivery of a lecture. During the semester, class will meet for 15 weeks (1 hour class; 15 hours total) where students will participate in the preparation of lecture material and practice of presentation skills.
BIOL 585
Professional Development and Training for College
and University Teaching (2 credit)

Instructor: Kathy Beerman
Office: Eastlick 393
Telephone: 335-5011
Email: Beerman@wsu.edu

Course Description and Goals
Graduate students play important instructional roles as laboratory instructors, occasional lecturers, and perhaps instructors of their own classes. It is our expectation that these responsibilities will be carried out with the highest level of professional and ethical standards. Therefore, the goal of this class is to prepare graduate students for roles as teaching assistants and as instructors of undergraduate classroom education by providing the knowledge, skills, and guidance that coincide with instructional responsibilities.

Effective teachers are more than subject matter experts. Rather, to be successful in the classroom, educators require a range of skills and knowledge that span beyond their discipline. Indeed, there is much to think about when it comes to instruction. Whether it is a new class or one previously taught, course content, learning objectives, course requirements, and assessment methods (assignments and exams) must be determined before a class even begins. This information must be stated clearly and concisely on the course syllabus. It is also important to recognize that you will be teaching students with a broad range of abilities. Addressing the unique strengths and weaknesses of a given class is a major challenge in the design of a course. Nonetheless, these decisions are critical to classroom instruction and will provide the foundation for the entire semester.

Course Objectives (Learning Outcomes)
Upon completion of BIOL, students will be able to:

- effectively test students’ knowledge by writing exams in a clear and concise manner.
- evaluate students’ knowledge fairly and consistently.
- understand and uphold legal rights that protect students’ academic records.
- uphold standards of scholarship and conduct for students and respond appropriately to issues regarding student misconduct, academic dishonesty, unauthorized collaboration on assignments, and plagiarism.
- refer students experiencing course-related and/or personal problems to appropriate services on campus.
- maintain a classroom climate that upholds WSU policies related to an inclusive environment that is safe, welcoming, and free from unlawful bias, discrimination, and harassment.
- demonstrate interactive lecture-style presentation skills.
- demonstrate principles of educational pedagogy and effective graphic design.
- foster a classroom environment that is stimulating and conducive to learning.

Course Outline
Although the nature and responsibilities of teaching assistantships vary among courses, there are basic elements of instruction are common to all teaching situations. To best prepare you for your teaching experience, BIOL 585 will take a topical approach related to classroom instruction, and will address a wide range of logistical classroom-related issues of importance. Topics include:

- Roles and responsibilities of SBS teaching assistants
- Academic integrity
- Sexual harassment and discrimination prevention in the classroom
- Effective teaching strategies
- Student conduct
- Components of a course syllabus
- Writing exams and assignments
- Confidentiality, protection, and disclosure of educational records (FERPA)
- Grading, Rubrics, and feedback
- Designing graphics
- Giving presentations
- Classroom management
- Leading discussions and review sessions
- Leading discussions and review sessions
- Active learning in the classroom
- Teaching to learning objectives
- WSU Academic regulations
Course Assignments

Assignment 1: Elements of effective teaching
Due Date:
Total Points: (0 - 5 points)
As graduate students, you have undoubtedly experienced a variety of educational experiences. Some of these experiences were very meaningful and stand out as the "best" you have ever had. Undoubtedly, you have also experienced teachers and/or classes that were the "worst" you ever had. This one-page assignment requires you to differentiate between characteristics/traits of good educators and characteristics/traits of poor educators. From your perspective, what made an educational experience the "best" you ever had and the "worst" you ever had.

Assignment 2: Challenges of teaching
Due Date:
Total Points: (0 - 15 points)
Most college teachers receive very little formal training in teaching and learning. It is by trial and error that most learn "best practices" when it comes classroom dynamics, interacting with students, learning assessment, and presentation skills. Over time, teaching styles change as we evolve in our careers. Teaching styles must also be adaptable to an ever-changing student population. Your assignment is to schedule an appointment and meet with a faculty mentor to discuss their teaching experiences. Ask your faculty mentor to comment on the following:
1. Has their approach to teaching changed over the years? If so, what has changed?
2. What is their advice for someone who is starting their teaching career?
3. What do they enjoy most about teaching?
4. What is the most challenging aspect of teaching?

In a two to three page paper, summarize and assimilate the responses made during your interview. Provide some reflection on what you found most interesting, surprising, and helpful. What insights did you gain about teaching? Assignments can be sent to Beerman@wsu.edu

Assignments 3a and 3b: Student Assessment
Due Date:
Throughout the semester, you will have several opportunities to assess student learning. This can take a variety of formats such as lab reports, assignments, projects, and examinations. There are two issues related to student assessment: 1) writing exams and assignments that are free of ambiguity and bias, and 2) grading exams and assignments fairly and consistently. Both aspects of student assessment are challenging. Assignment 3a addresses the first issue of student assessment – writing exams and assignments, whereas assignment 3b addresses the second issue – grading.

Assignment 3a
Due Date:
Total Points: 15 points
Assignments and exams provide instructors with a meaningful way to test students’ knowledge of course material and their ability to apply that knowledge in an analytic, problem-solving manner. As teachers, we should strive to make exams and assignments challenging, achievable, and meaningful. Regardless of the method used to assess student learning, differentiating students on the basis of subject mastery can be challenging. Our goal is write assignments and exams that enable conscientious students to excel, less ambitious students to earn acceptable grades, and those that put forth little effort to recognize the need to work harder. This does not mean that all students can’t excel, only that your assessment upholds certain standards.
This assignment requires you to read several pages from a chapter distributed in class. Based on this information, you will write an exam that utilizes several different testing formats: 15 multiple-choice questions, 5 short written response questions, and 1 essay question. These will be distributed in class, allowing each class member to take an exam and then to provide written feedback regarding the clarity of the exam questions.

Assignment 3b
Due Date:
Total Points: 10 points
Many teachers regard grading as the most difficult part of any class. This is why it is imperative to have testing policies and procedures firmly in place at the start of the semester. Changing rules throughout the course of the semester creates confusion and chaos. Once a grading policy is established, it is advised not to make any exceptions or to alter it in any way. As previously stated, grading must be consistent, fair, and free of bias. Unlike multiple choice exams, class assignments, lab reports, essay exams, and projects are more prone to grading bias and subjectivity. To simplify grading and to maintain
consistency, it is advisable to use a grading rubric. A grading rubric consists of a pre-determined, detailed list of inclusion criteria and performance standards that are used for the purpose of assessment. This is particularly important in situations when students dispute or challenge grades. Demonstration of an objective, systematic approach to grading ensures your protection.

Your assignment is to research grading rubrics online and to develop a grading rubric based on the assigned essay question below. You will then be given a student’s written response to the question, which you will grade in class using your rubric.

Question – The process of digestion is facilitated by gastrointestinal (GI) motility and the release of GI secretions. Describe the two types of GI motility that assist in the movement and mixing of food in the GI tract. What is the role of sphincters in the process of digestion. Explain how neural and hormonal signals regulate gastrointestinal motility and the release of GI secretions. (12 points)

Assignment 4: Principles and Techniques of Presentation Design
Due Date:
Total Points: (0-20 points)
Using the principles of content organization and visual design, prepare a short (10-15 images) PowerPoint presentation on the assigned reading previously distributed in class. You will be evaluated on your ability to employ general design principles presented in class (color, layout, font size, and ability to effectively communicate information visually). When you have completed this assignment, send it to Beerman@wsu.edu as an email attachment.

Assignment 5: Presentation: The teaching persona
Due Date:
Total Points: (0-10 points)
A student’s ability to learn is not only affected by how information is presented, but also by a practical wisdom that guides our day-to-day interactions with students. Beyond technique and curriculum, our actions and attitudes in the classroom can also help to make students more attentive. This intuitive quality, sometimes referred to as the teaching persona, is our own way of being with students. For this assignment, you need to attend a large enrollment, introductory course. The class can be on any subject, and does not need to be science-related. The purpose of this assignment is to observe and evaluate the presentation and the presentation style of the instructor. Your assignment should include the following:
1. How did the instructor gather students’ attention at the start of class? Was it effective?
2. Describe the atmosphere during the first 10 minutes of class, mid-way through class, and the last 10 minutes of class. Were there any notable differences?
3. Was the information presented in a logical, organized manner?
4. Did the presenter use visuals (PowerPoint) during the lecture? If so, did the visuals stimulate students’ interest in lecture?
5. Describe the “teaching persona” of the instructor?
6. What were the strengths/weaknesses of the speaker’s presentation style?

In a two to three page paper, summarize your responses to these questions. Assignments can be sent by email to Beerman@wsu.edu.

Assignment 6: Writing a course syllabus
Due Date:
Total Points: (0-20 points)
A course syllabus can be thought of as a contract between you and your students. It is the main way that teachers communicate course expectations. A well-written course syllabus is one of the most important: documents distributed in class. It will convey information about all aspects of a course from basic contact information to a detailed course schedule. Your assignment is to write a course syllabus for a 10-week introductory Biology (nonmajors) class using the guidelines for syllabus creation at WSU (http://vpue.wsu.edu/policies/SyllFINL.pdf). Your syllabus should include the following: course description (overview), learning goals and objectives, outline of topics, course requirements, method of evaluation, assignments, exams, and standards of conduct.

Assignment 6: Statement of teaching philosophy
Due Date:
Total Points: (0-20 points)
Writing a statement of teaching philosophy is a daunting task. However, a growing number of colleges and universities require faculty to do so. In addition, many faculty positions require applicants to include such statements in their job applications. Even if you don’t have extensive teaching experience, it is important to formulate your thoughts and opinions about your approach to teaching and learning. This assignment requires you to write a statement of your teaching philosophy in response to an advertised faculty position (to be distributed in class). A statement of teaching philosophy should be brief (one to two pages) and should not be a narrative (restatement) of your vita. Rather, it should express what
you believe about teaching and learning, or what I often refer to as a “paper person.” In other words, a statement of teaching philosophy should provide the reader with insights as to your approach to teaching and learning.

**Course Project: Interactive, lecture-style presentation**
Total Points: 100
Date: To be determined

You are required to develop and present a 45-minute interactive, lecture-style presentation on a science-related topic that is appropriate for a non-science, introductory biology class. Information and skills needed to complete this project will be presented throughout the semester. Lectures must be organized, informative, and presented fluently and meaningfully. To facilitate student thinking and learning, you should utilize a variety of delivery tools and techniques such as metaphors, demonstrations, and relevant examples.

Criteria used to evaluate student performance are as follows:
- Slide composition (clarity, font, color, layout, creativity, etc.)
- Presentation skills (ability to present in a clear and concise manner)
- Organization of material (logical flow of information)
- Content (accuracy and appropriateness)
- Class interaction and engagement

A grading rubric has been developed to evaluate your presentation.
Subject matter expert (content) = 20 points
Organization = 10 points
Presentation skills = 25 points
Ability to facilitate participation = 20 points
Visuals = 25 points

**Course Assessment**
This course is based on a total of 215 points (115 points assignments plus 100 points project). Letter grades will be assigned as follows:
\[ \begin{align*}
\geq 90\% & = A \\
85 - 89\% & = B+ \\
80 - 84\% & = B \\
75 - 79\% & = C+ \\
70 - 74\% & = C \\
65 - 69\% & = D+ \\
60 - 44\% & = D \\
\leq 59\% & = F
\end{align*} \]

BIOL 585 Attendance and participation policy: You are expected to attend class regularly, attend class presentations, and to be an ACTIVE participant during student class presentations. Active participation during student presentations means asking appropriate questions, and participation in all activities. Repeated absences from class and lack of participation will be noticed and will be hazardous to your grade.

WSU Disability Statement: Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

WSU Safety: Please familiarize yourself with information regarding campus emergencies/school closings by visiting this website: [http://http://oem.wsu.edu/emergencies](http://http://oem.wsu.edu/emergencies)

Academic Integrity: It is expected that all students will adhere to a code of academic honesty and professionalism as described by the Office of Student Conduct. Academic dishonesty and classroom misconduct will not be tolerated and may result in your dismissal from this class.
Instructor: Kathy Beerman  
Office: Eastlick 393  
Telephone: 335-5011  
Email: Beerman@wsu.edu  

**Course Description and Goals**  
Graduate students play important instructional roles as laboratory instructors, occasional lecturers, and perhaps instructors of their own classes. It is our expectation that these responsibilities will be carried out with the highest level of professional and ethical standards. Therefore, the goal of this class is to prepare graduate students for roles as teaching assistants and as instructors of undergraduate classroom education by providing the knowledge, skills, and guidance that coincide with instructional responsibilities.  

Effective teachers are more than subject matter experts. Rather, to be successful in the classroom, educators require a range of skills and knowledge that span beyond their discipline. Indeed, there is much to think about when it comes to instruction. Whether it is a new class or one previously taught, course content, learning objectives, course requirements, and assessment methods (assignments and exams) must be determined before a class even begins. This information must be stated clearly and concisely on the course syllabus. It is also important to recognize that you will be teaching students with a broad range of abilities. Addressing the unique strengths and weaknesses of a given class is a major challenge in the design of a course. Nonetheless, these decisions are critical to classroom instruction and will provide the foundation for the entire semester.  

**Course Objectives (Learning Outcomes)**  
Upon completion of this course, students will be able to:  
- effectively test students’ knowledge by writing exams in a clear and concise manner.  
- evaluate students’ knowledge fairly and consistently.  
- understand and uphold legal rights that protect students’ academic records.  
- uphold standards of scholarship and conduct for students and respond appropriately to issues regarding student misconduct, academic dishonesty, unauthorized collaboration on assignments, and plagiarism.  
- refer students experiencing course-related and/or personal problems to appropriate services on campus.  
- maintain a classroom climate that upholds WSU policies related to an inclusive environment that is safe, welcoming, and free from unlawful bias, discrimination, and harassment.  
- demonstrate interactive lecture-style presentation skills.  
- demonstrate principles of educational pedagogy and effective graphic design.  
- foster a classroom environment that is stimulating and conducive to learning.  

**Course Outline**  
Although the nature and responsibilities of teaching assistantships vary among courses, there are basic elements of instruction are common to all teaching situations. To best prepare you for your teaching experience, BIOL 585 will take a topical approach related to classroom instruction, and will address a wide range of logistical classroom-related issues of importance. Topics and Schedule include:  

**August 13 – August 17 (3 hours/day)**  
- Roles and responsibilities of SBS teaching assistants  
- Academic integrity  
- Sexual harassment and discrimination prevention in the classroom  
- Effective teaching strategies  
- Student conduct  
- Components of a course syllabus  
- Writing exams and assignments  
- Confidentiality, protection, and disclosure of educational records (FERPA)  
- Grading, Rubrics, and feedback  
- WSU Academic regulations  

**August 20 – October 5 (1 hour/week)**  
- Designing graphics  
- Giving presentations  
- Classroom management
Leading discussions and review sessions  
Active learning in the classroom  
Teaching to learning objectives  
Developing a teaching philosophy and teaching portfolio

October 8 – December 7

Student presentations* (presentation of a 50 minute lecture)  
*see description of course project below

Course Assignments

Assignment 1: Elements of effective teaching
Due Date: August 16th  
Total Points: (0 - 5 points)
As graduate students, you have undoubtedly experienced a variety of educational experiences. Some of these experiences were very meaningful and stand out as the "best" you have ever had. Undoubtedly, you have also experienced teachers and/or classes that were the "worst" you ever had. This one-page assignment requires you to differentiate between characteristics/traits of good educators and characteristics/traits of poor educators. From your perspective, what made an educational experience the "best" you ever had and the "worst" you ever had.

Assignment 2: Challenges of teaching
Due Date: August 29th (follow-up class discussion August 29th)  
Total Points: (0 - 15 points)
Most college teachers receive very little formal training in teaching and learning. It is by trial and error that most learn “best practices” when it comes classroom dynamics, interacting with students, learning assessment, and presentation skills. Over time, teaching styles change as we evolve in our careers. Teaching styles must also be adaptable to an ever-changing student population. Your assignment is to schedule an appointment and meet with a faculty member to discuss their teaching experiences. Ask your faculty mentor to comment on the following:
1. Has their approach to teaching changed over the years? If so, what has changed?
2. What is their advice for someone who is starting their teaching career?
3. What do they enjoy most about teaching?
4. What is the most challenging aspect of teaching?

In a two to three page paper, summarize and assimilate the responses made during your interview. Provide some reflection on what you found most interesting, surprising, and helpful. What insights did you gain about teaching? Assignments can be sent to Beerman@wsu.edu

Assignments 3a and 3b:  
Student Assessment
Throughout the semester, you will have several opportunities to assess student learning. This can take a variety of formats such as lab reports, assignments, projects, and examinations. There are two issues related to student assessment: 1) writing exams and assignments that are free of ambiguity and bias, and 2) grading exams and assignments fairly and consistently. Both aspects of student assessment are challenging. Assignment 3a addresses the first issue of student assessment - writing exams and assignments, whereas assignment 3b addresses the second issue - grading.

Student Assessment Assignment 3a
Due Date: September 12th (follow-up class activity September 12th)  
Total Points: 15 points
Assignments and exams provide instructors with a meaningful way to test students' knowledge of course material and their ability to apply that knowledge in an analytic, problem-solving manner. As teachers, we should strive to make exams and assignments challenging, achievable, and meaningful. Regardless of the method used to assess student learning, differentiating students on the basis of subject mastery can be challenging. Our goal is write assignments and exams that enable conscientious students to excel, less ambitious students to earn acceptable grades, and those that put forth little effort to recognize the need to work harder. This does not mean that all students can’t excel, only that your assessment upholds certain standards.
This assignment requires you to read several pages from a chapter distributed in class. Based on this information, you will write an exam that utilizes several different testing formats: 15 multiple-choice questions, 5 short written response questions, and 1 essay question. These will be distributed in class, allowing each class member to take an exam and then to provide written feedback regarding the clarity of the exam questions.
Student Assessment Assignment 3b
Due Date: September 12th (follow-up class activity September 12th)
Total Points: 10 points

Many teachers regard grading as the most difficult part of any class. This is why it is imperative to have testing policies and procedures firmly in place at the start of the semester. Changing rules throughout the course of the semester creates confusion and chaos. Once a grading policy is established, it is advised not to make any exceptions or to alter it in any way. As previously stated, grading must be consistent, fair, and free of bias. Unlike multiple choice exams, class assignments, lab reports, essay exams, and projects are more prone to grading bias and subjectivity. To simplify grading and to maintain consistency, it is advisable to use a grading rubric. A grading rubric consists of a pre-determined, detailed list of inclusion criteria and performance standards that are used for the purpose of assessment. This is particularly important in situations when students dispute or challenge grades. Demonstration of an objective, systematic approach to grading ensures your protection.

Your assignment is to research grading rubrics online and to develop a grading rubric based on the assigned essay question below. You will then be given a student’s written response to the question, which you will grade in class using your rubric.

Question – The process of digestion is facilitated by gastrointestinal (GI) motility and the release of GI secretions. Describe the two types of GI motility that assist in the movement and mixing of food in the GI tract. What is the role of sphincters in the process of digestion. Explain how neural and hormonal signals regulate gastrointestinal motility and the release of GI secretions. (12 points)

Assignment 4: Principles and Techniques of Presentation Design
Due Date: September 19th (follow-up class activity September 19th)
Total Points: 0-20 points

Using the principles of content organization and visual design, prepare a short (10-15 images) PowerPoint presentation on the assigned reading previously distributed in class. You will be evaluated on your ability to employ general design principles presented in class (color, layout, font size, and ability to effectively communicate information visually). When you have completed this assignment, send it to Beerman@wsu.edu as an email attachment.

Assignment 5: Presentation: The teaching persona
Due Date: September 26th
Total Points: (0-10 points)

A student’s ability to learn is not only affected by how information is presented, but also by a practical wisdom that guides our day-to-day interactions with students. Beyond technique and curriculum, our actions and attitudes in the classroom can also help to make students more attentive. This intuitive quality, sometimes referred to as the teaching persona, is our own way of being with students. For this assignment, you need to attend a large enrollment, introductory course. The class can be on any subject, and does not need to be science-related. The purpose of this assignment is to observe and evaluate the presentation and the presentation style of the instructor. Your assignment should include the following:
1. How did the instructor gather students’ attention at the start of class? Was it effective?
2. Describe the atmosphere during the first 10 minutes of class, mid-way through class, and the last 10 minutes of class. Were there any notable differences?
3. Was the information presented in a logical, organized manner?
4. Did the presenter use visuals (PowerPoint) during the lecture? If so, did the visuals stimulate students’ interest in lecture?
5. Describe the “teaching persona” of the instructor?
6. What were the strengths/weaknesses of the speaker’s presentation style?

In a two to three page paper, summarize your responses to these questions. Assignments can be sent by email to Beerman@wsu.edu.

Assignment 6: Writing a course syllabus
Due Date: (October 10th)
Total Points: (0-20 points)

A course syllabus can be thought of as a contract between you and your students. It is the main way that teachers communicate course expectations. A well-written course syllabus is one of the most important documents distributed in class. It will convey information about all aspects of a course from basic contact information to a detailed course schedule. Your assignment is to write a course syllabus for a 10-week introductory Biology (nonmajors) class using the guidelines for syllabus creation at WSU (http://vpuw.wsu.edu/policies/SyllFINL.pdf). Your syllabus should include the following: course description (overview), learning goals and objectives, outline of topics, course requirements, method of evaluation, assignments, exams, and standards of conduct.

Assignment 6: Statement of teaching philosophy
Due Date: (November 7th)
Total Points: (0-20 points)
Writing a statement of teaching philosophy is a daunting task. However, a growing number of colleges and universities require faculty to do so. In addition, many faculty positions require applicants to include such statements in their job applications. Even if you don’t have extensive teaching experience, it is important to formulate your thoughts and opinions about your approach to teaching and learning. This assignment requires you to write a statement of your teaching philosophy in response to an advertised faculty position (to be distributed in class). A statement of teaching philosophy should be brief (one to two pages) and should not be a narrative (restatement) of your vita. Rather, it should express what you believe about teaching and learning, or what I often refer to as a “paper person.” In other words, a statement of teaching philosophy should provide the reader with insights as to your approach to teaching and learning.

Course Project: Interactive, lecture-style presentation
Total Points: 100
Date: October 8 – December 7

You are required to develop and present a 45-minute interactive, lecture-style presentation on a science-related topic that is appropriate for a non-science, introductory biology class. Information and skills needed to complete this project will be presented throughout the semester. Lectures must be organized, informative, and presented fluently and meaningfully. To facilitate student thinking and learning, you should utilize a variety of delivery tools and techniques such as metaphors, demonstrations, and relevant examples.

Criteria used to evaluate student performance are as follows:
- Slide composition (clarity, font, color, layout, creativity, etc.)
- Presentation skills (ability to present in a clear and concise manner)
- Organization of material (logical flow of information)
- Content (accuracy and appropriateness)
- Class interaction and engagement

A grading rubric has been developed to evaluate your presentation.
Subject matter expert (content) = 20 points
Organization = 10 points
Presentation skills = 25 points
Ability to facilitate participation = 20 points
Visuals = 25 points

Course Assessment
This course is based on a total of 215 points (115 points assignments plus 100 points project). Letter grades will be assigned as follows:
≥ 90% = A
85 – 89% = B+
80 – 84% = B
75 – 79% = C+
70 – 74% = C
65 – 69% = D+
60 – 44% = D
≤ 59% = F

BIOL 585 Attendance and participation policy: You are expected to attend class regularly, attend class presentations, and to be an ACTIVE participant during student class presentations. Active participation during student presentations means asking appropriate questions, and participation in all activities. Repeated absences from class and lack of participation will be noticed and will be hazardous to your grade.

WSU Disability Statement: Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

WSU Safety: Please familiarize yourself with information regarding campus emergencies/school closings by visiting this website: http://oem.wsu.edu/emergencies
Academic Integrity: It is expected that all students will adhere to a code of academic honesty and professionalism as described by the Office of Student Conduct. Academic dishonesty and classroom misconduct will not be tolerated and may result in your dismissal from this class.