

**Teaching Philosophy**  
**Philosophy 5700**  
**Spring 2019**

**Course Description:** This course is for graduate assistants or part-time instructors in philosophy, as well as advanced undergraduate students who may wish to pursue graduate training in philosophy. Students will gain experience with different pedagogical approaches, syllabi development, assignment and rubric construction, and relevant online platforms. They will also learn relevant legal and university policies, including, but not limited to: academic misconduct, sexual harassment, student privacy, and students with disabilities. Finally, they will consider inclusion and diversity and ways to promote these through their teaching.

**Professors:** Dr. Fritz Allhoff  
Friday 12:00-2:00; 3006 Moore Hall  
387-4503 (w)

Mr. David Paul  
Wednesday 10:00-12:00; 3021 Moore Hall  
387-3113 (w)

**Seminar:** Friday 10:00-11:40 in Moore 3014. We meet the first seven Fridays of the semester (only); see below for schedule.

**Materials:** Barbara Gross Davis, *Tools for Teaching*, 2<sup>nd</sup> ed. (Jossey-Bass, 2009)

**Electronics:** Aside from anything necessary for presentations, please leave laptops, tablets, and smartphones outside of the seminar room; bring hard copies of readings.

<b>Grading:</b>	Syllabus	50%
	Assessment	25%
	Attendance/Participation	25%

**Syllabus:** Students will construct a syllabus that reflects conscientious thought given to the issues discussed. This could be a revised syllabus for a course already taught, or an aspirational syllabus for some future course—either at WMU or elsewhere. In addition to the substantive content of the syllabus, pay attention to graphical design elements as well, including fonts, spacing, layout, readability, and so on.

**Assessment:** Students will construct a means of assessment appropriate for their designed course. Let's say the default expectation would be something like ten multiple-choice questions and three short-essay questions; these could be for an individual module, or else part of a cumulative midterm of final exam. But, recognizing that different sorts of assessments might be appropriate for different sorts of courses—e.g., critical thinking and bioethics might be taught/evaluated very differently—students are free to pursue alternate assessments, *with the prior approval of the professors*.

**Attendance/Participation:** Students are required to attend each seminar and to participate. If students miss a seminar, they may turn in a 1,000-word reflection paper on the week’s topic—with appropriate sourcing. Reflection papers are due within a week of the missed seminar’s start time. Students may do this, at most, two times.

<u>Week</u>	<u>Date</u>	<u>Faculty</u>	<u>Topic</u>	<u>Readings</u>
1	1/11	Allhoff/Paul	Course Construction & Diversity  Guest: Lindsey Palar, Director of Diversity Training/Education	§§ 1, 5
2	1/18	Paul	Student Conduct & Plagiarism  Guest: Ms. Nicole Albee, Director, Office of Student Conduct	§§ 3, 4, 38
3	1/25	Allhoff	FERPA & Title IX	§§ 2, 57
4	2/1	Allhoff	Disabilities & Accommodation  Guest: Ms. Jayne Fraley-Burgett, Director, Disability Services	§§ 6-8
5	2/8	Paul	Learning & Motivation	§§ 29-31
6	2/15	Paul	Rubrics & Assessments	§§ 36, 42, 43, 52
7	2/22	Allhoff	Online Teaching  Guest: Ms. Katrina Davidson, Senior Instructional Designer, Online Education	§§ 11, 20, 33, 56
<b>Syllabus and Assessment due March 1 by 5:00 p.m.</b>				

**Late Work:** Any written work is due to our mailboxes (i.e., not by email) by the date and time indicated. Late work will be accepted for a 10% up to one week beyond when it is due; any further consideration requires the prior approval of the professors. 'Late' means anything beyond the exact time at which it is due. Any work submitted late should be time stamped by the student; violations therein are subject to any relevant academic honesty provisions (see below).

**Incompletes:** Incomplete grades may only be assigned in conformity with [university policy](#), not as general extensions. Should students anticipate requesting an incomplete, they should communicate this to the professors *as soon as is reasonably feasible*. Unnecessary delay in such communication may be relevant in the adjudication of such requests.

**Statement on Academic Honesty:** Students are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog (pp. 25-27) that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. Students will be given the opportunity to review the charge(s). If students believe they are not responsible, they will have the opportunity for a hearing. They should consult with the professors if they are uncertain about an issue of academic honesty prior to the submission of any work.

**Students with Disabilities:** Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we will work with students if they have a disability that will impact the work in this course. If students have a documented disability and wish to discuss reasonable academic accommodations, please inform the professors in a timely fashion. Accommodations are not retroactive; they begin after notification. Students may also contact the Office of Disability Services for Students at (269) 387-2116 or at <http://wmich.edu/disabilityservices>.