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/Discussion 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

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  X  Fall  Spring  ☐  Summer

7. Will the course be offered each year?
   (Explain if not annually)  X  Yes  ☐  No

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?
      If not, what plans have been made for providing them?
      X  Yes  ☐  No
      Note: there is no distance-learning, service learning, or community-based component to this 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? Yes No
   If so, explain.

12. Check the category most applicable to this course:
    X 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 (NOTE – If “yes,” a program change form must also be submitted.)
   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:

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<tr>
<th>Date of Approval by Department Faculty</th>
<th>2/9/08</th>
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<td>Date of Approval by College Faculty</td>
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<td>*Date of Approval by Graduate Council</td>
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<td>*Date of Approval by Health Care Colleges Council (HCCC)</td>
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<td>*Date of Approval by Senate Council</td>
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*If applicable, as provided by the Rules of the University Senate

Rev 7/06
INVESTIGATING AREA: Humanities

COURSE MAJOR, DEGREE or PROGRAM: PhD 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. A&S Educational Policy Committee, David Olster, dmo1st01@uky.edu  257-4348

   Date: 1/2/08

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.
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

➢ Additional essays concerning the teaching of philosophy will be made available during the course of the semester.

Class Schedule

Week 1: Getting Started

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

Week 7: What to Do About Cheating and Plagiarism
Dealing with the Problem Student

Week 8: Teaching Philosophy

Week 9: Teaching Philosophy: Irony, Relativism and Tolerance
Week 10: Teaching Philosophy: The History and Problems of Philosophy

Week 11: Student Lectures

Week 12: Student Lectures

Week 13: Student-run Discussions

Week 14: Student-run Discussions