This is the GSI Pedagogy Workshop for GSIs in the Departments of Economics and ARE. The course satisfies the Grad Division requirement: first-time GSIs are required to successfully complete this or some other on-campus pedagogy workshop. This course qualifies for the GSI Teaching and Resource Center's Certificate of Teaching and Learning in Higher Education. Experienced GSIs are welcome to drop in to any session. The goal of the workshop is to teach teaching.

Your first semester of teaching is the only time Grad Division allows you to take the pedagogy course **simultaneous with** your teaching appointment. That means the cost of not passing Econ 375 is very high. If you do not pass this course, the Grad Division rule is that you cannot receive another teaching appointment and associated fee waiver until the semester after you successfully complete a course numbered 375. Be sure you familiarize yourself with the grading for the course, outlined on the last page of the syllabus.

**Professor:** Martha Olney (she, her), 691 Evans, 642-6083, Olney@berkeley.edu

**Office Hours:** Prof. Olney will have office hours for Econ 1 undergrads (Tu 4:50-5:30, Wed 11:30-12:30). You can try to come then but it’s not good time management; you’ll have to wait. Email requests for appointments, even on short notice, are better. Friday walking back after class is ideal. Friday afternoons are a good bet. Also, email is sometimes an effective substitute for an in-person meeting.

**GSI:** Preston Mui (he, him), . Office hours by appointment. mui@berkeley.edu

**Books and Readings:**

**REQUIRED:**


Additional readings are posted on bCourses and linked to in the online copy of the syllabus.

**OPTIONAL:**
Connelly, Rachel and Kristen Ghodsee, *Professor Mommy*, Rowman & Littlefield, 2011. (A helpful resource for moms and dads if you are considering combining parenting & academe.)


**Meeting Dates**

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<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday, Aug 20</td>
<td>9:10 - 1</td>
<td>Friday, Sept 7</td>
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<td>Friday, Aug 24</td>
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<td>Friday, Sept 14</td>
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<td>Friday, Aug 31</td>
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<td>Friday, Sept 21</td>
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<td>Friday, Oct 5</td>
<td>Friday, Oct 19</td>
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<td>Friday, Oct 12 (optional)</td>
<td>Friday, Oct 26</td>
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**My Responsibilities:** To run workshops that enhance your teaching abilities. To be available for consultation at mutually convenient times. To make classroom visits at your request. To convey enthusiasm for teaching.
Your Responsibilities: To attend and participate in the scheduled meetings of the workshop. To complete readings and assignments on time. To write a 2-minute reflection paper at the end of each session. To be videotaped in the classroom and to review your videotape with the GSI for the course. Note the grading scheme on the last page. Don’t mess up! The cost of failing 375 is very high.

Unapproved Absences: Unapproved absences incur a 5 point penalty.

Approved Absences: If you are unable to attend a session, you must [1] get prior permission from Prof. Olney to be absent and [2] write a 2-4 page reflection paper on the regular and background reading assignments for that session (typed, double-spaced, 1" margins, 12 pt font). The reflection paper is due by 9 a.m. on the Monday immediately following the missed session and should be submitted by email. The attendance points are not recoverable. The reflection paper will earn the 1 point otherwise allocated to the 2 minute paper. If the paper is submitted late (between 9 am Monday and 8 am Friday), the absence is excused but no points are awarded. If no paper is submitted by 8 am on the Friday after the missed session, you incur a 5 point penalty.

Limits to Confidentiality: As UC employees, all course instructors and tutors are “Responsible Employees” and are therefore required to report incidents of sexual violence, sexual harassment or other conduct prohibited by university policy to the Title IX officer. We cannot keep reports of sexual harassment or sexual violence confidential, but the Title IX officer will consider requests for confidentiality. There are confidential resources available to you, including the PATH to Care Center Team (http://sa.berkeley.edu/dean/confidential-care-advocate), which serves survivors of sexual violence and sexual harassment.

Special Accommodations: If you require disability-related accommodations for assignments or class, if you have emergency medical information that you wish to share, or if you need special arrangements in case the building must be evacuated, please email or speak with me. For accommodations, you must also obtain a Letter of Accommodation (LOA) from Disabled Students' Program (http://dsp.berkeley.edu, 260 César Chávez Center) which they send electronically to the instructor of record. Accommodations are not offered retroactively.

Honor Code: We are all expected to adhere to the UC Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others."

Topics & Readings
Note: Each session also includes time for checking in and receiving feedback from the group. Come prepared to share your tales of success or woe from the classroom.

Readings other than the textbooks are posted in the bCourses site, under the “files” tab.

August 20
Administrative Details; Your Section Syllabus; The First Day; You as Teacher; Thinking about Teaching; Earthquake Safety; Sexual Harassment; Our Classrooms; Teaching Tips

READ: Curzan & Damour, Chapters 1, 2, and 11
http://dx.doi.org/10.4284/0038-4038-2013.054
https://doi.org/10.1080/00220485.2018.1438947

BACKGROUND: Davis, Chapters 3, 4, 31, 32, 46, 51, 55, 56
August 24  Who are Berkeley's students?; Why Public Education?; Learning Styles; Experienced GSIs

**READ:** Office of Planning and Analysis UC Berkeley, “UC Berkeley Quick Facts,”
UC Berkeley, “Cal Facts,”
[http://www.ncsu.edu/felder-public/ILSdir/styles.htm](http://www.ncsu.edu/felder-public/ILSdir/styles.htm)
[https://doi.org/10.1080/00091383.2010.503139](https://doi.org/10.1080/00091383.2010.503139)

**BACKGROUND:** Curzan & Damour, Chapter 3
Davis, Chapters 15, 16, 21-23, 29, 30

August 31  Participation Styles; Active Learning; Just-in-Time Teaching; Diversity in the Classroom; Students in Crisis

**READ:** “The Lesson you Never got Taught in School: How to Learn!”

**BACKGROUND:**
Curzan & Damour, Chapters 4 & 5
Davis, Chapters 5-8, 9-13, 32
Daniela Kauf, "What Can Neuroscience Research Teach Us about Teaching?"
[http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/kauf/](http://gsi.berkeley.edu/programs-services/hsl-project/hsl-speakers/kauf/)
September 7 Working with Faculty; Coordinating with Other GSIs; Teaching Methods; Cooperative Learning; Teaching Graphs

READ: “Group Work,” https://citl.indiana.edu/teaching-resources/teaching-strategies/group-work/
http://dx.doi.org/10.1080/00220485.2014.946547

BACKGROUND:
Curzan & Damour, Chapter 6

September 14 Academic Honesty; Administering Exams; Grading; Grade Disputes


BACKGROUND: Curzan & Damour, Chapters 7 & 8
Davis, Chapters 36-44

September 21 Borrowing Good Ideas from Others; Time Management, revisited; Mid-term Evaluation of Your Teaching

READ: “Teaching Effectiveness Award for GSIs,” http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/

BACKGROUND: Curzan & Damour, Chapter 9
Davis, Chapters 52, 53

September 28 No meeting
October 5  Observations of Teaching; Models of Intellectual Development; Bloom’s Taxonomy; Context-Rich Problems; Writing Exams, Problem Sets, Answer Keys  
**BACKGROUND:** Davis, Chapters 34-35

October 12  OPTIONAL SESSION, Combining an Academic Career with Parenting (for any economics student, whether or not enrolled in Econ 375, interested in discussing how to combine parenting & academe)  
**READ:** Connelly and Ghodsee, *Professor Mommy*

October 19  Race and Gender and Economists; Instructor Identity; Classroom (In)Civility  
**READ:** Kardia, Diana B. & Mary C. Wright, “Instructor Identity: The Impact of Gender and Race on Faculty Experiences with Teaching,” CRLT Occ. Papers #19,  
**BACKGROUND:**  
“Classroom Tools,” UC Berkeley, Division of Equity & Inclusion, Multicultural Education Program, http://mep.berkeley.edu/classroom  


October 26  Statement of Teaching Philosophy; Reflecting on a Semester of Teaching; Job Market; Writing Syllabi and Letters of Recommendation


BACKGROUND: Curzan & Damour, Chapter 10
Davis, Chapters 1-2, 14, 17, 18, 54, 59-61


No meetings in November

Assignments:

[1] At the end of each session, you will write a 2-minute paper describing something you learned that day, and (most importantly) how what you learned may impact your teaching. (1 point per paper)

[2] Additional assignments #1 - #12 are listed below. (2 points per assignment)

These will be graded 0 / 1 / 2. Late assignments* (up to 2 weeks) lose 1 point. If an assignment is more than 2 weeks late, it receives 0.

Note: There is in-class work that immediately follows your completion of assignments 1, 5, 7, 8, and 9. *Assignments that cannot be submitted late are noted in the details below.

#1 Due Monday August 20 (No late submissions)

After reading Chapters 1-2 of Curzan and Damour, prepare a first draft of the syllabus for your section(s). If you don't have all the information you need (section number, day, time, location), make it obvious where that information will be added. For instance you might put:

Office Hours: >>I don't know yet<<

Bring 3 hard copies of your first draft with you to the first session of Econ 375, Monday, August 20.
#2  **Due the night before your first section meets**
Submit the final draft of your syllabus to me via bCourses: assignments tab, as an attachment.

*Rolling deadline. Just be sure to send me the final draft **before** your first section meets. If you want me to double-check it before you make 60 copies, be sure to send me an email and say so & please give me enough time. (Note: I have never figured out how an instructor sees comments left by a student with an assignment submitted on bCourses, so don’t leave me a message as a comment on an assignment. Send me an email, olney@berkeley.edu.)

#3–#6  **Due Friday August 24**

#3 Submit a one-page letter of introduction of yourself to me. Please embed a photo. In your letter of introduction, include your name, your gender pronouns, and any other information about yourself that you’d like to share with me. **Print this out and bring it to class.**

#4 Post an introduction of yourself to your Econ 375 peers to the bCourses discussion (discussion board) no later than 8 a.m. on Friday August 24. Post your intro inline, not as an attachment. Don’t bother posting the photo, just the text.

#5 Complete the learning styles questionnaire at https://www.webtools.ncsu.edu/learningstyles/  Bring your results with you (hard copy or on your laptop)

#6 Read the study suggestions for your learning styles (click on the link to “descriptions” at the bottom of your results). Write a one-paragraph reflection on the results of your learning styles questionnaire. In your reflection be sure to answer these questions: Do you think the results did a good job of capturing you and your learning style? Do their recommendations for how to study & learn ring true for you? Submit this one-paragraph reflection to me via bCourses: Assignments tab, as an attachment. Be sure your paper includes your name, preferably in the upper right-hand corner.

#7  **Due Thursday August 30 by 11:59 p.m. (No late submissions)**

After reading the assigned readings for August 31, take the quiz on bCourses. No late submissions. Must be completed by 11:59 p.m. on Thursday August 30.

#8  **Due Friday September 14 (No late submissions)**
I’ll have a brief assignment for September 14 which I’ll email to you earlier that week. You’ll type up your response to the prompt and bring it to class with you on Friday September 14.

#9  **Due Friday September 21**
Teaching isn’t like research. In teaching, we borrow freely from each other, sharing in a collaborative enterprise without needing to footnote, cite, offer credit. Go to “Teaching Effectiveness Award for GSIs,” http://gsi.berkeley.edu/programs-services/award-programs/teaching-effectiveness/. At the bottom of the page are links to essays submitted by grad students who have received the Teaching Effectiveness Award. The essays describe a problem they have identified in teaching and learning, the teaching method, strategy, or idea they implemented to address the problem, and the means by which they addressed the effectiveness of the solution. Choose any one essay. Write a 250-500 word, double-spaced, 12 pt font, 1” margins paper in which you

- cite and summarize the essay you read
- briefly discuss why you chose this particular essay for this assignment
- discuss how you might implement the strategy described in the essay
- speculate on the difference this strategy might make in your classroom

Turn a hard copy of the paper in during class.
#10 Due Friday October 5
You’ll be paired with another Econ 375 participant. We will provide you with a rubric for observation. In addition, read through the CTL webpage Peer Review of Classroom Instruction http://teaching.berkeley.edu/peer-review-course-instruction and check their “peer review form” at http://teaching.berkeley.edu/sites/default/files/general/peer_review_form_stats.docx. By September 21, observe your partner’s teaching. By September 28, meet with your partner to discuss what you each observed. For Friday October 5, write up a 2-3 page double-spaced paper that reflects on your classmate’s reflection of your teaching and how it will impact your teaching. (For students who are not teaching in Fall 2018, write up your observation notes.) Turn a hard copy of the paper in during class.

#11 Due Friday October 19
After doing the readings, write a 250-500 word double-spaced essay in which you consider your identity(s) and how it might affect your experiences as an instructor. Consider some or all of these questions: Who are you? How do you define yourself? How do others see you? When your students first see you, what is their first impression? In what ways might your identity(s) or students’ perceptions of your identity(s) come into play in the classroom? How, if at all, do you see that affecting your teaching and your classroom behavior? How, if at all, do you see your identity(s) affecting you more broadly in your chosen profession? What are ways in which you might be an ally to someone who is judged negatively because of their identity(s)? Turn a hard copy of the paper in during class.

#12 Due Friday October 26
Prepare a good solid draft of a statement of your teaching philosophy (500 word limit). Write your statement as if you are writing for a potential employer. Econ Ph.D. students presumably have different potential employers than MPP students. In each case, write for your future potential employer. If you are an MPP student, you will be framing your teaching philosophy in terms of how it affects your ability to be (and present your work as) a policy analyst. If you are a Ph.D. student going for an academic job, write for other academics.

There are many good resources online to guide you. You can simply google “writing a teaching philosophy” and nearly every Ph.D. granting institution’s advice will pop up. I would start with this article which is on the syllabus: http://chronicle.com/article/How-to-Write-a-Statement-of/45133/

Bring 3 hard copies with you to class.
## Grading

The course is taken S/U (satisfactory/unsatisfactory). In order to pass (S), you must earn 43 of 61 possible points. Failing the course is potentially very costly. If you do not pass the course, the Grad Division rule is that you can not receive another teaching appointment and associated fee waiver until the semester after you successfully complete a course numbered 375.

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<tr>
<th>Activity</th>
<th>Points Possible per instance</th>
<th>Total possible points</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>2 points per two-hour session</td>
<td>20 points (~30%)</td>
<td>The optional session on parenting earns no points.</td>
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<tr>
<td>Tardy</td>
<td><strong>Penalty</strong>: more than 5 minutes late, max of 1 attendance point for the day; more than 50 minutes late, 0 attendance points</td>
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<td>Implication: set the alarm early enough so you arrive &amp; get your free bagel by 8:10</td>
</tr>
<tr>
<td>Unapproved absences</td>
<td><strong>Penalty</strong>: not only do you not earn the attendance points for that day, you also lose 5 points</td>
<td></td>
<td>Implication: get your absences approved by emailing Marty before class with the info.</td>
</tr>
<tr>
<td>Two-minute papers</td>
<td>1 point per paper</td>
<td>9 points (~15%)</td>
<td>These are graded 0 / 1 based on effort. It will be difficult to receive a 0, though not impossible.</td>
</tr>
<tr>
<td>Assignments</td>
<td>2 points each</td>
<td>24 points (~40%)</td>
<td>These will be graded 0 / 1 / 2. Late assignments (up to 2 weeks) lose 1 point. If an assignment is more than 2 weeks late, it receives 0.</td>
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<tr>
<td>Videotaping</td>
<td>8 points</td>
<td>8 points (~12%)</td>
<td>Get taped and watch the tape with the GSI = 8 points. Don’t get taped = 0 points. Get taped but don’t review the tape = 2 points. Students not teaching will instead write reflections after observing two different instructors. Check with Prof. Olney.</td>
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| Total                     | 61 points                   |          |         |

Earn 43 - 61 points = pass (S)
Earn 0 - 42 points = don’t pass (U)