
TEACHING POLITICAL SCIENCE
POLITICAL SCIENCE 881

Spring 2011

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This class is designed to help graduate students in political science prepare to take on the responsibility of teaching their own courses. It is not intended to serve as a “how to”; that can come only from blending personal disposition with practical experience. Instead, the primary goal of the course will be to introduce some of the principal issues with which instructors routinely have to come to terms and to offer some guidance on how to address them. So, for example, while the class will not provide formal instruction in, say, how to lecture to a large group of students, it will identify the concerns that are common to such lectures and how those concerns might be addressed. Obviously, no class of this kind can provide you with all the answers regarding instructional strategies, but I do hope that, by the end of the semester, you will know what kinds of questions you must ask of yourself before you begin your professional teaching career.

That career will, in fact, begin quite soon. At this point, some students will come to this class confident that they already have a finely polished set of teaching skills in their toolkit, waiting only to be put to use. Others may be quite apprehensive, fearful that they may never do a serviceable job at instruction, no matter what degree of preparation. Most, however, simply have some general intuitions of what they would like to teach and how they might begin.

Part of my objective is to channel these ambitions (and inhibitions) in ways that take account of your immediate needs. In particular, I aim to ease your transition from graduate student to practicing political scientist. To that end, the class will have a practical component, and one of your responsibilities will be to assemble a set of teaching credentials that you may use when applying for your first job. So, I will ask you to develop a sample syllabus, written examinations, and paper assignments, as well as a teaching statement and a template for presenting your teaching evaluations. Your combined teaching credentials will serve as the basis for your final grade.

The readings, you will find, are not onerous, and I will presume that, when you attend class, you have read and are prepared to discuss them. At the same time, I want to understand your concerns, attitudes, and experiences, and I want the class to have the benefit of that input, too.

Most of what we will read and discuss will be general in nature, addressing topics that are endemic to any instructor. But, a good bit of what you read will be written by political scientists and, for that reason, often placed within the context of our own discipline. Your required texts are *The Joy of Teaching: A Practical Guide for New College Instructor*, by Peter Filene (2005, University of North Carolina Press) and *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*, by James M. Lang (2008, Harvard University Press). The remainder of your readings will be readily available through the university library’s electronic resources or posted and available for download on Blackboard.

OVERVIEW OF THE COURSE

A. Orienting Yourself to Teaching

1. Recognizing differences before you begin

January 13

Assignment:

Complete the [survey](#) assessing learning styles, and bring your results to class.

Required reading:

Diane F. Halpern and Milton D. Hakel. 2003. "Applying the Science of Learning to the University and Beyond," *Change* (July/August): 36-41.

Suggested reading:

Barbara J. Bank, Ricky L. Slavings, and Bruce J. Biddle. 1990. "Effects of Peer Faculty, and Parental Influences on Students' Persistence." *Sociology of Education* 63(3):208-225.

Kathy L. Brock and Beverly J. Cameron. 1999. "Enlivening Political Science Courses with Kolb's Learning Preference Model." *PS: Political Science and Politics* 32:251-255.

Richard L. Fox and Shirley A. Ronkowski. 1997. "Learning Styles of Political Science Students." *PS: Political Science and Politics* 30:732-737.

Kenneth A. Kiewra. 1989. "A Review of Note-Taking: The Encoding-Storage Paradigm and Beyond." *Educational Psychology Review* 1(2):147-172.

Richard E. Snow and Penelope L. Peterson. 1980. "Recognizing Differences in Student Aptitudes." *New Directions in Teaching and Learning* 2:1-24.

2. Preparing to teach for the first time

January 18

Required reading:

Center for Faculty Excellence, University of North Carolina. ["The First Day of Class: Your Chance to Make a Good First Impression."](#)

Joe Cuseo. ["The First Day and Week of Class: Instructional Strategies."](#)

James M. Lang. *On Course*, pp. 21-42.

Suggested reading:

Kevin L. Bennett. 2004. "How to Start Teaching a Tough Course: Dry Organization v. Excitement on the First Day of Class." *College Teaching* 52(3):106.

Angela McGlynn. 2001. "New Semester, New Beginnings: Starting the Semester with Bonding Exercises." *The Hispanic Outlook in Higher Education* 2(7):13.

Joyce T. Povlacs. 1987. "101 Things You Can Do the First Three Weeks of Class." Idea Paper No. 2, Center for Teaching and Learning. Muncie, IN: Ball State University.

B. Meeting expectations: Yours and your students'

1. Who are your students?

January 20

Required reading:

Mark Bauerlein. 2006. "A Very Long Disengagement." *Chronicle of Higher Education*, January 6.

Stephen Earl Bennett and Linda L.M. Bennett. 2001. "What Political Scientists Should Know about the Survey of First-Year Students in 2000." *PS: Political Science and Politics* 24:295-299.

Peter Filene. *The Joy of Teaching*, pp. 13-22.

2. What are your goals?

January 25

Assignment:

Write a draft of your teaching statement, including a discussion of your teaching (or TA) experience and bring it to class.

Readings:

Peter Filene. *The Joy of Teaching*, pp. 7-12, 23-31.

Gabriela Montell. 2003. "What's Your Philosophy on Teaching, and Does It Matter?" *Chronicle of Higher Education*, March 23.

Washington University in St. Louis, The Teaching Center. ["Writing a Teaching Philosophy Statement."](#)

Suggested reading:

Ohio State University, Faculty and TA Development, ["Writing a Philosophy of Teaching Statement."](#)

3. The students' perspective on instructors

January 27

In-class video:

What Students Want: Teaching from a Student's Perspective

Required reading:

Lynne E. Anderson and John Carta-Falsa. 2002. "Factors That Make Faculty and Student Relationships Effective." *College Teaching* 50(4):134-138.

Baron Perlman and Lee I. McCann. 1998. "Students' Pet Peeves about Teaching." *Teaching of Psychology* 25(3)201-203.

C. Classroom concerns

1. Preparing a syllabus

February 1

Assignment:

Draft a syllabus of a course that you would like to teach and bring it to class. To allocate content across the semester, use the UNC Registrar's calendar as a planning guide.

Required reading:

Howard B. Altman and William E. Cashin. ["Writing a Syllabus."](#) 1992. IDEA Paper No.27
Center for Faculty Evaluation and Development. Manhattan, KS: Kansas State
University.

Peter Filene. *The Joy of Teaching*, pp. 35-46.

James M. Lang. *On Course*, pp. 1-20.

Suggested reading:

John T. Ishiyama and Stephen Hartlaub. 2002. "Does the Wording of Syllabi Affect
Student Course Assessment in Introductory Political Science Classes?" *PS: Political
Science and Politics* 26:568-570.

Jay Parkes and Mary B. Harris. 2002. "The Purposes of a Syllabus." *College Teaching*
50(2):55-61.

2. Preparing and delivering lectures, part 1

February 3

In-class video:

Patrick Henry Winston. 2008. "How to Speak."

Required reading:

Barbara Gross Davis. 1993. ["Delivering a Lecture,"](#) in *Tools for Teaching*. San Francisco:
Jossey-Bass.

Peter Filene. *The Joy of Teaching*, pp. 47-55.

James M. Lang. *On Course*, pp. 63-84

Suggested reading:

Lawrence Baum. 2002. "Enthusiasm in Teaching," *PS: Political Science and Politics* 35:87-90.

Ruth S. Day. 1980. "Teaching from Notes: Some Cognitive Consequences." *New
Directions for Teaching and Learning* 2:95-112.

3. Preparing and delivering lectures, part 2

February 8

Readings:

Thomas Carsey. "What Makes for a Good Research Presentation?"

"Presenting Data and Information," Edward Tufte Seminar, 17 August, 1999.

[Ten Ways to Make Your Teaching More Effective](#)

Suggested reading:

Nakatani Teaching and Learning Center. [“Lecture Strategies.”](#)

4. Facilitating discussion

February 10

In-class video:

The Art of Discussion Leading

Readings:

Peter Filene. *The Joy of Teaching*, pp. 56-74.

Peter Frederick. 1981. “The Dreaded Discussion: Ten Ways to Start.” *Improving College and University Teaching* 29(3):109-114.

James M. Lang. *On Course*, pp.85-103.

Suggested reading:

Mel Cohen. 1991. “Making Class Participation a Reality.” *PS: Political Science and Politics* 24:699-703.

John A. Daly. 1986. “Communication Apprehension in the College Classroom.” *New Directions for Teaching and Learning* 26:21-31.

Andrew Green and William Rose. 1996. “The Professor’s Dream: Getting Students to Talk and Read Intelligently.” *PS: Political Science and Politics* 29:687-690.

Mary Sadker and David Sadker. 1992. “Ensuring Equitable Participation in College Classes.” *New Directions for Teaching and Learning* 49(Spring):49-56.

William M. Welty. 1989. “Discussion Method Teaching: How to Make It Work.” *Change* 21(4):40-49.

5. Making effective use of technology

February 15

Required reading:

Richard M. Felder and Rebecca Brent. [“Death by PowerPoint.”](#)

James M. Lang. *On Course*, pp. 43-62.

Don Madigan. 2006. [“The Technology Literate Professoriate: Are We There Yet?”](#) IDEA Paper 43. Center for Faculty Evaluation and Development. Manhattan, KS: Kansas State University.

Suggested reading:

John Clymer. 2007. [“The AHA Guide to Teaching and Learning with New Media.”](#)
American Historical Association

6. Humor in the classroom

February 17

Required reading:

Ronald A. Berk. 1996. "Student Ratings of 10 Strategies for Using Humor in College Teaching." *Journal on Excellence in College Teaching* 7(3):71-92.

Jean M. Civikly. 1996. "Humor and the Enjoyment of College Teaching." *New Directions in College Teaching* 26:61-70.

Sarah E. Torok, Robert F. McMorris, and Wen-Chi Lin. 2004. "Is Humor an Appreciated Teaching Tool? Perceptions of Professors' Teaching Styles and Use of Humor." *College Teaching* 52(1):14-20.

Suggested reading:

Scott Enres. 2005. *Teaching is Too Important to Take Seriously: A Guide to Laughter in Teaching and Life*. Chicago: Chicago Spectrum Press.

7. Dealing with normative issues

February 22

Readings:

Samuel W. Calhoun. 1995. "Impartiality in the Classroom: A Personal Account of a Struggle to Be Evenhanded in Teaching About Abortion." *Journal of Legal Education* 45(1):99-112.

Stanely Fish. 2008. "[Professor, Do Your Job.](#)" *Policy Review*

Scott Jaschik. 2010. "[Teaching or Preaching?](#)" *Inside Higher Ed*, July 15,

JoAnne Myers and Joan C. Tronto. 1998. "'Truth' and Advocacy: A Feminist Perspective." *PS: Political Science and Politics* 31:808-810.

Suggested reading:

Larry R. Churchill. 1982. "The Teaching of Ethics and Moral Values in Teaching: Some Contemporary Confusions." *Journal of Higher Education* 53(3):296-306.

Karen Hanson. "Between Apathy and Advocacy: Teaching and Modeling Ethical Reflection." *New Directions for Teaching and Learning* 66(Summer):33-36.

Hugh T. Miller. 1993. "The Objectionable Utterance: A Moment for Teaching." *PS: Political Science and Politics* 26:233-234.

April Kelly-Woessner and Matthew C. Woessner. 2006. "My Professor is a Partisan Hack: How Perceptions of a Professor's Political Views Affect Student Course Evaluations." *PS: Political Science and Politics* 39:495-501.

Ellis M. West. 1998. "Some Proposed Guidelines for Advocacy in the Classroom." *PS: Political Science and Politics* 31:805-807.

8. Classroom activities

February 24

Readings:

Elizabeth Ann Bartlett. 1999. "Keeping Wonder Alive in Today's College Classroom." *Thought & Action* 15(2):47-57.

Charles C. Bonwell and James A. Eison. ["Active Learning: Creating Excitement in the Classroom."](#)

Peter Filene. *The Joy of Teaching*, pp.75-91.

Anthony F. Lang, Jr. and James M. Lang. 1998. "Between Theory and History: *The Remains of the Day* in the International Relations Classroom." *PS: Political Science and Politics* 31:209-215.

James M. Lang. *On Course*, pp. 104-126.

G. Dale Thomas. 2002. "The Isle of Ted Simulation: Teaching Collective Action in International Relations and Organization." *PS: Political Science and Politics* 555-559.

Suggested reading:

Elizabeth F. Barkley. *Student Engagement Techniques: A Handbook for College Faculty*. San Francisco: Jossey-Bass.

Rosalee A. Clawson; Rebecca E. Deen; Zoe M. Oxley. 2002. "Online Discussions Across Three Universities: Student Participation and Pedagogy." *PS: Political Science and Politics* 35:713-718.

Ricard J. Hardy, Chapman Rackaway, and Laurie E. Sonnier. 2005. "In the Supreme Court Justices' Shoes: Critical Thinking through the Use of Hypothetical Case Law Analyses and Interactive Simulations." *PS: Political Science and Politics* 38:411-414.

Donald Jansiewicz. 2004. "E=MC²: Teaching with Simulations." Presented at the annual meeting of the APSA Conference on Teaching and Learning Conference, Washington, DC, Feb 19-21.

Alison King. 1990. "Enhancing Peer Interaction and Learning in the Classroom through Reciprocal Questioning." *American Educational Research Journal* 27(4):664-687.

Rosemary O'Leary. 2002. "Advice to New Teachers: Turn It Inside Out" *PS: Political Science and Politics* 35:91-92.

Elizabeth T. Smith and Mark A. Boyer. 1996. "Designing In-Class Simulations." *PS: Political Science and Politics* 29:690-694.

Cameron G. Thies. 2004. "A Crash Course in Learning Communities for the Political Scientist." Presented at the annual APSA Conference on Teaching and Learning, Washington, DC. February 19-21.

9. Large classrooms

March 1

Required reading:

Barbara Gross Davis. 1993. ["Preparing to Teach the Large Lecture Course,"](#) in *Tools for Teaching*. San Francisco: Jossey-Bass.

Nakatani Teaching and Learning Center. ["Teaching Large Classes."](#)

UNC Center for Faculty Excellence. ["Ideas for Teaching Large Lecture Classes."](#)

Suggested reading:

Frank Heppner. 2007. *Teaching the Large College Class*. San Francisco: Jossey-Bass.
Christine A. Stanley and M. Erin Porter. *Engaging Large Classes: Strategies and Techniques for College Faculty*. San Francisco: Jossey-Bass.

10. Some illustrations of classroom instruction

March 3

(no readings)

D. Assignments and Grading

1. Examinations and Written assignments

March 15

Assignment:

Write one examination and one writing assignment, and bring it to class.

Required reading:

Peter Filene. *The Joy of Teaching*, pp. 75-91
James M. Lang. *On Course*, pp. 127-137.
Richard Leahy. 2002. "Conducting Writing Assignments." *College Teaching* 50(2):50-54.
Pamela A. Zeiser. 1999. "Teaching Process and Product: Crafting and Responding to Student Writing Assignments." *PS: Political Science and Politics* 32:593-595.

Suggested reading:

John C. Ory and Katherine E. Ryan. 1993. *Tips for Improving Testing and Grading*. Beverly Hills, CA: Sage.

2. Evaluating student performance

March 17

Readings:

Elizabeth Boretz. 2004. "Grade Inflation and the Myth of Student Consumerism." *College Teaching* 52(2):42-46.
Peter Filene. *The Joy of Teaching*, pp. 92-112.
Brian J. Glenn. "The Golden Rule of Grading: Being Fair." *PS: Political Science and Politics* 31:787-788.
James M. Lang. *On Course*, pp.137-152.

Suggested reading:

Ronald Boyd. 1988. "Improving Your Test-Taking Skills." *Practical Assessment, Research, and Evaluation* 1(2):1.
Rita Cobb Rodabaugh. 1996. "Institutional Commitment to Fairness in College Teaching." *New Directions for Teaching and Learning* 66(Summer):37-45.

- John L. Seitz. 1996. "Mission Impossible? Making a Political Science Final Exam That's Fun to Grade." *PS: Political Science and Politics* 29:525-526.
- Dannelle D. Stevens and Antonia J. Levi. 2004. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publishing.
- Thomas C. Toppino and H. Ann Brochin. 1989. "Learning from Tests: The Case of True-False Examinations." *Journal of Educational Research* 83(2):119-124.

E. Problems in the classroom

1. Types of problem students

March 22

Readings:

Peter Sacks. 1996. *Generation X Goes to College: An Eye-Opening Account of Teaching in Postmodern America*. Peru, IL: Open Court Press. (Passim.)

2. Disruption in the classroom

March 24

Required readings:

Sally L. Kuhlenschmidt and Lois E. Layne. 1999. "Strategies for Dealing with Difficult Behavior." In S.M. Richardson, ed. *Promoting Civility: A Teaching Challenge*. *New Directions for Teaching and Learning* 77:45-57.

Alison Schneider. 1998. "Insubordination and Intimidation Signal the End of Decorum in Many Classrooms." *The Chronicle of Higher Education*, March 27

Mary Deane Sorcinelli. 1994. "Dealing with Troublesome Behaviors in the Classroom." In K.W. Prichard & R.M. Sawyer, eds., *Handbook of College Teaching: Theory and Applications*. Westport, CT: Greenwood Press.

3. Academic dishonesty

March 29

Readings:

Mark D. Caron, Susan Krauss Whitbourne, and Richard P. Halgin. 1992. "Fraudulent Excuse Making Among College Students." *Teaching of Psychology* 19(2):90-93.

Stephen F. Davis, Cathy A. Grover, Angela H. Becker, Loretta N. McGregor. 1992. "Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments." *Teaching of Psychology* 19:16-20.

Eric G. Lambert, Nancy Lynne Hogan, and Shannon M. Barton. 2003. "[Collegiate Academic Dishonesty Revisited: What Have They Done, How Often Have They Done It, Who Does It, and Why They Did It.](#)" *Electronic Journal of Sociology*

James M. Lang. *On Course*, pp. 196-213.

Patrick M. Scanlon. 2003. "Online Plagiarism: How Do We Respond?" *College Teaching* 51(4):161-165.

Suggested reading:

- John P. Houston. 1983. "Alternate Test Forms as a Means of Reducing Multiple-Choice Answer Copying in the Classroom." *Journal of Education Psychology* 75(4):572-575.
- Kevin T. McGuire. 2010. "There Was a Crooked Man(uscript): A Not-So-Serious Look at the Serious Subject of Plagiarism." *PS: Political Science and Politics* 43:107-113.
- Matthew C. Woessner. 2004. "Beating the House: How Inadequate Penalties for Cheating Make Plagiarism an Excellent Gamble." *PS: Political Science and Politics* 37:313-320.

4. Emotional problems

March 31

Readings:

- James M. Lang. *On Course*, pp. 178-195.
- Martha Anne Kitzrow. 2003. "The Mental Health Needs of Today's College Students: Challenges and Recommendations." *The NASPA Journal* 41:1, Article 9.

F. Obligations

1. Ethics in teaching

April 5

Readings:

- American Association of University Professors. "[Statement of Professional Ethics.](#)"
- Clark Kerr. 1994. "Knowledge Ethics and the New Academic Culture." *Change* 26:8-16.
- Harry Murray, Eileen Gillese, Madeline Lennon, Paul Mercer, and Marilyn Robinson. 1996. "Ethical Principles for College and University Teaching." *New Directions for Teaching and Learning* 66(Summer):57-63.
- David C. Smith. 1996. "The Ethics of Teaching." *New Directions for Teaching and Learning* 66(Summer):5-14.

Suggested readings:

- Peter M. Hogan and Allan J. Kimmel. 1992. "Ethical Teaching of Psychology: One Department's Attempts at Self-Regulation." *Teaching of Psychology* 19(4):205-210.
- Jeffrey Kovac. 1999. "Professional Ethics in the College and University Curriculum." *Science and Education* 8:309-319.
- Kenneth A. Strike. 1988. "The Ethics of Teaching." *The Phi Delta Kappan* 70(2):156-158.
- Everett K. Wilson. 1982. "Power, Pretense, and Piggybacking: Some Ethical Issues in Teaching." *The Journal of Higher Education* 53(3):268-281.

2. Legal concerns

April 7

Required readings:

- Columbia University Teaching Center. "[Legal Issues in the Classroom.](#)"

Donna Euben. 2003. [“Legal Issues in the Classroom.”](#) American Association of University Professors.

Rachel Levinson. 2007. [“Academic Freedom and the First Amendment.”](#) American Association of University Professors.

G. Special concerns

1. Teaching as a graduate student

April 12

Readings:

Filene, pp. 115-121

Edward M. Burmila. 2010. “Graduate Students as Independent Instructors: Seven Things to Know about Teaching Your Own Course while in Graduate School,” *P.S.: Political Science and Politics* 43:557-560.

2. Student diversity

April 14

Readings:

Barbara Gross Davis. 1993. [“Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity and Gender.”](#) in *Tools for Teaching*. San Francisco: Jossey-Bass Publishers.

Patricia Gurrin. 1999. [“The Compelling Need for Diversity in Education.”](#) Section V. Also reprinted in *Equity & Excellence in Education* 32(2):36-62.

Suggested readings:

Maurianne Adams. 1992. “Cultural Inclusion in the American College Classroom.” *New Directions in Teaching and Learning* 49:5-17.

Yvette Alex-Assensoh. 2000. “Minority Politics Courses: Moving Beyond Controversy and Toward Active Learning.” *PS: Political Science and Politics* 33(2):201-206.

Pamela Fraser-Abder. 2001. “Preparing Science Teacher for Culturally Diverse Classrooms.” *Journal of Science Teacher Education* 12(2):123-131.

Rita Hardiman and Bailey W. Jackson. 1992. “Racial Identity Development: Understanding Racial Dynamics in College Classrooms and on Campus.” *New Directions in Teaching and Learning* 52(Winter):21-37.

3. Gender and classroom climate

April 19

Reading:

Mary Crawford and Margo MacLeod. 1990. “Gender in the College Classroom: An Assessment of the ‘Chilly Climate’ for Women.” *Sex Roles* 23(3/4): 101-122.

Catherine G. Krupnick. [“Women and Men in the Classroom: Inequality and Its Remedies.”](#)

Mara H. Wasburn. 2004. "Is Your Classroom Woman-Friendly? Ten Strategies for Reaching This Goal." *College Teaching* 52(4)156-158.

Suggested reading:

Bern P. Allen and James F. Niss. 1990. "A Chill in the College Classroom?" *Phi Delta Kappan* 71(8)607-609.

4. Teaching / research balance
April 21

Required readings:

Peter Filene. *The Joy of Teaching*, pp.122-131.
James M. Lang. *On Course*, pp. 214-231.

H. Resources for instruction

1. Teaching at UNC
April 26

Readings:

Naomi Rockler-Gladen. ["Helpful Classroom Resources for Professors and College Instructors."](#)
[UNC Information Technology Services](#)

2. Evaluating your performance
May 3

Readings:

Eugene Arden. 2002. "Should Students Evaluate Faculty Members?" *College Teaching* 50(4):158-159.

Tamara Baldwin and Nancy Blattner. 2003. "Guarding Against Potential Bias in Student Evaluations: What Every Faculty Member Needs to Know." *College Teaching* 51(1):27-32.

James M. Lang. *On Course*, pp. 265-283.

Laura I. Langbein. 1994. "The Validity of Student Evaluations of Teaching." *PS: Political Science and Politics* 27:545-553.

Suggested readings:

Kristi Andersen and Elizabeth D. Miller. 1997. "Gender and Student Evaluations of Teaching." *PS: Political Science and Politics* 30:216-219.

L. Dee Fink. 1999. "Evaluating Your Own Teaching," in Peter Seldin, ed., *Improving College Teaching*. Bolton, MA: Anker Publishing Co.

Teaching Portfolio Resources

There is a good deal of variation in teaching portfolios, but there are some common elements that you should try to include. The following list is taken from the [Ohio State Center for the Advancement of Teaching](#), but you will find similar online resources from a wide variety of colleges and universities. Some of these items can be put together during the semester; others, quite obviously, can only take shape over time. So, I would like you to aim for the following components:

1. Statement of teaching philosophy
2. Description of teaching experience (responsibilities)
3. Course planning artifacts: sample course syllabi, lesson plans, assignments, exams
4. Evidence of teaching effectiveness: summary of student feedback, department evaluations
5. Teaching awards and recognition
6. Professional development efforts

Some General Resources

- Patrick Allitt. 2005. *I'm the Teacher, You're the Student: A Semester in the University Classroom*. Philadelphia: University of Pennsylvania Press.
- Ken Bain. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
- Robert Boice. 1996. *First-Order Principles for College Teachers: Ten Basic Ways to Improve the Teaching Process*. Bolton, MA: Anker Publishing.
- Arthur W. Chickering and Zelda F. Gamson. 1987. "Seven Principles for Good Practice in Undergraduate Education." *AAHE Bulletin* 39(7):3-7.
- Thomas E. Cronin. 1991. "On Celebrating College Teaching," *PS: Political Science and Politics* 24:482-491.
- K. Patrician Cross. 1986. "A Proposal to Improve Teaching or What 'Teaching Seriously' Should Mean." *AAHE Bulletin* 39(1):9-14).
- Stanford C. Erikson. 1983. "Private Measures of Good Teaching." *Teaching of Psychology* 10(3):133-136.
- Patricia Helton. 2000. ["Diversifying the Curriculum: A Study of Faculty Involvement."](#)
- Pat Hutchings. 2010. "The Scholarship of Teaching and Learning: From Idea to Integration." *New Directions for Teaching and Learning* 123(Fall):63-73.
- Pat Hutchings, Chris Bjork, and Marcia Babb. 2002. "The Scholarship of Teaching and Learning in Higher Education: An Annotated Bibliography." *PS: Political Science and Politics* 233-236.
- Tara Kuther. 2003. "Teaching 101." *ScienceCareers.org*, 14 March.
- Richard J. Light. 2001. *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press.
- Angela Provitiera McGlynn. 2001. *Successful Beginnings for College Teaching: Engaging Your Students from the First Day*. Madison, WI: Atwood Publishing.
- Wilbert McKeachie and Marilla Svinicki. 2006. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 12th ed. Boston: Houghton-Mifflin.

Peter Seldin. 1997. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*, 2nd ed. Bolton, MA: Anker Publishing.