



## **Foundations of Teaching Workshop Series** **Spring 2016**

*Sessions held in 116 McNeill Room, LaFortune Student Center*

### **Week 1, January 8, 9:30-10:45**

- Understanding your role, communicating expectations, and preparing for the first day of class

### **Week 2, January 15, 9:30-10:45**

- Preparing, structuring, and facilitating discussion/lab sections and presentations

### **Week 3, January 29, 9:30-10:45**

- Grading and responding to student work

### **Week 4, February 5, 9:30-10:45**

- Teaching for critical thinking

\*Each workshop attended counts toward your "Striving for Excellence in Teaching" or "Advanced Teaching Scholar" Kaneb Center certificate\*

### **Facilitators:**

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Kristi Rudenga (Week 1); [krudenga@nd.edu](mailto:krudenga@nd.edu)

### **Week 3 Outline:**

- Welcome and introductions
- Grading effectively
- Grading efficiently
- Feedback: a 2-way street
- This week in teaching and wrap up



## Grading Guidelines

### *Before you start:*

Set Standards	<ul style="list-style-type: none"> <li>● Set explicit standards at the beginning of the semester and before each assignment</li> <li>● Use standards when grading and refer to them</li> <li>● Distribute anonymous samples of work for reference</li> </ul>
Have a rubric	<ul style="list-style-type: none"> <li>● For writing assignments:               <ul style="list-style-type: none"> <li>○ Give students a rough template</li> <li>○ Include details that should be found in the paper</li> </ul> </li> <li>● For quizzes or exams:               <ul style="list-style-type: none"> <li>○ Provide answer sheet with point distribution</li> </ul> </li> </ul>

### *While you grade:*

Be Fair and Consistent	<ul style="list-style-type: none"> <li>● Practice blind grading</li> <li>● Grade by question rather than by student</li> <li>● Survey answers before beginning grading</li> <li>● Go back to first assignments once you've finished</li> <li>● Standardize across sections               <ul style="list-style-type: none"> <li>○ Divide up questions</li> <li>○ Exchange student assignments</li> <li>○ Set grade distribution</li> </ul> </li> </ul>
Be Efficient	<ul style="list-style-type: none"> <li>● Choose appropriate level of feedback</li> <li>● Give yourself sufficient time</li> <li>● Limit distractions, take breaks when needed</li> <li>● Set a reasonable time limit</li> <li>● Use a time-saving device               <ul style="list-style-type: none"> <li>○ Comment database</li> <li>○ Highlight repeated errors</li> <li>○ Mark a few examples of good/bad work</li> </ul> </li> </ul>

### *Returning Grades:*

Provide Feedback	<ul style="list-style-type: none"> <li>● Start and finish with something positive</li> <li>● Stick to most important points</li> <li>● Get students to read them</li> <li>● Save comments</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>● Be consistent</li> <li>● Communicate policies in advance - examples:               <ul style="list-style-type: none"> <li>○ Offer to re-grade <u>entire</u> assignment</li> <li>○ Limit rewrites only to those meeting a set standard (example: C or lower)</li> <li>○ Require 24 hour wait to discuss grades</li> <li>○ Require students to submit question/concern in writing prior to meeting</li> </ul> </li> </ul>

## Grading Abbreviations for Common Mistakes

*-hand out a list like this to students-*

Marginal Abbreviation	Explanation
✓	Good point!
?	Meaning of sentence or phrase is unclear
!	This is a surprising claim
	Something circled – something is wrong here; e.g. spelling, grammar
^	Insert here - this “carrot” marks a spot between two words where something is needed (usually a word or punctuation that I have indicated)
//	Un-parallel construction: you have written a construction (e.g. a compound sentence, compound verb, or list) that is uneven and which would be clearer if the parallel parts were stated in the same way
Agree	Agreement error: subject/verb, or noun/pronoun, do not agree in number or person
Awk	The sentence or phrase is constructed awkwardly
Cite	Add citation
Elab	Please elaborate: why did you write this here? Why is this important? How does it fit in your argument?
Ev	You need to support this claim with evidence
Expand	Say more about this - is there more evidence that you could mention here? (for example, in the text you are discussing)
Explain	Explain your reasoning. How did you get to this conclusion?
Form	Formatting error; e.g., extra space, missing space, indenting, line spacing, font
Frag	Fragment- not a complete sentence
Gr	Incorrect grammar
Ir	Irrelevant
Logic	Logical error: your argument is wrong, or logical fallacy
P	Punctuation missing /wrong punctuation; e.g., period, comma, quotation marks
Pass	Avoid passive voice
Perf	Avoid perfect and pluperfect tense
R	Redundant/repetitious; you already said this
Ref?	Referent unclear- e.g. antecedent unclear
Si	Split infinitive
Tense	Tense shift- use the same tense throughout your writing
Trans	Transition from one idea to the next is unclear
V	Vague
X	Incorrect
WW	Wrong word

## Short Scenarios on Grading/Assessment

1. Anna was absolutely exhausted. In order to meet the deadline imposed on her and the other TAs by the professor, she was forced to wake up at 4am to finish grading the week's reaction papers. How could she hope to be more efficient in the future when the papers were always so long and complicated to read?
2. Bryan had no sooner finished handing out last week's lab report than a student approached him about his grade. Although the student had completed the first assignment, his work was not stellar. The student said that if he failed to maintain a C average on his transcript he would lose his scholarship and have to leave Notre Dame.
3. When Charlie was grading the week's quiz, he realized that a question that he had written was confusing and ultimately had no correct answer.
4. Diane had finished grading her stack of papers for the week, and decided to quickly scan them before class to make sure her comments were clear. She was surprised and stressed to see that her grading was inconsistent; she became more lax about certain points in papers she graded later.
5. When Amir handed back the first writing assignment to his class, he decided to preempt future problems and told the students that if they had issues with grades they could submit a written regrade request to him within one week of the assignment being returned. To his dismay, he received requests from almost two-thirds of the class!
6. Steven really enjoyed hanging out with the undergrads during discussion sections, and took pride in the fact that he was approachable if students had questions. When he received his first batch of papers, he was shocked to see that most students had submitted sloppy and incomplete assignments. He didn't want his students to start hating him, but he also didn't want to reward poor work. How was he going to grade these reports fairly?
7. Maya received an email from a student the day before a paper was due, who said that he had been really busy starting a new tutoring program for disadvantaged high school students and that he hoped he could get an extension for his lab report. Maya had made it clear that the reports would be docked a letter grade for each day they were late. Should she relax her standards because this student had another important commitment?
8. You just graded an exam in which one of the questions was worth 15 points. Quite a few students made a fundamental error in solving the problem. You decide to deduct 5 points from each student who committed this error. A student, named Jane, enters your office hours complaining that it was an unfair deduction, and that given the quality of the other work she did on the midterm, you should be more lenient for her.

## Assessing your progress: Soliciting feedback from your students

Question	Potential Ideas
<b>What should I ask?</b>	<ul style="list-style-type: none"> <li>• Questions about students</li> <li>• Questions about methods and teaching tools</li> <li>• Questions about yourself as a teacher</li> </ul>
<b>How do I ask it?</b>	<ul style="list-style-type: none"> <li>• Use a 'numerical rating system'</li> <li>• Use 'Quit, Keep, Start'</li> <li>• Develop short answer questions relevant to the course</li> <li>• Open-ended/free response feedback</li> </ul>
<b>When do I ask it?</b>	<ul style="list-style-type: none"> <li>• After activity went successfully/failed</li> <li>• After section on difficult material</li> <li>• Middle of the semester (or 1/3 and 2/3 mark)</li> <li>• Before or after big assignment</li> </ul>
<b>What do I do with feedback information?</b>	<ul style="list-style-type: none"> <li>• Summarize it for yourself               <ul style="list-style-type: none"> <li>◦ Write out positive &amp; negative prominent comments</li> <li>◦ Frequent comments are more important/useful than extreme evaluations</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Summarize it and discuss with your students               <ul style="list-style-type: none"> <li>◦ Let students know that you take their opinions seriously and make them feel involved &amp; invested in section</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Respond to feedback               <ul style="list-style-type: none"> <li>◦ Adjust section/class as necessary or possible</li> <li>◦ Be transparent with your students about changes (or lack thereof)</li> </ul> </li> </ul>

	Excellent (4 pts)	Good (3 pts)	Adequate (2 pts)	Needs Work (1 pt)	Not attempted (0)
<b>Introduction</b>	1. Includes the question to be answered by the lab 2. states hypothesis that is based on research and/or sound reasoning 3. title is relevant.	One of the "excellent" conditions is not met, two conditions met	Two of the "excellent" conditions is not met, one is met	Introduction present, no exemplary conditions met	
<b>Methods</b>	Description or step-by-step process is included, could be repeated by another scientist	Description included, some steps are vague or unclear	The description gives generalities, enough for reader to understand how the experiment was conducted	Would be difficult to repeat, reader must guess at how the data was gathered or experiment conducted	
<b>Data and Analysis</b>	Results and data are clearly recorded, organized so it is easy for the reader to see trends. All appropriate labels are included	Results are clear and labeled, trends are not obvious or there are minor errors in organization	Results are unclear, missing labels, trends are not obvious, disorganized, there is enough data to show the experiment was conducted	Results are disorganized or poorly recorded, do not make sense ; not enough data was taken to justify results	
<b>Conclusions</b>	1. Summarizes data used to draw conclusions 2. Conclusions follow data (not wild guesses or leaps of logic), 3. Discusses applications or real world connections 4. Hypothesis is rejected or accepted based on the data.	3 of 4 of the "excellent" conditions is met	2 of the 4 excellent conditions met	1 of the 4 excellent conditions met	
<b>Format and Lab Protocols</b>	Lab report submitted as directed, and on time. Directions were followed, stations were cleaned. All safety protocols followed.	Most of the excellent conditions were met; possible minor errors in format or procedures	Some of the excellent conditions met, directions were not explicitly followed, lab stations may have been left unclean or group not practicing good safety (such as not wearing goggles)	Student did not follow directions, practiced unsafe procedures, goofed around in the lab, left a mess or equipment lost	
	Total (out of 20 )				

**Rubric Sample: Grading Criteria for Final Paper CDE 505A**

Name \_\_\_\_\_

Criteria	Possible Points	Points Awarded	Comments
<b>Specific Aims (15pts)</b>			
Specific objectives of the proposed study clearly stated	5		
Long-term objectives of the proposed study clearly stated	5		
Hypothesis clearly stated	5		
<b>Background and Rationale (20pts)</b>			
Literature review: is this an adequate review of the literature with enough sources to lead clearly into the rationale for the study?	10		
Rationale for the proposed study: is there a clear identification of a gap in the literature or reason why this study will contribute to existing knowledge?	5		
Public health importance of the disease/behavior/intervention clearly stated	5		
<b>Methods (25pts)</b>			
Clearly identified study participants including inclusion/exclusion criteria, screening measures, enrollment procedures, etc.	5		
Clearly explained procedures including description of intervention, length of study period/follow-up, study sites, who will deliver intervention, etc.	15		
Clearly identified outcomes including discussion of outcome assessment using validated measures	5		
<b>Discussion and Implications for Future Research (20pts)</b>			
Implications of the proposed project for the individuals in the study sample clearly stated	10		
Implications for public health, clinical care, population-level disease, etc. clearly stated	10		
<b>Writing (10pts)</b>			
Grammar, spelling, proofreading	5		
Overall writing and readability	5		
<b>Appropriateness (10pts)</b>			
Appropriateness of topic	5		
Following directions (page limits, formatting, etc.)	5		

GRADE \_\_\_\_\_

## Research Methods Final Paper Rubric

Title	5pts. 3pts. 0pts.	-Has a creative and descriptive title that matches the research -Has a generic title that may or may not match the research -Title is missing or not descriptive of the research (ex. "Final Paper")
Introduction	10pts. 5pts. 0pts.	-Effectively introduces the topic, states the theory and thesis, overviews the rest of the paper, and engages the reader -Theory or thesis are confusing or hard to find <u>and</u> does not describe the rest of the paper or is not engaging to the reader -Theory and thesis are missing, does not describe the paper, and is not engaging to the reader
Literature Review	20pts. 15pts. 10pts. 0pts.	-Critically analyzes and engages the most important work in the topic's field and is directed towards the research; uses academic sources; shows mastery of the topic -Unclear on how the literature relates to your topic; summarizes rather than critically analyzes the sources -Many sources are not academic or are only vaguely connect to the topic; obvious questions are not addressed -Extensively uses popular or inappropriate sources for the topic
Data and Methods	20pts. 15pts. 10pts. 0pts.	-Explains what data is being used and why; briefly discusses the control variables and why they are included; overviews and defends the type(s) of analysis used -Discussion of control variables is too long or omitted altogether; data is not thoroughly explained; some explanations of the analysis are unclear or incorrect -Discussion of control variables is too long or omitted <u>and</u> data is not thoroughly explained, <u>and/or</u> several explanations of the analysis are unclear or incorrect -Analysis is not appropriate for the type of question asked or most explanations are unclear or incorrect
Discussion/ Results	20pts. 15pts. 10pts. 0pts.	-Neatly portrays the analysis through tables, graphs, or summaries; interprets the results both statistically and substantively to tell us something interesting about the topic; discusses the generalizability of the findings; explains potential weaknesses in the analysis and defends the analysis against them -One or two of the above components are missing or inaccurate -Three or more of the above components are missing or inaccurate -Does not adequately explain the results or incorrectly interprets the results of the paper
Conclusion	10pts. 5pts. 0pts.	-Provides a takeaway from the project; connects the specific topic to broader issues in society; addresses the "next step" for research on the topic -Takeaway is unclear or not connected to broader issues -Does not provide a solid conclusion from the previous sections
Citations	5pts. 3pts. 0pts.	-Works are cited properly in an academic format (MLA, APA, etc.) on a separate page and are effective in supporting the research -Works are cited properly but are not effective in supporting the research -No works cited page or not in an academic format
Conventions	10pts. 5pts. 0pts.	-Has a logical flow and uses transitions; follows the conventions of an academic paper (spelling, grammar, etc.); shows obvious signs of careful revision; written in 12 point Times New Roman font with 1 inch margins and page numbers -One or two of the above components are missing -Does not meet the conventions of an academic paper

## A Grading Rubric for English Essays

(source: Tom Hall, thall7@nd.edu)

**An Excellent Essay** – addresses the assignment, has a clearly articulated, original thesis and an easily identifiable structure; is believable, persuasive, and insightful; is amply developed; stays right on topic; makes excellent use of evidence to support the author's claims; cites concrete, relevant examples; is characterized by precision and accuracy; bristles with energy; demonstrates a solid command of the topic; involves detailed close reading; uses a clever or intriguing title; is superbly well-written; is lean and economical, with not a word out of place; and has no mechanical or grammatical weaknesses and *no* typos. A really excellent essay teaches me something and makes me want to keep reading!

**A Good Essay** – addresses the assignment and has good ideas but may drift momentarily from the main topic and becomes diffuse (but only momentarily); may not fully develop its best ideas; relies more heavily on summary than on analysis and close reading; has minor problems maintaining clarity and focus; uses generally strong evidence to support the argument, but the logic may falter in one or two places; lacks significant insight and originality; has good sentence structure and is mechanically sound with perhaps a few exceptions; may lapse back into the old funnel-shaped essay structure at the end and restate half of the opening paragraph and the closing paragraph. This is a competent but uninspired essay.

**A Not-So-Good Essay** – is not well organized and has trouble addressing the assignment but still works in the direction of a thesis; offers nothing new; makes claims without offering support; is unclear; does not integrate quotations seamlessly and grammatically into the surrounding sentences, and inserts quotations without analysis or explanation of context; reads suspiciously like a hurried first draft crank out the night before it was due; is indistinguishable from about half of the other essays submitted for this assignment.

**An Even Weaker Essay** – has no identifiable thesis and therefore does not adequately satisfy the assignment; is incoherent and logically simplistic; is consistently marred by weaknesses and errors in sentence structure, grammar, and spelling; offers little to no evidence to support its claims; never once quotes from the text under discussion; does not reach the minimum page requirement for the assignment. In an essay at this level of the scale, the intellectual and creative content of the paper is submerged beneath the overwhelming problems in presentation

**An Unacceptable Essay** – demonstrates no real effort to address the assignment, for an inability to grasp the assignment, and is very difficult to understand; may plagiarize.

Some additional factors:

- A truly clever, witty, inventive essay that in other respects is not of sterling quality may receive a small boost.
- The grading scale for a course needs to be weighted to make allowances for students who occasionally slip. The semester course grade should fairly reflect the student's performance, but it shouldn't be too heavily based on single foul-up.

## Rubric Sample: Theories of Race in Sociology Midterm Paper

Your assignment will be graded on the following categories: thesis, support with evidence from the text, organization, appropriate sources, and writing skills (grammar, mechanics, spelling). It must be written in size 12 font with one-inch margins and page numbers. It should be at least 5 pages in length.

**“D” or “F” paper:** The D or F paper has no thesis or one that is unrelated to the assigned topic. The paper does not support the arguments with the text, or may even contradict it. Ideas presented in the paper are unclear and do not flow logically. The works cited page is either missing or not assembled in an academic format, and includes primarily popular media sources. The paper contains numerous typos and has no evidence of revision. The formatting requirements are not met, or the paper is substantially shorter than 3 pages.

**“C” paper:** The C paper has a thesis that is vague, broad, or unoriginal. Evidence to support the arguments is either loosely related to the text or does not advance the argument in a meaningful way (even if the thesis is strong). The arguments may be stunted due to a lack of clear organization. The works cited page follows some conventional format, but has obvious errors in multiple citations. The paper may rely more on popular media than academic sources. The paper may contain several typos or need additional revision, is not formatted correctly, or is between 3-5 pages.

**“B” paper:** The B paper has a solid thesis that communicates what the author wants to say. It is interesting and the arguments are supported by appropriate evidence, even if they are not particularly novel. The organization is clear, but may be mechanical or deviate from the main idea at times. The works cited page follows the appropriate conventions, but may rely on popular media more than academic sources. The paper shows evidence of revision, is formatted correctly, and is at least 5 pages long.

**“A” paper:** The A paper has a strong and thoughtful thesis that directs the rest of the paper. It is interesting and supported appropriately by evidence from the text, and seems to fit the thesis exactly. The organization is clear and the paper flows nicely both within and between paragraphs. The sources used for the paper include primarily academic sources, though selective popular media sources are used when needed. The paper shows evidence of revision, is formatted correctly, and is at least 5 pages long. It engages the reader and supports the arguments with precision and with a clear understanding of the material.

**Rubric Sample: Voting Calculus Essay Question Rubric**      **Name:**

Question: Political scientists have identified many reasons for why individuals choose to vote or not to vote. In this essay, you should: 1) write and define the full model political scientists use to explain this decision, 2) discuss why rational choice theorists say it is irrational to vote and why people do it anyways, and 3) discuss two ways that the United States could increase voter turnout using this calculus of voting.

<b>Points</b>	<b>Earned</b>	<b>Concept</b>
2		Identifies the "V" term – probability of voting
2		Identifies the "P" term – probability of vote "mattering"
2		Identifies the "B" term – utility of preferred candidate winning
2		Identifies the "C" term – costs to voting
2		Identifies the "D" term – sense of duty in voting
4		Equation is written correctly ( $V = pB - C + D$ )
2		"P" term is always nearly 0 and cancels out benefits of voting
2		"C" term is always high
2		People vote because they feel a sense of civic duty
2		One method of increasing turnout (ex. vote by mail, automatic registration, vote on weekends, election day a holiday, stickers, etc.)
1		Method one related to calculus of voting
2		Second method of increasing turnout
1		Method two related to calculus of voting
4		Overall understanding and clarity

\_\_\_\_/30

**Comments:**

## Auditory System Essay Question Rubric

Name: \_\_\_\_\_

Question: Describe the mechanical and neuronal processes necessary for the transduction of sound to the brain. Start at the tympanic membrane and end at the cochlear nucleus. Be sure to address specific ionic events at the level of the relevant sensory neuron and also briefly explain how audition fits a "labelled line" theory of sensory transduction.

### Available Earned Concept

1	Sound waves vibrate tymp. membrane, moving waves into fluid
1	Ossicles vibrate onto oval window
1	Waves concentrated on oval window via size ratio
1	Oval window vibration sends waves into cochlea
2	Cochlear membrane tuned to freq. along length: base=high; apex=low
1	Sound affects hair cell most at optimally tuned point
1	Waves move basilar and tectorial membranes WRT each other
2	Movement of membranes pushes/pulls on stereocilia of hair cells
1	Outer hair cells amplify/modulate sound
1	Hair cells pushed toward tallest stereocilia pulls tip links
1	Pulled tip links open ion channels
1	Potassium flows into open ion channel
1	Potassium depolarizes cell
1	Depolarization opens voltage-gated calcium channels
1	Calcium flows in
1	Calcium interacts with vesicles, allowing them to fuse
1	Vesicles dump neurotransmitter into cleft
1	Hair cells pushed toward shortest stereocilia lets ion channels close
1	Hair cell hyperpolarizes
1	Signal is sent through subsequent cell to auditory nerve
3	Labelled line explanation
5	Overall understanding

30

### Additional Comments:

*-Design Your Rubric Here-*