



Foundations of Teaching in the Social Sciences

Fall 2015

Week 1, August 26, 3:30-4:45 (Notre Dame Room, LaFortune)

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

Week 2, September 2, 3:30-4:45 (Montgomery Auditorium, LaFortune)

- Preparing, structuring, and facilitating discussion sections and presentations

Week 3, September 9, 3:30-4:45 (Montgomery Auditorium, LaFortune)

- Grading and responding to student work

Week 4, September 16, 3:30-4:45 (Notre Dame Room, LaFortune)

- 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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Week 3 Outline:

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

Grading Guidelines

Before you start:

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

While you grade:

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

Returning Grades:

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

Rubric Sample 1: Grading Criteria for Final Paper CDE 505A

Name _____

Criteria	Possible Points	Points Awarded	Comments
Specific Aims (15pts)			
Specific objectives of the proposed study clearly stated	5		
Long-term objectives of the proposed study clearly stated	5		
Hypothesis clearly stated	5		
Background and Rationale (20pts)			
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		
Methods (25pts)			
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		
Discussion and Implications for Future Research (20pts)			
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		
Writing (10pts)			
Grammar, spelling, proofreading	5		
Overall writing and readability	5		
Appropriateness (10pts)			
Appropriateness of topic	5		
Following directions (page limits, formatting, etc.)	5		

GRADE _____

Rubric Sample 2: 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.

Points	Earned	Concept
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 cancel 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:

Rubric Sample 3: 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 4: 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 <u>previous</u> 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

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 the second writing assignment 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. Justin 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 11 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 in the assignment you should be more lenient for her.

Assessing your progress: Soliciting feedback from your students

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

-Design Your Rubric Here-