

FACULTY  
HANDBOOK

THE DIVISION OF PUBLIC  
& ENVIRONMENTAL AFFAIRS

INDIANA UNIVERSITY-  
PURDUE UNIVERSITY  
FORT WAYNE

2009-2010

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## Welcome

The success and continuing growth of the IPFW Division of Public and Environmental Affairs has been possible, in large part, through the professional expertise and practical experience of you, our limited term lecturers.

This handbook has been developed especially for you to make your teaching commitment to our students more rewarding, informed, and effective.

Jane A. Grant  
Chair

**GENERAL  
INFORMATION**



## GENERAL INFORMATION

The Division of Public and Environmental Affairs (DPEA) at IPFW offers the following degrees with these majors:

- |  |  |
|--|--|
| Bachelor of Science in Public Affairs: | Environmental Policy<br>Criminal Justice<br>Health Services Administration<br>Legal Studies<br>Public Management           |
| Master of Public Management:           | Criminal Justice Administration and Policy<br>Health Systems Administration and Policy<br>Public Administration and Policy |
| Master of Public Affairs:              | Criminal Justice<br>Health Systems Administration<br>Public Management   |

The division also offers a Public Management Certificate at the graduate level.

### Specialized courses include the following:

- |                                  |                                  |                              |
|----------------------------------|----------------------------------|------------------------------|
| Managing Human Resources         | Law & Public Policy              | Public Management            |
| Financial Management & Budgeting | Urban Structure & Policy         | U.S. Health Care System      |
| Urban Crime                      | American Criminal Justice System |                              |
| Public Finance & Budgeting       | Criminal Law                     | Urban Development & Planning |

**Program Orientation** - The DPEA programs offer a personalized curriculum that is practical, applied and job-related. Maximum involvement and individual development are emphasized via group activities, simulated experiences, and student presentations. This approach encourages the application and practice of skills learned in class. Many DPEA students work full-time in government, industry, and service organizations, and they are able to transfer classroom learning to on-the-job applications directly.

## **Public and Environmental Affairs Goals and Objectives**

- Provide high quality, work-related education for students interested in the areas of criminal justice, management, human resource management, environmental studies, and health systems administration.
- Promote the growth and development of faculty members through participation in local, regional and national professional associations.
- Provide high quality, carefully evaluated teaching of courses relevant to student needs. The faculty in the Division of Public and Environmental Affairs is composed of 8 full-time and over 10 limited term lecturers. A wide diversity of backgrounds, advanced academic degrees, and significant experience in business and criminal justice is found among our faculty. The faculty is committed and all are active in local, regional, and national professional associations.

## **FULL -TIME FACULTY- DIVISION OF PUBLIC & ENVIRONMENTAL AFFAIRS**

M. Veronica Elias	Assistant Professor of Public and Environmental Affairs
Brian L. Fife	Professor of Public & Environmental Affairs Director of Graduate Studies
Jane A. Grant	Chair and Professor of Public & Environmental Affairs
Barry W. Hancock	Professor of Public & Environmental Affairs
Ae-Sook Kim	Visiting Instructor in Public and Environmental Affairs
B. Joon Kim	Visiting Assistant Professor in Public and Environmental Affairs
Jospeter M. Mbuba	Assistant Professor of Public & Environmental Affairs
Koichiro Otani	Associate Professor of Public & Environmental Affairs
Stephen J. Ziegler	Associate Professor of Public & Environmental Affairs

## **Staff - DIVISION OF PUBLIC & ENVIRONMENTAL AFFAIRS**

Tammy Davich - Secretary  
Carrie Randall - Coordinator of Advising and Student Services  
Tina Webber - Business Manager

# OVERVIEW

## **APPOINTMENT TO LIMITED TERM LECTURERS**

Limited term lecturers are appointed on a one semester basis. The typical load is one class per semester.

Each semester you will receive a new contract indicating your class load and salary. A new appointment requires documentation with the contract: an official college transcript of your final degree (a copy of an Indiana or Purdue transcript is acceptable), three letters of reference, tax forms, employment information form, direct deposit form, and a BCIS Employment Eligibility Verification form (I-9). The I-9 citizenship form must be completed in person and before the start date on your contract (which is a week before the semester begins). If you have had a break in service, and your I-9 on file here is more than three years old, you will need to re-verify your I-9. Please bring the required I-9 documentation to Division secretary in Neff 260 or call her at 481-6351 for more information.

IPFW requires all employees to have their pay automatically deposited to a checking or savings account.

We rarely have the need to cancel a course for the semester. However, classes which do not enroll the minimum number set for a course cannot be offered. On the average, 10 is the minimum number in a class. IPFW has no financial obligation to the instructor of a canceled course. We will notify you as soon as possible of a cancellation.

## **ATHLETIC FACILITY**

You are eligible to purchase an academic year permit (August through July) for the Athletic Center for \$25. Permits are paid for and obtained at the Walb Union Operations Desk. The Gates Center houses an excellent 1/9th mile running track, racquetball courts, and a complete exercise facility.

## **ATTENDANCE POLICY (FACULTY)**

Faculty are expected to attend and conduct all classes for the full time the class is scheduled. In your absence (and when practical), you are responsible for arranging for your own substitute or notifying your students that no class will be held. It is recommended that you not be absent from your class for more than one week.

If an illness or unexpected emergency occurs, and you would like a sign posted canceling class, please call the division secretary (481-6351) before 4:00 p.m. (for an evening class) so a sign may be posted at the classroom door.

## **ATTENDANCE POLICY (STUDENTS)**

All matters relative to attendance and makeup of work missed through absence are arranged between you and the student. Your attendance expectations should be stated to your class at the beginning of each semester, as well as indicated in the syllabus.

## **BENEFITS**

As part-time staff, you are not eligible for University benefits, tenure, promotion, or faculty voting rights. However, you can use the athletic facility at a reduced price and your parking permit is available at half price. You are also welcome to use the campus library. (See individual sections of this handbook for specific information.)

## **CASA (Center for Academic Support and Advancement)**

This office provides tutorial assistance and study skills help for students making the transition to the university. Most assistance is individualized for the student. Contact: 481-6817 or <http://www.ipfw.edu/casa/>.

## **CLASS BREAK PERIODS**

Generally, faculty members give a 15-minute break during a three-hour class.

## **CLASS CANCELLATION**

See “Appt. to Limited Term Lecturer” and “Attendance Policy” sections. Please do not have students call the DPEA office to see if you are holding class or for them to report they cannot attend a class session (illness, work schedule, etc.).

## **CLASS ROSTER**

It is against university policy for students to “sit in” on a class without being registered for credit, pass/fail, or audit (no credit/no grade, the fee is the same). Discuss any discrepancies with students and advise them to register if they have not done so. Students that have processed a drop/add during the first week of class should appear on your roster.

## **CLASS SIZE**

Class size limits are set by the Division.

## **COMPUTER ASSISTANCE**

Please review <http://www.its.ipfw.edu> for services offered through IPFW Information Technology Services.

## **CONFLICT OF INTEREST**

You are prohibited from promoting in your class the sale of materials and publications from which you would make a profit.

## **COPYING SUPPORT SERVICES**

For less than 4 copies per page of any material, a copier is available for your use on the second floor of Neff. This machine is for “limited use” copying. Please get a copy card from the division secretary in NF 260.

For multiple copies of classroom materials, study guides, syllabi, tests, etc., please prepare a printing services request form. These forms are available in NF 260J. (A copy of the form and instructions are in the office guideline section.) Please attach this form with your material to be copied, retaining the goldenrod copy, and place them in the outgoing mail tray on the division secretary’s desk.

If you require document preparation, please see the Office Service Guidelines section.

## **CLASSROOM TECHNOLOGY**

Many classrooms are now “installed technology classrooms” with permanent technology including a ceiling mounted LCD projector and screen, computer workstation with internet access, DVD/VHS player, speakers, and a connection for a laptop computer. For assistance with technology in these classrooms, please contact the ITS Classroom Technologies Helpdesk at 481-6969. For further information, please see <http://www.its.ipfw.edu/resources/facilities/class-technology.shtml>.

For classrooms that do not have installed technology, please contact Audio Visual Technology Services (AVTS) at [AVScheduling@ipfw.edu](mailto:AVScheduling@ipfw.edu) or 260-481-6519 to arrange for equipment delivery to your classroom. A minimum of 24 hours advance notice is required. If you have difficulty with AVTS equipment after 5:00 p.m., please dial “0” for the KT information desk and they will contact an AVTS staff member.

## **COUNSELING AND ADVISING**

Department student advising and counseling is done by the Division Coordinator of Advising and Student Services. Students should call 481-6351 or 481-6348 to schedule an appointment. We emphasize quality advising--please encourage students with questions to call.

Professional counselors are available through the Office of the Dean of Students for those who need assistance with personal problems or issues which may interfere with their studies.

### **CROSS-LISTED COURSES (GRADUATE AND UNDERGRADUATE COMBINED)**

Please see Appendix B, Senate Document SD 90-29, for cross-listed (dual level) course requirements.

### **DISABLED STUDENT SERVICES OFFICE**

The Services for Students with Disabilities Office, Walb 113, provides note-taking assistance, alternative testing methods, books on tape, and other support services for students with a variety of disabilities – mobility impairment, visual impairment, hearing impairment, chronic illness, and learning disabilities.

Please prepare a test transmittal form to accompany any exam you send to SSD for a student. Test transmittal forms are available through SSD or Division secretary. Plan to have the form and exam arrive before the exam date/time.

Contact: 481-6657 or <http://www.ipfw.edu/ssd/>

### **DIVISION CHAIR**

The division chair is Dr. Jane A. Grant; she may be reached at [grant@ipfw.edu](mailto:grant@ipfw.edu) or 260-481-6349. Please contact her if you need assistance or wish to make a suggestion.

### **EVALUATION OF FACULTY**

Each class you teach will be evaluated by your students. You may choose to be evaluated at mid-semester; course evaluations will be given to you for your students to evaluate you and the course at the end of the semester. The results of these evaluations will be given to you after the semester ends. The division chair will review your evaluations, and you are encouraged to discuss with her any problems or concerns you may have. She also may visit one or more of your class sessions for evaluation purposes.

### **FACULTY MEETINGS**

Limited term lecturers are not required to attend faculty meetings. You may be requested to attend meetings specific to your class or faculty social events.

### **FIELD TRIPS**

IPFW official policy regarding field trips stipulates that no student is required to go on any field trip outside the regular hours of the course unless the trip is part of the printed schedule of hours for the course. Please contact the division secretary four weeks prior

to the field trip to coordinate liability insurance and requested travel accommodations.

## **FINAL EXAM SCHEDULE**

Final exam policy and procedures (date/time) can be found on the back pages of each semester's Schedule of Classes.

**IMPORTANT:** No exams of any type may be given during the last week of regularly scheduled classes.

## **FINAL GRADES**

Final grades must be submitted by the faculty member at <https://my.ipfw.edu/> via OASIS by the Registrar's deadline. A campus computer account is required. Instructions for submitting grades are provided at the end of each semester by the Registrar's Office. If grades are submitted after the deadline, the faculty member must go to the Registrar's Office and complete a form for each student in his/her class.

## **GRADES OF INCOMPLETE**

A policy on incomplete grades is included in the Appendix. In general, "I's" are given only if a student misses a final or class during the last two weeks of class. Please see Appendix A for further information.

## **ID CARDS**

Faculty members may obtain identification cards by applying the Walb Union Operations Desk. Cards can be used in the bookstore (twenty percent discount for benefitted employees only) and for athletic center privileges. There is a \$20 fee for replacing your I.D. card.

## **ID (STUDENT)**

Under no circumstances should any part of a student's social security number be used for any purpose (this is in violation of Purdue policy). If professors need their students to use a number for identification purposes, such as on a scantron form for an exam, students may use part of their assigned 900 number or students can be assigned a random number in class (1, 2, 3, 4, etc.).

## **LIBRARY RESOURCES & SERVICES**

Among other services available through the IPFW library are: document delivery (material requests from other libraries), computer searches, government publications, periodicals, pamphlets, maps, reserve express, slides, videos, and filmstrips. Reserve requests are now made online in much the same way document delivery requests are

made. Faculty will be required to provide all needed copyright information. The Library's phone number is 481-6512. Please see the Walter E. Helmke Library home page at [www.lib.ipfw.edu](http://www.lib.ipfw.edu) for more information on the many services our campus library provides.

## **MAILBOX**

A mail slot is provided for each of you in the SPEA office, NF 260J. Please check your mailbox regularly. Announcements, division messages, and campus information are placed in your mailbox. If you are not able to check your mailbox and would like this information mailed to you, please inform the Division secretary.

## **MAKE-UP TEST POLICY**

The instructor is responsible for proctoring make-up exams. In emergency situations only, the division secretary will be available to monitor students taking make-up exams Monday thru Friday 8:00 a.m. - 5:00 p.m. except from 12:00 - 1:00 p.m. for lunch (test **must** be completed by 5:00 PM). Leave a copy of your exam with the instructions (such as open book, notes, and how much time is allowed). Arrangements must be made prior to the date and time of the make-up test.

## **OFFICE HOURS**

You are not required to maintain any office hours at IPFW. Meetings with your students can be arranged immediately before and/or after your regular class times. Direct students to the DPEA Office for any questions aside from those pertaining to your course (e.g., degree requirements).

## **OFFICE KEY**

You may request a DPEA office key through the division secretary. This may be helpful if you stop by the office after 5:00 p.m. You may pick it up the key at the physical plant office, located at the Ginsberg Center off of St. Joe Rd., from 7:00 am to 5:00 pm. There is a \$5.00 fee for replacing a lost key.

## **OFFICE SPACE**

Limited term lecturers: When office space is needed for a student conference, check with the DPEA secretary. We do have a separate designated space for limited term lecturers.

## **PARKING PERMITS**

You are responsible for the purchase of your own parking permit. An A permit is available to you at half cost and is probably worth the money. (You may park in the other spaces for free; no permit is needed). Permit registration is available from Police and Safety in the Physical Plant Building on a 24-hour basis. See a campus map at <http://ipfw.edu/campus/maps/> for building and parking lot locations. Note: Not all "A" parking lots become "B" lots after 5 p.m.!

Permits are paid for at Police and Safety, or they may be deducted from your paycheck. Payroll deduction is recommended, especially if you only teach during the fall semester.

## **PAYROLL**

All required paperwork must be completed before your first pay. If you are not tentatively scheduled for the following semester or academic year, your key and library books must be turned in (and any parking fines paid).

You will receive 5 pays per semester. Direct deposit is required. You will receive email confirmation of your direct deposit on pay dates.

## **PHONES**

Most phones on campus have the prefix 481- . If you are calling an office on campus from campus, you only need to dial 1 plus the extension. To call off campus, dial "9" first. Information about using SUVON (the network that connects campuses across Indiana) is available in the front of the campus phone directory.

## **PLAGIARISM**

If a student has plagiarized on a class assignment, please consult the current *Student Handbook*, IPFW Code of Student Rights, Responsibilities and Conduct, Part III, A. Please contact the Dean of Students for further guidance (phone 481-6601).

## **POLICE AND FIRE**

For any problems needing police or fire department assistance, call 16911 or 16827.

## **PURCHASING**

All purchases must be approved in advance by the IPFW purchasing department with a purchase requisition. Please see the division secretary or the division director regarding this request.

## **SMOKING**

Under Indiana State law, smoking is prohibited in all IPFW buildings.

## **STUDENT RIGHTS**

Students have the right to discuss and review their academic performance with instructors and to appeal their grade if they believe it was based upon other than academic performance. The grade appeal procedure appears in the IPFW Undergraduate Bulletin under academic regulations.

## **SUPPLIES**

Order class-related supplies (e.g., blue books, grade books) through the division secretary. Allow 3-4 working days for delivery.

## **SYLLABUS**

Please submit one copy of each course syllabus to the division secretary. A copy is kept in the DPEA office for reference. See office guidelines section. Additionally, you are asked to load a copy of your syllabus into Blackboard for student access.

## **WEATHER EMERGENCY RECESS FOR IPFW**

IPFW rarely suspends classes because of severe weather conditions. Check cable Channel 5 or local radio and television stations for notification of University closings. You may also phone the campus weather closing information lines (481-5770 or 481-6050).

If day classes have not been suspended, but it becomes probable that evening classes may be canceled, it is usually done by 4:00 p.m. Students should not call the DPEA office for class or university closings.

## **WITHDRAWAL FROM CLASS**

Students should withdraw from a class at <https://my.ipfw.edu/> via OASIS. If a student needs assistance, he/she should contact the DPEA office staff. Up until approximately mid-semester a student can withdraw regardless of his/her grade to date. After that point, a special form must be completed, requiring instructor signature and dean approval.

# OFFICE SERVICE GUIDELINES

## OFFICE SERVICE GUIDELINES

The following is a recommended guideline for you to follow when requesting secretarial support:

1. **Class material that is typed and ready for printing services-**  
Please complete a printing service request form available in 260J and then place your materials, with the form, in the outgoing mail tray on the division secretary's desk. Printing services requires a minimum of 24 hours to complete a request. Please allow more lead time during peak periods (week before classes, final exam week). You may also send your prepared document electronically to the division secretary to forward to printing services.
2. **Class materials to be typed and sent to printing services-**  
Please allow a minimum of 3 full working days. Time INCLUDES printing service requirements. The division secretary and/or a student worker will word process or type for faculty as their schedules allow.
3. **Xeroxing--** Please allow 1 day (maximum 4 copies per page).  
The use of the photocopy machine is **strongly discouraged** for classroom use.
4. **Supplies--** Blue books and grade books are available in the 260J supply cabinet. If you need an item that is not available in 260J, please see the division secretary. Do not order or purchase any supplies as all university purchases must be approved in advance by the DPEA office and the campus purchasing department.

Please do NOT have students call regarding test grades, term paper grades, end of semester grades, class assignments, etc. A voice mailbox may be established for students to leave you messages; these messages can be retrieved remotely. If you are interested in this service, please contact the division secretary.

The division secretary is normally available Monday- Friday: 8:00 a.m.-12 p.m. and 1-5 p.m. This schedule may vary slightly with meetings, illnesses, or campus holidays. You will be notified by email or memo of days the division secretary will be out of the office for planned vacations.

Thank you - your cooperation is very much appreciated!

## **Instructions for IPFW Printing Request Form**

*(Please see next page for example of this form)*

1. Please complete your name, department, phone extension, account number (21010000 2004057000), date submitted.
2. Date needed: indicate date and time requested for delivery by campus mail (10:30 a.m. or 2:30 p.m.). Do not leave this blank or fill with "A.S.A.P." Please allow at least 24 hours.
3. Check "deliver to" and note NF 260 for the building and room. If you desire to pick up the print job at printing services, please indicate this.
4. Briefly describe material (Test SPEA J101, Case Study).
5. Number of originals is the number of printed sheets furnished for copying. Single side is one original; back-to-back is two originals.
6. Number of copies is the number of finished copies per page needed from the furnished originals.
7. Mark an "X" if you desire one-side or two-side finished pages.
8. Select your paper size (normally 8 ½ X 11)  
Select paper color (normally white - colored paper choices are available from Division secretary)  
Select paper type (20# unless a heavier paper is needed for a special project)  
Select any other service needed:  
  
Collate - any time there will be two or more pages together, please check this option  
Staple - please check if you want your job stapled!  
Cut - if a quiz or brief can be done on ½ sheet. Material can be cut so that two products can be obtained from one sheet of paper.

**Please retain the goldenrod (back page) copy of the printing services form for our office files.**

A copy machine is available on the second floor of Neff Hall. You must get the copy card from the division secretary to make copies on this machine. This machine should be used sparingly for a small number of copies of a page or two of material.

Thanks!

# SAMPLE SYLLABI



**School of Public and Environmental Affairs**  
**Contemporary Health Issues (H120)**  
**Spring 2005**

**Time:** Tuesdays & Thursdays, 9:00 a.m.-10:15 a.m.

**Location:** KT 241

**Instructor:** Koichiro Otani, Ph.D.

**Office:** 260D Neff Hall

**Office Hours:** Tuesdays & Thursdays:  
10:30 a.m. – Noon and by appointment

**Telephone:** 260-481-6347  
(SPEA): 260-481-6351  
**E-mail:** otanik@ipfw.edu

**Course Description:**

This course is an examination of current public health, environmental health, and health service delivery issues in the United States. Topics include the organization and costs of health systems, access to care, and the interrelationships between risk factors and health. Environmental challenges facing our society and their impact on health will also be discussed.

**Required Text:**

Dean F. Miller and James H. Price, (1998), Dimensions of Community Health, Fifth Edition, AC/McGraw-Hill

**Student Responsibilities:**

- Complete required readings prior to class session.
- Attend all class sessions and be an active participant in class.
- Give a presentation and turn in the paper as scheduled.
- Take tests and examinations as scheduled.

**Course Objectives:**

- Students should gain factual knowledge concerning the most important terminology, classifications, and trends that pertain to the current health issues in the U.S.
- Upon completion of the course, students should be able to (a) describe the nature of public and private health care organizations, (b) discuss sociodemographic factors, medical costs, and payment issues pertaining to health care, (c) discuss community health issues, and (d) write and orally present a relevant health related issue.

**Grades:**

First test:	10%
Mid-term exam:	30%
Second test:	10%
Presentation:	10%
Paper:	10%
<u>Final exam:</u>	<u>30%</u>
Total:	100%

- A: 100-90
- B: 80-89.9
- C: 70-79.9
- D: 60-69.9
- F: <60

The two tests are objective multiple choice type (Half of the class time will be used.), and both Mid-term and Final exams consist of multiple choice and short essay questions. (Whole class time will be used.)

Each student is required to select one current health issue with the instructor's approval, write a two-page paper on it, and give a professional presentation. The selected issue must be found in current respected periodicals, journals, or magazines. They can include Time, Newsweek, Business Week, Wall Street Journal, or even more preferably academic journals such as JAMA, The New England Journal of Medicine, or American Journal of Public Health. The presentation and paper will be evaluated based on how the student convinces the class members regarding the relevance, importance, and implications of the issue with a professional manner.

Make-up exams or tests are given at the discretion of the instructor. If, for some emergency or compelling reason the student cannot be available on the date, prior notification to the instructor is required so that the make-ups may be scheduled in a timely fashion. (Students have to provide a valid, documented excuse.)

The two-page paper must be typed, double spaced, numbered, and stapled. The paper should include citations and a reference section. If it does not follow the rule, it will not be accepted. The paper must be turned in at the students' presentation day.

The IPFW Writing Center is available to all students, and students are encouraged to talk with a consultant at the Writing Center. The Center is located in KT G19 (260-481-5740).

The presentation is evaluated based on three factors; preparation, clearness, and professional manner. Students need to submit a one page handout (outline) on **April 12**.

Attendance is very important for the successful study. Thus, attendance is checked at the beginning of the class, and each full attendance will add 0.1 point to the student's final grade. (Possible maximum point is 2.9!)

**DISABILITIES STATEMENT:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the

Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at <http://www.ipfw.edu/ssd>.

All students are expected to behave in a respectful manner to the instructor and to other students in the class. This means that students should not speak while others are speaking, students should not leave class early or arrive to class late without prior permission from the instructor, and in general students should not do anything to disrupt the class.

Positive attitude and behaviors of the students will influence the instructor positively, and consequently, lead to the more friendly, efficient, and effective classroom learning experiences of the students.

### **Course Schedule and Reading Assignments**

January 11 & 13	Introduction: Overview Chapter 1, Health: Involvement of the Community, pp. 4-26.
January 18 & 20 January 25 & 27	Chapter 2, Epidemiology: Assessing the Health Status of a Population, pp. 27-48. Chapter 3, The Health Status of Americans, pp. 49-75.
February 1 & 3	<b>Test 1</b> and Chapters 4 & 5, Official Health Organization: Federal, State, and Local, pp. 78-108 & International Health: The Need for Cooperation in Problem Solving, pp. 109-135.
February 8 & 10	Chapters 6 & 7, The Private Sector: Of increasing Importance in Community Health pp. 136-157 & Improving Community Health: Techniques for Change, pp. 158-175.
February 15 & 17	Chapter 8, The High Cost of Health Care, pp. 178-203.
February 22	<b>Mid-term Exam (A topic for the presentation and paper will be due for approval by February 24.)</b>
Feb. 24 & March 1	Chapter 9, Access to Health Care, pp. 204-233.
March 3	Chapter 10, Quality of Health Care, pp. 234-251. (Half of the chapter)
March 8 & 10	Spring Break (No class)
March 15	Chapter 10, Quality of Health Care, pp. 234-251. (The other half of the chapter)
March 17 & 22	Chapter 11, Disease Control: Concern for Communicable Diseases, pp. 254-276.
March 24 & 29	Chapter 12, Chronic Diseases: Long-Term Problems with Few Cures, pp. 277-296.
March 31 & April 5	<b>Test 2</b> and Chapter 13, The Environment: More Than a Search for the Cause of Disease, pp. 297-324.
April 7 & 12	Chapter 14, Injury Prevention and Control: The Importance of Safe Living, pp. 325-346.

**Presentation handouts are due on April 12.**

- April 14 & 19 Chapter 15, Community Nutrition: Developing Healthy Eating Patterns, pp. 347-366.
- April 21 Chapter 16, Community Mental Health: From a Sad Past Toward a Dynamic Future, PP. 367-391.
- April 26 & 28 **\*Student presentations and Paper**
- May 3 **Final Exam (8-10 a.m.)**  
\*Depending on the number of students, more than two classes may be used for the student presentations.

**Division of Public and Environmental Affairs  
IPFW  
J201- Theoretical Foundations of Criminal Justice Policies  
Course Outline- Fall 2004**

**Facilitator:** Barry W. Hancock

**Office Hours for Students:** Tuesday or Thursday 8:00am to 9:00am or by appointment

Office No.- Neff Hall 260B  
Office Phone- 481-6351  
Office Fax- 481-6346  
E-mail- hancockb@ipfw.edu

**Required Text:** Criminology, 8<sup>th</sup> edition, by Larry J. Siegel

**Additional aids- See “Internet Resources” accompanying this outline**

**Course Description:** This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is on the nature and importance of theory, the context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

**Classroom Expectations:**

Be in class on time and prepared to participate.  
Show respect for fellow students and the facilitator.  
Students failing to follow the above policies may be dismissed from class

**Attendance:** Students are expected to regularly attend class. In the event that it is necessary for you to be absent, you will be responsible for completing any missed assignments and/or notes. I suggest that you make arrangements with another class member to obtain any missed material. Missed material will **not** be available from me.

**Exams:** Three (3) exams will be administered during the semester. Examinations will consist of essay type questions. Each exam is worth 100 points. Students will receive their exams at the conclusion of class on the scheduled exam day and will be expected to have them completed and submitted no later than the following class period. Examination dates are as follows:

**Exam 1- September 24  
Exam 2- October 29  
Exam 3- Decmeber10**

**Term Paper:** Each student will prepare a research paper to be no less than fifteen (15) pages of text, typed and double spaced. Topics should focus on crime and how theories and concepts of criminology explain the historical antecedents, the current state of affairs, and possible future trends. A minimally acceptable reference list should contain twenty (20) independent sources. I will be happy to help you choose a topic over the next week or two. I urge you to submit a draft of your paper by the middle of October so I will have the opportunity to read it and make comments. The advantage of submitting a draft is that the term paper is written developmentally and consequently the final product tends to be good.

Obviously this helps with your grade.

Research papers are due on **December 8**. Late or incomplete papers will receive **NO** points.

<b>Grading Scale:</b>	<b><u>Item</u></b>	<b><u>Points</u></b>
	Exam 1	100
	Exam 2	100
	Exam 3	100
	Term Papers	<u>100</u>
	<b>Total</b>	<b>400</b>
	 <b><u>Single Evaluations</u></b>	 <b><u>Final Evaluation</u></b>
	90-100 =A	360-400 =A
	80-89 =B	320-359 =B
	70-79 =C	280-319 =C
	60-69 =D	240-279 =D
	Below 60 =F	Below 240 =F

**Diversity:** Because of the nature of criminological issues, diversity play a tremendous role in how and why social definitions are created and imposed. Issues of race, gender, national origin, religion and sexual identity can and do impact the definitions of crime and the reactions to alleged criminality. It is important for all of us to be sensitive to diverse opinions, lifestyles, and backgrounds as we approach an informed discussion of crime and its causes.

**Cheating and Plagiarism Policy:** Cheating, plagiarism, and falsification of data will not be tolerated in class. Any student caught cheating on an exam, intentionally plagiarizing the work of another person and/or falsifying data will receive a grade of “F” in the course, immediate dismissal from the course, and possible dismissal from the university.

**Disabilities Statement:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at <http://www.ipfw.edu/ssd>.

### **Calendar of Assigned Reading, Exams, and Submission Deadlines**

<b>Week 1</b>	Course Outline Distribution and Introduction, Chapter 1
<b>Week 2</b>	Chapter 2
<b>Week 3</b>	Chapter 3
<b>Week 4</b>	Chapter 4
<b>Week 5</b>	Chapter 5
	<b>Exam 1: Chapters 1-5 and Lecture- September 23, 2004. Exam 1 is due September, 27.</b>
<b>Week 6</b>	Chapter 6
<b>Week 7</b>	Chapter 7
<b>Week 8</b>	Chapter 8
<b>Week 9</b>	Chapter 9
<b>Week 10</b>	Chapter 10

**Exam 2: Chapters 6-10 and Lecture- October 28, 2004. Exam 2 is due November 2.**

<b>Week 11</b>	Chapter 11
<b>Week 12</b>	Articles 12
<b>Week 13</b>	Articles 13
<b>Week 14</b>	Articles 14
<b>Week 15</b>	Conclusion

**Exam 3: Chapter 11-14 and Lecture – December 9, 2004. The term paper is due, in class, December 14. Exam 3 is due no later than December 14 during class. Late assignments receive a zero.**

#### **Final Note**

**I am here to facilitate your education. My goal is to help you succeed through your own initiative and effort. If you are having any difficulties do not wait and fall behind before you come for a visit. Have a good semester!**

E272  
Fall 2008  
TR 1:30 PM-2:45  
KT 243

Professor Jane A. Grant  
Office: Neff 260  
Voice Mail: (260) 481-6349  
Email: grant@ipfw.edu  
Office Hours: 12-2:45PM and 4:30-  
6:00PM TR and by appointment

## **INTRODUCTION TO ENVIRONMENTAL SCIENCE**

### **Course Description**

This course is an examination of principles from the life and physical sciences which enhance our understanding and management of the environment. Emphasis will be placed on: (1) the physical and biological constraints on resource availability and use; and (2) the social, economic, political, and technological options available for solving environmental problems.

### **Course Objectives**

This course is designed to: (1) introduce students to the broad array of environmental problems and health issues; and (2) analyze the role of humans in the environmental crisis and in the policy and political responses to it.

### **Texts**

The following book will be used in this course; it is available in the bookstore.

G. Tyler Miller, Jr. *Living in the Environment: Principles, Connections, and Solutions*. 15th ed.  
Belmont, CA: Thomson Higher Education, 2007.

### **Course Outline**

August 26		Introduction to E272
	28	The Social Meaning of Environmental Problems Miller, Chapter 1
September	2-4	Basic Environmental Concepts Miller, Chapters 2 and 3
	9-11	Basic Environmental Concepts Miller, Chapters 5 and 6
	16-18	Population Dynamics Miller, Chapter 8

	23-25	Human Population Issues Miller, Chapter 9
	30	<b>EXAM 1</b>
October	2	Global Resource Issues: Food, Water, Land, Wild Species, Aquatic Biodiversity, and Energy Miller, Chapter 13
October	7-9	Miller, Chapter 14
	14	<b>Fall Break</b>
	16	Miller, Chapters 10 and 11
	21-23	Miller, Chapters 12 and 15
	28-30	Miller, Chapters 16 and 17
November	4	<b>EXAM 2</b>
	6	Global Pollution Issues: Environmental Hazards, Air Pollution and Climate Change, Water Pollution, and Solid and Hazardous Waste Miller, Chapters 18
	11-13	Miller, Chapters 19 and 20
	18-20	Miller, Chapters 21
	25	Miller, Chapter 22
	27	<b>Thanksgiving Recess</b>
December	2-4	Environment and Society: Economic, Political, and Ethical Issues Miller, Chapters 23 and 24
	9-11	Miller, Chapters 25 and 26
	18	<b>FINAL EXAM (10:30 AM-12:30 PM )</b>

## **GRADING**

Three exams will be given as indicated in the course outline. In addition, each student will be asked to do an in-class presentation on an environmental topic of interest to him or her. The average of the test scores from the three exams will count for 90% of the final grade; the in-class presentation will count for the remaining 10% of the final grade.

## **SCALE USED**

A=Outstanding:

A+ = 97-100

A = 93-96

A- = 90-92

B=Above Average:

B+ = 87-89

B = 83-86

B - = 80-82

C=Average:

C+ = 77-79

C = 73-76

C- = 70-72

D=Unsatisfactory:

D+ = 67-69

D = 63-66

D- = 60-62

F=Failure to meet minimum requirements

F = 59 or less

## **MAKE-UP POLICY**

If a student is unable to take an exam or do an in-class presentation because of a health problem or other emergency, it is the student's responsibility to notify the instructor about this **before** the scheduled exam or presentation and to make arrangements to make up the exam or presentation as soon as possible, preferably within one week of the scheduled event.

If you have or acquire a disability and would like to find out what special services and accommodations may be available to you, contact Services for Students with Disabilities in WU 118 and 218 (481-6657, voice/TTY).

# TEACHING TIPS

## **Instructional Activities**

Activities should be from the student's point-of-view. The teacher's role is that of facilitator. If the objective states that “the student will solve quadratic equations, the student should practice solving quadratic equations, not just watch the teacher solve quadratic equations. The teacher should be available to assist the student in solving equations.”

The student should be actively involved in learning the content and practicing the skills (behaviors) stated in the objectives.

### **A. Types of instructional activities**

1. Reading a textbook
2. Viewing a film or videotape  
(available through DPEA office, SPEA-Bloomington, Learning Resource Center, or IPFW Helmke Library)
3. Attending a lecture
4. Participating in a discussion, role-play or experiential exercise
5. Writing a paper
6. Practicing a technique/performance

### **B. Selecting instructional activities**

Instructional activities should be selected on the basis of their potential for implementing stated objectives. The recommended procedure is to state the objective(s) and then select the appropriate instructional activity. However, if there is an excellent instructional activity such as a film or self-study unit, it is possible to select the instructional activity and then develop an objective appropriate to that activity.

## Evaluation

Evaluation is an important aspect of the instructional process, particularly from the student's point of view. You should, therefore, devote some effort to the evaluation process.

### A. Purposes of evaluation

1. Measure student achievement
2. Assess entire instructional process
3. Diagnose teaching/learning problems

### B. Types of evaluation

1. Paper-and-pencil tests
2. Group discussions
3. Oral quizzes
4. Performance or demonstration by students
5. Games and simulations
6. Student projects
7. Questionnaires/surveys

### C. Using evaluation to increase learning

1. Give quiz/test early in the semester so students become committed to the course.
2. Give frequent tests so students keep up with the material.
3. Give a practice test before your first test.
4. Take time to go over the correct answers when you hand tests back.
5. When students do projects, give them a checklist ahead of time showing how they will be evaluated.

## **LECTURING**

### **I. Introduction**

The lecture is the most used method of instruction in higher education. It is also the most abused. Few things are worse than a disorganized and badly delivered lecture, and few things are more effective than a lecture which combines substance with showmanship. The lecture is one of the best means of conveying basic information and of analyzing, integrating, and synthesizing complex material.

The essence of good lecturing depends upon the speaking ability of the lecturer, which includes such things as vocal variety, audibility, eye contact, gestures, and whole body movement. Without these elements, a lecturer will appear monotonous, no matter how strong or resonant the voice. Speaking ability will also be enhanced by enthusiasm. The way the lecturer feels about both the topic and the audience is usually communicated in spite of efforts to hide disinterest or feign enthusiasm.

### **II. Advantages and Limitations of Lecturing**

A good lecture depends upon both organization and presentation. However, a lecture can only be effective in certain situations. Knowing when to lecture depends upon an awareness of the advantages and limitations of the method.

A. Lecturing is an advantageous method of instruction because it:

1. Permits dissemination of unpublished or not readily available material.
2. Allows the instructor control over the class material. He/she can determine the aims, content, organization, pace, and direction of the presentation.
3. Provides a structure which helps students assimilate the presentation.
4. Allows the instructor's enthusiasm for the topic to arouse student interest.
5. Compliments and clarifies textbook material.
6. Allows information to be presented to a large number of people at one time.

B. Lecturing is a suitable method of instruction when:

1. The primary objective is disseminating information.

2. Lecture content is not readily available elsewhere.
  3. A segment of the content must be organized and presented in a particular way.
  4. Only short-term retention of the material is required.
  5. Content must be introduced or oral directions provided for learning tasks that will be pursued and developed through some other instructional process, such as role-play or experiential activities.
- C. Lecturing can be a limiting method of instruction because it:
1. Places students in passive rather than active roles. Students usually learn better when they become actively involved in learning.
  2. Encourages one-way communication. The lecturer usually cannot judge student understanding of the content.
  3. Requires that students spend a considerable amount of time outside the classroom to understand and retain the content.
  4. Demands that the lecturer possess effective writing, language, and lecturing skills.
  5. Limits interaction between the instructor and the class.
- D. Lecturing is not a suitable teaching method when:
1. The objective is the application of skills or information.
  2. The learning task involves the initiation or change of attitudes, values, or behaviors.
  3. Long-term retention of information is required.
  4. The material is complex, detailed, or abstract.
  5. Student participation in the learning activity is necessary to achieve the objective.

### III. Preparation and Delivery of Your Lecture

Once you ensure that this method is suitable for achieving your learning objectives, the next step is to prepare and deliver the lecture. The following suggestions will help.

#### A. The introduction

1. To stimulate interest and establish rapport with the audience.
2. Raise a question to be answered by the end of the lecture.
3. State a historical or current problem related to the lecture content.
4. Explain the relationship of lecture content to homework problems, professional career interests.
5. Relate lecture content to previous class material.
6. Provide a brief overview of the lecture's content.
7. If possible, provide a handout of the outline or visually display the outline.
8. Define or explain unfamiliar terminology.

#### B. The body: Content and delivery

1. Be prepared to adapt to the class. Allow for some flexibility in your presentation to respond to student questions and comments.
2. Limit the scope and content. Determine which key points can be effectively developed during the class session. It is necessary to strike a balance between depth and breadth of coverage.

When every nuance of a topic is discussed, students often lose sight of the main ideas. When too many ideas are presented and not developed, students are confused.

3. Organize material in a logical order and provide a clear organizational framework such as:
  - a. comparison/contrast
  - b. cause/effect
  - c. problem/solution

4. Provide relevant examples to illustrate key ideas.
5. Provide transitions which show the relationship between key ideas.
6. Vary your pace. Learn to use pauses effectively. Breathing spaces permit you to emphasize key points and give students an opportunity to take notes or absorb lecture content.
7. Allow time during the lecture to summarize key ideas, rather than summarizing just at the end.
8. Monitor student understanding throughout the lecture by:
  - a. Asking specific questions;
  - b. Presenting a problem or situation which requires use of the lecture material;
  - c. Watching the class for nonverbal cues of confusion or misunderstanding.
9. Use a variety of vocal and physical gestures that are appropriate to your style. Be enthusiastic.
10. Avoid distracting mannerisms such as pacing, toying with the chalk, or twisting your watch.

C. The ending

1. Answer the question(s) raised at the beginning of the lecture.
2. Briefly summarize lecture material and relate it to past or future course content.
3. Restate what you expect the students to gain from the lecture material.
4. Ask for student questions.
5. Motivate the listeners to remember and apply what they have learned.

## Ways to Improve Lectures

According to Indiana University education professor Sivasailam Thiagarjan, the traditional lecture is often criticized for promoting passivity in learners, for being too formal and serious, for encouraging either rambling tangents or dependence on paper outlines, for not using instructional media, and for being generally dull and boring. In an article in the Performance and Instruction Journal (December 1985) he suggests the following ways to overcome these criticisms:

**Experiential lecture.** An instructor in an educational evaluation course administers an IQ test. The next day he returns to each student a graded test with the same score of 79. In the subsequent lecture, he indicates that scores below 80 suggest major mental deficiencies. After fifteen minutes, he reveals that no one protested the invalidity of the IQ test although everyone had received the same low score. He then discusses the problem of unquestioned acceptance of test scores.

**Participatory lecture.** An instructor has members of her audience brainstorm a list of characteristics which make a seminar interesting and writes the ideas on a flip chart. After five minutes, she classifies the items into seven major categories and lectures on each. Later, she adds two categories missed by the audience but considered important by researchers.

**Socratic lecture.** When teaching a general rule or the procedure for deriving such a rule, lecturers can use positive and negative examples, vary their examples, use suitable counter examples, generate hypothetical cases, invite students to form and test hypotheses, consider alternative predictions, entrap students into drawing inappropriate conclusions, and question authority. This format is especially powerful with lecturers who know their subject matter thoroughly and who can think on their feet.

**Role play lecture.** When lecturing on interviewing techniques, the instructor asks for a volunteer to play the role of a depressed client. After conducting the interview for 15 minutes, she recaps the major steps in the procedure and explains the rationale for each.

**Demonstration lecture.** In a lecture on household first aid, the teacher talks about choking and uses a member of the audience to demonstrate the Heimlich maneuver. She gives additional demonstrations using audience members of varying size to show the appropriate variations.

**Press-conference.** An instructor may ask class members to write a question on each of the four topics he wants to discuss. He then divides the class into four teams who each interview the instructor for ten minutes on one topic using class-generated questions.

**Team quiz lecture.** An instructor divides her audience into three teams and starts lecturing. After five minutes, Team A prepares a quiz while the other teams review their notes. Team A then quizzes individual members of the other teams. Two points are awarded the team if the designated member answers correctly and one if the rest of the team must help. If the team cannot answer, the questions are presented to another team. The quiz game is conducted for five minutes after which the instructor continues until all teams have a chance to play quiz master.

**Criterion-reference lecture.** At the beginning of a class, an instructor distributes a handouts with a series of criterion questions arranged in a logical sequence. He presents the information required for responding correctly to the first set of questions. After asking the participants to work individually on the questions and checking their answers, the instructor lectures toward the next set of questions.

**Learner-controlled lecture.** Learners vote on a list of topics which are ranked by popularity and covered in that order. After lecturing on the first topic for three minutes, the instructor asks participants to indicate with a show of hands if they want or need the lecture on the first topic to continue. This voting procedure is repeated at the end of each three-minute period to adjust to the needs of the listeners.

**Illustrated lecture.** Transparencies can be organized to provide an outline for a lecture. Prompts, cues, facts and figures can be jotted down on the transparency frames as additional lecture aids. Quick sketches, diagrams, or handwriting on blackboards, flip charts, or overhead transparencies can reinforce points made in a lecture.

**Computer-assisted lecture.** The computer can provide real-time feedback on classroom performance to a lecturer. A coach with a keyboard at the back of the classroom could indicate whether the teacher or the participants are talking, the number of times the audience laughs, the number of open-ended questions, or the number of illustrative examples. The instructor can check a monitor at the front of the classroom, occasionally to assess and modify teaching behaviors.

**Pep-talk lecture.** This format is suited for achieving affective objectives. For example, an instructor lecturing on the responsibilities of being American abroad may use rhetorical devices, interested anecdotes, and emotive language to persuade his audience that every tourist is a U.S. ambassador.

## **AUDIO-VISUAL TECHNIQUES**

### **I. Techniques for using Audio-Visual Materials and Equipment in Your Classroom**

Audio-visual materials, such as powerpoint, can improve your classroom presentation when properly used. Improperly used, they can be very distracting. To effectively use audio-visual materials, you should:

- A. Check out the room and practice with the equipment beforehand. (The department will provide training at your request).
- B. Have all audio-visual materials ready before class. Nothing is more confusing or irritating than a helter-skelter, unorganized presentation.
- C. Using charts and graphics
  - 1. Make sure the lettering is large enough to be seen by students in the back of the room. Do not include too much information.
  - 2. Display the graphic only during those parts of the lecture where it is needed.
  - 3. Talk to your students and not to your visual aid.
- D. Using overhead transparencies
  - 1. Put only important information on the overhead.
  - 2. Turn off the overhead when students do not need to see the information on the transparency. Never project a large white light without information.

## **CLASSROOM DISCUSSION**

### **I. Introduction**

Discussion is a dynamic method of instruction which encourages classroom rapport and actively involves students in the course content. Students can better recognize the relevance of class readings and lectures when given an opportunity to apply principles and information in verbal discourse. The discussion method also exposes students to different beliefs and opinions, enabling them to evaluate the logic of and evidence for their own and others' opinions. This interchange develops students' problem-solving and communication skills. In turn, the discussion method provides the instructor with immediate feedback about the effectiveness of teaching objectives and materials.

Effective discussion, however, requires time to prepare and execute. Both the teacher and students must develop discussion skills and have a clear understanding of the course content.

### **II. Preparing for discussion**

Effective classroom discussion requires instructor preparation, student cooperation, challenging material, and an appropriate environment. The instructor who wants to pursue discussion should consider the following factors:

#### **A. Objectives**

1. The choice of instructional method should be tailored to the course objectives. Lecturing may be the proper choice when the goal is to present factual information.
2. Classroom discussion is strong in those areas where lectures are weak. Discussion is an effective way to provide students opportunities to voice their specific questions, confusions, and doubts. It is a very effective way to provide students the opportunity to synthesize ideas and make critical evaluations of the subject matter.

#### **B. Students' role**

1. Students should be informed of the role and responsibilities in class discussion and how this role relates to the course objectives.
2. Students should know how their discussion participation will be evaluated, if at all.

C. Material to be discussed

Some good discussions begin spontaneously during the class hour, but that is seldom the case. Therefore, careful consideration should be given to the quality and content of the materials which will provide the basis for discussion.

1. Is the material relevant?
2. Does it contain a sufficient number of ideas to stimulate discussion?
3. Is it well written? Is it interesting?

D. Classroom environment

1. **Size:** While small rooms are conducive to group discussion, large classrooms and lecture halls also can be effective.
2. **Seating:** Whenever possible, chairs and tables should be arranged in a pattern that facilitates visual and verbal contact among participants. (Circles if using small groups)

### III. **Conducting discussion**

The following strategies will help instructors lead effective discussion:

A. Orient the discussion by setting the stage.

1. State the objectives of the discussion.
2. State the ground rules to be followed during the discussion.
3. Set time limits for each topic.

B. Stimulate the discussion by asking thought-provoking questions.

1. Ask questions that require students to go beyond factual or descriptive information and apply principles, make inferences, or solve problems. (For example, "Can you think of ways to apply this management principle?")
2. Use probing questions to follow up superficial answers given by students. ("Could you elaborate on that point?")
3. Ask questions that call for imaginative or divergent responses. ("What would happen if....?")

- C. Encourage student involvement by fostering participation from as many students as possible.
  - 1. Call on students by name.
  - 2. Recognize contributions to the discussion with words such as “fine,” “good,” “that’s interesting.”
  - 3. Use nonverbal cues, a smile, a nod of the head, a hand gesture, to encourage student participation.
  - 4. Use silence effectively by allowing students time to think about questions that have been raised.
  - 5. Focus conflicts or disagreements on ideas rather than on personalities.
  - 6. Exhibit a tolerant attitude toward all students' comments and questions, and encourage your students to do the same.
  
- D. Recognize verbal and nonverbal messages that indicate student levels of interest, comprehension, and involvement.
  - 1. Watch for cues that someone would like to contribute.
  - 2. Ask students to restate what has been said if they appear confused.
  - 3. Directly confront students who are not paying attention.
  
- E. Recognize that students' feelings about the topic are relevant to the discussion. Permit students to express how they feel about a particular topic.
  
- F. Guide and monitor the discussion. Lead the discussion so that it proceeds in an organized, goal-directed, and meaningful way.
  - 1. Clarify key points.
  - 2. Point out stumbling blocks to the discussion or have students discuss reasons for a lack of progress.
  - 3. Restate unclear contributions and have the student who made them confirm or reject the restatement.
  - 4. Prevent students from interrupting each other.

5. Restate the issue and return to the topic if the discussion wanders.
6. Summarize major points that have been generated by the discussion.
7. Probe. If students seem hesitant, encourage them to develop their ideas.

#### IV. Questioning strategies

Your success as a discussion leader will depend not only on formulating good questions, but also on the way you use these questions. The ultimate purpose of discussion questions is to stimulate, direct, and expand thinking. Here are a few techniques for improving your use of questions in a discussion.

- A. Ask fewer questions. Asking too many questions in a short period of time inhibits the ability to think. It is better to use a few well-thought-out and carefully chosen questions.
- B. Proceed from memory questions to evaluation questions. Start your discussion with narrow, memory questions to ascertain that students have the basic facts and then move to convergent and divergent questions which promote critical thinking. Try to include some evaluative questions at the end of each discussion because these questions tend to actively involve the students.
- C. Encourage student participation. Do not necessarily call upon the first person who holds up his/her hand.
- D. Allow time to think. Do not expect an immediate answer to your questions or give the correct answer if no one responds. In doing so, you destroy the educational value of questioning. Although silence in the classroom makes time appear to move very slowly, it can be very valuable to the students.
- E. Use questions that permit and encourage several students to respond. Even if the first student to respond gives the correct answer, ask other students what they think and if they agree. With broad questions, students will often conduct their own discussion with little or no direction from the instructor.
- F. Accept, reinforce, and encourage students to build upon their own responses. The quickest and surest way to kill a good discussion is to “put down” or belittle a student before his peers. Instead, improve student responses by using verbal prompts or additional questions which cause the students to correct, clarify, and expand their answers.

## **STUDENT-TEACHER RELATIONSHIPS**

### **I. Introduction**

The first step in improving student teacher relationships is to recognize that a problem may exist. One way to do this is to view the teacher's role from the students' perspective. Once the teacher is aware of a problem, he or she can take such actions as improving communication skills, classroom techniques, and contacts with students outside of class.

### **II. Students' most common complaints about instructors as reported to the Dean of Students office.**

- A. Instructors are not available either before or after class.
- B. Instructors insult, humiliate, or are rude to students either orally or in written comments on their papers.
- C. Instructors do not know the subject matter or come to class quite unprepared.
- D. Instructors criticize the text or films used in the course. Students assume the text writers (or film producers) are true experts, not the instructor.
- E. Instructors do not return tests and homework promptly. Instructors give minimum feedback on test results, and do not go over the test with students.
- F. Instructors add extra assignments, especially near the end of the semester or ask students to spend extra money for books or materials not indicated on the course syllabus.
- G. Instructors extend a deadline for students who have not completed an assignment when others worked to meet the deadline.
- H. Instructor shows favoritism.
- I. Instructors do not show up for class or show up late.
- J. Instructors are resentful when students ask for explanations for assignments.
- K. Instructors continue to lecture after the end of the scheduled class time.
- L. Instructors unduly criticize the University, the Division or other students.

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### III. Instructor techniques for improving student/teacher relationships

A. To improve your communication skills you should:

1. Learn students' names.
2. Listen to the thoughts (and feelings) expressed in student messages.
3. Observe the non-verbal behavior of students to ascertain how they are feeling.
4. Be clear in your written and spoken communications. Check if your assumptions are understood or misunderstood by students.
5. Test for consensus on each key issue. Do all understand? Is it all right to move on?
6. Ask yourself if you give recognition and support to what students say.
7. Ask open--not closed questions.
8. When students are completing a project or finishing reading material, ask "would anyone like more time," not "is anyone not finished yet?"

B. To improve your classroom techniques, you should:

1. Arrive in the classroom early. Return papers, put assignments on board, check AV equipment, talk with students. Establish rapport. Notice differences. Announce happenings on campus.
2. Have a definite beginning to class. Do not begin until you have your students' attention.
3. Find ways to relate the lecture topic to your students' experience.
4. Introduce your lecture by establishing rapport: give an overview of the topic; tell them why they should listen and what they are going to get out of it; attract attention by asking a question.

C. Techniques used by good teachers.

All of the Instructors/professors who have received teaching awards have described their approach to students as a humanistic one. The following comments were compiled from their answers to the question: What makes you a good teacher?

1. Listen to my students. I find out what's going on with them.
2. I try to see my students as individuals. If a student isn't going my way, I try going their way.
3. I use a lot of humor in the classroom. I try to draw it intrinsically from the topic.
4. I use a reward system so that students can feel good about what's going on.
5. I deal with students honestly.
6. I help my students maintain their dignity, in my classroom.
7. I learn my students' names.

## TEST CONSTRUCTION

### I. Introduction

Examinations serve several functions in the college classroom. Tests can help you evaluate the effectiveness of your classroom presentations by determining how well students understand and retain the information presented. They also can reveal the amount of prior or background knowledge students bring to the course. Bloom's Taxonomy, below, provides hints on how to elicit particular responses from students based on how questions are constructed and worded.

#### **Bloom's Taxonomy**

(Levels of intellectual behavior important in learning)

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. The taxonomy includes three overlapping domains: the cognitive, psychomotor, and affective.

- **Psychomotor learning** is demonstrated by physical skills: coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance. Verbs applicable to the psychomotor domain include bend, grasp, handle, operate, reach, relax, shorten, stretch, write, differentiate (by touch), express (facially), perform (skillfully).
- **Affective learning** is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values that are appropriate to the test situation appreciations, and values, such as enjoying, conserving, respecting, and supporting. Verbs applicable to the affective domain include accepts, attempts, challenges, defends, disputes, joins, judges, praises, questions, shares, supports, and volunteers.
- **Cognitive learning** is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions. This domain on the acquisition and use of knowledge is predominant in the majority of courses. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation.

Bloom's Taxonomy provides a useful structure in which to categorize test questions. We will focus on the cognitive.

Six levels within the cognitive domain	Skills Demonstrated
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• observation and recall of information</li> <li>• knowledge of dates, events, places</li> <li>• knowledge of major ideas</li> <li>• mastery of subject matter</li> </ul> <p><i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.</p>
<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>• understanding information</li> <li>• grasp meaning</li> <li>• translate knowledge into new context</li> <li>• interpret facts, compare, contrast</li> <li>• order, group, infer causes</li> <li>• predict consequences</li> </ul> <p><i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend</p>
<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• use information</li> <li>• use methods, concepts, theories in new situations</li> <li>• solve problems using required skills or knowledge</li> </ul> <p><i>Question Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover</p>

<b>Analysis</b>	<ul style="list-style-type: none"> <li>• seeing patterns</li> <li>• organization of parts</li> <li>• recognition of hidden meanings</li> <li>• identification of components</li> </ul> <p><i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer</p>
<b>Synthesis</b>	<ul style="list-style-type: none"> <li>• use old ideas to create new ones</li> <li>• generalize from given facts</li> <li>• relate knowledge from several areas</li> <li>• predict, draw conclusions</li> </ul> <p><i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• compare and discriminate between ideas</li> <li>• assess value of theories, presentation</li> <li>• make choices based on reasoned argument</li> <li>• verify value of evidence</li> <li>• recognize subjectivity</li> </ul> <p><i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

Tests generally fall into one of four categories depending upon the purpose for which they are used:

## **II. Types of classroom tests**

Tests may be classified according to the method of interpretation and by the type of student response that is required.

### **A. Method of interpretation**

1. Criterion-referenced tests compare each student's performance to a predetermined criterion or standard without regard to other students' performance.
2. Norm-referenced tests compare each student's performance to others in the class or group taking the test.

### **B. Required student response**

1. Selected responses (objective tests) are highly structured items. Students must select the correct answer from a number of alternatives or supply a missing word or phrase.
2. Constructed responses (short-answer or essay tests) require that students organize their thoughts and present their answers in narrative form.

## **III Steps in developing classroom tests**

- A. Identify the purpose of the test. If the purpose is to rank students, you will want to use a norm-referenced test; if the purpose is to indicate the students' level of mastery, you will want to use a criterion-referenced test.
- B. Identify the subject matter and/or the objectives to be tested.
- C. Prepare a chart listing the objectives and/or contract to be tested, the number of test items desired for each area, and the level of difficulty for each item.
- D. Using the chart as a guide, select the item format(s) and construct test items which fit the content/objectives and reflect the principles of good test items construction.
- E. Record individual test items on note cards or on a computer for ease of handling and storing item analysis data that can be added later.

- F. Prepare the test by gathering items together. Keep in mind the practical considerations of test length, overall difficulty, directions to students, ease of administration, and scoring.

#### IV. **General guidelines for constructing test items**

- A. Write test items that measure stated objectives.
- B. Test only one idea or principle in each item.
- C. Keep the reading difficulty of test items low.
- D. Group questions according to item type so students do not continuously shift response patterns (e.g. keep all true-false together.)
- E. Do not arrange items randomly. List items in the order the content was covered (or in order of difficulty). Place a few easier questions first to avoid discouraging students at the outset of the test.
- F. Do not use a series of interdependent questions in which the answer to one item depends upon knowing the correct answer to another item.
- G. Do not provide clues in one item to the answer of another item.
- H. Arrange the correct alternatives for multiple-choice items randomly (e.g. have a near equal number of a's, correct as b's, c's and so on).
- I. Indicate the source of an opinion or authority if an item is based on that information.
- J. Avoid ambiguous and trick questions. Avoid items dealing with trivia.

#### V. **Types of written test items**

Written test items can be true-false, short answer, essay, multiple choice, or matching.

- A. True-False items
  - 1. Strengths
    - a. Relatively easy to prepare because each item comes almost directly from the content. However, true-false items should not be taken verbatim from the course content.

- b. Allow for more content coverage.
  - 2. Limitations
    - a. A 50% probability of guessing the correct answer.
    - b. Tend to be either extremely easy or extremely difficult.
    - c. Tend to penalize the students who know most about the subject.
  - 3. Construction suggestions
    - a. Do not use many true-false items (if at all).
- B. Multiple-Choice items
  - 1. Strengths
    - a. The most versatile, flexible, and effective of all selected-response items.
    - b. Can test many levels of understanding-knowledge, comprehension, application, and analysis.
    - c. Can diagnose student learning problems if incorrect alternatives are designed to detect common errors.
  - 2. Limitations
    - a. Are difficult and time consuming to construct.
    - b. May appear too discriminating (picky to some students, especially when alternatives are well constructed).
  - 3. Construction suggestions
    - a. Present one problem or question in the item.
    - b. Include as much of the item as possible in the stem.
    - c. Provide only one correct or clearly best answer.
    - d. Avoid irrelevant grammatical cues. All alternatives should be homogeneous in content and grammatically consistent with the

stem.

- e. Avoid using none of the above and all of the above as alternatives. Note that many test manuals include these. Delete them.
- f. Use negatives sparingly in the stems of items.
- g. Write alternatives of approximately the same length for any one item.
- h. When composing incorrect alternatives, keep in mind the misconceptions students are likely to have and include them. One good approach is to first use the item as a short-answer question and later make it into a multiple-choice item using the best wrong answers as alternatives.
- i. Do not lift a statement verbatim from the textbook. This places a premium upon rote memory with a minimum of understanding. Vary the correct answer near equally between available choices.

### C. Short answer items

#### 1. Strengths

- a. Easy to prepare.
- b. Good for testing factual information, especially when it is important to know specific words or expressions.
- c. Reduce guessing because a specific response is required.

#### 2. Limitations

- a. More difficult and time-consuming to develop and score.
- b. Tend to test only low-level learning.
- c. Can encourage fragmented study because memorization of bits and pieces of information usually results in higher test scores.

#### 3. Construction suggestions

- a. Avoid indefinite or open-ended completion items.

- b. Avoid “Swiss cheese” items with too many blanks.
- c. Omit only keywords.
- d. Put blanks near end of the statement rather than at the beginning.
- e. Require a one-word response or at most a short phrase of closely-related words.
- f. Scoring can be facilitated by having students write their answers in a column to the left of the items.
- g. Use “a/an” or similar appropriate construction preceding blanks in order to avoid giving grammatical clues to the correct answer.
- h. Use all blanks of the same length to avoid providing clues to the length of the correct responses.
- i. Avoid taking statements directly from the textbook because it encourages learners to just memorize key statements.

D. Essay items

1. Strengths

- a. Permit students to demonstrate higher level learning, reasoning, integrating, critical thinking, and problem solving.
- b. Allow for expression of both breadth and depth of learning.
- c. Encourage originality, creativity, and divergent thinking.
- d. Are less time-consuming to prepare than other types.

2. Limitations

- a. Permit only a limited sampling of learning because of the time required for students to respond.
- b. Provide students more opportunity for bluffing.
- c. Difficult and time-consuming to score, and the scoring is often biased, unreliable, and inconsistent.

- d. Provide pitfalls for students who tend to go off on tangents or misunderstand the main point of the question.

3. Construction suggestions

- a. Make sure the essay items clearly reflect course objectives.
- b. Phrase each question so the students clearly understand what is expected and the approximate length of the answer. For example, include specific directions such as compare, contrast, define, length of the answer, discuss, or formulate. Specify expected answer length (e.g., in 2 or 3 sentences...).
- c. Prepare students. Written directions (for example, plan ahead, outline before writing, distribute time) are helpful.
- d. For controversial topics indicate clearly that the student should logically present a position rather than take a specific stand.
- e. Limit the scope of the question. Avoid broad questions that call for the student to write all he/she knows about a given topic (e.g., discuss Shakespeare's tragedies).
- f. State the number of points each question is worth.

4. Grading suggestion

- a. When scoring, prepare a list of key points, assign weights to each concept, and minimize clues that will identify the students.
- b. Read and grade the answers to one question on all papers before proceeding to the next question.
- c. After scoring one essay question, rearrange the papers before continuing so that a student's grade is not unduly influenced by one good or poor answer.

E. Matching items

1. Strengths

- a. Measures a student's understanding of the association between pairs such as objects and their functions, items and their locations, events and their dates, or terms and their definitions.

- b. Easy to score.
- c. Allow high content coverage. Students can respond quickly (not having to write out answers).

2. Limitations

- a. May be easy to answer by process of elimination.
- b. Not suitable for measuring in-depth understanding.

**APPENDIX A**  
**POLICY ON ASSIGNING AN INCOMPLETE GRADE**

1. Normally, ALL courses should be completed during the semester in which they are taken. Students should not enter a course with the understanding that they can complete it after the end of the semester or summer session.
2. Incomplete grades should be agreed to **only**, at or very near (i.e., within two weeks) the end of a semester. Typically, an incomplete is given only because, for example, a student misses a final exam due to substantiated illness. Incomplete will not be given for academic reasons (i.e., to improve a grade).
3. When a student is given an incomplete, the “Documentation of Assignment or Extension of an Incomplete Grade” form must be completed and signed by the instructor (student’s signature is preferred, but not required). These forms are available from the Office of the Registrar or the division secretary. The white copy of the form must be submitted to the Registrar’s office, Kettler 107.
4. Students will not be allowed to sit in on a class in a subsequent semester to complete a course. All incompletes will be completed by the student and professor outside of regular class time.
5. Each instructor giving a student an incomplete must understand that it is his/her responsibility to be available to the student to complete the course. Once the course requirements are complete, a removal of incomplete form should be completed, signed, and submitted to the Office of the Registrar.
6. All incompletes must be completed within the time allotted by the instructor. If the incomplete is not removed within one calendar year, the incomplete automatically becomes an “F”.

APPENDIX B  
GUIDELINES FOR GRADUATE COURSES

Senate Document SD 90-29  
(Approved, 4/8/1991)

FORT WAYNE SENATE  
EDUCATIONAL POLICY COMMITTEE  
MEMORANDUM

TO: The Senate  
FROM: Educational Policy Committee  
SUBJ: Guidelines for Graduate Courses  
DATE: 20 March 1991  
DISPOSITION: To the Presiding Officer for Implementation

Resolved, That the Senate adopt the following guidelines for graduate courses [prepared by the Graduate Subcommittee]:

Graduate-level courses should be more demanding, sophisticated, and rigorous than undergraduate ones. While it may be appropriate for undergraduate courses to include a significant component of rote learning of facts or mechanical application of knowledge, it is to be expected that graduate courses will emphasize theoretical, conceptual, methodological, or systematic treatment of material. They should deal directly with the research content of the field and with the discipline's research methodologies.

When graduate courses cover the same topics as or are cross-listed with undergraduate courses or when undergraduate courses are offered for graduate credit, special efforts may be necessary to ensure the integrity of the graduate component. Graduate courses should build on basic undergraduate courses; they should assume that students grasp the fundamentals of the discipline. Reading assignments to graduate students may be more extensive than those to undergraduates, and should stress primary materials and professional research rather than textbook-style synthesis. Graduate students should undertake more challenging projects than undergraduates. Such projects may demand extensive writing; they should encourage a greater degree of originality and should emphasize critical analysis rather than simple description. Graduate students should be able to defend the rationale and methodology of their projects; they should be able to evaluate their sources. Graduate students should be expected to take an active role in class discussion; they may be asked to give special presentations and to attend special sessions restricted to graduate students. Written examinations directed to graduate students should emphasize questions requiring theoretical, conceptual, methodological, or systematic treatments of the material.