

Phil 702: Teaching Philosophy
Winter 2022

Time and place: Thursdays, 2:35-5:25pm (Zoom or LEA 927)

Instructor: Stephanie Leary (stephanie.leary@mcgill.ca)

Course description: The purpose of this seminar is to offer practical training and mentoring for philosophy graduate students that prepares them for teaching philosophy and the job market. We will reflect on the goals of teaching philosophy, what teaching methods are best for achieving those goals, and what skills we should be developing as philosophy teachers. The course is structured around the principles of backward design: it begins by considering topics related to learning outcomes, then proceeds to consider assessment methods, and then instructional strategies. As we think about course design and pedagogical methods, enrolled students will put these ideas to use by generating a sample syllabus and a teaching statement for the job market.

Method of instruction: We will begin the semester on Zoom (link in myCourses), but we will move to in-person class as soon as the COVID-19 situation permits it.

Assignments and grades:

This seminar is graded pass/fail. To receive a passing grade, each student must do the following:

- (1) Complete the readings and regularly participate in class discussion and activities
- (2) Write and revise a sample syllabus
- (3) Write and revise a teaching statement
- (4) Present their sample syllabus and teaching statement and provide feedback on other students' materials during our "Teaching Dossier Workshop" on the last day of class

myCourses

All the readings for this course are accessible on myCourses and you will submit all work through myCourses as well.

Office hours: Thurs 10am-12pm via Zoom: <https://mcgill.zoom.us/j/89407734135> ([Sign up for a time slot here](#))

SCHEDULE

Theme	Topic	Date	Reading	Visitor	Work Due
	Intro to course	06-Jan	Syllabus		
Learning outcomes	Teaching goals	13-Jan	Maureen Eckert's "Competing Visions", Harry Brighouse's "Becoming a Better College Teacher (If You're Lucky)",		
	Backward Design	20-Jan	McTighe, Jay & Grant Wiggins. "Backward Design" Chapter 1 of <i>Understanding By Design</i>	Alex Liepins (TLS)	

	Skills and Expertise	27-Jan	David Concepcion's "Learning to Teach", John Immerahr's "From Self-Centered to Learner Centered"	Dirk Schlimm	
Assessments	Reading, Writing, and Peer Review	03-Feb	David Concepcion's "Reading Philosophy with Background Knowledge and Metacognition", Kate Walsh, Anastasia Prokos & Sharon Bird's "Building a Better Term Paper: Integrating Scaffolded Writing and Peer Review"		
	Feedback and grading	10-Feb	William Rapaport's "A Triage Theory of Grading: The Good, the Bad, and the Middling", Kathryn Norlock's "Grading (Anxious and Silent) Participation: Assessing Student Attendance and Engagement with Short Papers on a 'Question for Consideration'"	Nick Dunn	
	Student Motivation and Assessments	17-Feb	Linennbrink-Garcia <i>et al's</i> "Adaptive Motivation and Emotion in Education: Research and Principles for Instructional Design" and Ferland <i>et al's</i> "Using Motivation Assessment as a Teaching Tool for Large Undergraduate Courses: Reflections from the Teaching Team"	Jessica Flake (Psychology)	
Instructional Methods	Equity, Diversity, and Inclusivity	24-Feb	Melissa Jacquart, Rebecca Scott & Kevin Hermberg's "Diversity is Not Enough: The Importance of Inclusive Pedagogy", Luvell Anderson & Verena Erlenbusch's "Modeling Inclusive Pedagogy: Five Approaches"	Marguerite Deslauriers	Sample syllabus first draft

	Lectures large and small	10-Mar	Marie-Eve Morin's "Introducing Philosophy in a Large Classroom", Eddy Nahmias's "Practical Suggestions for Teaching Small Philosophy Classes"	Chris Howard	
	Active learning, small group activities, and flipped classrooms	17-Mar	Elizabeth Jelinek's "Using Small Group Learning in the Philosophy Classroom", Larry Michaelsen & Michael Sweet's "The Essential Elements of Team Based Learning"	Ian Gold	
	Engaging and moderating student discussion	24-Mar	Brook Sadler's "How Important is Student Participation in Teaching Philosophy?", Maughn Rollins Gregory's "A Framework for Facilitating Classroom Dialogue"		
	Creating a teaching dossier for the job market	31-Mar	Sample teaching dossiers	Eran Tal	
	Teaching dossier workshop	07-Apr			Sample syllabus and teaching statement
		14-Apr			Final sample syllabus and teaching statement