

***F801 Teaching Folklore & Ethnomusicology***  
***Professor: Sandra K. Dolby***

*Class time and Place: 4:00-6:30pm Tuesday; 501 N. Park*  
*Office Hours: Mondays, 1:30-3:30pm, and by appointment*  
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General Description: F801 fulfills the teaching course requirement for Associate Instructors in the Department of Folklore & Ethnomusicology. It is also recommended to new students who hope to teach for the department or to any graduate student who plans to seek a college-level position in teaching or research. Students from other departments are welcome as are Graduate Assistants who are not currently teaching.

This course does address practical concerns of classroom teaching practice, but it also addresses other issues associated with college teaching, including how to create a syllabus, how to evaluate student work, how to present the disciplines of folklore and ethnomusicology, how to create an effective teaching portfolio and teaching statement, how to participate in the professional dialogue about higher education, and how to engage in the scholarship of teaching and learning. By the close of the semester, students in the course will have engaged each of these issues and read some of the current research relevant to each topic.

The primary requirements of the course will be: 1) weekly participation in discussions of the readings and in-class assignments; 2) two brief reports on six teaching observations; 3) a solid draft of a proposed course syllabus; 4) an outline of a teaching portfolio and a teaching statement; and 5) one formal lesson presentation which will be video-taped and critiqued by the class.

Books ordered for this course:

*A Larger Sense of Purpose: Higher Education and Society*, by Harold T. Shapiro  
*The Teaching Portfolio*, by Peter Seldin  
*Teaching Tips: Strategies, Research, and Theory for College and University Teachers*,  
by Wilbert J. McKeachie and others  
*What the Best College Teachers Do*, by Ken Bain

Syllabus

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| Aug 29 | Introduction to the course: Help from Hollywood—a look at the 1958 classic <i>Teacher's Pet</i> , starring Clark Gable and Doris Day<br>Assignment: Observe six teachers, first report due Sept. 12 |
| Sept 5 | Basic classroom practices<br>Readings: McKeachie, Chapters 3-6; 12-14; Bain, Chapters 1 & 5   |

- Sept 12 Observing veteran teachers; reports on three teaching observations  
Readings: McKeachie, Chapters 19-22; Bain, Chapters 2 & 6  
Video: *Making Large Classrooms Work*
- Sept 19 Enhancing learning and writing by design  
Readings: McKeachie, Chapters 15-18  
Recommended Reading: Grant Wiggins and Jay McTighe, *Understanding by Design*
- Sept 26 Creating effective assignments, exams, and projects  
Readings: McKeachie, Chapters 23, and 24; Bain, Chapter 4
- Oct 3 Evaluating student papers, exams, and projects  
Readings: McKeachie, Chapters 7-11; Bain Chapter 7
- Oct 10 Creating a course syllabus  
Readings: McKeachie, Chapters 1 and 2; Bain, Chapter 3
- Oct 17 Critiquing a course syllabus  
Present and defend a proposed course syllabus
- Oct 24 Outlining a teaching portfolio  
Reading: Seldin, Chapters 1-5; Chapters 14 & 15
- Oct 31 Creating a teaching statement  
Reading: Seldin, Part V (Sample Portfolios from Across Disciplines)
- Nov 7 Aims of higher education  
Reading: Shapiro, *A Larger Sense of Purpose*
- Nov 14 Participating in the academy  
Reading: McKeachie, Chapters 25 & 26; Bain, Epilogue
- Nov 21 Thanksgiving Break. Class does not meet.
- Nov 28 Applying course materials in a single lesson  
Preparation for micro-teaching  
Second series of reports on veteran teachers
- Dec 5 Presenting a sample lesson  
Video-taped micro-teachings and critiques