I. Introduction: Philosophy of Effective Teaching

As a university committed to be “a central energizing force in Palestine,” to evoke the words of President Sari Nusseibeh, Al-Quds University aims to the develop in its students a mindset that is at once creative, cooperative, and multicultural while fostering scholarly excellence for the good of civil society.

Effective teaching lies at the heart of this mission. As experts remind us, a twenty-first-century education that fosters a strong society of informed and engaged citizens requires active and situated learning based on critical thinking, conceptual mastery, and the ability to apply knowledge and skills to “real-life” contexts.

These goals require a departure from the traditional “banking system” of education whereby the teacher pours information into the students and the students simply repeat it back. The professor’s role today entails motivating and guiding student learning through interactive techniques that emphasize the students’ ability to apply knowledge and skills to real-life situations.
An effective teacher seeks student responses to determine whether active learning is taking place in accordance with the goals of the course, the departmental curriculum, and the university as a whole. Ultimately, effective teaching can only be measured by the extent to which our students succeed in working collectively and creatively to shape a future for which they are intellectually prepared.

The strategies described below are designed to develop the higher mental abilities that result from engaged teaching and interactive learning. Even small changes in our current ways of teaching may have large effects, and technology may be able to assist us in reaching our new goals.

We encourage you to read this manual and to try out some new techniques and methods, and then to share your experiences with your colleagues, so that the university as a whole can develop the most effective teaching and learning practices for Al-Quds students and for Palestinian society.

II. Designing Your Courses

A. “Backward Design”: begin with learning goals

   - Think about the skills and knowledge you want students to acquire.
   - Work backwards from your intended learning outcomes (ILOs) to create your course outline and to select topics, readings, and activities
   - Then design assessments that are consistent with course content and ILOs
   - Be sure your assessments match both your learning objectives and the class sessions, readings, and assignments you have chosen

B. Make your learning objectives clear to the students

   - State them clearly in your syllabus
   - Refer to them throughout the course
   - Make sure to include verbs that describe the skills to be mastered (e.g. demonstrate, evaluate, analyze, synthesize)

C. Imagine your syllabus as a “roadmap” for your students and yourself

   - Explain to students how elements of the syllabus are sequenced and interconnected
   - Show how each course module and/or class session will contribute to achieving the large goals of the course
   - Make clear the relationship between this course and the curriculum as a whole (e.g. the major, or a cluster of courses, or a graduate program)

D. Make sure your syllabus explains clearly the procedures, policies, requirements, and practical information that will enable students to succeed in your course
• **Contact Details and Office Hours:** specify instructor’s office phone number, e-mail address, website address, office location, and office hours

• **Course Description:** provide a short description of the course, the main topics, and the general format

• **Learning Objectives:** list the knowledge and skills that you would like the students to learn or demonstrate as a result of this course

• **Prerequisites:** identify the level at which the course is targeted, list any courses that are formal prerequisites, mention knowledge or skills with which students should be familiar before starting the course

• **Expectations for student behavior:** clarify preparation (e.g., read all texts before class), participation, timely completion of assignments, your policy on use of cellphones and laptops

• **Communications:** provide details about class mailing or websites and relevant links; explain how students should keep themselves informed about the class and communicate with other students in the course

• **Course Materials:** list all required and recommended materials including the books or other items to be purchased and any supplementary web readings

• **Course Plan (the heart of the syllabus):** give a detailed list of proposed topics and assignments for the semester, with an entry for each class session that makes clear what is expected each day; the course plan should show students how each part relates to the whole; it might also include daily objectives and/or study questions;

• **Critical Dates:** include visibly on the syllabus all due dates for exams, homework assignments, papers, projects, and presentations

• **Evaluation Criteria:** explain how assessment will be conducted and how final grades will be calculated. Provide percentages allocated to each element (e.g., class participation, exams, homework, papers, and projects). Announce your policy for missed exams or deadlines (e.g., do you require documentation of the excuse?). If you are going to penalize students who miss a certain number of classes, say so explicitly. All students in a course must be evaluated the same way; this may include giving all students the same option, (e.g., paper vs. exam).

E. See Appendix A for examples of syllabi that follow the principles and practices outlined above.

III. Assessing Student Learning

A. Observe the following guidelines when you consider ways of evaluating your students’ achievements:

• Identify learning goals and objectives (ILOs): what *skills* are students expected to develop, and in what context(s) are the skills expected to be used?

• State these goals clearly and explicitly in the syllabus

• Work backwards to design assignments that allow you to evaluate how well students are achieving these goals

• Relate assessment to the *context* in which skills will be used
• Provide assessment periodically, not just at the end of the semester, so that students will build the skills necessary to move to the next context
• Always include both formative and summative assessments:
  • **Formative** assessments (e.g., problem sets, lab exercises, short quizzes) take place during the course and help the instructor understand how the course is going, with the goal of informing instruction to improve learning.
  • **Summative** assessments (e.g., exams and final papers) happen at the end of a unit or a course and are intended to judge the students’ competency and readiness for the next phase of learning.
• Explain all assignments clearly and in detail, either on the syllabus or on a separate handout.

**B. Remember, as you create assignments, that assessment is most likely to foster learning when:**

• test items approximate real-life situations and contexts in which the skills will be used.
• the assignment accurately reflects the content and goals of the course
• the level of difficulty is appropriate for the students at their stage in the course
• expectations, questions/topics, and terms of evaluation are clearly articulated
• the assignment can effectively be accomplished within the allotted time
• evaluation and feedback match learning goals

**C. Rather than relying entirely on examinations, combine multiple means of assessment in a single course so that students learn critical thinking, writing, and oral presentation skills.** The following list shows a broad range of possible assessment tools:

• **Writing assignments** from long essays to one-minute papers; from formal essays to journals to letters; from scholarly to theoretical to persuasive pieces
• **Oral presentations** by individuals or groups and structured debates or discussions
• **Research projects** involving field work, lab experiments, surveys, library research, or other sources of data
• **Tests and examination** from one-minute quizzes to final exams, including both in-class and take-home varieties
• **Peer evaluation and self-evaluation**
• **Creative performance** through oral, written, or electronic modes
• **Clinical practice** observations, demonstrations, reports
• **Group projects** in and outside the classroom
Multimedia productions in video, digital, or live form
Simulations such as mock trials, model UN

D. Make sure that the points or percentages of the final course grade allocated to each assignment are made clear on the syllabus. The following is a sample distribution of assessments in a single course:

- Participation in class discussions (10%)
- Midsemester exam: take-home or in class (20%)
- Group or individual presentation (10%)
- Analytical paper (20%)
- Final exam: short-answer and essay (40%)

E. Know how to write good exams and when to use them.

- Exams can play an important role even when using a variety of assessment tools. Exams are especially appropriate when there are specific facts that you need students to know, or problems that you need students to be able to solve, in order to demonstrate mastery in a course and readiness for the next course in a sequence.
- Be clear about the goals of each question they ask on an exam: what material is it covering? what skill is it assessing?
- Exam questions should allow students to demonstrate their mastery of the skills or knowledge that form the ILOs for the course.
- Exam questions should be clearly drawn from the course content, should be tailored to the topic, and should not be surprises.
- Good exam questions not only reflect ILOs but also approximate real-life situations where students might use the knowledge or skills on which they are being tested.
- Exam should include both forced-choice and open-ended questions, with the types of questions tailored to the ILOs. For example, in a writing course a student should be asked to write, not just to fill in the blanks. In an engineering course, students should not just be given multiple choice question but should be asked to demonstrate their ability to design and to analyze. In general, writing and problem-solving are more useful than filling in blanks or selecting from multiple choices.
- If at all possible, limit the use of chain questions (wherein if students miss the first question, they cannot correctly answer the following questions) to situations in which the chain of answers would approximate a real-life situation.

F. See Appendix B for sample exams that follow these guidelines.

G. Comment on student papers as you read them. Comments on a paper are the main way for faculty to improve student writing. While reading a paper, make comments in the margins to show the student that you have read
attentively and to help them understand the connection between the paper and your final evaluation:

- **Make some positive comments.** Students need to know what worked well to repeat successful practices.
- **Comment primarily on patterns or main issues.** Discuss both strengths and weaknesses.
- **Write in complete, detailed sentences.** Symbols and abbreviations are sometimes confusing to students. The more specific and concrete you can be, the more helpful will be your comments.
- **Ask questions** in the margins to promote student thinking while also helping them anticipate questions future readers might raise.
- **Use a respectful tone.**
- **Write legibly** (red ink is intimidating, so another color, or pencil, is preferable).

H. **Provide a summary evaluation of each student’s paper rather than only giving a grade.** Your summary comment on a paper is your chance to teach students how to write more effective papers or undertake more effective projects in the future.

- **Type these final comments if possible,** to ensure legibility and to keep a record of your comments.
- **Open with a greeting, using the student’s name.**
- **Restate the paper’s main point** to show that you took the paper seriously.
- **Discuss the paper’s strengths** to make sure the writer knows what she has done successfully.
- **Discuss the paper’s weaknesses, focusing on large problems first.** Choose two or three of the most important areas that need improving, and present these in order of descending importance. Suggest solutions that the student might adopt in a later paper.
- **Decide on the grade after you’ve written your final comments.**
- **Reread your comments to make sure the student will understand them.**

I. **Make clear to students the rationale for your grading.** Here is a sample rubric for evaluating papers that considers the quality of thesis, evidence, analysis, structure, and style. Some of these criteria apply equally well to essay exams and other projects.

- an **A paper** makes an interesting, complex, and important argument and supports that argument with well-chosen evidence; the structure is logical
and engaging, the writing is clear and concise, and all aspects of the assignment are thoroughly well-executed;

- A **high B paper** either aims at making an engaging, complex argument but is hindered by problems of structure, analysis, or style, or else it has a simpler argument that is thoroughly well-executed;
- A **B paper** addresses the assignment and demonstrates efforts to produce a complex argument but is hindered by either a lack of complexity or importance in the thesis or by structural, analytical, or stylistic problems in the execution of ideas;
- A **low B paper** demonstrates effort to address the assignment, but the argument is ultimately too obvious, undeveloped, or obscured by significant structural, analytical, or stylistic problems;
- A **C paper** has significant problems with argumentation and/or presentation;
- A **failing paper** does not meet the minimum page requirement, does not address the assignment, plagiarizes, or does not meet standards for academic writing or argumentation.

**IV: Interactive Teaching: Promoting Active Learning**

**A. Teach to your learning goals:**

- Consider how each class session and the course as a whole can facilitate learning
- Connect each individual class session to the ILOs of the entire course
- Create a “roadmap” for each session or module, so that students know what is coming and why
- Lecture only as much as necessary, and lecture interactively
- Connect new material to material students already know

**B. Keep students engaged during lecture sessions through strategies such as these:**

- Ask questions to stimulate student participation
- Vary your pace and activity: shift gears every few minutes and break up segments of lecture with some form of interaction
- Do not read from powerpoint, lecture notes, or textbooks
- Use voice and movement to sustain interest
- Use visual aids such as diagrams, films, and pictures to reinforce learning
- Present key points early in the class session
- Pause to solicit questions and to be sure what you’re presenting is clear
- Use handouts or on-line materials to supplement lectures or clarify lecture material
- If you use powerpoint, be sure the slides are easy to read, encourage student interaction, and supplement rather than substitute for interactive lecturing.
C. Create student interaction even in large lecture courses with practices such as the following. A longer list of suggestions is available in Appendix C.

- Put students in pairs or small groups to address a question; then discuss
- Ask students to write down the answer to a question; then solicit answers
- Ask students to “vote” on an answer through a show of hands
- Choose two or three students to “role-play” a situation
- Engage the students as a group in analyzing a text, image, film clip, or etc.

D. Get frequent feedback from students, so that you can adjust your teaching and curriculum as necessary to ensure successful learning outcomes. These strategies will give quick feedback:

- Inviting questions during the lecture
- A simple show of hands (e.g. did you understand this?)
- Quick quiz, oral or written, to see whether students can apply the knowledge
- On-line conversations by which students can raise their questions
- One-minute cards filled out after each session or selected sessions, asking questions such as these:
  - The main point of today’s class was . . .
  - What interested me most was . . .
  - What I don’t understand is . . .

V. E-Learning: Technology In and Beyond the Classroom

A. Take advantage of the fact that technology has changed the ways in which students learn and the available resources for effective teaching, with the following benefits:

- allows simulation
- makes more primary sources available
- provides quick access to resources – including visual resources, film, etc
- saves paper
- provides efficient, convenient information about the course itself
- offers a means of communicating with students about updates in syllabus, timely reminders, etc.
- allows students to add material and to converse with one another
- lets students work at their own pace and schedule
- allows for some class sessions to take place entirely on line

B. Remember, however, that E-learning is not intrinsically active; it must be used strategically to promote active learning.

- Post questions to which students must respond
- Encourage students to engage in conversation and comment on other people’s response: can increase interaction among students
- Use technology creatively – assign students to make video, make web pages, etc.
• Define clear goals, rules, deadlines, and appropriate behaviors for on-line activities;
• Provide students with sufficient feedback for on-line exercises and make sure the on-line assignments count in grading the student
• Choose web resources that enhance creativity and active learning

C. Consider the following tips for effective E-teaching, drawn from the QIF-LIT Project on E-Enabled Curricular Design and Development in Palestinian Universities)

• All the learning resources for both online and face to face sessions should be installed on your Moodle site.
• If you are conducting on-line sessions, be sure that they follow a predictable structure (for example: title, introduction to the topic, session objectives, session plan).
• There are many learning resources available on the internet which you can use or adapt for your course. You do not have to reinvent the wheel. Do take care to credit your sources.
• Activate “forums” and encourage or require your students to participate in them.
• If you are combining online and face-to-face sessions, make sure the face-to-face sessions are student-centered by introducing such practices as group work, role-playing, case studies, and other interactive techniques.
• Be sure to follow the good practices listed above under “student assessment”; these apply equally to on-line and face-to-face teaching.

VI. Evaluating Your Courses

A. Conduct interim assessments of your teaching rather than waiting until the end of the semester to evaluate your course

• Since student feedback is designed to improve teaching, getting that feedback early will allow you to make immediate adjustments
• Interim evaluations also communicate to the students that you care about improving the course and that students’ opinions and learning experiences matter to you
• Appendix D provides samples of two forms, one quantitative and one qualitative, that can be adapted by individual instructors
• Handing out blank index cards periodically can also provide students with the opportunity to give feedback about how the course is going and what can be improved
• In order to receive honest feedback, it is important that students be able to write evaluations in conditions of anonymity

B. Consider a voluntary peer evaluation of your teaching.
- Offer to exchange visits with a colleague so that you can see one another teach and provide the feedback that experts can give one another

C. **Read your final course evaluations carefully and non-defensively.**

- Course evaluations are part of the University's commitment to excellence in teaching and learning. Deans and department chairs may use evaluations to evaluate faculty, particularly in reviews for promotion.
- But course evaluations are at best a mechanism for self-evaluation. It’s important not to dismiss marks or comments that indicate problems and especially to watch for patterns within and across your courses to see where improvements need to be made

D. **Conduct your own self-evaluation at the end of the semester by asking yourself questions such as the following:**

- Did the course of instruction address all of the ILOs?
- Did the exams and assignments also measure these learning outcomes?
- Did I provide timely feedback to students on assignments and exams?
- What, if any, adjustments might I make to assignments in the future?
- Were the books and course materials the best available for the purposes of this course?
- Did the students have legitimate complaints about any of the course materials/books?
- Were there ideas that the students found hard to understand?
- How engaged were the students in daily class sessions?
- Did I seek feedback from students and/or colleagues to improve my teaching during the semester?

VII. **Effective Teaching: A Checklist**

**THIS IS SOMETHING THAT DR. OMAR ABU-HUMOS PLANS TO CIRCULATE TO THE COMMITTEE FOR INCLUSION IN THE MANUAL.**

**Appendices:**

A. **Sample Syllabi (Economics and Education)**

B. **Sample Exams (Anthropology and Chemistry)**

C. **Twenty Ways to Make Lectures More Participatory**

D. **Quantitative and Qualitative Midterm Evaluation Forms**
Appendix A: Sample Syllabus 1
BRANDEIS UNIVERSITY
Department of Economics

Economics 2a
Introduction to Economics
Mr. Coiner
Fall, 2010

Syllabus

This course is an introduction to the field of Economics. It will: give you an idea of the range of behaviors that economists investigate, introduce you to the basic tools that we use to analyze the economy, and apply these tools to public policy issues. Perhaps most important, this course will introduce you to the “economic way of thinking,” an approach to decision making that applies to personal decisions, to the decisions of businesses, labor unions and other organizations, and to the larger choices that society faces.

This course satisfies the School of Social Science distribution requirement and the Quantitative Reasoning component of the General University Requirements. It is also the first course for any student considering a concentration or minor in Economics.

Goals of the Course

This course has two “broad” goals. First, it is hoped that everyone will come out of this course a more educated citizen, being able to use basic economic principles to critically evaluate the arguments for and against public policy proposals (e.g., the 2009 stimulus package, immigration reform). Second, for those students who choose to take further economics courses, this course should prepare them well, so that they have the theoretical tools and knowledge of economic terminology to be successful.

There are also a number of smaller, more specific goals. What follows is a (partial) list. 1) Every student in this course should master the logic behind the demand/supply model of how a competitive market behaves, to the point where the student can predict the effect of various exogenous economic events on the market’s equilibrium. 2) Every student should be able to articulate the situations in which a competitive market reaches an efficient outcome, and the situations in which it fails to reach an efficient outcome. 3) Every student should be able to compare the outcome of a competitive market with the outcome of a market in which there is only one producer (a monopoly). 4) Every student should be able to describe how the basic macroeconomic indicators (Gross Domestic Product, the inflation rate, the unemployment rate) are constructed, and should be able to explain their limitations. 5) Every student should be able to predict the qualitative effects of monetary and fiscal policy changes on the macroeconomy, and should be able to articulate the limitations of those policies in stabilizing the economy. 5) Every student should be able to explain how and why the Federal Reserve Board goes about changing the money supply and short-run interest rates.

Class Meetings

In addition to the lectures on Monday, Wednesday and Thursday, the teaching staff offers an additional treatment of the material on Tuesday nights from 6:30-8:30. These sessions are highly recommended. The sessions, led by the teaching assistants, will give you an additional opportunity to ask any questions that you have about the material.

Exams

Two Tuesday night sessions of the semester will require mandatory attendance in order to administer exams. The dates of the exams are:
Exam # 1     Tuesday, October 5th
Exam # 2     Tuesday, November 9th

The location for these exams will be announced later. There will also be a final exam during finals week at a time and a place determined by the Registrar.

Problem Sets

There will be two types of problem sets in this course. There will be one electronic problem set for each chapter of the text that we cover (about two dozen in all). There will also be 11 old-fashioned hard copy problem sets. More details about these problem sets are given below.

Text

The required textbook and electronic problem sets for this class are available through Aplia (http://www.aplia.com). The textbook is N. Gregory Mankiw, Principles of Economics, 5th edition. As you will see at the Aplia site, you have the option of purchasing a physical textbook or using a digital textbook. Many students find that a physical textbook is more helpful to them than the digital textbook.

Grading Policy

Your grade is based on 3 exams and on both types of problem sets. There will be 11 hard-copy problem sets. Four of these problem sets arrive just before an exam. These four specific problem sets do not have to be turned in. Of the remaining 7 problem sets, you may omit turning in one of your choosing. Thus, in order to get full credit for the hard-copy problem sets, you will have to turn in 6 of the 7 required problem sets. The hard-copy problem sets will constitute 10% of your grade.

There will be approximately two dozen electronic problem sets. Aplia will record automatically your scores on these problem sets. The lowest three scores during the term will be thrown out. Your score on the remaining electronic problem sets will constitute 10% of your grade.

Whichever midterm you score higher on will count for 30% of your grade. The other midterm will count for 20% of your grade. The final exam will count for 30% of your grade. The remaining 20% of your grade will be based on the problem sets (as described above).

Contact Information

My office is Sachar 4. My extension is 6-2239. My Brandeis email address is coiner@brandeis.edu. It is OK to try to contact me through my home email, which is m.coiner@verizon.net, and you may call me at home at 1-508-485-7732. Office hours will be announced shortly.

Information Dissemination

In Economics 2a we will maintain a course website through the University’s Latte system. You will be responsible for checking the website frequently as most of the problem sets, answer keys, etc will be posted there and available for you to download. The website can be accessed from webct.brandeis.edu. Most documents from the course website will be found as PDF files. To read such files you will need to have Adobe Acrobat Reader installed on your computer. All computers in the computer labs on campus
come equipped with the Reader.

**Doing Your Best**

Here are some suggestions that may help you to do well in Economics 2a:
Do the assigned reading before class to get a preview of the material to be covered and to prepare any questions you have about this material.
Take the problem sets seriously, because they are the best indication of whether you understand the material and they are the best preparation for the exams.
Keep up with the work.

**Special Accommodations**

If you are a student with a documented disability at Brandeis University and if you wish to request a reasonable accommodation for this class, please see me right away. Please keep in mind that reasonable accommodations are not provided retroactively.

**Academic Honesty**

You are expected to be honest in your academic work. The University policy on academic honesty is distributed annually as section 4 of the Rights and Responsibilities handbook. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask. Academic Dishonesty will not be tolerated and will be rigorously prosecuted.

**Course Outline**

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<th>Topic</th>
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<td>Monday 8/30</td>
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<td>Wednesday 9/1</td>
<td>Supply and Demand</td>
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<td>Liquidity Preference</td>
<td>Chapter 34</td>
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<td>Thursday 12/2</td>
<td>How Monetary &amp; Fiscal Policy Work</td>
<td>Chapter 34</td>
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<tr>
<td>Monday 12/6</td>
<td>How Policies Work (continued)</td>
<td>Chapter 34</td>
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Appendix A: Sample Syllabus 2
ED 170A

CRITICAL PERSPECTIVES IN URBAN EDUCATION
SPRING 2011
Meeting Times: Thursday, 2:10-5:00pm
Location: Lown 203

Dr. Tara M. Brown
Shapiro Academic Complex, #216
Phone: 781.736.2046
Email: tmbrown@brandeis.edu
Office Hours: By appointment

COURSE DESCRIPTION

The problems confronting urban public schools in the United States are complex and multi-faceted. While we are constantly overrun with a deluge of news reports that track the consistent failure of schools in the inner city, we are rarely presented with the opportunity to fully explore the issues confronting urban education from more than one perspective. More often than not, we rely on folk mythology about the nature of the inner city or the attitudes, misgivings, and lack of understanding of urban dwellers and school leaders as methods through which to define and understand the complex problems faced by school people in these areas. This course seeks to enhance students' knowledge about urban schools by providing them with a broad overview of urban education, as a field of inquiry. To that end, the seminar explores three key issues: 1) The social and economic contexts of urban schools; 2) The social, economic and personal hardships facing urban students; and 2) the challenges of urban school reform.

The course relies heavily on literature that examines the links between schools and the social order—the social, economic and political factors that have shaped conditions in urban schools. For example, the socioeconomic context of urban schools provides an important examination of the role of schooling in a stratified, capitalist society and provides the theoretical grounding for the course. Theories of race/ethnicity, class, gender, and culture will be utilized as frameworks through which to explore the development and current conditions of the urban school. In particular, connections between schooling outcomes and social and economic shifts in the inner city will be explored. The course also explores the lives of young people living in urban areas, drawing from rich ethnographic examinations of the lives of marginalized youth. We learn, from the perspective of students, how urban schools are failing them and where there is hope. We also discuss their suggestions for how to improve schooling. The course also explores the nature and impact of school reform on urban school districts, analyzing a variety of current reform efforts. Some paint a grim picture of the potential for school reform in eliminating race/ethnicity- and class-based educational disparities while others are more hopeful. Yet others provide models for teaching and learning in urban schools that is both optimistic and challenging. All of the texts draw particular attention to the impact of social context on urban schools and reform efforts.

COURSE GOALS

The course seeks to provide students with an overview of the larger broader issues that impact the development and maintenance of urban schools in the United States. More specifically, the course will introduce students to a variety of lenses through which to examine: the nature of urban schools and their relationships to historical, social, economic, and political contexts as well the perspectives of the people who teach and learn in urban schools. To that end, the course seeks to equip students with the ability to understand and to apply a variety of perspectives to contemporary issues facing urban schools. Students
will demonstrate this ability through a variety of assignments, which includes studying, in depth, one particular topic related to urban education.

COURSE READINGS

REQUIRED COURSE PACKET

The required course packet of readings can be purchased from the education program.

BY ASSIGNMENT

The class will divided up into groups of 3 or 4 and each group will read and do a presentation on one of the books listed below. Groups will be determined within the first weeks of the class. At that time, students will know which book they need to purchase. These books will not be available in the bookstore but there will be time get them through the library or Amazon.com


REQUIREMENTS

All written assignments should be emailed to me at tmbrown@brandeis.edu by midnight on the due date.

CLASS PARTICIPATION 20 points

You will be expected to come to class with at least two key questions, problems or issues that have arisen as you read and pondered ideas that sprang from the text. Even more important, after having fully read and digested the material, you must critically interrogate the assumptions upon which the text is written. You should evaluate the extent to which these ideas are either in conflict with or in concert with your own thinking about these issues. Once you have made a determination, you must find a way to articulate this and share it with your classmates. Vigorous but collegial debate is encouraged in this class. To that extent, honest and open communication is encouraged. However, you can’t be an active and knowledgeable participant if you have not struggled with and against the texts. Therefore, it is mandatory that you carefully and closely read the assigned texts before class. Discussions will generally be free flowing and mostly based on student questions and comments. Participation will also include giving written feedback to one of your classmates on a draft of his/her final paper/project.
**REFLECTION ASSIGNMENTS**

There will be five 2-3 page reflections due over the course of the semester. The first is a Personal Reflection, due on **January 27th**, in which you will talk about your own experiences and your topic of interest within urban education. Additionally, there will be four Reading Reflection papers, in which you will talk about how you are personally connecting with the readings. They are due on **February 10th**, **March 3rd**, **March 31st**, and **April 28th**.

**TAKE-HOME MIDTERM EXAM**

The midterm exam will be a paper in which you give a contextualized view of a topic of your choice that is related to urban education. The assignment will be discussed in class on **March 10th** and will be **due on March 24th**.

**FINAL PAPER/PROJECT DRAFT**

You should submit two copies of a draft of your final paper along with a 150 word abstracts on **April 4th**. Email one to the instructor by midnight and **bring one hard copy to class**. Your draft will be given to one other person in the class who will be asked to provide an anonymous review of your paper. The names of authors and reviewers will not be revealed. Students will bring their “marked up” drafts of the papers they reviewed to class on **April 28th**. I will also offer written feedback on your drafts. In consultation with me and with your colleagues, you will edit your paper so that it reflects the necessary changes. You will receive points in class participation for the quality of the feedback you provide on a colleague’s paper.

**FINAL PAPER/PROJECT**

For your final paper/project you will expand you knowledge of your topic theoretically and/or practically. You may either expand your midterm paper or apply your knowledge to a more practical “product.” You have a variety of options, including: a) curriculum for PK-12, b) curriculum for pre-service teachers, c) professional development curriculum for teachers, administrators, and/or counselors, d) a policy memo, c) a school-wide improvement plan, or f) some other creative project (must be approved beforehand). It’s best to decide as early as possible which approach you would like to take so that you can begin organizing your work. Your papers should be accompanied by a letter that explains how you responded to the changes requested by the instructor and the anonymous reviewer. **Due May 5th**.

Late Assignments
Two points will be deducted for each day that an assignment is late unless otherwise negotiated with the instructor.

Extra Credit Assignments
You may complete up to two extra credit assignments in the course and receive up to 5 points for each. Please talk with the instructor to negotiate this.

**GRADING**

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<th>Points</th>
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<td>Discussion/Participation</td>
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<tr>
<td>Reflection Assignments</td>
<td>15</td>
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<tr>
<td>Midterm</td>
<td>30</td>
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<tr>
<td>Final Paper</td>
<td>35</td>
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REFLECTION ASSIGNMENTS: 15 points
TAKE-HOME MIDTERM EXAM: 30 points
FINAL PAPER/PROJECT DRAFT: Not Graded
FINAL PAPER/PROJECT: 35 points

**Late Assignments**
Two points will be deducted for each day that an assignment is late unless otherwise negotiated with the instructor.

**Extra Credit Assignments**
You may complete up to two extra credit assignments in the course and receive up to 5 points for each. Please talk with the instructor to negotiate this.
Scale

<table>
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<td>85-86</td>
<td>B</td>
<td>Below 60</td>
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<tr>
<td>80-84</td>
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Students with Documented Disabilities
As the syllabus indicates, accommodations will always be made for students with a documented disability. Please contact Disability Support Services to complete an accommodations form.

COURSE OUTLINE

January 20th – Social, Economic, and Historical Contexts of Urban Education

Readings:

In class activities:
• Course overview, review of the syllabus and discussion guidelines
• Introductions
• Discussion on historical and socioeconomic contexts of urban education and social stratification
• Review of reflection assignment

Due: No written assignment due

January 27th – The Role of Schools in U.S. Society

Readings:

In class activities:
• Discussion on the role of schools in U.S. society
• Book presentation guidelines, groups, and book assignments
• In class activity: Mapping the Color Line

Due: Personal Reflection
February 3rd – Educational Inequity

Readings:

In class activities:
- Finish Color Line Activity
- Discussion on readings and educational inequity
- Video: *Disparity in Public Education* http://www.youtube.com/watch?v=FU1woTRYxcs
- Reading reflection guidelines explained

Due: No written assignment due

February 10th – Teaching Students from Historically Marginalized Groups

* Class meets at the Lubin Symposium to hear Julio Cammarota speak. *

Readings:

Due: Reading reflection

February 17th – Genetics, Culture, and Disparate School Achievement

Readings:
Payne, R. (n.d.). *Understanding and working with students and adults from poverty.*

In class activities:
- Discussion on genetics, culture, and disparate school achievement
- Film: *Jonathan Kozol and The Shame of the Nation* http://video.google.com/videoplay?docid=-219190567801759536# (27 mins.)
- Activity and discussion on language sensitivity

March 3rd – African American Boys and Adolescents
**Readings:**


**In class activities:**

- Discussion on schooling and African American boys and adolescents
- Review of Structure/Culture/Agency framework
- In class activity: *C.A.R.E. curriculum*

**Due:** Reading reflection

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**March 10th – Culture and Disparate School Achievement**

**Readings:**


**In class activities:**

- Discussion on culture and achievement
- In class activity: *SAT Bronx*
- Film: Pedro Noguera in *Ending the Gap*
- Review of midterm guidelines, APA citation format, and graphic organizers

**Due:** No written assignment due

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**March 17th – Understanding Students’ Troublesome Behaviors**

**Readings:**


In class activities:
- Discussion on school violence and student (mis)behavior
- Presentation on school exclusion
- Book presentation: *Holler if You Hear Me*
- Book presentation: *High Stakes*

Due: No written assignment due

### March 24th – Youth Perspectives

**Readings:**

**In class activities:**
- Film: *Bullets in the Hood & State of Mind: Living in the Projects*
- Discussion on youth experiences
- Guest speaker(s)
- Review of final paper guidelines and writing an abstract

Due: Midterm

### March 31st – Teaching Students from Historically Marginalized Groups

**Readings:**

**In class activities:**
- Comments on midterm papers
- Book presentation: *Unraveling the “Model Minority” Stereotype*
- Book presentation: *Keepin’ it Real*
- Discussion on teaching in urban schools
- Film: *Overcoming Obstacles*

Due: Reading reflection

### April 7th – School Reform

**Readings:**

**In class activities:**
- Discussion and activity on school reform strategies
- Film: *Hard Times at Douglas High*

**Due:** No written assignment due

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**April 14th – Special Education**

**Readings:**

**In class activities:**
- Discussion on special education
- Book presentation: *Home Advantage*
- Book presentation: *Bad Boys*
- Guidelines for peer reviewing

**Due:** Draft of final paper – bring one hard copy to class, without your name on it.

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**April 28th – Hope for Urban Schools**

**Readings:**

**In class activities:**
- Book presentation: *Hopeful Girls, Troubled Boys*
- Book presentation: *Made in America*
- Final paper/project discussion
- Wrap-up

**Due:** Bring to class the paper you reviewed, marked up with comments

Final reading reflection

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**Final Paper/Project Due May 5th**
Appendix B: Sample Exam 1
Anthropology 1a
Introduction to the Comparative Study of Human Societies
Professor Janet McIntosh
FINAL EXAMINATION

Please start by writing your name on the front of your examination booklet.

PLEASE WRITE ALL ANSWERS IN YOUR EXAMINATION BOOK(S). You won’t be writing any answers on this exam paper.

PLEASE NUMBER ALL YOUR ANSWERS.

This examination has 100 points.

SHORT ANSWERS: 25 points total (1 point each)

1) According to Van Gennep, what are the 3 stages in a rite of passage? (One word for each stage.)

2) According to linguistic anthropologists, who tends to use more Positive Minimal Responses in conversation: American men or American women? (Pick one.)

3) Give one example (any example) of the kind of “change of state” that a rite of passage could effect. I suggest giving your answer in the following format: “From ____ to ____.” (You’re just providing two words or phrases, in other words.)

4a) Is a person related to you by blood your consanguine or your affine? (Pick one.)
4b) Is a person related to you by marriage your consanguine or your affine? (Pick one.)

5) In just a few words, give an example of “glocalization.” (No need for a complete sentence.)

6) Sherry Ortner has suggested that cross-culturally, female is to male as what is to what?

7a) Is caste in India perceived (emically) as an ascribed or an achieved status? (Pick one.)
7b) Is class in the United States perceived (emically) as primarily an ascribed or achieved status? (Pick one.)

8) Features of conversation such as interruptions, silences, and so on can have different meanings depending on the context. Deborah Tannen refers to this phenomenon as the __________________ of discourse strategies.

9) In one sentence: What is meant by “role loss” among refugees/immigrants?

10a) A healing effect in the body that results from one’s positive beliefs/expectations is called the ____________ effect.
10b) A harmful effect in the body resultant from negative beliefs/expectations is called the ____________ effect.

11) By the 1980s a surprising number of young male Hmong immigrants were dying inexplicably in their sleep. This phenomenon became known as __________________.

12) In just a few words, describe ONE social role of slang.

13a) The term for consuming people from one’s own social community is ________.
13b) The term for consuming people from an outside social community is ________.
14) Which of the following is NOT a way in which biomedicine is distinct from many indigenous ethnomedical systems? (Pick one; write the correct letter in your exam booklet.)
   A) separates mind from body
   B) sometimes relies on placebo effect
   C) uses the scientific method
   D) treats the body but often disregards the whole person

15) The Na of China are notable for their lack of what common kinship structure?

16) According to Nancy Scheper-Hughes, which of the following is NOT a reason for which women in Brazilian shantytowns do not weep for their dead babies? (Pick one.)
   A) they lack feeling in all areas of their life
   B) they believe their tears will wet the wings of their “angel babies”
   C) they have adapted emotionally to a high infant mortality rate
   D) they believe the babies who die may not have been strong enough to live anyway

17) Name the American Anthropologist who was a student of Franz Boas and whose work in Papua New Guinea attempted to weaken biologically deterministic models of male and female social roles.

18) Which of the following societies has NOT been considered as a possible matriarchy? (Pick one.)
   A) Crow
   B) Tukano
   C) Lovedu
   D) Iroquois

19) Name one item that the wokabout marketing folks were trying to sell to rural Papua New Guineans in the documentary “Advertising Missionaires.”

20) Globalization is characterized by the global flow of what kinds of things? List 3. (Note: I’m looking for types of things or phenomena, not specific examples. Not just “Coke,” for instance.)

21) Who are the people who usually take part in the “Run for the Wall”? (That is, what historical phenomenon were they all deeply influenced by?)

22) For many Wari, burying a body in the ground is not a desirable mortuary practice. Which of the following is NOT a reason for that?
   A) It seems harder for Wari to do away with painful memories when they know the body’s in the ground.
   B) The ground is conceptualized as a polluted, cold, abandoned place.
   C) The ground is associated with certain evil animal spirits
   D) Some Wari fear it will be harder for spirits to accept their fate of existing in the realm of the dead.

23) “Cultural imperialism” is the argument that because of economic and other power asymmetries, (pick the best answer)
   A) Westerners will want to colonize the rest of the world
   B) The world will become culturally homogeneous in the model of the West
   C) Western nations will remain the wealthiest
   D) Westerners will be condescending to other societies

24) According to Lila Abu-Lughod, how do most of her female Muslim informants (from Egypt) tend to view Western women? (No need for complete sentences; a couple of descriptive phrases will suffice)
25) I. M. Lewis’ book “Ecstatic Religion” (1971) marked a watershed moment in the study of spirit possession, by arguing that those subject to spirit possession may be (pick one):
   A) suffering from calcium deficiency
   B) suffering from protein deficiency
   C) able to raise their social status through possession
   D) either in a trance state or not

**SLIGHTLY LONGER ANSWERS: 45 points total (15 questions, 3 points each)**

26) According to Robbie Davis-Floyd, what are the 3 main characteristics of “ritual”?

27) List 3 of the (many) potential qualities of liminality, according to Victor Turner.

28) What is one argument against the notion that a strict/rigid model of cultural imperialism best characterizes the West’s influence on the rest of the world?

29) In brief: What are the two possible ways to unpack the acronym “FGM”? What is the political difference between them?

30) In one or two sentences: What is “essentialism”?

31) How do gendered speech styles in the USA and in Madagascar tend to differ, and how does this difference appear to challenge a biologically deterministic model of gendered speech styles?

32) How does the concept of “heteronormativity” go beyond merely designating a social expectation that people should be heterosexual?

33) In a couple of sentences, explain what Aihwa Ong or Janice Boddy says about spirit possession as a kind of resistance against power/social critique. (Be sure to specify which sociocultural region Ong or Boddy is writing about)

34) What is the religious philosophy underlying Aghori exocannibalistic practices?

35) Give 2 examples of contexts in which Apache customarily tend to keep silent. Why do they do so in those contexts?

36) What are 2 potential problems with typical measures of “standard of living”?

37) What is a “cargo cult”?

38) According to Tannen, why do people who speak with a “high involvement style” and those with a “high considerateness style” sometimes have difficulty in conversation with one another?

39) In one or two sentences, give an example of the “medicalization” of some phenomenon or other.

40) Match each concept or phrase with the single author/anthropologist most closely associated with it.
   (In your exam booklet, list the letters that would fill in the below spaces, in the appropriate sequence.)

<table>
<thead>
<tr>
<th>AUTHOR LIST:</th>
<th>CONCEPT LIST:</th>
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<tbody>
<tr>
<td>A. Bronislaw Malinowski</td>
<td>Do Muslim women need “saving”?</td>
</tr>
<tr>
<td>B. Sarah Lamb</td>
<td>The Spirit Catches You…</td>
</tr>
<tr>
<td>C. Barbara Ehrenreich</td>
<td>fieldwork</td>
</tr>
</tbody>
</table>
ESSAYS: 30 points total (2 essays, 15 points each). Each essay should be about 4-5 paragraphs long; you can go longer if you wish but please try not to go shorter than 4 paragraphs.

FIRST ESSAY (this one is mandatory):

41) What were some cultural differences and misunderstandings that resulted in Lia Lee’s parents being repeatedly labeled “noncompliant” by American doctors? What could her physicians (and/or the hospital system) have done differently for a better outcome for Lia and/or her family?

SECOND ESSAY: PICK ONLY ONE

42) Discuss how encounters with outsiders (through globalization, colonialism, missionary contact, etc.) have encountered new dilemmas or difficulties for certain indigenous peoples. Be sure to draw on specific examples.

43) How are the different ideologies of personhood among Swahili and Giriama reflected in their religious lives? And what are some implications for their respective understandings/experiences of “conversion” to Islam?

44) How do the course materials challenge some assumptions about religion that those from Abrahamic traditions (Judaism, Christianity, Islam) might make?

45) Explain how Wari notions of the body and personhood, and Wari notions of life after death, inform their endocannibalistic practices.

46) In light of the course Anthropology 1a, have you found that you have stretched your own sense of cultural relativism? Where have you ultimately drawn the line (if you have), and why? Be sure to define cultural relativism at the outset, and please make specific reference to examples from the course materials in your discussion.
Appendix B: Sample Exam 2
Chemistry 15: Honors General Chemistry
Professor Bruce Foxman

1. (a) Calculate $\Delta H^\circ$, $\Delta S^\circ$, $\Delta G^\circ$, and $K$ at 25 °C for the reaction

$$\text{PCl}_3(g) + \text{Cl}_2(g) = \text{PCl}_5(g)$$

(b) Which factor, enthalpy or entropy, provides the principal driving force for this reaction at 25 °C? Explain your answer briefly.

(c) Calculate $K_{400}$, the equilibrium constant at 400 K. You may assume that $\Delta H^\circ$ is independent of temperature between 298 and 400 K.

2. An organic compound containing C, H, N and O was analyzed. When a sample weighing 0.01230 g was burned, it produced 0.01862 g CO$_2$ and 0.00762 g H$_2$O. When another sample, weighing 0.00510 g, was burned, the CO$_2$ and H$_2$O were absorbed and discarded, and the N$_2$ formed was collected in a measuring tube. At 730 mm Hg and 22.0 °C, the N$_2$ gas displaced an equal volume of mercury. The displaced Hg was weighed and found to be 15.000 g. The density of mercury is 13.65 g/mL. What is the empirical formula of the compound?

3. How many isomers (geometrical and optical) are possible for an M[A$_3$BCD] complex? Ligands A, B, C and D are single, unidentate ligands. If you find it helpful, you may consider that A = NH$_3$, B = Cl, C = Br, and D = I. Sketch each unique geometrical isomer and state whether it has an optical isomer.

4. A galvanic cell consists of a strip of cobalt metal, Co, dipping into a 1.00 M Co$^{2+}$ solution, and another half-cell in which a piece of platinum dips into a 1.00 M solution of Cl$^-$. Chlorine gas at 1.00 atm pressure is bubbled into this solution. The observed cell voltage is 1.63 volts, and as the cell operates the cobalt electrode is negative. Given only that the standard potential for the chlorine-chloride ion half-cell is:

$$\frac{1}{2} \text{Cl}_2 + e^- \rightarrow \text{Cl}^- \quad \varepsilon = 1.36 \text{ V.}$$

(a) What is the spontaneous cell reaction?

(b) What is the standard potential of the cobalt electrode?

(c) Would the cell voltage increase or decrease if the pressure of chlorine gas increased?

(d) What would the cell voltage be if the concentration of Co$^{2+}$ were reduced to 0.0100 M?
5. (a) Calculate the pH of a solution obtained by mixing 0.300 mole of sodium acetate, NaOAc, with 0.700 mole acetic acid, HOAc, and adding H₂O to make a final volume of one liter. [Kₐ for HOAc = 1.80 • 10⁻⁵]

pH of solution ________________________________

(b) To the above solution is added 0.100 L of 1.000 M HCl. What is the pH of the resulting solution?

pH of solution ________________________________

(c) 1.000 L of distilled water is added to the solution in (b). What is the pH?

6. When comparing a given ion in a tetrahedral field with the same ion in an equivalent octahedral field, one must calculate the appropriate stabilization energies for each case. The difference in energy between the two cases is termed the octahedral site stabilization energy (OSSE). You may ignore Πₑ and Πᶜ in your calculations.

(a) Compute OSSE's for d¹ through d⁵ (high-spin) configurations. Report in units of Δ₀. (You may assume that Δᵣ = ⁴⁄₉ Δ₀).

(b) For the high-spin M³⁺ ions of Sc, Ti, V, Cr and Fe, rank the tendency for tetrahedral coordination using A = A, A < A or A > @ symbols. Be certain to use the data in (a) to support your calculation.
Appendix C
TWENTY WAYS TO MAKE LECTURES MORE PARTICIPATORY

When students engage actively with material, they generally understand it better and remember it longer. Asking for student participation highlights the distinction between faculty covering material and students learning it. Although student participation may result in covering less material, it can also mean that students learn more material than in a traditional lecture course, because they truly grasp the fundamentals and have more chances to clear up confusion. Large numbers of students in class does not preclude interaction. The following ways to open lectures to student participation have been used in classes of up to 1200 students and in smaller settings.

**Beginning the lecture (or the course)**

1. Begin with a question or questions which help you to understand what students are thinking.
2. Begin by posing a problem and eliciting several answers or solutions from the students. The lecture can then go on to explore and build on the suggestions that emerge from the discussion.
3. Ask students to jot down answers on their own and then to combine answers in a small group.

**Inviting participation**

4. Encourage participation through a conversational tone, and avoid criticizing student responses. Consider moving closer to the students rather than speaking from behind the podium. Explain the rationale for interactive lecturing so that students understand a possibly unfamiliar approach.
5. If you want students to talk, look at them. Asking students to speak in class is easier to do if they use name cards or if you have learned their names. If speaking in class is the norm and everyone is expected to do it, you can call on everyone in good faith (perhaps calling on better prepared --and bolder--students first, and asking easier questions later of the quieter students).
6. Invite questions and challenges to your ideas. This can lead to lively debates and shows that students are engaging with the material. One possibility is to present different points of view on any given topic, and then discuss why a certain view might best account for the evidence.
7. Instead of answering a student’s questions yourself, ask for answers from other students.

**Punctuating the lecture with questions**

8. Ask questions throughout the lecture, so that the lecture becomes more of a conversation. You can also ask students for a show of hands to answer question. Generally, questions are more evocative if you are not looking for one right answer.
9. Pause in the lecture after making a major point to pose a question based on the material you have been talking about. You might ask students to vote on the right answer, and then turn to their neighbors to persuade them of the answer within the space of two minutes (talking to a few people is easier than speaking up in a large group). When time is up, ask them to vote a second time. Usually far more students arrive at the correct answer when voting the second time.
10. If readings have been assigned for a class, you may ask questions about them; individuals or groups might also be asked in advance to present short interpretations of the readings.

11. When using slides, maps, or handouts, ask students what they see before you tell them what you see. Use these devices to help students think about a problem as you introduce it.

**Varying the format**

12. To vary the traditional lecture format, ask students to make presentations, role-play, dramatize or debate a point. Then invite the whole class to discuss that presentation.

13. For debates in a large group, divide the room into two or four groups, assigning one role or position to each group. Have the groups caucus separately to develop their positions before the debate begins. If there is time, have the groups switch positions. Or simulate public hearings.

14. Use cases to exemplify the issues you want to convey, and conduct the class as a case discussion rather than a lecture. Cases are particularly useful for practical situations; for problem-solving; for situations in which there are a number of right answers; and for integrating and applying complex information.

15. Stop the lecture and ask students to write for one or two minutes in response to a particular question. Then ask them to discuss the question. The writing will give everyone a chance to think about and articulate a response, and may enable broader participation.

16. Let students go to the board to write the results of work in a small group. Groups can also, of course, present findings through one or more spokespersons.

**Closing the lecture**

17. Allow time for questions at the end of lecture. Ask if there are any questions or any points that students would like to have clarified. If your schedule permits, come early to lecture or stay late to answer questions and engage in discussion with students. If beginning early or ending late conflicts with other uses of your classroom, talk with students in the halls before and after class.

18. Use lectures to set up problems or propose study questions for discussion that students are expected to prepare for lab or section. End the lecture with a provocative question that can then be used to begin the lab or section.

19. At the end of your lecture, or at any other appropriate stopping point, give students a one-question "quiz," based on the material just covered in the class. Ask them to answer the question collectively. You might leave the room so that they can discuss the question for ten or fifteen minutes; then have them report their answer and discuss the reasons for their choice.

20. Do a one-minute paper at the end of class. In this exercise, students write down what they consider (a) the main point of the class and (b) the main question they still have as they leave. You can use such questions to begin the next lecture, section, or lab. A benefit of this technique is that students may listen more carefully and review their notes thoughtfully.

Adapted from *Participatory Lectures*, Derek Bok Center for Teaching and Learning, 1992.
Appendix D: Quantitative Version
Mid-Term Teaching Feedback

Students:
Please take the time to fill out this questionnaire thoughtfully. The information will be used to ascertain how the course is progressing and to let me know which aspects are particularly good and which aspects need improvement.

Please circle the number that is most appropriate for each statement according to the following scale.

1 = never  \hspace{1cm} 4 = frequently
2 = rarely \hspace{1cm} 5 = always
3 = sometimes \hspace{1cm} n/a = not applicable

I demonstrate command of the subject matter. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I am fully prepared for class. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I provide clear and comprehensive explanations. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I ask thought-provoking questions. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I encourage student discussions when appropriate. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I make sure that everyone understands the material. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I am accessible when you seek assistance. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I provide helpful written comments on assignments. \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
I seem genuinely concerned about your learning \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a
Overall, how would you rate the quality of my teaching? \hspace{1cm} 1 \hspace{0.5cm} 2 \hspace{0.5cm} 3 \hspace{0.5cm} 4 \hspace{0.5cm} 5 \hspace{0.5cm} n/a

poor ←---------------------→excellent

Please make any additional comments regarding my style of presentation, the course, the texts, etc. below or on the back of this form.
Appendix D: Qualitative Version
Midterm Teaching Survey

Instructions to Student

I would like you to complete the following midterm assessment for my use in instructional analysis and improvement for this course. A midterm assessment is more likely to affect how this particular course is being taught than one administered at the end of the semester. Please try to be both thoughtful and candid in your written responses so as to maximize the value of feedback.

Your comments should reflect that type of teaching you think is best for this particular course and your particular learning style. Try to assess each issue independently rather than letting your overall impression of the instructor determine each individual section. If you need additional space please use the back of the sheet.

I. Please identify those aspects of the course you have found most useful or valuable for learning.

II. What suggestions would you make to me for improving the course?