

Political Science 589
How to Teach and Present Research

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650-L URBN

Office Hours:

Tuesday noon-1:00 and Wednesday
1:30-3:30, in person or via [Zoom](#)

Fall 2023

Wednesday 9:00-10:50

Room: FAB 49

Course Description

We focus on the skills necessary for designing and teaching a political science course and delivering effective research presentations at conferences. Students will spend the first half of the course on teaching skills and the second half on building and workshopping presentations, emphasizing skills such as public speaking, building effective slideshows and other visuals, and communicating research to audiences with mixed levels of expertise.

Learning Objectives

The general objective of this course is to start building a set of skills to effectively present ideas to an audience. At the conclusion of the course, students should:

- understand the components of a quality presentation of research for a professional audience,
- know techniques for effective public speaking and communicating complex ideas in a limited amount of time,
- have experience with designing a syllabus and related assignments, and
- have experience teaching a concept to the class, and a better understanding of the preparation necessary to create an effective lecture.

Assignments and Assessment

Assigned readings can be retrieved via the [Millar Library website](#), Canvas, or are available online. If no link provided for the course reading, log into the library and search the online holdings. Searching by the title of the article (in quotes) is usually the most efficient.

This class will be graded pass/fail. Students will receive a grade of pass if they complete the following tasks:

1. *Learning Journal*: Students are required to keep a “learning journal” to facilitate reflection and discussion. Before each class session, students will write a minimum of 500 words on the assigned topic of the day (topics are posted at Canvas course site). The learning journals will be shared with the professor every 3 weeks (via Canvas) but will not be graded with a letter grade. Instead, the professor will note if all entries have

been completed and the student has put forth a good faith effort to reflect and engage. If so, the student will earn a grade of “pass.”

2. *Presentation/Demonstration*

- Conference Presentation: Students will be asked to present a paper for an audience at an academic conference. This presentation should be geared to an intelligent audience, but one that does not have expertise on the topic of the paper. The duration of the presentation should be no more than 15 minutes. More instructions will be provided in class.
- Teaching Demonstration: Students will be asked to present a lecture on a topic of their choosing. This lecture should be geared to an undergraduate audience, and should be 20 minutes long. More instructions will be provided in class.

3. *Active Participation* in class, including providing constructive feedback to the presentations of your colleagues. Students must attend and actively participate in a majority of class sessions in order to pass the class.

Conduct, Courtesy, and Student Resources

Academic dishonesty. Students are responsible for being familiar with the PSU [Code of Student Conduct and Responsibility](#), especially the section concerning academic misconduct -- that is, plagiarism or other forms of academic dishonesty. If you are unsure of the definition or consequences of academic misconduct, please consult with me.

Use of Generative AI tools. The use of tools which check and correct your own writing (built-in spelling and grammar checkers or third-party tools like Grammarly) is different from artificial intelligence (AI) tools that generate content or structure in response to your prompting (like ChatGPT). In your work for this course, use of the first sort of tool is encouraged, while use of the second sort of tool is strongly discouraged. The use of generative AI tools to write entire learning journal entries is not permitted. If you do use generative AI tools to write or inform any part of a journal entry, you must acknowledge this in an appendix to the paper. For example: “I used the following set of prompts to instruct ChatGPT to generate a draft of Paragraph 3.” Failure to do this is [academic misconduct](#).

Discrimination. PSU’s policies require faculty members to report any instance of sexual harassment, sexual violence, or other forms of prohibited discrimination. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact a confidential advocate (503.725.5672 or [online](#)) or another confidential employee listed on the sexual misconduct resource [webpage](#).

Disabilities. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center](#) to schedule an appointment and initiate a conversation about reasonable accommodations. The [PSU CARES](#)

Team, hosted by the Dean of Student Life, is available to consult with you regarding any issues of students in distress, including sexual misconduct.

Technology in the classroom. Because they are distracting to others, cell phones may not be used during lecture and should be silenced at the start of class. Laptops and tablets may be used to take notes, but not for email, web browsing, or social media. Electronic devices may not be used to photograph, video, or stream course lectures or discussion, but lectures may be audio recorded with permission of the instructor.

Course Calendar

27 Sep **Introduction and Logistics**

4 Oct **Know your Audience**

Reading

- Ken Bain, *What the Best College Teachers Do*. Harvard University Press, 2004. Chapter 2. (Canvas)

11 Oct **Professional Conferences**

Reading

- Rob Salmond and David T. Smith, "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences." *PS: Political Science & Politics* 44, 3 (2011): 589-596.

Conference Presentations, day 1

18 Oct **Conference Goals**

Reading

- Devashree Gupta and Israel Waismel-Manor, "Network in progress: A Conference Primer for Graduate Students." *PS: Political Science & Politics* 39, 3 (2006): 485-490.

Conference Presentations, day 2

25 Oct **How to Conduct a Class – Big Picture**

Reading

- Bain, *What the Best College Teachers Do*, chapters 3 and 5. (Canvas)

1 Nov **How to Conduct a Class – Activities Beyond Lecturing**

Reading

- James M. Lang, *Small Teaching: Everyday Lessons from the Science of Learning*. John Wiley & Sons, 2016. Chapters 2 and 4.

8 Nov **Online Teaching**

Reading

- Kerstin Hamann, Rebecca A. Glazier, Bruce M. Wilson, and Philip H. Pollack, “Online Teaching, Student Success, and Retention in Political Science Courses.” *European Political Science* 20, 3 (2021): 427-439.

15 Nov **Course Preparation**

Reading

- Kevin Gannon, “How to Create a Syllabus: Advice Guide.” *Chronicle of Higher Education*. ([online](#))

Nov 22 **Artificial Intelligence – What Does It Mean for Learning?**

Reading

- To be assigned by students

Teaching Demonstrations, day 1

Nov 29 **Artificial Intelligence – What Does It Mean for Teaching?**

Reading

- To be assigned by students

Teaching Demonstrations, day 2

This syllabus is available on Canvas and online at <http://web.pdx.edu/~kinsella/ps589f23.pdf> and all course materials can be linked from this address. Last updated: 26 September 2023.