

>From popserve Thu Apr 19 13:29:34 2007  
Date: Thu, 19 Apr 2007 13:29:34 -0500  
To: Jean Goodwin <goodwin@iastate.edu>  
From: James Andrews <andrewsj@iastate.edu>  
Subject: Re: try again!

Jean, I am answering your questions below underneath each question:

Jim, that'd be great; we really need some info from History, since you're probably our most parallel department. Here you go:

1. What larger enrollment course(s) do you teach? How many students are in it? What if any TA/grader support do you have for it?

We teach 300/200/100 student courses. We assign one TA per 100 student class, and each TA has to teach 4 recitation sections of 25 students each - and obviously do all the grading for those sections. The professor does a MW lecture each week, one hour per lecture.

2. How is teaching larger courses credited towards your teaching load in History? Does it "count" the same as a smaller class, or do you have some method for getting "extra credit" for it?

We get no extra credit for doing large classes.

3. How are larger courses assigned? For example: Does everyone teach one? Are they rotated by a more or less formal mechanism? Is it all arranged by negotiations with the chair? Whatever the method, is it perceived of as fair by the faculty?

For the most part, all faculty in history have to teach a large class, usually once every two years, we try to rotate these, but it doesn't always work out perfectly. Actually some people like the big lecture class since you don't grade and teach only two contact hours per week as lecturer - however, we try to keep this on an equitable rotation basis. The European specialists handle European Civ, and the Americanists handle American Civ.

4. How (if at all) is the teaching of larger courses rewarded? Any salary or extra perks?

No perks, no salary raises, it is just part of your PRS. This is standard, the teaching of large survey (i.e European civilization) in all history departments nationally. However, I would think in English, where people are not required to do the large classes, then those that volunteer should be given something for their work.

5. English is thinking about starting up some larger enrollment courses. Any advice you want to pass on about whether we should do this, about the challenges of teaching larger classes, or about how the department should assign and support the teachers?

I personally think a TA per 100 students is the best model of support if you are giving lectures in a large setting. If, for instance, it was a survey of American Literature in the Modern Era, my advice would be to have four recitation sections (like we do) so the students can then have discussion with a graduate student. This helps the professor, as well as gives the graduate student real experience with the literature in a smaller setting.

Best, Jim