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PSYX 501.01: Teaching of Psychology

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Psychology 501 Syllabus – Teaching of Psychology

Fall 2014

Course Location and Time

Skaggs 246

Tuesday and Thursday 8:10 – 9:30am

Instructor Information

Instructor: Dr. Luke Conway

Office: Skaggs 239

Phone: 406.243.4821 (email is preferable, by which I mean: don't bother calling!)

Email: luke.conway@umontana.edu

Office hours: TBA

Text (optional)

B. G. Davis, Tools for Teaching

Required Readings

To be distributed

Course Materials

One 4 Gig SD Card (at least 4 Gigs)

Course Guidelines and Policies

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work you and Disability Services to provide an appropriate modification.

Academic Misconduct

You are expected to adhere to the university's student conduct code with regard to academic integrity and must practice academic honesty. Academic misconduct in this course will result in an academic penalty commensurate with the offense as well as possible disciplinary action by the university. All students need to be familiar with the [Student Conduct Code](#).

Incompletes

Departmental and university policies regarding incompletes do not allow changing "incomplete" grades after one year has passed since the "I" was granted.

Pass/No Pass

This is a pass/no pass (or “credit/no-credit”) course.

Pre-requisite

Consent of instructor

Course Goals

This course is based on the philosophy that good teaching practices can be taught and learned. Obviously I will not attempt to impart to you *everything* that makes a great teacher in one term. For example, part of being a good teacher is simply having sound knowledge of the area you are teaching: But it is not the goal of this class to teach you everything about psychology. Similarly, part of being a good teacher is becoming an active scholar who is interested and capable of producing new knowledge through research: But it is not the goal of the class to teach you how to do that, either. You will learn both of these other things throughout your life here in our department. However, part of being a good teacher is learning the actual skills involved in standing up in front of people and lecturing, interacting with students, designing syllabi, writing effective tests, and so on. These can in part be learned: And THAT is the primary goal of this class. Specifically, I hope you:

- acquire some knowledge of the various philosophies, skills, and practices of good teaching
- become familiar with resources available to enhance teaching
- learn how to prepare and deliver your own lectures
- learn how to manage a classroom full of sometimes unruly students
- develop your own personal philosophy of teaching effectiveness which you can articulate to future employers

Course Method

Simply put, the best way to learn about teaching is to practice it, to hear what others say about your teaching, and to learn from what they say. So a lot of this course will be hands-on experience where you do exactly that. Further, although I’ll personally be lecturing a lot, I want to encourage lots of discussion and dialogue during our times together.

Grades

This is a Cr/No-Cr course. Its success will depend in large measure on the quality of the in-class interactions. Its success will also depend on your own motivation to become a better teacher. Your grade will be determined by (1) classroom attendance (mandatory – see policy below), (2) classroom participation, and (3) completing all assignments by the designated time period. If you do not receive at least a B average, you will not be given credit.

Most of the learning you’ll get out of the class occurs during class time itself. Thus, as a result, **class attendance is mandatory**. Every person gets one “free” skip, which is designed only for emergencies (so I would not use it just to take a class period off). After that, if you must miss class, you must clear it with me beforehand and turn in a short critique of the articles for that day and/or do a make-up assignment to cover the notes/material for the day. Failure to do so will lead to an automatic reduction in your grade. Also, if you miss multiple days, the course instructor may decide you should drop the course or lower your grade accordingly. In short, **PLAN ON BEING IN CLASS EVERY DAY**.

Assignments

(We will discuss these in more detail during class):

A general statement about assignments: You will have to spend time outside of class on these assignments.

That said, I have built in work days into the class where you can get work done during class time. The spirit of

the class is to have as much of the class work as reasonably possible occur *during* class hours. With those caveats, here are the assignments:

1. Micro-Teach #1 (**Occurs in Middle of Term; see course calendar**): Each student is responsible for bringing an (at least 4 GIG) SD card to class the day of their presentation. You will prepare a 10 minute lecture on a psychology topic of your choice and deliver the lecture to the rest of the class. You will then be critiqued by everyone in the class and myself. You will be videotaped and required to watch the tape and critique yourself (see #3 below).
2. Micro-Teach #2 (**Occurs near end of term; see course calendar**): Same as Micro-Teach #1, except it will be 15 minutes long (not 10), and it will not be videotaped.
3. Self-Critique of your own video (**Due October 28**). Watch a video of yourself teaching and critique it.
4. Syllabus assignment (**Due Tuesday of Finals Week**). Prepare an assessment of a syllabus for any of our undergraduate classes *other than* psychology 100.
5. Lecture outlines (**Due Tuesday of Finals Week**): Prepare outlines for a 2-lecture series on any topic.

Note: We will also do *a lot of* in-class assignments/exercises. You do not need to prepare for these, but you will be expected to fully participate in them.

Course Calendar

Note: These dates and topics are approximations *at best* as to where we will be at a given time – this is just a rough overview of the kinds of things we'll be doing. How long some of this stuff takes is dependent on something I don't know for sure when preparing this syllabus, namely: The exact number of students in the course.

Week 1 (August 25). Overview of Good Teaching

Tuesday: Lecture/Exercises

Thursday: Lecture/Exercises/Reading (Fernald)

Week 2 (Sept. 1). Lecture Preparation

Tuesday: Lecture/Exercises

Thursday: Lecture/Exercises/Reading (Terenzini & Pascarella)

Week 3 (Sept. 8). Lecture Preparation

Tuesday: Lecture/Exercises

Thursday: Micro-Teach Prep Day

Week 4 (Sept. 15). Lecture Delivery

Tuesday: Lecture/Exercises

Thursday: Lecture/Exercises/Reading (Weaver & Cottrell)

Week 5 (Sept. 22). Lecture Delivery / Classroom Management

Tuesday: Lecture/Exercises

Thursday: Lecture/Exercises/Reading (Jenkins)

Week 6 (Sept. 29). Micro-Teach #1 and Lecture Preparation

Tuesday: Micro-Teach

Thursday: Micro-Teach

Week 7 (Oct. 6). Micro-Teach #1 and Lecture Preparation

Tuesday: Micro-Teach

Thursday: Micro-Teach/Lecture/Exercises

Week 8 (Oct. 13). Classroom Management

Tuesday: Lecture/Exercises

Thursday: Lecture/Exercises/Reading (Dialogue Discussion)

Week 9 (Oct. 20). Classroom Management and Test-Writing/Grading

Tuesday: Lecture/Exercises

Thursday: Micro-Teach Prep / Lecture Prep Assignment Work Day

Week 10 (Oct. 27). Test-Writing/Grading

Tuesday: Lecture/Exercises. (Note: Self-Critique of your lecture due today – send to Luke via e-mail)

Thursday: Lecture/Exercises/Reading (Stewart, Willingham)

Week 11 (Nov. 3). Professional Teaching Ethics

Tuesday: NO CLASS / ELECTION DAY

Thursday: Micro-Teach Prep / Lecture Prep Assignment Work Day

Week 12 (Nov. 10). Micro-Teach #2

Tuesday: NO CLASS / VETERAN'S DAY

Thursday: Micro-Teach

Week 13 (Nov. 17). Micro-Teach #2

Tuesday: Micro-Teach

Thursday: Micro-Teach

Week 14 (Nov. 24). Professional Teaching Ethics / Syllabi / Evaluations

Tuesday: Lecture/Reading (Appleby) / Syllabus Assignment Work Day

Thursday: NO CLASS / THANKSGIVING

Week 15 (Dec. 1). Wrap-Up, Teaching Portfolios/Philosophies, and Critical Reflections

Tuesday: Lecture/Exercises/Reading (Wesp & Miele)

Thursday: Lecture/Exercises

Finals Week

We do not meet during finals week. However, your remaining assignments – the Lecture Series and the Syllabus Assignment – are both due on Tuesday of Finals Week.

Micro-Teach Assignment #1

Objectives: (1) See yourself as others see you in a teaching context, (2) obtain a visually-rich, long-lasting image of yourself as a teacher, (3) obtain constructive feedback from colleagues, and (4) gain experience in performing lectures in front of a critical audience.

Directions:

1. Prepare a 10 minute lecture on a topic that is suitable for a psychology undergraduate audience (it needs to be EXACTLY 10 minutes – I will be timing it). The particular topic is your choice, but if in doubt prepare something relevant to your own field of study or for an upcoming class you are teaching.
2. In this mini-lecture, you should clearly state the topic and purpose, have a good organizational structure, ask at least one question to engage your “students” in a discussion, and use at least one concrete example that dazzles and interests your audience (story, cartoon, demonstration, visual aid).
3. You will have to bring an SD CARD (at least 4 GIGs) in order to tape yourself.

You will be evaluated by everybody in part using the following feedback form:

Please respond to each statement by writing the number that most closely represents your observation, where

4 = very adequate

3 = adequate

2 = somewhat adequate

1 = not adequate

n/a = not applicable/don't know

- ____ 1. Demonstrates skill in organizing material
- ____ 2. Specifies purpose of session
- ____ 3. Uses interesting, relevant examples to illustrate main ideas
- ____ 4. Ties examples clearly to focal idea(s)
- ____ 5. Uses appropriate transitions between sections/points
- ____ 6. Speaks at a suitable pace
- ____ 7. Varies rate, pitch, force or voice for emphasis
- ____ 8. Establishes and maintains eye contact with students
- ____ 9. Establishes rapport with students
- ____ 10. Asks well-planned question(s) of students

Comments:

Micro-Teach Assignment #2

Objectives: (1) See yourself as others see you in a teaching context, (2) obtain constructive feedback from colleagues, and (3) gain experience in performing lectures in front of a critical audience.

Directions:

1. Prepare a 15 minute lecture on a topic that is suitable for a psychology undergraduate audience (it needs to be EXACTLY 15 minutes – I will be timing it). The particular topic is your choice, but if in doubt prepare something relevant to your own field of study or for an upcoming class you are teaching.
2. In this mini-lecture, you should clearly state the topic and purpose, have a good organizational structure, ask at least one question to engage your “students” in a discussion, and use at least one concrete example that dazzles and interests your audience (story, cartoon, demonstration, visual aid).
3. You will have to bring an SD CARD (at least 4 GIGs) in order to tape yourself.

You will be evaluated by everybody in part using the following feedback form:

Please respond to each statement by writing the number that most closely represents your observation, where

4 = very adequate

3 = adequate

2 = somewhat adequate

1 = not adequate

n/a = not applicable/don't know

____ 1. Demonstrates skill in organizing material

____ 2. Specifies purpose of session

____ 3. Uses interesting, relevant examples to illustrate main ideas

____ 4. Ties examples clearly to focal idea(s)

____ 5. Uses appropriate transitions between sections/points

____ 6. Speaks at a suitable pace

____ 7. Varies rate, pitch, force or voice for emphasis

____ 8. Establishes and maintains eye contact with students

____ 9. Establishes rapport with students

____ 10. Asks well-planned question(s) of students

Comments:

Self-Critique of Lecture Video

Fill out and Turn In To Luke after Watching Video of Yourself Teaching

Objective: To improve your teaching skills by observation of yourself teaching.

Assignment: Using the self-critique form below, you will watch one video of yourself teaching and write/type comments about it. You turn in those comments to Luke. (I'd prefer you to send me an electronic file at luke.conway@umontana.edu.)

Note: If you have a videotape from some other source (e.g., a guest lecture), it would be awesome to use that. However, if for some reason you do not have another videotaped lecture, you can use your videotaped micro-teach for this assignment.

Your Name: _____ Lecture/Course: _____

Title: _____

Date: _____ Time: _____ Room: _____

Approximate Class Size: _____

In the space below, write your own comments after watching the teaching video of yourself.

Comments:

Rate yourself by responding to each statement by writing the number that most closely represents your observation, where

4 = very adequate

3 = adequate

2 = somewhat adequate

1 = not adequate

n/a = not applicable/don't know

____ 1. Demonstrates skill in organizing material

____ 2. Specifies purpose of session

____ 3. Uses interesting, relevant examples to illustrate main ideas

____ 4. Ties examples clearly to focal idea(s)

____ 5. Uses appropriate transitions between sections

____ 6. Speaks at a suitable pace

____ 7. Varies rate, pitch, force or voice for emphasis

____ 8. Establishes and maintains eye contact with students

____ 9. Establishes rapport with students

____ 10. Asks well-planned questions of students

____ 11. Students were quiet and well-behaved, speaking only when appropriate

Syllabus assignment

Goal: Prepare an assessment of a syllabus (described below) for any of our undergraduate classes *other than* psychology 100.

Objective: This exercise is to strengthen your abilities to prepare a syllabus by analyzing an existing syllabus and defending it as a clear and thorough explanation of the course and the requirements of the course.

Required: Choose a syllabus, either from a class you are teaching or have taught, or one from another course in psychology that you have had in the past, or another undergraduate psychology course in the department, and:

1. Rewrite some portion of it. You may choose the section, but it should be at least a substantial paragraph in length.
2. Explain why you have changed that section.
3. Defend the final syllabus as a clear and thorough explanation of the course and its requirements.
4. Turn in the original syllabus, revised syllabus, and your comments. You can send these via an electronic file(s) to Luke, or hand in paper copies.

Lecture Outline Assignment

Goal: Prepare outlines for a 2-lecture series on any topic.

Objective: Ideally, for those of you who are teaching a specific class next term, this is a chance for you to prepare (and get some feedback on) lectures for that course.

Required: I want you to produce whatever you would normally produce to teach the class. If this includes notes typed in word, then I want those. If this just includes PowerPoints, then I want those. If it includes both, then I want both. Basically the idea is that you should produce enough materials that you yourself would actually need to give a 2-day lecture series. I'm not going to give the lectures out loud myself to be sure that it covers 2 full days, but I do expect a good-faith effort at 2 days of good material. Part of the point here – in fact, a large part of the point – is to get you some material together for a class you might conceivably teach someday, so I'd focus on some topic that fits that category. (And to anticipate a question – yes, you can also use your mini-lecture material, but of course that would be 25 minutes of material tops, so you'd need to add enough material to cover the other 1 and ½ days).