

Fall 9-1-2001

## PSYC 301.80: Personalized Student Instruction

Unknown

*University of Montana - Missoula*

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## Psychology 301

Fall 2001

Meeting Times: Monday, 4:10-5:00 p.m.

Section 80: Monday- Thursday, 2:10 – 3:00 p.m.

Section 81: Monday- Thursday, 3:10 – 4:00 p.m.

Psychology 301 provides a unique learning opportunity. It may be helpful to think of this class as an internship. While we will discuss the ways in which psychological theories intersect with classroom learning, the emphasis will be on applying this knowledge. This is a 300-level honors class and the work load and quality expectations are consistent with that designation. Plan on spending 6-9 hours per week on this class. You will find that the more effort you put into this experience the more you will take away from it.

Knowledge and skills you will develop during the semester:

- Self-awareness of presentation style
- Provide constructive, specific feedback
- Explain complex concepts clearly and concisely
- Organize a presentation
- Teaching experience
- Ability to negotiate difficult interpersonal situations

### **A Few Do's and Don't's:**

- **Do** be attentive and take notes in lecture. Your students may ask you specific questions about lecture material.
- **Do** come to quiz/lab days with your text, prepared to refer students to the text when applicable to help explain concepts.
- **Do** ask your TA questions in the Tuesday meetings if a point is unclear to you. You can also let your TA know *after lecture* if you think students did not understand a concept. That way, it can be addressed in more detail in the next lecture.
- **Don't** contradict your TA in class. You may confuse students more than help them.
- **Don't** engage in power struggles with students in lab sections. If you are having a problem with your section, let your TA know so that she can help you resolve it.
- **Do** be as neat and write as legible as possible when grading and recording quizzes. This saves everyone a lot of hassle and confusion in the long run.
- **Do** be creative and have fun in labs! The more that you are enjoying teaching, the more your students will as well.

### **What to do in a Crisis:**

- If you have a crisis that will prevent you from teaching your sections, you need to let us know immediately. You should contact both 1) your TA (ask her how she wants to be reached) and 2) the graduate student coordinator (243-6347; myelin@selway.umt.edu).

## Calendar

Mon., Sept. 10, 4:10 – 7 p.m.: Large Group Proctor Meeting 1 (Skaggs 246)

Overview  
Responsibilities & Skills Training  
First Lab Activity Practice  
Orientation with TA

Wed., Sept. 12: First Lab Section—Good Luck! Meet in your lab room

Thurs., Sept. 13: Quiz Retakes: Meet in your lecture room

Mon., Sept. 17: Large Group Proctor Meeting (Skaggs 246)

**Bring prepared mini-lecture on topic from Chapter 3 or 4**

Mon., Sept. 24: Proctor Meeting with TAs (Location: TBA)

Wed., Sept. 26: Second Lab Section

Thurs., Sept. 27: Quiz Retakes

Mon., Oct. 1: Large Group Proctor Meeting (Skaggs 246)

Mon., Oct. 8: Proctor Meeting with TAs (Location: TBA)

Wed., Oct. 10: Third Lab Section

Thurs., Oct. 11: Quiz Retakes

Mon., Oct. 15: Large Group Proctor Meeting (Skaggs 246)

**Bring quiz questions**

Mon., Oct. 22: Proctor Meeting with TAs (Location: TBA)

Wed., Oct. 24: Fourth Lab Section

Thurs., Oct. 25: Quiz Retakes

Mon., Oct. 29: Large Group Proctor Meeting (Skaggs 246)

Mon., Nov. 12: No School: Veterans' Day

**Rescheduled Proctor Meeting with TAs (Time & Location: TBA)**

Wed., Nov. 14: Fifth Lab Section

Thurs., Nov. 15: Quiz Retakes

Mon., Dec. 3: Proctor Meeting with TAs (Location: TBA)

Wed., Dec. 5: Sixth Lab Section

Thurs., Dec. 6: Quiz Retakes

Mon., Dec. 10: Large Group Proctor Meeting (Skaggs 246)

Class wrap-up  
**Detailed lab activity due**

### Mini-Lecture Activity:

Come prepared with an approximately 3-minute mini-lecture relevant to Chapters 3 or 4. Pick a topic that's important and likely to be confusing to your students. These are the issues that will typically be trickiest to answer questions about when you go over the quiz. What clarifying example could you provide that would help them grasp this idea? What picture, table, or flow chart might help them really understand this issue? What experiment really makes the point that this phenomenon actually happens? You won't be able to do all of these activities. Think of them as suggestions. You can get extra information about your topic by surfing the web, lecture suggestions in the Instructor's Manual, or by looking through some of the other textbooks we have in the library in Skaggs 365. Be careful about surfing the web. The internet has many wonderful, reputable sources but there are also many sites that present inaccurate information. You'll give this mini-lecture to a small group of your fellow proctors and they will provide you with supportive and constructive feedback using the guidelines we will provide. You can use this as an opportunity to practice for your upcoming lab.

### Writing Multiple-Choice Exam Questions:

Writing exam questions is an important aspect of teaching. Have you ever taken a class in which the exam questions didn't match with what the instructor told you to study? Or attempted to complete an exam in which the questions seemed unnecessarily picky or confusing? As you think about what topics, theories, facts, and experiments are important enough to ask questions about, you gain insight into what are the key aspects of a course. You need to be comfortable with the material to ask accurate and clear questions. Writing good distracters (the wrong choices) requires a sense of where students are likely to be confused. This sensitivity can then be brought back full circle to your teaching; you can address these very confusions before the test in your class activities. If you write your questions after you have lectured, you may realize that you did not stress the aspects you wish you had or that you were not as clear as you might have wished.

### Detailed Lab Activity Assignment:

In the first large group proctor meeting, we will provide you with a detailed description of how to run a lab activity. Use this description as a guide for developing your own over the course of the semester. The more detailed and explicit your teaching plan is the more likely you will be successful and the less likely you will have an activity that "bombs." Don't forget to include materials lists; copies of any handouts, overheads, or drawings you might use; and, of course, suggestions of how to cope if your activity does not turn out as planned. Superior lab activity descriptions may be included in future Proctor Manuals.