

P660 Teaching of Psychology

Spring 2015 Syllabus

CLASS TIME AND PLACE

Wednesday, 11:15 AM – 12:05 PM in PY 113

INSTRUCTOR INFORMATION

Instructor: Rick Hullinger

Office: PY A300B

Office Hours:

Monday: 12:30 – 2:00 PM

Tuesday: 2:15 – 4:15 PM

Wednesday: 9:00 – 11:00 AM

Friday: 10:30 AM – 11:45 AM

Or by appointment

Office Telephone: 856-6854

Email Address: rahullin@indiana.edu

COURSE OVERVIEW

This class is designed to equip you with practical skills that will facilitate teaching success in today's college classrooms. The faculty assert that future scholars *must* be capable teachers, and thus, P660 is a required course for the degree of PhD in Psychology. Ideally P660 will be taken during the 2nd year of the program, and except in extraordinary circumstances, P660 must be taken prior to the P211 laboratory instruction teaching internship.

COURSE GOALS

Successful students will be:

- Prepared to teach effectively, in the P211 lab, in undergraduate courses, and beyond the classroom. This preparation will span the entire teaching process, from curriculum design and syllabus composition to lecture preparation and delivery, through assessment and grading
- Motivated and equipped to teach well
- Primed to document and professionally present their teaching abilities to further their career goals.

Conspicuously and intentionally absent from these goals is “Inform students about instructional theory”; I don't invest much capital in conventional pedagogical theory, much of which is being overturned by contemporary researchers. Instead P660 is strongly focused on applied exercises.

And yet, high and lofty topics related to teaching theory *are* interesting. In an effort to provide additional practice with pedagogical inquiry, as well as practical experience leading an educational discussion, students will research and develop interactive discussions on an assigned topic that addresses bigger questions related to college teaching.

ASSIGNMENTS

Your progress in P660 will be measured through discussion participation and the five assignments as listed in the schedule below.

GRADING

Grades will be determined by performance on the 5 assignments listed above, and additionally, on student evaluations received after successful performance as a P211 lab instructor subsequent to P660. P660 will be graded on a deferred-R basis. Letter grades will be assigned (replacing the R) after student evaluations are collected and factored-in.

The teaching evaluation component of the P660 grade is the average of your highest percentile measures (between your two P211 laboratory sections) of the following four end-of-semester evaluation items: Instructor is outstanding, Instructor is enthusiastic, Instructor is available to students, and Instructor recognizes when students fail to comprehend.

Your final grade is computed using the following formula:

Syllabus Creation	15%
Microteaching Process	15%
Norming Session Grades	10%
Guided Discussion	20%
Teaching Statement	20%
Class Participation	10%
Teaching Evaluations	10%
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Total	100%

FEEDBACK

Do not wait until the end of the semester course evaluations to let me know that I could be doing something better. Tell me as soon as possible so that I can make the class valuable and relevant as we go along. If you have any feedback, good or bad, about the course or how it's being taught, please feel free to send it to me *anonymously* using this link:

<http://www.indiana.edu/~rahteach/feedback.html>

ACADEMIC HONESTY

This course is conducted under the University's Ethics Code. Specifically, it is considered cheating if you obtain any kind of information about answers and solutions to the work in this course from any non-intended source (including your peers) or conversely transfer such information to others. It is also considered cheating if you lie to me about an absence relating to a homework assignment, quiz, or exam. The punishment for academic dishonesty may include a grade reduction or a zero on any quizzes, assignments, and/or exercises, failure of the course, and/or other actions as determined by the instructor and/or the Dean of Students.

STATEMENT FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact IU Disability Services for Students.

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DISCLAIMER

This syllabus is an outline of the course and its policies, which may be changed for reasonable purposes during the semester at the instructor's discretion. You will be notified in class and / or via email if any changes are made to this syllabus, and an updated syllabus will be provided on Oncourse.

PSY P660, Spring 2015
The Teaching of Psychology – Schedule

Date	Description	Assignment Due
Jan 14	Introductions	
Jan 21	Developing a course: Course design and SLOs	
Jan 28	Developing a course: Syllabus	
Feb 04	Student evaluations and teaching style	
Feb 11	Classroom best practices	Syllabus
Feb 18	Microteaching exercises	Microteaching
Feb 25	Norming session with P211 papers	Paper Grading
Mar 04	Rights, responsibilities, and misconduct	
Mar 11	Teaching portfolios	
Mar 18	No class: spring break	
Mar 25	P211 lab instructor panel	
Apr 01	During the final five weeks of the semester, pairs of students will be responsible for leading one short interactive class discussion on a teaching/learning topic of their choice. Topics and dates will be assigned by Feb. 4th. Students are also responsible for observing one P211 lab section during weeks 11 -- 15.	Guided Discussion
Apr 08		
Apr 15		
Apr 22		
Apr 29		
May 04	(Monday)	Teaching Statement