

P660 Teaching of Psychology

Spring 2016 Syllabus

CLASS TIME AND PLACE

Wednesday, 3:45 – 5:00 PM in PY 115

INSTRUCTOR INFORMATION

Instructor: Rick Hullinger

Office: PY A300B

Office Hours:

Monday 12:30 – 3:00 PM

Wednesday 9:15 AM – 12:00 PM

Or by appointment

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COURSE OVERVIEW

This class is designed to equip you with practical skills that will facilitate teaching success in today's college classrooms. Our 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
- Well versed in the critical aspects of classroom management including the rights and responsibilities of both students and instructors, ethics, and how to promote a diverse and inclusive classroom
- Primed to document and professionally present their teaching abilities to further their career goals

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 / GRADING

Your progress in P660 will be measured through in-class discussion participation, performance on the assignments listed below, and on the faculty and student evaluations received after successful performance as a P211 associate instructor subsequent to P660. P660 will be graded on a deferred-R basis. Letter grades will be assigned (replacing the R) after you have taught P211 and your teaching evaluations have been and factored in.

The teaching evaluation portion of your P660 grade is made up of two components:

- 1) Scores from four questions presented on the end-of-semester course evaluations: "Instructor is outstanding", "Instructor is enthusiastic", "Instructor is available to students", and "Instructor recognizes when students fail to comprehend".
- 2) Feedback from teaching observations. At least twice during your tenure as a P211 lab instructor, a teaching mentor will observe portions of your lab classes and meet with you to provide feedback on your teaching.

Your final grade is computed using the following formula:

Syllabus and Assignment Creation	10%
Microteaching	10%
Paper Grading (Norming Session)	10%
Guided Discussion	15%
Teaching Statement (draft & final version)	20%
Class Participation	10%
P211 Lab Visits and Reports	5%
Participation in IU's Classroom Climate Workshop (prior to teaching P211)	5%
Teaching Evaluations	15%
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 as valuable and relevant as possible 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 Canvas.

PSY P660, Spring 2016
The Teaching of Psychology – Schedule

Date	Description	Assignment Due
Jan 13	Introductions	
Jan 20	Developing a course: Course design and SLOs	Intro Videos & Build-A-Prof
Jan 27	Developing a course: The Syllabus	
Feb 03	Student evaluations and teaching style	Syllabus
Feb 10	Classroom best practices	Teaching Statement Draft
Feb 17	Microteaching exercises	Microteaching
Feb 24	Classroom Ethics: Student Rights, responsibilities, and misconduct	
Mar 02	Norming session with P211 papers	Paper Grading
Mar 09	Classroom Climate: Diversity and Inclusion	1st Lab Visit Report
Mar 16	No class: spring break	
Mar 23	Teaching portfolios	
Mar 30	P211 lab instructor panel	
Apr 06	During the final four weeks of the semester, pairs of students will be responsible for leading one class discussion on a teaching/learning topic of their choice. Topics and dates will be assigned by Feb. 17th.	Guided Discussion
Apr 13		
Apr 20		2nd Lab Visit Report
Apr 27		
May 04		Final Teaching Statement