



OTRP *online*
office of teaching resources in PSYCHOLOGY

**PG 7120: The Teaching of Psychology
COURSE SYLLABUS
Spring, 2007**

Professor: William Buskist, 212 Thach Hall; 844-8461; buskiwf@auburn.edu

Office Hours: Anytime you need to see me—just call or e-mail me!

Course Objectives: This course serves two primary and equally important functions:

1. The first objective of this course is to help you learn the basic principles of good teaching within the context of your graduate teaching responsibilities. These include, but are not limited to adequate preparation, proper organization, student-teacher rapport, effective use of class time, clear communication of topical ideas and issues, and fair evaluation of students' understanding of the subject matter. Thus, this course provides background and support for all aspects of your graduate teaching responsibilities.

2. The second objective is to help you consider and explore issues central to your professional development. As a psychologist, your work will center around fundamental elements of teaching regardless of whether you work in the public or private sector, and whether you become research psychologist or a practitioner. As such, a key aspect of being a professional psychologist is the ability to communicate ideas clearly and succinctly—in both speaking and writing. Thus, this course will help you develop the basic skills necessary to become an effective communicator.

Texts

Buskist, W., Beins, B., & Hevern, V. (Eds.). (2004). *Preparing the new psychology professoriate: Helping graduate students become competent teachers*. (Available at the Society for the Teaching of Psychology Web site [<http://teachpsych.lemoyne.edu/teachpsych/div/divindex.html>])

Recommended Web site:

Teachpsych.org

This site is the home page for the Society of the Teaching of Psychology (STP), Division 2 of the American Psychological Association.

Recommended STP Listserv:

<http://list.kennesaw.edu/archives/psychteacher.html>

This listserv is hosted by STP and you can receive postings in either digest or individual delivery formats.

GRADED COURSE ACTIVITIES—

Course Syllabus (50 points):

Each of you will develop a syllabus for any undergraduate course that you might like to teach sometime in the future. The syllabus must contain THOROUGH DESCRIPTIONS of the following—

Instructor Information

Text (2004 or more recent; if introductory psychology, it cannot be any of the books used this year)

Course Objectives

Your Teaching Philosophy as it Pertains to This Course

Grading Scale

Attendance Policy

Academic Honest Policy

Accommodations Policy

Make-up Policy

Tests (including the final exam), Quizzes, and/or Term Papers

Any Other Graded Activities

Course Calendar for Fall 2007

The syllabus will be graded according to the adequacy/thoroughness of the descriptions offered for each of the syllabus components and according to spelling, grammar, and usage. **The sample syllabus is due Wednesday, 31 January.**

Professional Development Portfolio (150 points):

Each of you will assemble your professional development portfolio. You will turn in most of the components during the semester for ungraded feedback and revision. **Your final draft is due on Wednesday, 25 April.** Please assemble all of your portfolio materials (see below) **in a ½ inch to 1 inch thick BLACK three-ring binder. Separate each section with TYPED tabs.**

In order, your portfolio must contain the following **tabbed** sections:

Table of Contents

Vita

Statement of Educational and Career Goals (1 page)

Statement of Research Interests (2 pages)

Statement of Teaching Philosophy (2 pages)

Statement of Service/Outreach Interests (2 pages)

Statement of Professional Development Strategies (1 page)

Sample Course Syllabus

Teaching Evaluations (in order)

Samples of Student Work (must contain written feedback)

Teaching Incident Reflections (1 page each; two per semester (4 total))

Technical aspects of the portfolio will be graded according to the *APA Style Manual* (5th edition) and the “Writing Tips” handout I provided you last semester. Please use a 12 point Times New Roman font for all typed work. Each error will result in a ½ point deduction. Twenty-five points will be deducted from your total portfolio grade for failure to comply with the instructions for its assembly.

At the back of your portfolio please include the first drafts of each portfolio component. I wish to see what sorts of revisions you may have made between drafts.

“Professional” Presentations (100 points):

Each of you will deliver one 30 min “professional” presentation during the spring semester. This presentation may cover any topic that you wish so long as it is related to a professional interest of yours: research area, clinical training area, consulting area, teaching area, and so on. The presentation **must** include a handout that is incorporated into the presentation. Although the presentation per se will last 30 min, you should plan to use the remainder of the class period for discussion. **I expect ALL class members to participate in this discussion.** You will also be expected to dress professionally—just as you would if you were to present at a conference or other professional venue. We will discuss the order of presentation and the method for grading the presentation in class.

Grading Scale:

Sample Syllabus	050
Professional Portfolio	150
Professional Presentation	100
Total	300 points
A = 94 and above	
B = 85 to 93.99	
C = below 84.99	below

NONGRADED COURSE ACTIVITIES—

Teaching Observations:

Just like I did this semester, I will come to each of your Friday discussion sections to observe you in action. I will observe your teaching for about 15-20 minutes. Shortly afterward, we will meet to review my notes and critique your teaching.

Teaching Evaluations: About mid-way through each semester, we will ask your students to provide written evaluations of your teaching. A classmate will administer these evaluations to your class. I will meet individually with you afterwards to review your students' comments. You will also administer an end-of-the-semester evaluation.

Class Attendance: I expect you to be present at each class meeting and to participate in all aspects of class discussion. Only valid university excuses will be accepted as legitimate reasons for missing class. These include illness (need a written medical excuse), personal and family emergencies, and university-related travel. Missing class with 3 or more unexcused absences will result in your earning an "F" in this course.

OTHER COURSE INFORMATION—

Academic Honesty: Students who do not comply with Auburn University's academic regulations (i.e., those concerning cheating and plagiarism) will be dealt with in the manner outlined in the *Tiger Cub*.

Accommodations: Please immediately notify me if you are a student with a University-recognized disability. I will see to it that any special arrangements you may need are made as soon as possible.

Class Calendar

<u>Day</u>	<u>Class Activity</u>
01/08	Syllabus Review and Related Activities
01/10	Syllabus Refinement and Related Activities
01/15	NO CLASS—Martin Luther King Day
01/17	Bill: <u>Manuscript Preparation/Statement of Educational and Career Goals Due</u>
01/22	<u>Guest Speaker Ana Franco-Watkins: Subject Pool Recruiting</u>
01/24	Off—/ <u>Statement of Research Interests Due</u>
01/29	<u>Guest Speaker: Preparing Grants</u>
01/31	Bill: Preparing for a Conference Presentation/ <u>Sample Syllabus Due</u>
02/05	<u>Guest Speaker(s): Preparing for the Job Market</u>
02/07	<u>Guest Speaker: Opportunities for Outreach</u> Third Teaching Incident Reflection Due
02/12	Issues in Textbook Selection (Chapter 6 in B and D)
02/14	Creating New Courses/ <u>Statement of Teaching Philosophy Due</u>
02/19	Issues in Course Design and Beyond (Chapter 5 in B and D)
02/21	Alternative Teaching Formats/ <u>Statement of Service/Outreach Interests Due</u>
02/26	PNPP Discussion—e-book Chapter 3—Ben & Chapter 5—Angela
02/28	PNPP Discussion—e-book Chapter 11—Christopher & Chapter 12 Carisa Fourth Teaching Incident Reflection Due
03/05	PNPP Discussion—e-book Chapter 14—
03/07	PNPP Discussion—e-book Chapter 18—
03/12	Professional Presentation—
03/14	PNPP Discussion—e-book Chapter 20—& Chapter 27 Statement of Professional Development Due
03/19	Professional Presentation
03/21	Professional Presentation
03/26	No Class—Spring Break
03/28	No Class—Spring Break
04/02	Professional Presentation
04/04	Online Teaching
04/09	Professional Presentation
04/11	Professional Presentation
04/16	Professional Presentation
04/18	Professional Presentation
04/23	Professional Presentation
04/25	Professional Presentation/ Final Draft of Professional Portfolios Due
04/30	Wrap Up for Semester/Academic Year