



**Teaching of Psychology (PSYC 680)
Fall 2008**

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Office: UNIV 310 (760-750-4157)

Office hours: MW 2:00 – 3:00 pm, and by appointment

Class meetings

W 12:00-1:50 pm PSYC 680 with Marie Thomas (ACD 444)
W 2:00 – 2:30 pm Discussion with PSYC 100 instructor
F 10:00-10:50 am Assigned breakout sessions

“Despite the challenges of teaching, it’s hard not to like a job where you can start over every September, shredding the previous year’s failures and tossing them out the window like so much confetti” (Parini, 2005, p. 6).

Course overview

What are the characteristics of a great college teacher? You’ve had enough different professors during your educational journey that you have some sense of what works and what doesn’t work in the classroom. In PSYC 680, we will discuss your experiences and connect them to the literature on teaching. This course will provide you with an introduction to pedagogical theories, styles, and strategies as they apply to college teaching of psychology. You will explore a range of options available to a college instructor in the presentation of course material, learning assessment tools, test construction, and grading. You will be an instructor for one weekly (50 minute) section of PSYC 100 (Introduction to Psychology), and will be responsible for lecturing, leading discussion, and grading.

In this course you will:

- develop an understanding of, gain some comfort level with, and demonstrate different teaching techniques, including lecturing, leading discussions, and facilitating hands-on exercises
- develop skills for how to teach and grade basic scientific writing
- gain firsthand experience writing tests and quizzes and evaluating their effectiveness
- create active-learning exercises that facilitate learning
- develop an understanding of the ethics involved in college teaching
- discuss and practice strategies for how to cope with challenges in the college classroom

This is how I envision the structure of each PSYC 680 class session. We will spend part of the meeting discussing the assigned reading material, trying out active learning exercises and different teaching techniques, etc. You will also do presentations, when scheduled. I will reserve some time each week for us to discuss what you will present in your Friday section, provide feedback to each other about classroom issues, and talk about anything else related to teaching that might be on your mind. Finally, you will meet with the PSYC 100 instructor after our class to discuss the following week’s breakout session.

Note: This 3-credit course is required of all second year graduate students. Fifteen units of successfully completed graduate coursework are required to take this course. No student will be admitted who has not met this prerequisite.

My responsibilities

- *Teaching of Psychology sessions:* My primary responsibilities are to plan PSYC 680 sessions that are informative, useful, and interesting, and to provide prompt feedback on assignments and observations. I will model a variety of teaching techniques and provide advice about how to make your classroom experience successful for your students and rewarding for you.
- *Observations:* I (or another faculty member) will observe your class once or twice during the semester to provide you with feedback on your breakout section material, class organization, and overall teaching style. Observations begin in Week 3 of the semester.

Your responsibilities

- *Teaching of Psychology sessions:* Please come to each 680 session prepared to discuss the material to be covered that day. Although the course is graded credit/no credit, this in no way implies that assignments are optional. I expect you to complete each assignment by the assigned date. Credit in the course will be determined by participation in PSYC 680 discussions, presentations, in and out-of-class written assignments, and by performance as a teaching assistant. Your performance, for the most part, will not be graded; however, you will receive extensive feedback on your work. We expect everyone to earn credit for this course; you will have ample warning if you are in danger of not passing the class.
- *Weekly breakout section:* Your biggest academic responsibility this semester is to the students you have in your Friday breakout section – yes, even greater than your responsibility for your thesis, lab work, grad stat, or the proseminar. Just as you will want your students to come to class prepared and ready to learn, your students will expect you to be prepared with interesting and thought-provoking material and assignments. For some sessions you will be given specific content to present; for other sessions you will be provided with learning objectives and you will be expected to design your class so that students learn the material. You are to attend every Friday breakout section listed on the syllabus, without exception. If a serious health problem or other event makes it impossible for you to attend, you are responsible for ensuring that your class is covered by a regular faculty member from the department or, **with the explicit permission of the PSYC 100 instructor**, by another qualified instructor. Leaving your Friday session uncovered will be grounds for not receiving credit for the class. In addition, you are expected to attend each breakout section preparatory meeting. You will be provided with breakout section material well in advance of the presentation date (if at all possible – one thing you’ll learn quickly as an instructor is that flexibility will save you from much anxiety and frustration!).

Assignments

1. *Syllabus:* Create a “syllabus” for your PSYC 100 section, and bring it to the first meeting of PSYC 680. It should contain information about your office hours, how to contact you, a statement about academic integrity, and ADA statement, and a listing of topics by date. Also indicate that assignments will be given throughout the semester.
2. *Outline for weekly breakout section:* For the first month, bring to the Wednesday class a tentative outline (typed, double-spaced) of what you plan to do in the Friday breakout session. It doesn’t have to be a detailed outline, but it should demonstrate the “flow” of

the class – what you plan to do at the beginning, in the middle, and at the end of the session.

3. *Weekly journal entries:* Journal entries are to be submitted to the WebCT assignment tool. They are due every Monday by 11:55 pm. Except for the first and last entries (see below), the content of each journal entry should reflect your previous week's teaching experience. Journal entries should be approximately 1 – 2 typed pages (double-spaced), and should address both what you did in your section (and how it went) as well as cover material you are learning in PSYC 680. The exact format will vary from week to week, but you may comment on the topic covered that week in 680 or issues that arise in your breakout section, seek advice on how to best handle student problems, tell funny stories about students, or even brag about the success of one of your teaching techniques. Weekly writing assignments should also integrate information from readings where appropriate. Remember that your journal entries are one of the ways that I can assess how much *you are learning* about teaching psychology, so each journal should cover more than just what you did in class.

- The initial journal entry will have two parts. First, you will write a critique of the initial class session of an undergraduate course (any discipline) that you attend. You should comment on such topics as what is covered in the first class, the professor's behavior and attitudes towards students, the students' behavior and attitudes towards the professor and class, the environment created, etc. In your entry, **do not** specify the instructor name or the course beyond reporting discipline and whether it is a lower- or upper-division class. Be sure you introduce yourself to the instructor as a graduate student doing an observation for the Teaching of Psychology class, and explain that the instructor name and the specific class will not appear in your written account.

Second, you will comment on your first Friday breakout session. How did you feel before, during, and after class? What initial impressions did you have about your students? What went well and what could be improved? Write this journal entry so that you'll be able to use it at the end of the semester to see how much you've grown as an instructor.

- Your final journal entry should describe your growth over the course of the semester. What have you learned in 680 and through teaching your breakout section? How will you continue to develop as an instructor? What improvements would you still like to make?

4. *Active learning exercise to be presented to the class:* Each student will design an exercise for one of the following PSYC 100 topics: learning, memory, emotion, personality, psychological disorders, therapy. You will present your exercise the Wednesday before in Psych 680; everyone will try it in the Friday breakout session and will report what worked, what could be changed, etc. (this could be your journal entry for the week). You should incorporate an assessment technique into the exercise.
5. *Discussion questions:* Each week one of you will be responsible for developing two or three interesting and thought-provoking questions based on the assigned reading. You will use those questions to lead a brief discussion in class. This responsibility will be rotated weekly. In order to help us prepare for the weekly discussions, please use WebCT to e-mail discussion questions to the rest of the class by Tuesday at 3:00 pm.

6. *Test questions for Exams 2 and 3:* We will discuss the principles of test construction and you will write multiple-choice items that we will critique in class. These items will be included on the PSYC 100 exams; after Exam 2 we will have the opportunity to see how your items performed.
7. *Course portfolio:* In order to synthesize the material we cover in this class, and the material you develop for your breakout section, you will have the opportunity to create a portfolio for an Introduction to Psychology course. In the portfolio, you will place samples of work that demonstrate your understanding of the various class components we discuss. These samples will include a full course syllabus (including required texts and readings), a 50-minute lecture, an assignment, an example quiz, a description of an active learning exercise (other than the one you presented in class), two discussion topics and a description of how you would conduct the discussions, and a narrative that includes your teaching philosophy and a discussion of why you made particular portfolio choices (for example, what kinds of items would you use for your exams, and why? How did you settle on your choice of required text? How will you incorporate technology?) Two rules for this assignment: you cannot use Myers as your chosen textbook, and you cannot use the current PSYC 100 syllabus as your syllabus. Don't procrastinate and wait until the end of the semester to create the portfolio; try to work on each component as we cover the topic in class. I encourage you to seek my feedback on your ideas and work samples throughout the semester.
8. Please join the Teaching of Psychology listserv (PSYCHTEACHER). You can do this online by going to <http://list.kennesaw.edu/archives/psychteacher.html>. Select one of the digest options so you only get one or two e-mails per day from the list.

Required readings

- Light, R. J. (2001). *Making the most of college: Students speak their minds* (Chapters 1, 4, 5, 6). London, England: Harvard University Press. (Available on WebCT)
- Lucas, S. G., & Bernstein, D. A. (2005). *Teaching psychology: A step by step guide*. Mahwah, NJ: Lawrence Erlbaum.
- McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (12th ed.). Boston: Houghton Mifflin Co.

Suggested resources (these are available from me, in the department library, from the CSUSM library or Circuit)

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass. ***You will need to look at this book for one of your assignments.**
- APA *Activities handbooks for the teaching of psychology* (4 volumes). Washington, DC: American Psychological Association.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Berk, R. A. (2003). *Professors are from Mars®, students are from Snickers®: How to write and deliver humor in the classroom and in professional presentations*. Sterling, VA: Stylus.
- Berk, R. A. (2002). *Humor as an instructional defibrillator: Evidence-based techniques in teaching and assessment*. Sterling, VA: Stylus.
- Buskist, W. & Davis, S. F. (2006). *Handbook of the teaching of psychology*. Malden, MA: Blackwell.
- Cizek, G. J. (1999). *Cheating on tests: How to do it, detect it, and prevent it*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

- Davis, S. F. & Buskist, W. (Eds.) (2002). *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Forsyth, D. R. (2002). *The professors guide to teaching: Psychological principles and practices*. Washington, DC: APA.
- Griggs, R. (Ed.) (2001). *Handbook for teaching introductory psychology: With an emphasis on assessment* (Vol. III). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kansas State University IDEA Center: www.idea.k-state.edu/resources/index.html -- a wonderful resource! Check out the IDEA papers, POD-IDEA Center Notes, and POD-IDEA Center Learning Notes.
- Parini, J. (2005). *The art of teaching*. New York: Oxford University Press.
- Perlman, B, McCann, L. I., & McFadden, S. H. (Eds.). (1999, 2004). *Lessons Learned: Practical Advice for the Teaching of Psychology* (Vol. 1 & 2). Washington, DC: The American Psychological Society.
- Sternberg, R. J. (1997). *Teaching Introductory Psychology: Survival Tips from the Experts*. Wash. DC: APA.
- Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.
- Whitely, B. E., & Keith-Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. Mahwah, NJ: Lawrence Erlbaum.

Academic Integrity (this statement is not meant for you as much as to serve as an example for your syllabus)

You are expected to adhere to standards of academic honesty and integrity, as outlined in the CSUSM Student Academic Honesty Policy. Academic dishonesty will not be tolerated in this class. Such dishonesty includes the following: (1) cheating (using or attempting to use unauthorized materials, information, or study aids in any academic exercise), (2) fabrication (falsification or invention of any information or citation in an academic exercise), (3) facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty), and (4) plagiarism (intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise). If you believe someone in the class has committed an act of academic dishonesty, please bring it to my attention. I reserve the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to insure confidentiality.

PSYC 680 Date	PSYC 680 Topic/Assignment (W 12:00 – 1:50 pm)	PSYC 100 Topic (MW 10:00 – 10:50 am)	PSYC 100 Friday Breakout Section (F 10:00 – 10:50 am)
Week 1 (8/27)	<ul style="list-style-type: none"> • Getting started in the classroom • Finding your voice <ul style="list-style-type: none"> • McKeachie Ch. 1-3 • L&B Ch. 1, pp. 15-29, 37-39, Ch. 3 • <i>First journal entry</i> • <i>Outline for Friday section (each week)</i> 	<ul style="list-style-type: none"> • Introduction to the course • Research methods 	<ul style="list-style-type: none"> • Quiz #1 • You will be provided with brief content-related material to cover in class. You will use the remainder of the time to explain ground rules, do icebreakers, and get to know students.
Week 2 (9/3)	<ul style="list-style-type: none"> • Lecturing <ul style="list-style-type: none"> • McKeachie Ch. 6 • L&B pp. 59-69 	<ul style="list-style-type: none"> • Monday: no class • Research methods 	<ul style="list-style-type: none"> • Quiz #2 • You will be provided with a research methods review and exercise.
Week 3 (9/10)	<ul style="list-style-type: none"> • Leading discussions <ul style="list-style-type: none"> • McKeachie Ch. 5 • L&B pp. 73-79 	<ul style="list-style-type: none"> • The brain • Drugs and the brain 	<ul style="list-style-type: none"> • Quiz #3 • Lecture on drugs and the brain
Week 4 (9/17)	<ul style="list-style-type: none"> • Active learning (we will design an active learning exercise for adolescent development in class – come with ideas!) • Reading as active learning <ul style="list-style-type: none"> • McKeachie Ch. 4, 16, 23 • L&B pp. 69-73 	<ul style="list-style-type: none"> • Child development 	<ul style="list-style-type: none"> • Students will hand in Homework 1 • Discussion on child development
Week 5 (9/24)	<ul style="list-style-type: none"> • Writing strategies and student learning <ul style="list-style-type: none"> • McKeachie Ch. 15 • <i>Grade several student papers using the supplied rubric. Bring in one paper you're confident about and one you're not sure of.</i> • Choosing a textbook 	<ul style="list-style-type: none"> • Adolescent and adult development 	<ul style="list-style-type: none"> • Quiz #4 • Class-designed active learning exercise on adolescence
Week 6 (10/1)	<ul style="list-style-type: none"> • Classroom assessment techniques <ul style="list-style-type: none"> • McKeachie Ch. 7 • <i>Find a CAT in Angelo and Cross (1993) that you could have used during the lecture on drugs and the brain or the discussion on child development and present it to the class.</i> • <i>Take the Teaching Goals Inventory and bring your results to class</i> 	<ul style="list-style-type: none"> • Monday: Exam 1 • Learning 	<ul style="list-style-type: none"> • Quiz #5 • Exam 1 returned • You will be provided with content-related material on learning to cover in class.

PSYC 680 Date	PSYC 680 Topic/Assignment (W 12:00 - 1:50 pm)	PSYC 100 Topic (MW 10:00 - 10:50 am)	PSYC 100 Friday Breakout Section (F 10:00 - 10:50 am)
Week 7 (10/8)	<ul style="list-style-type: none"> • Designing effective exams • McKeachie Ch. 7, 8, 9 • L&B 100-112 • <i>Presentation of exercise 1 (learning)</i> 	<ul style="list-style-type: none"> • Learning 	<ul style="list-style-type: none"> • Quiz #6 • Exercise 1 on learning (include an assessment technique)
Week 8 (10/15)	<ul style="list-style-type: none"> • <i>Submit 5 multiple choice items for material to be covered in Exam 2. Put your <u>two best</u> items on PowerPoint or a transparency; we will review the items in class</i> • <i>Presentation of exercise 2 (memory)</i> • The syllabus • McKeachie Ch. 2 • L&B 20-29 	Memory and forgetting	<ul style="list-style-type: none"> • Students will hand in Homework 2 • Exercise 2 on memory (include an assessment technique)
Week 9 (10/22)	<ul style="list-style-type: none"> • Assigning grades • McKeachie, Ch. 11 • L&B pp. 29-37 • <i>Presentation of exercise 3 (emotions)</i> 	<ul style="list-style-type: none"> • Emotion 	<ul style="list-style-type: none"> • Quiz #7 • Exercise 3 on emotions (include an assessment technique) • Do a midsemester evaluation of your class
Week 10 (10/29)	<ul style="list-style-type: none"> • Academic dishonesty • Problems in the classroom • McKeachie Ch. 10, 14 • L&B pp. 135-163, 169-177 	<ul style="list-style-type: none"> • Stress and coping 	<ul style="list-style-type: none"> • EXAM 2
Week 11 (11/5)	<ul style="list-style-type: none"> • Motivating students • Student diversity • Ch. 12, 13 • L&B 123-126, 163-169 • <i>Presentation of exercise 4 (personality)</i> 	<ul style="list-style-type: none"> • Personality 	<ul style="list-style-type: none"> • Quiz #8 • Exam 2 returned • Exercise 4 on personality (include an assessment technique)
Week 12 (11/12)	<ul style="list-style-type: none"> • Evaluating the effectiveness of exams • <i>Presentation of exercise 5 (psychological disorders)</i> 	<ul style="list-style-type: none"> • Personality (continued) • Psychological disorders 	<ul style="list-style-type: none"> • Quiz #9 • Exercise 5 on psychological disorders (include an assessment technique)
Week 13 (11/19)	<ul style="list-style-type: none"> • Teachers who make a difference • Light Ch. 1, 4, 5, 6 • <i>Presentation of exercise 6 (therapy)</i> • <i>Submit two multiple-choice items on material that will be covered on the final exam</i> 	<ul style="list-style-type: none"> • Psychological Disorders (continued) 	<ul style="list-style-type: none"> • Quiz #10 • Exercise 6 on therapy (include an assessment technique) • Students will hand in Homework 3

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Week 14 (11/26)	<ul style="list-style-type: none"> • <i>Pot luck for PSYC 600</i> 	<ul style="list-style-type: none"> • Social psychology 	<ul style="list-style-type: none"> • Friday: No class • Happy Thanksgiving!
Week 15 (12/3)	<ul style="list-style-type: none"> • Ethics in teaching • Looking backwards and forwards! <ul style="list-style-type: none"> • McKeachie Ch. 25, 26 • L&B 177-185, Ch. 8 	<ul style="list-style-type: none"> • Social psychology 	<ul style="list-style-type: none"> • Quiz #11 • Design your own class exercise, discussion or lecture on social psychology
Week 16 (12/10)	<ul style="list-style-type: none"> • Grading for PSYC 100 • <i>Course portfolio due</i> • <i>Final journal entry due</i> 	<ul style="list-style-type: none"> • Final exam Wednesday 12/10 (9:15 am) 	