Instructor: Rhonda Bonett
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Class Meeting Time: Thursday, 12:40 – 3:20 PM
Office Hours: Monday/Wednesday: 9:30 - 10:00, 1:50 – 2:50; or by appointment
Textbooks: Tools for Teaching (2nd Edition) by Barbara Gross Davis
What the Best College Teachers Do by Ken Bain

Instructional Objectives/Goals
Teaching is a dynamic and complicated endeavor. This course is designed to introduce you to that endeavor. As a result of this course you should be able to:

- describe and implement the steps involved in preparing to teach a new course. (This includes stating a general philosophy of teaching, writing a satisfactory course syllabus and developing a complete plan for delivering an instructional unit.)
- describe factors that define an effective lecture, and write and deliver an effective lecture.
- describe and implement strategies for guiding stimulating and informative classroom discussions and activities.
- describe and utilize procedures related to other pedagogical issues such as testing, grading, managing students, and fostering higher-level learning.

Course Format
This course emphasizes process, and thus emphasizes learning by doing. The class time will be spent in a mixture of discussion, presentations, and other activities. There is a large out-of-class component to the course that includes homework, attending undergraduate classes, and presenting a lecture to an undergraduate class and videotaping this lecture.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodation you will need.

Attendance
Attendance is always expected in graduate classes. Because this course will cover practical skill building as well as research and theory, attendance is even more important than in most courses. I expect you to attend every class. Because class attendance is so important, there will be a substantial penalty for missing class: for each "unexcused" absence after the first, your final course grade based on assignments may be lowered by as much as one grade unit. If you know you will miss class (e.g., you are attending a conference), talk to me before the absence, or I likely will consider it an unexcused absence. If you unexpectedly miss class (e.g., you are ill), talk to me as soon as circumstances permit.

Participation
You are expected to be prepared and to actively participate in each class. The class is limited in size because each student is expected to be a full participant in class discussions so that each of you can learn from the others.

As a student, you are accustomed to receiving feedback from an instructor. In this class, you will also provide feedback to, and receive feedback from your peers. For many assignments, you will provide copies of your work to your peers so that they can see how others approached the task. In some cases, your peers will be asked to evaluate your work and to provide feedback. The key to making this a beneficial exchange is respect. Keep an open mind when you receive feedback and be constructive when you give feedback. The goal of the peer feedback in this class is not to make evaluative social comparisons, but rather to improve performance of the person receiving the feedback.
Finally, you need to evaluate yourself. Borrowing a line from Norm Scott's spring 2001 syllabus: Self-appraisal, self-reflection, and a willingness to critically evaluate your own performance are essential in the development of teaching skills.

**Assignments**

*Homework.* There will be a variety of small homework assignments, most related to the discussion topic of the following class. These will be assigned throughout the semester. There will also be seven larger homework assignments:

1. Develop a philosophy of teaching
2. Observe and reflect on 2 undergraduate lectures (to include Doug Gentile in Psych 101)
3. Prepare a course syllabus
4. Attend and report on one CELT workshop
5. In-class presentation and discussion on a psych 633 topic
6. In class practice delivery of the lecture for an undergraduate class
7. Lecture to an undergraduate class
8. Prepare a unit plan and an exam

**Readings**

There will be assigned readings in the texts. Additional reading assignments may be made periodically throughout the semester.

**Grading**

Letter grades will be decided according to the following criteria:

<table>
<thead>
<tr>
<th>% Total Possible Points</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
<td>71 - 74</td>
<td>C</td>
</tr>
<tr>
<td>90 - 92</td>
<td>A-</td>
<td>67 - 70</td>
<td>C-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>63 - 66</td>
<td>D+</td>
</tr>
<tr>
<td>83 - 86</td>
<td>B</td>
<td>59 - 62</td>
<td>D</td>
</tr>
<tr>
<td>79 - 82</td>
<td>B-</td>
<td>55 - 58</td>
<td>D-</td>
</tr>
<tr>
<td>75 - 78</td>
<td>C+</td>
<td>Below 55</td>
<td>F</td>
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</tbody>
</table>

Please note that this is a form of MASTERY (criterion-referenced) grading. There is no curve—that is, there is no upper limit on the number of As earned by students in this class.

**On-Campus Resources**

There are a number of on-campus resources that you might find helpful in developing your teaching skills. The faculty are a primary informal resource. I am sure that they would be glad to talk to you about general or specific teaching-related questions during their regular office hours. More formal resources are listed below.

The Center for Excellence in Learning and Teaching (CELT) (204 Lab of Mechanics), [www.cte.iastate.edu](http://www.cte.iastate.edu). Good selection of teaching related materials in the CTE library that are available for two-week check out.

*Teaching of Psychology* (a journal), call letters BF77T43. Publication of Division 2 (Teaching) of APA. Publishes articles on pedagogical techniques; the learning environment; reviews of software; investigations of student, course, or teacher content, etc. The Division 2 Website is [http://www.apa.org/about/division/div2.html](http://www.apa.org/about/division/div2.html).
Handbook of demonstrations and activities in the Teaching of Psychology, Vols. 1-3, edited by Mark E. Ware & David E. Johnson, call letters BF77. H265. 1996. These volumes have loads of demonstrations from the journal.


Assignments

(Note: In addition to those assignments described below, there may be smaller “homework” assignments made to reinforce topics discussed in class.)

Assignment 1: Develop a teaching philosophy (1-3 pages; 25 points) Due January 28

The following was posted on the home page for the Center for the Advancement of Teaching, The Ohio State University:

“Faculty and graduate teaching assistants are increasingly being asked to articulate their philosophy of teaching. This request may be in conjunction with the submission of a teaching portfolio for seeking academic positions, or as a regular component of the portfolio or dossier for promotion and tenure. Philosophy of teaching statements are also requested of candidates for teaching awards or grant applications.

Why do teachers need to articulate their philosophy of teaching? What purposes does a philosophy of teaching serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining, testifying, and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth.”

Additional tips on writing a philosophy of teaching can be found at the following sites: http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html

Assignment 2: Observation of 2 classes (10 points each) Observation #1 due February 11; Observation #2 due no later than April 15

Attend 2 lectures in undergraduate classes. One of these must be a large-class lecture delivered by Dr. Doug Gentile in Psychology 101. The other can be in the class of your choosing. Please e-mail the instructor to ask permission to observe before attending the class. Write a short critique of each observation. (Guidelines for the written critique will be provided.)

Assignment 3: Preparation of a course syllabus (36 points) Due February 11

The course syllabus is your "contract" with the students in which you describe your plans and detail what they need to do. Develop a course syllabus for a Psychology 101 class. Assume that the class has 30 students. This will allow you do incorporate activities not possible in a large lecture class. Assume that the course meets for 15 weeks either MWF for 50 minutes or TTR for 75 minutes (the choice is yours).
Include the following (in addition to other content which will be addressed in class):

- A brief description of the nature and focus of the course.
- Information about the text, other assigned readings, study guide, etc.
- Procedures for exams and grading; e.g., number of exams, their format, exam dates, other graded assignments, how grades determined.
- Explanation of any special procedures; e.g., extra credit, policy on missed exams.
- A course calendar; i.e., the day-by-day or week-by-week description of topics and readings.
- Any other information about course content and procedures that students should know.
- How students can contact you (phone, e-mail, office hours)

The syllabus should be submitted in the form it will be distributed to the students.

_Allow plenty of time for this activity because doing a good job can be time consuming._

**Assignment 4: CELT Workshop (10 points)**

Attend a CELT workshop and make a short presentation to the class, discussing the topics emphasized and providing any materials you were given to the rest of the class. This assignment is designed to provide the beginning of a personal collection of teaching resources. Of course you may attend as many of these workshops as you wish, but in order for the class members to gain the most from this assignment, no more than 2 students may present information from any one CELT session. _Please see me regarding presentation date._

**Assignment 5: In-class presentation/ leading discussion on a psych 633 topic (40 points)**

I will provide a list of To-Be-Covered Topics. Each student will choose one topic and be responsible for educating the class on the chosen topic. This will involve a formal presentation followed by a group discussion and/or activity. The presentation should be 20-30 minutes in length (depending on the topic) with 10-15 minutes of discussion/activity.

You will need to do research on the topic so that you can supplement information presented in the text. _Supplementary information should include at least one current journal article as well as information from other sources (internet, etc). Please provide a reference list of these sources to the class._ You may also assign an additional reading prior to you presentation if you so chose.

_By the Monday before your course topic presentation,_ you need to e-mail me an outline of all topics to be covered and a description of the planned activity/discussion.

At the time of your presentation, you need to submit the following:

1) An outline of the formal presentation (copies of PowerPoint slides or of overheads are acceptable) _Include paper copies of PPT slides (6 per page) for me and for your classmates._

2) The questions or points that will be the focus of discussion/activity

3) A handout for the class that summarizes the main points and that lists the references you used. _The handout may be distributed before or after the presentation/discussion as you see fit._

_The presentation’s content and delivery will be evaluated by class members and by me._

**Assignments 6 & 7: In class practice delivery of a presentation to an undergraduate class (#6) and actual delivery of a presentation to an undergraduate class (#7)**
You are required to videotape a presentation in an undergraduate class of your choice. Once I have approved your choice, you should contact the faculty member/graduate student who is currently teaching the course to see if he/she will allow you to make a presentation later in the semester and, if so, when that presentation will be and what the topic will be. As soon as those details are settled, you need to get back to me so that we can schedule the practice presentation and so that I can make arrangements to be present, if possible, when the "real" presentation is given. Regardless, the presentation will need to be videotaped so that both you and I have the opportunity to review it. **You will need to secure a camera and contact a colleague in our class to arrange for assistance with the taping.** The final presentation will be evaluated by the students in the class and by the course instructor as well as by me. (You must copy evaluation forms prior to your presentation and make it clear to the instructor that his/her feedback is important to you.)

The practice presentation should be delivered in the Psych 633 class at least one week before it is actually delivered. This practice presentation will be "graded" by members of the class as well as by me. We will evaluate its content and its delivery and offer ideas for improvement.

**Assignment 8: Preparation of a unit plan and a unit exam. (60 points) Due April 22**

**Unit Plan.** Prepare a detailed plan for one unit of the course (a unit means a single topic covering about 3 hours of class time and one chapter in the text). There is no standard format, but include the following:

- Describe the course title and content (similar to what you would see in a college catalog.)
- Describe the instructional objectives for this unit.
- Describe the size of the class.
- Describe the written and reading assignments for this unit.
- Describe what you plan to do each period, with approximate times. Example: One period might be lecture (20 minutes), demonstration (10 minutes), discussion of the demonstration (20 minutes).
- Describe each segment. Example: For lecture, give major topics to be covered; for discussion, the major questions or issues; for demonstrations, a brief description.
- Give a brief (1-2 sentence) explanation of the purpose of each segment and which instructional objective is being addressed. Example: a lecture might be to clarify text or to give a new application; a demonstration might be to illustrate a method or to build interest.
- Anything needed to clarify your plan.

**Unit Exam.** Construct a unit exam with a key. The exam should test material from the text, lectures, and any other appropriate assignments or activities from the unit. It should contain at least the following types and number of items:

- 8 multiple-choice items (worth 1 point each), a least half of which measure cognitive skill that is higher-level than the simple retention of facts.
- 2 short essay items (worth at least 4 points each) or one longer essay (worth at least 8 points)

The exam should include instructions, an answer key, and should be submitted in the form in which it would be distributed to students. Evaluation will be based on the coverage of material, use of proper rules and mechanics of item writing, the quality of the items, and the clarity of the answer key.
The procedural nature of this course with student presentations at to-be-scheduled times makes it hard to know what will happen when. A **very** tentative course calendar is as follows. (Additional readings may be assigned.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 14</td>
<td>Introduction: The particulars of this course (Short class…90 minutes?)</td>
<td>Link to Kuh report, pp.31-34 (<em>Student Behaviors that Predict Success</em>), 40-42 (<em>Faculty-Student Contact</em>)</td>
</tr>
<tr>
<td>2 Jan 21</td>
<td>Teaching philosophies and what we know about how we learn</td>
<td>Bain: Chapters 1 and 2</td>
</tr>
<tr>
<td>3 Jan 28</td>
<td>Course prep/textbook choice; first day; syllabus</td>
<td>Davis: Part I (pp. 3 - 54) <em>Teaching Philosophy due</em></td>
</tr>
<tr>
<td>4 Feb 4</td>
<td>Lecture and large class strategies</td>
<td>Davis: Part IV (pp. 135 – 178) <em>Peer review draft of syllabus</em></td>
</tr>
<tr>
<td>5 Feb 11</td>
<td>Discussion Strategies</td>
<td>Davis: Part III (pp. 97 – 132) <em>Syllabus due</em></td>
</tr>
<tr>
<td>6 Feb 18</td>
<td>Miscellaneous instructional methods (writing assignments, problem-solving skills and more)</td>
<td>Davis: Part VII Bain: Chapters 4 and 5 <em>Teaching and Learning Approaches</em></td>
</tr>
<tr>
<td>7 Feb 25</td>
<td>Assessment</td>
<td>Davis: Part VIII (pp. 362 – 374 and 390 – 408) <em>Syllabus due</em></td>
</tr>
<tr>
<td>8 Mar 4</td>
<td>Assessment and Grading</td>
<td>Davis: Part VIII (pp. 409 – 429)</td>
</tr>
<tr>
<td>9 Mar 11</td>
<td>Motivation, classroom management, academic dishonesty</td>
<td>Davis: Part VI Bain: Chapter 6</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10 Mar 25</td>
<td>Diversity, students with special needs</td>
<td>Davis: Part II</td>
</tr>
<tr>
<td>11 Apr 1</td>
<td>Using Technology in the Classroom</td>
<td>Davis, pp.112 – 117 and Part IX</td>
</tr>
<tr>
<td>12 Apr 8</td>
<td>Evaluation to Improve Teaching</td>
<td>Davis: Part X and pp. 534 - 546</td>
</tr>
<tr>
<td>13 Apr 15</td>
<td>Academic advising, mentoring, letters of recommendation, office hours, etc.</td>
<td>Davis: Part XI</td>
</tr>
<tr>
<td>14 Apr 22</td>
<td>Miscellaneous topics/</td>
<td>Unit plan due</td>
</tr>
<tr>
<td>15 Apr 30</td>
<td>OPEN</td>
<td></td>
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</tbody>
</table>
Lecturing/Large Class Strategies

Discussion/ Use of Questioning/Group Learning Activities

Using Writing Assignments/Teaching Problem-Solving Skills/ Encouraging “Deep” Learning

Motivating, Understanding and Managing Students (includes dealing with academic dishonesty)

Student Advising/Course and Teacher Evaluation

Teaching and Technology/Effective Use of PPT

Additional topics of interest???