Psychology 633  
Spring 2011  

Instructor: Rhonda Bonett  
Office: Lago W261  
Phone: Work: 294-1786  Home: 292-3679  
E-mail: rbonett@iastate.edu  

Class Meeting Time: Monday: 9:00 – 11:40  
Office Hours: Monday/Wednesday: 1:50 – 2:50; Monday: 11:15 - noon or by appointment  

Textbooks:  
McKeachie’s Teaching Tips (13th Edition) by M. Svinicki and W.J. McKeachie  
What the Best College Teachers Do by Ken Bain (CELT copy)  
Student Engagement Techniques by Elizabeth Barkley  
Tools for Teaching (2nd Edition) by Barbara Gross Davis (not required)  

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. You will likely be asked to assist in leading some class discussions.  

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. The major class assignments are listed below and described in detail in the “assignment description” section of the syllabus. (There may be additional small homework assignments related to class discussion topics.)

1. Observations and written reflections of 2 undergraduate lectures (to include Doug Gentile in Psych 101)
2. Preparation of a teaching philosophy statement
3. Preparation of a course syllabus
4. Preparation of test items using a variety of formats
5. Attend and report on one CELT workshop
6. In-class presentation and discussion on a psych 633 topic
7. In-class practice delivery of the lecture for an undergraduate class
8. Lecture to an undergraduate class and written reflection of video tape
9. Preparation of a unit plan and an exam

Readings
There will be assigned readings in the texts and from supplementary sources. Be prepared to lead the class discussion of assigned reading if asked.

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>
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<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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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. Faculty members are, of course, a primary 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. The ISU Center for Excellence in Learning and Teaching (CELT) is outstanding. Additional resources are listed below.
The Center for Excellence in Learning and Teaching (CELT) (3024 Morrill Hall), www.celt.iastate.edu. Offers a good selection of teaching-related materials in the CELT library that are available for two-week check out.

Link to Tools for Teaching, by Barbara G. Davis at http://teaching.berkeley.edu/bgd/teaching.html

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.

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.

Descriptions of Major Assignments

Assignment 1: Observation of 2 classes (10 points each)  
**Obs. #1 due no later than March 2; Obs. #2 due no later than April 13**

Attend 2 lectures in undergraduate classes. One of these must be a large-class lecture delivered in Psychology 101 (Dr. Gentile). Write a short critique of each. (Guidelines for the written critique can be found on WebCT.

Assignment 2: Develop a statement of your teaching philosophy (25 points) **Due February 2**

A philosophy of teaching statement is a narrative that includes: your conception of teaching and learning, a description of how you plan to teach, and a justification for why you will teach that way. You will write a description of your own teaching philosophy, not to exceed 2 pages (double-spaced).

Assignment 3: Preparation of a course syllabus (36 points) **Due February 16**

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 class you anticipate you may teach. Assume that the class has 30 - 40 students and meets for 15 weeks either MWF for 50 minutes or TTh 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 in which it would be distributed to students.

*Allow plenty of time for this activity because doing a good job can be time consuming.*
Assignment 4: Test item writing assignment Due March 2

You will write 6 test items in the following formats: 4 multiple-choice, 1 matching, 1 essay with scoring rubric. (Provide an answer key for the M/C and matching items.) (20 points)

You will also describe some type of “performance” or “product” assignment (speech, group presentation, poster, paper, etc.) and write a scoring rubric for the assignment. (10 points)

Assignment 5: 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 acquaint you with a valuable resource on our campus and 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 notify me when you would like to share your experience with the class.)

Assignment 6: In-class presentation/leading discussion on a psych 633 topic (40 points)

I will provide a list of potential topics. You will choose one and be responsible for educating the class on that topic. This will involve a formal presentation followed by a group discussion and/or activity (chosen from those suggested in the Barkley book, or another source). The presentation should be 15 - 20 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 your presentation if you so chose.

Please e-mail me an outline of the content you plan to cover and a description of the planned activity/discussion no later than the Monday before your course topic presentation.

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 if you choose to use this method of delivery.)
2) The questions or points that will be the focus of the 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.)

All class members will give evaluative feedback to the presenters.

Assignments 7 & 8: In class practice of a “guest” presentation (7) and actual delivery and video taping of the presentation to an undergraduate class (40 points) with written reflection of video (15 points) (8)
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 you (and I, if necessary) have the opportunity to review it. You will need to contact a colleague in our class to arrange for assistance with the taping. (I have a department camcorder you may borrow if necessary.) 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 course instructor and students that their feedback is important to you.) You will review the tape and write a short reflection about your presentation.*

The practice presentation should be delivered in the Psych 633 class at least one week before you give your guest classroom presentation. This practice presentation will be critiqued by members of the class and by me. We will provide feedback regarding both the content and the delivery and offer ideas for improvement.

**Assignment 9: Preparation of a unit plan and a unit exam. (60 points) Due April 20**

*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 sentences) 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 skills that are higher-level than the simple recall 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.
Tentative Course Calendar
Given the procedural nature of this course with student presentations at to-be-scheduled times, it is 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/Activities</th>
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<tbody>
<tr>
<td>1 Jan 12</td>
<td>Introduction: The particulars of this course</td>
<td>McKeachie 1; Kuh report, pp11-16 (<em>Perspectives on Student Success</em>), pp.31-34 (<em>Student Behaviors that Predict Success</em>), pp. 40-42 (<em>Faculty-Student Contact</em>)</td>
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<td></td>
<td>Student engagement</td>
<td></td>
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<td></td>
<td>(Short class...approximately 90 minutes)</td>
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<tr>
<td>2 Jan 19</td>
<td>Teaching philosophies and what we know about how we learn</td>
<td>Bain: Chapters 1 and 2; Montell article; Fink “integrated course design” article; Barkley, pp.3-23 &amp; 47 – 77</td>
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<tr>
<td>3 Jan 26</td>
<td>Course prep.first day; learning objectives, syllabus</td>
<td>McKeachie, 2,3; Barkley, pp. 135-148 (<em>Davis</em>: pp. 3 - 54)</td>
</tr>
<tr>
<td>4 Feb 2</td>
<td>Lecture and Discussion Strategies</td>
<td>McKeachie, 4,5 &amp; 6;  <em>Davis</em>: (pp. 95-127 &amp; 148-156)</td>
</tr>
<tr>
<td></td>
<td><em>Teaching philosophy due</em></td>
<td></td>
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<tr>
<td>5 Feb 9</td>
<td>Assessment</td>
<td>McKeachie, 7,8,&amp; 9 (<em>Davis</em>: pp.345-419))</td>
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<td></td>
<td><em>Peer review course syllabus</em></td>
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<tr>
<td>6 Feb 16</td>
<td>Assessment and Grading</td>
<td>McKeachie, 10; Tierney &amp; Simon rubrics article,<em>Davis</em>: Part VIII (pp. 362 – 374 and 390 – 408)</td>
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<td></td>
<td><em>Syllabus due</em></td>
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<td>7 Feb 23</td>
<td>Motivation, classroom management, promoting academic honesty</td>
<td>McKeachie,11,13; “Beyond the Grade” reprint; Barkley, pp.81-93 (<em>Davis</em>: pp. 259-298 &amp; 345-359)</td>
</tr>
<tr>
<td>8 Mar 2</td>
<td>Miscellaneous instructional methods (writing assignments, problem-solving skills and more) / Large lecture techniques: <em>Jim Colbert guest presentation</em></td>
<td>McKeachie14,15,16; Barkley,94-126; Kuh report, pp.66-70 (<em>Teaching and Learning Approaches</em>) (<em>Davis</em>, pp.135-175)</td>
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<tr>
<td></td>
<td><em>Test items &amp; rubrics due; Observation #1 report due</em></td>
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<tr>
<td>9 Mar 9</td>
<td>Using Technology in the Classroom</td>
<td>McKeachie 17,18 (<em>Davis</em>, pp.433-458)</td>
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<td></td>
<td>Spring Break</td>
<td>No class meeting</td>
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<tr>
<td>10 Mar 23</td>
<td><em>Teaching Higher Level Thinking</em></td>
<td>McKeachie 20,21 (<em>Davis</em>, pp 335-341)</td>
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<tr>
<td>11 Mar 30</td>
<td><em>Diversity, special needs</em></td>
<td>McKeachie 12 (<em>Davis</em>, pp. 57-72)</td>
</tr>
<tr>
<td>12 April 6</td>
<td>Ethics/Evaluation to Improve Teaching</td>
<td>McKeachie 22,23 (<em>Davis</em>, pp. 461-488)</td>
</tr>
<tr>
<td>13 April 13</td>
<td>Academic advising, mentoring, letters of recommendation, office hours, etc.</td>
<td><em>Observation #2 report due</em></td>
</tr>
<tr>
<td>14 April 20</td>
<td>Miscellaneous topics</td>
<td><em>Peer review unit plan assignment</em></td>
</tr>
<tr>
<td>15 April 27</td>
<td>OPEN</td>
<td><em>Unit plan due</em></td>
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**Topics for In-Class Presentations**

Lecturing / Leading Discussions

Understanding and Managing Students/Cheating

Scholarship of Teaching/Course & Teacher Evaluation

Assigning Grades/Grade Inflation Issues

Teaching and Technology/Effective Use of PPT

Motivation and Learning in the Classroom

Student Advising/ Ethics and Teacher Responsibilities