INSTRUCTOR INFORMATION

Professor: Ben Clark, M.S., Ph.D. Candidate  
Email: Benjamin.Clark@byu.edu  
Office: 1151 SWKT  
Office Hours: By Appointment

TEACHING PHILOSOPHY

As an instructor, it is my responsibility to facilitate and encourage learning. Students can expect me to be knowledgeable and prepare quality instruction. However, direct instruction is only a component of optimal learning. To give you a well-rounded educational experience, I focus on three main objectives: 1) helping you build a foundation of psychological knowledge and understanding through assigned reading, 2) enhancing your ability to speak about psychological concepts with others through class discussions, and 3) helping you apply psychological concepts to everyday life through assigned writing assignments and activities.

“Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth not.” - Francis Bacon

NOTE: For this class, you will be required to set-up a non-paid teaching assistantship for one psychology course. For purpose of this syllabus, the term class refers to 410R and course will refer to the course for which the student is a Teaching Assistant.

STUDENT LEARNING OBJECTIVES

The teaching of psychology practicum is designed to accomplish three main objectives:

1) Increase teaching proficiency and apply this knowledge to student learning locally within the confines of the psychology major, as well as globally throughout future aspects of instruction.

2) Develop expertise in one additional psychology course by maintaining close contact with the course instructor(s) and assisting students’ tutoring needs for the course.

3) Fulfill the writing requirement for Psych 410R credit.
COURSE REQUIREMENTS

Office Hours: (130 points; 20 points per week) You will be required to fulfill at least SIX office hours per week in Psych Central beginning May 5th. For the most part, you will choose when these hours will be; however they need to be consistent from week to week and, ideally, not overlap with the other students in the class. We will create a schedule during the first week of class. To account for your hours, please make sure you sign in and out on the Psych Central Teaching Assistants Form located on the table as you enter Psych Central. If you forget to sign in or out, please send me an email ASAP so I can account for your hours. If you do not sign in during your hours, or email me (to tell me you forgot to sign in but were there, or weren’t there due to illness or emergency), you will not receive credit for that day. In addition to emailing me, please also email your students AND the psychology secretary (psychology@byu.edu) as soon as you know you will not be able to attend your office hours. During your office hours, your first priority is to be available to your students as well as answer general questions about Psych Central. Your second priority will be to assist other students, grade assignments, organize Psych Central, complete assignments for this class, or enhance your teaching skills (e.g., practice using SPSS, research particular topic, etc.). Recording office hour attendance will begin May 5th. You are expected to attend your office hours through the end of the semester.

Reading Responses: (80 points; 20 per assignment) When a reading assignment is made, you will be expected to read the assignment and turn in a response via Learning Suite by 11:59pm the night before class meets. These responses should:

1. Be 1-2 single spaced pages. I don’t like giving you page stipulations but this is the approximately the depth I’m looking for.
2. Include two questions you would potentially like to discuss as a class.
3. Discuss your reaction to the reading as well as thoughts about how you might assimilate the ideas in your lecture presentation or future teaching opportunities. Remember these are not summaries of what you read, but rather how the reading affected you, and how you intend to apply the principles.

Class Participation: (120 points; 20 per class) This class is designed to be a “hands-on” learning experience that requires full participation in order to accomplish the objectives. For this to work, you must come prepared to participate (e.g., ask questions, discuss concepts, share examples, etc.) to every class session. You will not be awarded points simply for being present. Not opening your mouth during the discussion equates to a zero. At any time you may consult with me about your participation points.

Course Presentations: (100 points; 50 per presentation) You will be required to make TWO course presentations, one of which should be an in-class teaching opportunity. The second presentation could be another course lecture, review session or other teaching opportunity. These presentations are each expected to be at least 50 minutes in length. If your course instructor is unable to accommodate this, speak to me as soon as possible. This presentation (course lecture, review session) is meant to give you experience standing in front of a class and
teaching undergraduates. There is no designated format for this presentation; however, you will have to consult with the instructor of the course to ensure that your presentation will meet their requirements. Both of these presentations should be completed by the last day of class and will be graded based on information provided on the Instructor Evaluation (detailed below).

**Class Presentation: (50 points)** You will have the opportunity to prepare a 15 minute “mini” lecture that will be presented to our class. You should select a topic related to your course. Ideally, the topic would be the same as the one you plan to do for your course teaching. If it helps, you can think of this as an opportunity to practice a 15-minute portion of your 50-minute course teaching. During the presentation the rest of the class will take notes in order to provide written feedback.

**Lesson Plan Development: (100 points: 20 points rough draft, 80 points final)** Preferably in connection to the course presentation mentioned above (although the agreement between you and your instructor may vary), you will be required to develop a formal lesson plan. These lesson plans should include notes and an outline of the lecture activities and topics. The plans should be detailed enough that a substitute instructor could step in and teach the lesson using your lesson plan. If you use media or other lecture supplements you should plan to include them or at least a reference. Specific lecture structure and supporting materials will be left to your discretion, although it is hoped that as the semester progresses you will integrate various aspects of McKeachie’s *Teaching Tips* into your lecture. It is a good idea to start working on your lesson plan early and resist the urge to delay it until the end of the semester. You will need to submit the rough draft on Learning Suite by 11:59pm on May 18th. On May 19th you will be expected to bring a hard copy of your outline. We will exchange outlines and take turns reading and offering critiques of each other’s lessons plans. We will then discuss the outlines as a class, looking at strategies and ideas used. The final draft should be submitted on Learning Suite by 11:50pm on June 1st and will be worth 80 points. The final draft is to be more than just the rough draft resubmitted. It should be a polished version of what you could actually use in the presentation of your lecture.

**Test Development: (50 points)** In addition to your lecture outline, you will also prepare a formal test for the material you cover your lecture. This is more than a bank of test questions, but is to be a formal test with heading and instructions. Each test should consist of 15 questions in some combination of multiple choice, true-false, short answer and/or essay questions. To increase the usefulness of this assignment, please consult with your course instructor to determine the appropriateness of including some (or all) of your questions on an actual exam or on Learning Suite for credit/non-credit. For this class, please submit a key of the exam you create. Points will be awarded for thoughtfulness of test design as well as layout/structure. Please DO NOT use a test bank questions that may be available for the course text. This assignment will be submitted via Learning Suite by 11:50pm on June 8th.

**Course Instructor Evaluation: (100 points)** The instructor for whom you are a TA will provide an evaluation of your in-class teaching opportunities and your overall performance as a teaching assistant. You should email this evaluation to the instructor, ask them to complete it online, and then email it directly to me by the last day of the semester.

**Reflective Piece: (50 Points)** Lastly, you will be required to turn in a reflective piece that examines and discusses your individual teaching experience and the things you have taken away from this class. This would include what went well, what didn’t go well, what you learned about yourself, what you learned about teaching, and finally what you would do differently for future teaching experiences. Again, I don’t like page stipulations but I’m looking for a thoughtful paper (approximately 2 single-spaced pages). This should be submitted via Learning Suite by 11:50pm on June 15th.
FINAL GRADE SCALE

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<th>Grade</th>
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POLICIES

Late Work
There will be no late assignments accepted. It will be in your best interest to turn in your assignments on time. This will allow me to read over your assignment and provide useful feedback to you in a timely manner. Obviously if a conflict or emergency arises, I will consider the situation on a case by case basis. You will need to contact me as soon as possible upon learning of a conflict or emergency so arrangements can be made concerning the assignment’s due date.

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.
Academic Honesty
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism
Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Respectful Environment
"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
## CLASS SCHEDULE

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<tr>
<th>Date</th>
<th>Topic / Readings</th>
<th>Assignments Due</th>
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| **May 5<sup>th</sup>** | Introduction to Class  
Introduction to Psych Central | Sign up for Psych Central Times                      |
| **May 12<sup>th</sup>** | Getting Started  
Chapters 1-3  
Facilitating Learning  
Chapters 4-6 | Reading Response #1  
Turn in signed Instructor Acknowledgement |
| **May 19<sup>th</sup>** | No Reading Assignment  
Discuss Lesson Plans  
Lecture Practice Presentations | Lesson Plan Rough Draft  
Class Presentation |
| **May 26<sup>th</sup>** | Memorial Day – NO CLASS |                                                     |
| **June 2<sup>nd</sup>** | Understanding Students  
Chapters 11-13  
Skills and Enhancing Active Learning  
Chapters 14-17 | Reading Response #2  
Lesson Plan Final Draft |
| **June 9<sup>th</sup>** | Testing and Grading  
Chapters 7-10 | Reading Response #3  
Test Development |
| **June 16<sup>th</sup>** | Teaching Large Classes and Labs  
Chapters 18-19  
Teaching for Higher-Level Goals  
Chapters 20-22 | Reading Response #4  
Reflective Piece  
Course Presentations  
Course Instructor Evaluation |