



## **PSYCH 410R: Teaching of Psychology Senior Practicum**

**Fall 2017**

**Section 001: 128 MARB, Wednesday from 4:30pm–5:20pm**

**Section 002: 122 MARB, Wednesday from 3:00pm–3:50pm**

### **INSTRUCTOR INFORMATION**

**Name:** Drew Berrett, Ph.D. Candidate

**Email:** drew\_berrett@byu.edu

**Office Hours:** 2:00pm – 4:00pm Mondays and Thursdays

**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 students a well-rounded educational experience, I focus on three main objectives: 1) critical thinking through active learning, 2) collaboration with peers, and 3) applying psychological concepts to the real world situations and issues.

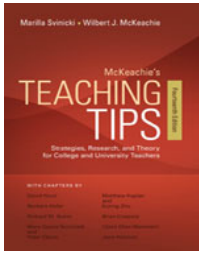
**NOTE:** For this class, you will be required to set-up a non-paid teaching assistantship for one psychology course. For purpose of this syllabus, the term **class** refers to 410R and **course** will refer to the course for which the student is a Teaching Assistant.

### **CLASS 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.

### **TEXTS AND MATERIALS**



**Title:** McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers

**Author:** Svinicki, M. & McKeachie, W. J.

**Edition:** 14th edition

**Publication Date:** 2014

**ISBN:** 9781133936794

**Publisher:** Wadsworth, Cengage Learning

## LEARNING ACTIVITIES

**Office Hours: (130 points; 10 points per week)** You will be required to fulfill at least **THREE** office hours per week in Psych Central beginning September 11th. 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 use the Psych 410R Teaching Assistants Google Calendar as demonstrated on the first day class. If you are unable to attend your scheduled hours, please email me as soon as possible. In addition to emailing me, please also contact your students to inform them that you will not be in Psych Central and when you intend to reschedule your 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.). You are expected to attend your office hours through the final week of class.

**Reading Responses: (80 points; 10 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 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: (130 points; 10 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. Points will be awarded for participation on a weekly basis. At any time, you may consult with me about your participation points.

**Course Lectures: (100 points; 50 per presentation)** You will be required to complete **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, etc.) is meant to give you experience standing in front of a real 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).

**Course Instructor Evaluation:** 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 during or immediately following your lecture or other presentation, and then email it directly to me by the last day of the semester. One evaluation should be completed for EACH teaching opportunity. Therefore, by the end of the semester (December 13th) I should have received TWO evaluations, one for each teaching experience.

**Class Lectures: (100 points; 50 per presentation)** You will also have the opportunity to teach twice within our 410R class.

**First**, you will prepare a 15 minute “mini” lecture that will be presented to our class during the designated presentation weeks. You should select a topic related to your TA 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.

**Second**, you will be responsible for teaching a full lecture to our 410R class covering the assigned McKeachie textbook chapters for the day. Your lesson should be approximately 45 minutes in length. You will have the option to choose which day you’d like to teach. I will teach the remaining chapters that are not volunteered for. Again, there is no designated format for this experience. However, I encourage you to be creative and use this opportunity to try out new teaching formats you may have learned from the McKeachie textbook. Before your assigned lecture day, please make an appointment to meet with me so that we can go over your lesson plan together.

These two in-class teaching experiences are intended to provide unique and personalized opportunities for development of teaching skill. With two teaching opportunities, each with accompanying feedback, it is my hope that you will be able to witness growth in your teaching ability.

**Lesson Plan Development: (50 points: 10 points rough draft, 40 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 plan to use media or other lecture supplements you should plan to include them or at least a reference in your lesson plan. 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 due date. You will need to submit the rough draft on Learning Suite by 11:59pm on October 3rd. On October 4th, you will be expected to bring a hard copy of your draft to class. We will exchange drafts and take turns reading and offering critiques of each other’s lessons plans. We will then discuss the drafts as a class, looking at strategies and ideas used. The final draft should be submitted on Learning Suite by 11:59pm on October 10th and will be worth 40 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 in 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 15-20 questions in some combination of multiple choice, true-false, short answer and/or essay questions. Please submit a key of the exam you create. Points will be awarded for thoughtfulness of test design as well as layout/structure. Please see the rubric on Learning Suite for a full description of expectations. 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 11:59pm on October 31st.

**Teaching Philosophy: (50 Points)** Lastly, you will be required to turn in a 1-2 page, single-spaced Teaching Philosophy. All tenure-track academic professors are expected to submit a teaching philosophy as part of the tenure review process. This assignment is designed to provide you the opportunity to use what you have learned from the text and in-class discussions to form your own teaching philosophy. Ideally, this document could later be useful if you choose to pursue the academic teaching route. Points on this assignment are earned by producing a well thought out and detailed philosophy. Please see Learning Suite for a couple of web links containing helpful

hints for writing a good Teaching Philosophy. This should be submitted via Learning Suite by 11:59pm on December 13th.

## FINAL GRADE SCALE

<b>A</b>	93% to 100%	<b>A-</b>	90% to 92%	<b>B+</b>	87% to 89%
<b>B</b>	83% to 86%	<b>B-</b>	80% to 82%	<b>C+</b>	77% to 79%
<b>C</b>	73% to 76%	<b>C-</b>	70% to 72%	<b>D+</b>	67% to 69%
<b>D</b>	63% to 66%	<b>D-</b>	60% to 62%	<b>E</b>	0% to 59%
<b>W</b>	Withdrawal	<b>I</b>	Incomplete		

## 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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422- 2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888- 238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at [titleix.byu.edu](http://titleix.byu.edu).

### 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

<b>Date</b>	<b>Topic / Readings</b>	<b>Assignments Due</b>
September 6 <sup>th</sup>	Syllabus - Introduction to Class Introduction to Psych Central	
September 13 <sup>th</sup>	Chapters 1-3 Schedule Class Presentations	Reading Response #1 Psych Central Schedule
September 20 <sup>th</sup>	Chapters 4-6	Reading Response #2
September 27 <sup>th</sup>	Chapters 11-13	Reading Response #3
October 4 <sup>th</sup>	Lesson Plan Outline/Feedback in Small Groups	Lesson Plan Rough Draft
October 11 <sup>th</sup>	Class Presentations	Lesson Plan Final Draft
October 18 <sup>th</sup>	Class Presentations	
October 25 <sup>th</sup>	Class Presentations	
November 1 <sup>st</sup>	Chapters 7-10	Reading Response #4 Test Development
November 8 <sup>th</sup>	Chapters 14-15	Reading Response #5
November 15 <sup>th</sup>	Chapters 16-17	Reading Response #6
November 22 <sup>nd</sup>	NO CLASS - HOLIDAY	
November 29 <sup>th</sup>	Chapters 18-19	Reading Response #7
December 6 <sup>th</sup>	Chapters 20-22	Reading Response #8
December 13 <sup>th</sup>	Chapter 23 Academic Teaching Presentation	Teaching Philosophy Course Presentations Office Hours