

Instructor/TA Info

Instructor Information

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Course Information


Description

This is meant to be a practical, hands-on course on learning to teach psychology classes at BYU and elsewhere. We will cover teaching in both small and large classes. We will discuss how to build a syllabus, how to write and deliver lectures, how to facilitate discussion, and other topics related to teaching psychology with a faith based approach to teaching.

Objectives:

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- **1. Identify and give examples of sound teaching practices -All Sections**
Students will identify and give examples of sound teaching practices for teaching classes in psychology.
Measurement: Multiple choice // Short answer and short essay tests.
Contributes to 0 program outcomes ()
- **2. Create a syllabus, exam, and lecture -All Sections**
Students will prepare a course syllabus, create a formal exam for that course, and lecture briefly on a topic relevant to that course.
Measurement: Written assignments // classroom presentation.
Contributes to 0 program outcomes ()
- **3. Critically evaluate teaching situations through role-play -All Sections**
Students will critically evaluate via role-play with other students in class specific teaching situations as a means of both mutually exploring ways of addressing common problems in teaching psychology and comparing both effective and less effective ways of handling such situations.
Measurement: Directed classroom role-plays.
Contributes to 0 program outcomes ()

Materials

Item	Price (new)	Price (used)
 <u>MCKEACHIE'S TEACHING TIPS 14E - Required</u> by MCKEACHIE, W	112.00	84.00



Grading Policy

Grades will be based on student participation and completion of a teaching portfolio as a final project

Scriptural message

ye must not perform any thing unto the Lord save in the first place ye shall pray unto the Father in the name of Christ, that he will consecrate thy performance unto thee, that thy performance may be for the welfare of thy soul. 2 Nephi 32:9

"Asking questions is essential for learning. But how you ask a question can make a huge difference in where it leads you."

—David A. Edwards, "What to Do When You Have Questions
(<https://www.lds.org/youth/article/when-you-have-questions?lang=eng>)",

Assignments

Assignment Descriptions

Textbook selection

May
16

Due: Tuesday, May 16 at 12:05 pm

Look through several textbooks for the class you will teach and tell us why you chose one of them. Talk to your mentors about why and how they selected the books they did

Teaching portfolios

May
18

Due: Thursday, May 18 at 12:05 pm

Look up teaching portfolios online. Be prepared to discuss what goes into them, with an emphasis on teaching philosophy

reading assignments

Jun
15

Due: Thursday, Jun 15 at 11:59 pm

teaching portfolio

Jun
22

Due: Thursday, Jun 22 at 5:00 pm

Point Breakdown

Categories	Percent of Grade
reading assignments	0%
final project	100%
In class presentation	0%

University Policies

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 every instructor's 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.

Preventing Sexual Misconduct

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 or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://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 University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 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.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

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 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
Week 1		
T May 02 Tuesday	Introduction, outline course	
Th May 04 Thursday	To Know as we are Known presentations	
Week 2		
T May 09 Tuesday	To Know as we are Known presentations and syllabus Reading: Teaching Tips: pp 14-16	Devotional: McKay Christensen, Alumni and External Relations
Th May 11 Thursday	Reading: Teaching Tips: Chapters 1-3 getting ready to teach	
Week 3		
T May 16 Tuesday	Textbooks Textbook selection	Forum: Brent Slife, Distinguished Faculty Lecturer
Th May 18 Thursday	Textbooks + teaching portfolios Teaching portfolios	
Week 4		

T May 23 Tuesday	Reading: Teaching Tips: Chapters 4,5,6	Devotional: Keith Wilson, Ancient Scripture
Th May 25 Thursday	Reading: Teaching Tips: 7, 8, 10	
Week 5		
M May 29 Monday	Memorial Day	
T May 30 Tuesday	Reading: Teaching Tips: 7, 8, 10 + 6	
Th Jun 01 Thursday	Special guest lecturer on giving lectures: Dr. Shawn Gale	
Week 6		
T Jun 06 Tuesday	Reading: Teaching Tips: 14, 15, (16)	Devotional: Diane Reich
Th Jun 08 Thursday	Reading: Teaching Tips: 20-21	
Week 7		
T Jun 13 Tuesday	Reading: Teaching Tips: 18, 22	Devotional: Ray Clifford, Humanities
Th Jun 15 Thursday	Reading: Teaching Tips: 11-13, 17, 23 reading assignments	
Week 8		
T Jun 20 Tuesday	Spring Exam Preparation (06/20/2017 - 06/20/2017)	
W Jun 21 Wednesday	First Day of Spring Final Exams (06/21/2017 - 06/22/2017)	
Th Jun 22 Thursday	Final Exam: Teaching portfolios due 1145 SWKT 3:00pm - 4:50pm teaching portfolio	