



**OTRP** *online*  
office of teaching resources in PSYCHOLOGY

**PG 7120: The Teaching of Psychology  
COURSE SYLLABUS  
Fall 2007**

**Professor:**

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**Office Hours:**

Anytime that you need to see me, we'll arrange a mutually agreeable time to meet; I am flexible and will do what I can to meet with you as soon as you need to. My regularly scheduled office hours are from MW from 1:00 to 2:00.

**Course Objectives:**

This course is taken by all first-year graduate student teaching assistants (GTAs) in the Department of Psychology. It is intended to provide you strong support and supervision in your first-year assistantship in Introductory Psychology. More specifically, the purpose of this course is two-fold:

1. To help you learn the basic principles of good teaching. These include, but are not limited to adequate preparation, proper organization, student-teacher rapport, effective use of class time, clear communication of topical ideas and issues, and fair evaluation of students' understanding of the subject matter. Another purpose for this course is to provide support for your graduate teaching responsibilities in which you participate this year. You will find that you will encounter some interesting issues during your work as GTA and we will discuss these both individually and as a class as such matters arise.
2. To aid you to start thinking about your new identities as professional psychologists and to assist you in beginning your professional development. Your undergraduate degree provided you with a broad backdrop of educational experience. Your graduate work is intended to fine-tune your educational repertoire and to prepare you for a career as a professional psychologist in whatever form that may ultimately take. Toward those ends, the course involves assembling a "professional portfolio," which will reflect your ideas, views, and positions on topics central to your professional development. The first semester

we will focus primarily on the basics of teaching; during the second semester, we'll work toward preparation of the portfolio.

**Required Texts:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's Teaching tips: Strategies, research, and theory for college and university teachers* (12<sup>th</sup> ed.). Boston: Houghton-Mifflin.

**Recommended Web site:**

Teachpsych.org

This site is the home page for the Society of the Teaching of Psychology (STP), Division 2 of the American Psychological Association.

**Recommended STP Listserv:**

<http://list.kennesaw.edu/archives/psychteacher.html>

This listserv is hosted by STP and you can receive postings in either digest or individual delivery formats.

**Professional Development Portfolio:**

Over the course of this academic year (both the fall and spring semesters), we will work toward developing individual professional development portfolios for each you. These portfolios are intended to be formative and reflective in nature. You will assemble most of the first draft of your portfolio in the fall semester and the final draft will be due at the end of the spring semester. Although you will hand in each section of your portfolio separately from the other sections in the fall semester, you will turn them in altogether in the spring semester **in a ½ inch thick BLACK three-ring binder. Separate each section with TYPED tabs.**

In order, your portfolio will contain the following sections:

Table of Contents

Vita

Statement of Educational and Career Goals (1 page)

Statement of Research Interests (1 page)

Statement of Teaching Philosophy (2 pages)

Statement of Professional Development Strategies (1 page)

Statement of Service/Outreach Interests (1 page)

Four Teaching Incident Reflections (1 page; two per semester)

Teaching Evaluations

Each of these items will be due as per the course calendar given at the end of the syllabus. As the time draws close to these due dates, we will discuss the nature of the assignment for each section.

### **Teaching Observations:**

I will come to each of your Friday discussion sections to observe you in action. I will observe your teaching for about 15-20 minutes. Shortly afterward, we will meet to review my notes and critique your teaching. This semester I will come announced; during the spring semester, these visits will be a “surprise.”

### **Presentations:**

Each of you will give one 10 min in-class presentation during the fall semester. The presentations may cover any topic related to the teaching of psychology. On the first day of class, we will draw names out of a hat to determine the order of presentations. One week later, you will submit to me the topic of your choice for your presentation (this procedure is used to prevent overlap of topics). You must use PowerPoint for this presentation.

**Teaching Evaluations:** About mid-way through each semester, we will ask your students to provide written evaluations of your teaching. A classmate will administer these evaluations to your class. I will meet individually with you afterwards to review your students’ comments. You will also administer an end-of-the-semester evaluation.

**Class Attendance:** I expect you to be present at each class meeting and to participate in all aspects of class discussion. Only valid university excuses will be accepted as legitimate reasons for missing class. These include illness (need a written medical excuse), personal and family emergencies, and university-related travel. Missing class with three or more unexcused absences will result in your earning an “F” in this course. Please be on time for each of our class meetings.

**Academic Honesty:** Students who do not comply with Auburn University's academic regulations (i.e., those concerning cheating and plagiarism) will be dealt with in the manner outlined in the *Tiger Cub*.

**Accommodations:** Please immediately notify me if you are a student with a University-recognized disability. I will see to it that any special arrangements you may need are made as soon as possible.

**Grading:** I assume that each of you will perform at the "A" level and thus, there is no need for grades. However, in the case that one or some of you perform at a level less than this expectation, I will discuss the matter with the student(s) involved.

### **Class Schedule:**

<b>Days</b>	<b>Class Activity</b>
08/20	Overview of Course and GTA Duties with Christopher Howard
08/22	Q & A; Writing Essentials for this Course and Beyond
08/27	<i>Teaching Tips</i> —Chapter 2 (Countdown for Course Preparation)
08/29	<i>Teaching Tips</i> —Chapter 3 (Meeting Class for the First Time) <b>Vitae Due</b>
09/03	No Class—Labor Day
09/05	<i>Teaching Tips</i> —Chapter 5 (Facilitating Discussion)
09/10	<i>Teaching Tips</i> —Chapter 6 (How to Make Lectures More Effective)
09/12	<i>Teaching Tips</i> —Chapters 7 and 10 (Testing and Cheating) <b>Statement of Educational and Career Goals Due</b>
09/17	<i>Teaching Tips</i> —Chapter 16 (Active Learning)
09/19	<i>Teaching Tips</i> —Chapter 17 (Problem-Based Learning)
09/24	<i>Teaching Tips</i> —Chapter 18 (Teaching and Technology)
09/26	<i>Teaching Tips</i> —Chapter 21 (Experiential Learning) <b>Statement of Research Interests Due</b>
10/01	<i>Teaching Tips</i> —Chapters 8 & 11 (Testing and Grading)
10/03	<i>Teaching Tips</i> —Chapter 25 (The Ethics of Teaching)
10/08	<i>Teaching Tips</i> —Chapter 14 (Problem Students)
10/10	<i>Teaching Tips</i> —Chapter 24 (Problem Students) <b>First Teaching Incident Reflection Due</b>

10/15	Presentations
10/17	Presentations
10/22	Presentations
10/24	Presentations
	<b>Statement of Teaching Philosophy Due</b>
10/29	Presentations
10/31	Presentations
11/05	Presentations
11/07	Presentations
	<b>Second Teaching Incident Reflection Due</b>
11/12	Presentations
11/14	Presentations
11/19	No Class—Thanksgiving Break
11/21	No Class—Thanksgiving Break
11/26	Catch up and Other Stuff
11/28	Catch up and Other Stuff
	<b>Statement of Professional Development Strategies Due</b>
12/03	Catch up and Other Stuff
12/05	Catch up and Other Stuff
	<b>Statement of Service/Outreach Interests</b>