In *P660 Teaching of Psychology*, I seek to equip students with practical skills that will facilitate teaching success in today’s college classrooms. The faculty assert that future scholars must be capable teachers, and thus, P660 is a required course for the degree of PhD in Psychology. Ideally P660 will be taken during the second year of the program, and except in extraordinary circumstances, P660 must be taken prior to the P211 laboratory instruction teaching internship.

Successful P660 students will:

- be prepared to teach effectively
  - in P211, in future undergraduate courses, and beyond the classroom
- be motivated and equipped to teach well

Conspicuously and intentionally absent from these goals is “Inform students about instructional theory”; I don’t invest capital on conventional pedagogical theory, much of which is being overturned by contemporary researchers. Instead P660 is strongly focused on applied exercises.

Moreover, in P660, students will have the opportunity to expand their teaching portfolio. The course is structured around each student’s active development of a single, 300-level undergraduate course; one that they could conceivably teach after graduation. Over the course of the Spring semester, P660 students will be guided through the entire process of course development, including curricular decisions, syllabus composition, teaching style, lecture preparation and delivery, assessment choices, and grading.

Grades in P660 will be determined by performance on 5 class assignments (see below), and additionally, on student evaluations received after successful performance as a P211 lab instructor subsequent to P660. **P660 will be graded on a deferred-R basis!** Letter grades will be assigned (replacing the R) after student evaluations are collected and factored-in.
1 9-Jan Introduction to course, questionnaire
2 16-Jan Developing syllabi & curricula.
3 23-Jan (Syllabus due) Learning goals, course objectives, assessment choices
4 30-Jan Student evaluations and teaching style
5 6-Feb Review of syllabi; Best practices of lecturing
6 13-Feb (Lecture due) Microteaching: Lecture
7 20-Feb Exams, questions, and connections to objectives
8 27-Feb Norming session on P211 papers, grading techniques
9 6-Mar (Assignment instructions, rubric) Panel with current P211 instructors
10 13-Mar Spring Recess (class does not meet)
11 20-Mar Classroom management, rights and responsibilities, misconduct
12 27-Mar Role-playing exercises on student issues, the neuroscience of a 19-year-old
13 3-Apr (Guided discussion due) (class does not meet)
14 10-Apr Observations of P211 Laboratories
15 17-Apr Reflections on P211 observations; Teaching statements, appointments, and careers
16 24-Apr (1-page paper* due) Reflections on pedagogy, learning, and motivation.

* Final 1-page (single-spaced) paper can take one of two different forms: It can be a teaching statement that summarizes your teaching philosophy, or it can be a review of literature on an applied teaching topic of your choosing.

GRADE CALCULATION

\[ X = 0.18(A + B + C + D + E) + 0.20(Z) \]

Where \( X \) is your total percent score in the course, and \( A, B, C, D, \) and \( E \) are the five assignments: (A) Syllabus, due 1/23; (B) Lecture, due 2/13; (C) Assignment instructions, rubric, due 3/6; (D) Guided discussion, due 4/3; and (E) 1-page paper, due 4/24. \( Z \) is the average of your highest percentile measures (between your two P211 laboratory sections) of the following four end-of-semester evaluation items: Instructor is outstanding, Instructor is enthusiastic, Instructor is available to students, and Instructor recognizes when students fail to comprehend.
In P660, students will develop materials (syllabi, assignments, lectures, etc.) for a course that they could conceivably teach after graduation. In order to place some reasonable and realistic guidelines on these activities, the following restrictions apply:

- P660 students must choose from the 10 courses listed to the right, each 3 credit hours.
- Enrollment will be roughly 80 students.
- Class will meet three times each week, and one such meeting may be in a computer lab.
- Indiana University’s Fall 2013 official calendar applies.
- The course must use a single textbook.
- Imagine that the course is being offered to the Indiana University undergraduate student population.

In general I’ll try to adhere to this syllabus; however, I reserve the right to make changes in the syllabus, such as changes to assignments, due dates, topics and so forth. Such changes will be announced in class.

There are many different successful approaches to college instruction. In P660, I’ll offer a framework for teaching that is guaranteed to result in better-than-average evaluation scores and student learning outcomes. We accept that there will be other ways to achieve this goal, but since P660 students have minimal instructional experience, any maverick approaches to class assignments will be approached with (and graded with) skepticism.