

# P660 Teaching of Psychology

## Spring 2017 Syllabus

### CLASS TIME AND PLACE

Section 7641: Monday, 11:30 AM – 12:45 PM in PY 230

Section 33986: Tuesday, 11:15 AM – 12:30 PM in PY 230

### INSTRUCTOR INFORMATION

Instructor: Rick Hullinger

Office: PY A300B

Office Hours:

Monday 1:30 – 4:00 PM

Tuesday 1:30 – 4:00 PM

Wednesday 10:30 AM – 12:00 PM

Or by appointment

Office Telephone: 812.856.6854

Email Address: [rahullin@indiana.edu](mailto:rahullin@indiana.edu)

### COURSE OVERVIEW

This class is designed to equip you with practical skills that will facilitate teaching success in today's college classrooms. Our 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 1<sup>st</sup> or 2<sup>nd</sup> year of the program, and P660 must be taken prior to the P211 laboratory instruction teaching internship.

### COURSE GOALS

Successful students will be:

- Prepared to teach effectively, in the P211 lab, in undergraduate courses, and beyond the classroom. This preparation will span the entire teaching process, from curriculum design and syllabus composition to lecture preparation and delivery, through assessment and grading
- Motivated and equipped to teach well
- Well versed in the critical aspects of classroom management including the rights and responsibilities of both students and instructors, ethics, and how to promote a diverse and inclusive classroom
- Primed to document and professionally present their teaching abilities to further their career goals

### ASSIGNMENTS / GRADING

Your progress in P660 will be measured through in-class discussion participation, performance on the assignments listed below, and on the faculty and student evaluations received after successful performance as a P211 associate instructor subsequent to P660. P660 will be graded on a deferred-R basis. Letter grades will be assigned (replacing the R) after you have taught P211, revised your and teaching statement, and your teaching evaluations have been reviewed and factored into your grade.

The teaching evaluation portion of your P660 grade is made up of two components:

- 1) Scores from four questions presented on the end-of-semester course evaluations: “Instructor is outstanding”, “Instructor is enthusiastic”, “Instructor is available to students”, and “Instructor recognizes when students fail to comprehend”.
- 2) Feedback from teaching observations. At least twice during your tenure as a P211 lab instructor, a teaching mentor will observe portions of your lab classes and provide feedback on your teaching.

Your final grade is computed using the following formula:

Syllabus and Assignment Creation	15%
Microteaching	15%
Paper Grading (Norming Session)	15%
Teaching Statement (draft & final version)	15%
Class Participation	15%
P211 Lab Visits and Reports	5%
Participation in IU’s <a href="#">Classroom Climate Workshop</a> (prior to teaching P211)	5%
FERPA and Title IX Training	5%
Teaching Evaluations	10%
Total	100%

#### **FEEDBACK**

Do not wait until the end of the semester course evaluations to let me know that I could be doing something better. Tell me as soon as possible so that I can make the class as valuable and relevant as possible as we go along. If you have any feedback, good or bad, about the course or how it’s being taught, please feel free to send it to me *anonymously* using this link:

<http://www.indiana.edu/~rahteach/feedback.html>

#### **ACADEMIC HONESTY**

This course is conducted under the University's Ethics Code. Specifically, it is considered cheating if you obtain any kind of information about answers and solutions to the work in this course from any non-intended source (including your peers) or conversely transfer such information to others. It is also considered cheating if you lie to me about an absence relating to a homework assignment, quiz, or exam. The punishment for academic dishonesty may include a grade reduction or a zero on any quizzes, assignments, and/or exercises, failure of the course, and/or other actions as determined by the instructor and/or the Dean of Students.

#### **STATEMENT FOR STUDENTS WITH DISABILITIES**

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Well Library, Room W302. Walk-ins are welcome 8 to 5, Monday to Friday.

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**DISCLAIMER**

This syllabus is an outline of the course and its policies, which may be changed for reasonable purposes during the semester at the instructor's discretion. You will be notified in class and / or via email if any changes are made to this syllabus, and an updated syllabus will be provided on Canvas.

**PSY P660, Spring 2017**  
**The Teaching of Psychology – Schedule**

<b>Date</b>	<b>Description</b>	<b>Assignment Due</b>
Jan 9/10	Introductions	
Jan 16/17	No class: MLK Jr. Day (No Tuesday class, either)	
Jan 23/24	Course Design and SLOs	Intro Videos & Build-A-Prof
Jan 30/31	Content Delivery (Lectures and Discussions)	
Feb 6/7	Assessment and Testing	
Feb 13/14	Feedback	
Feb 20/21	P211 Paper Norming Session	Paper Grading
Feb 27/28	Classroom Technology	
Mar 6/7	P211 Overview	1st Lab Visit Report
Mar 13/14	No class: Spring Break	
Mar 20/21	The Syllabus	
Mar 27/28	Teaching Evaluations	Syllabus and Assignment Creation
Apr 3/4	Microteaching	Microteaching
Apr 10/11	P211 AI Question and Answer	
Apr 17/18	Classroom Climate: Academic Integrity	2nd Lab Visit Report
Apr 24/25	Classroom Climate: Diversity	Teaching Statement Draft