Psychology 7990  
Teaching of Psychology  
112 Prescott Hall  
1:30-4:20 Th

Instructor: Emily Elliott, Ph.D.  
Office: 228 Audubon Hall  
Office Hours: T 1:30-2:30; by appointment  
Email: eelliott@lsu.edu  
Phone: 578-7460

Course Objectives

- To have instructors develop a fuller grasp of “hands-on” aspects of teaching including, but not limited to, assigning and grading papers, writing exams, and asking and answering questions in class.
- To help instructors begin to incorporate new elements into their classes, particularly concerning critical thinking, diversity, and active learning.
- To encourage instructors to identify and continue to develop their own personal style in the classroom.

Course Activities

✓ You will choose a course that is “your own” to prep.  
✓ You will develop learning goals for your course.  
✓ You will build a syllabus based upon these learning goals, and will create a plan to implement your own teaching strategies.  
✓ You will begin to develop your own assessment tools, including creating an exam.  
✓ You will identify your teaching philosophy, and begin to create your teaching portfolio.

Grading

Attendance is expected and class participation is an essential component of the final grade (25 points). Participation may be assessed through web-based assignments, short writing activities or quizzes. In addition, there are several required pieces of work:
1. Develop and refine your syllabus (first draft, 20 points).  
2. Develop a lecture/activity hybrid for your course (30 points). Your class will be 30 minutes long, so you must prepare material that would cover the entire class period. You will present to the class.  
3. Participate in peer review to evaluate presentations in #2 (15 points). A rubric will be provided. You may “drop” one peer review with no penalty. You will upload a copy of your completed rubric to Moodle.  
4. Prepare an exam for your “class”, including a key, that covers at least some of the content that you presented in your class lecture/hybrid (25 points).  
5. Participate in peer review to evaluate an exam written by a classmate. A rubric will be provided (10 points).  
6. Develop and refine your philosophy of teaching (first draft, 10 points).
7. Observe an undergraduate Psychology class. Contact the instructor for permission first, and ask to review a copy of their syllabus. Upload the syllabus and your written observations to Moodle (15 points).

8. Complete a first version of your teaching portfolio including your revised syllabus, revised philosophy of teaching, and your exam. It must include a current copy of your CV, a letter of intent and a table of contents. You must consider your future role in teaching, and how you will continue to update and refine your techniques (50 points).

Therefore, there are 200 total points in the class. The grading scale is detailed below (89.99% is the lowest A-, etc...).

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.99%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% &amp; under</td>
</tr>
</tbody>
</table>

Diversity Statement

“LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.”

(http://uiswcmswb.prod.lsu.edu/edco/edco/DiversityStatement/item25970.html). For more information regarding Diversity at LSU, please visit the website for the Office of Diversity, or contact them in 135 Thomas Boyd Hall, by phone 225-578-5736, or by email diversity@lsu.edu.

For more information regarding the department’s efforts to increase diversity, please visit the webpage for the Committee on Diversity and Outreach in Psychology (CDOP), http://www.lsu.edu/hss/psychology/about/diversity.php.

Special Needs: Please let me know as soon as possible if you have any special needs for class or for testing. It is your responsibility to let me know. Come see me privately after class so that your needs can be addressed. If you need information, contact the Office of Disability Services, 112 Johnston Hall, Phone: (225)578-5919, TDD: (225)578-2600,E-mail: disability@lsu.edu.
Academic Integrity: All students are responsible for observing the highest standards of academic and personal integrity. You are bound by the LSU code of Student Conduct, which can be accessed at http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument. The penalties for academic dishonesty are severe and ignorance is NOT an acceptable excuse. I will refer all suspected cases of alleged academic dishonesty to the Office of the Dean of Students. Academic dishonesty includes any act that violates the academic integrity of the university.

Suggested topics and readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Introduction and Goals</td>
<td></td>
<td>Pick your “class”; Complete Teaching Goals Inventory for next week.</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>Nuts and Bolts/Designing a course</td>
<td>Putnam, Sungkhasettee, &amp; Roediger, 2016</td>
<td>What is the culture of LSU? What are the learning goals for your course?</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Current state of college education</td>
<td>Teaching Naked Ch. 1-2; Dietz &amp; Heinrich, 2014</td>
<td>Assessment techniques activity due.</td>
</tr>
<tr>
<td>Feb. 2</td>
<td>Writing a syllabus/Developing learning outcomes</td>
<td>Little &amp; Bjork, 2016</td>
<td>Look at previous syllabi from your own courses</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Writing a syllabus/Developing learning outcomes</td>
<td>Teaching Naked Ch. 4 &amp; 8</td>
<td>Textbook selection activity due.</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Departmental Policies; Testing, Grades, &amp; Cheating</td>
<td>Karpicke et al. (2009); Nguyen &amp; McDaniel (2015)</td>
<td>Familiarize yourself with University policy on cheating</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Testing continued/ Technology</td>
<td>Dallaire (2011); Zayac et al. (2016)</td>
<td></td>
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<tr>
<td>Mar. 2</td>
<td>Lectures/ Flipping the classroom</td>
<td>TN Ch. 9-11; Haak et al. (2011)</td>
<td>Turn in draft of your syllabus</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>Problem Students</td>
<td>Boysen (2012); Serra &amp; DeMarree (2016)</td>
<td>Turn in your exam and answer key; Begin writing a draft of your teaching philosophy</td>
</tr>
<tr>
<td>Mar. 16</td>
<td>Teaching Portfolios</td>
<td>See Moodle contents</td>
<td></td>
</tr>
<tr>
<td>Mar. 23</td>
<td>Writing Assignments</td>
<td>Greenberg (2015)</td>
<td>Turn in draft of teaching philosophy</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>Diversity</td>
<td>Galinsky et al., 2015; Fuentes &amp; Shannon, 2016</td>
<td></td>
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</tbody>
</table>
Jan. 19

Jan. 26

Read Chapters 1-2.


Feb. 2

Feb. 9

Feb. 16


**Feb. 23**


**March 2**


**March 9**


**March 23**

**March 30**


**April 6**

April 20


April 27
