

Roosevelt University
Psychology 681-02
Instructor Development Seminar
Fall 2018

Professor: Steven Meyers, PhD, ABPP

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Course Meetings: Chicago Campus, Wabash Building 1109: Thursdays, 2:00 – 4:30 pm

Office Hours: Tuesdays, 10:45 am – 12:00 pm; Thursdays, 12:30 – 2:00 pm; and by appointment.

Required Texts: Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass. ISBN 0787965677. Buy via Amazon at <http://amzn.to/2vYvBcF>

Keith-Spiegel, P., Whitley, B. E., Jr., Balogh, D. W., Perkins, D. V., & Wittig, A. F. (2002). *The ethics of teaching: A casebook* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum. ISBN 080584063X. Buy via Amazon at <http://amzn.to/2voPkP9>

All books can be purchased through Amazon.com using the links above or at the Roosevelt University bookstore.

In addition, you will need to download readings from the Blackboard class site at <https://roosevelt.blackboard.com>, indicated by [Bb] below.

Course Prerequisites:

Doctoral students in the Department of Psychology may enroll in PSYC 681 only after they have earned their MA degree and it is awarded on their transcript. Enrollment is predicated on receiving a concurrent undergraduate teaching assignment or one during the semester immediately following this class. Departmental permission is required.

Course Overview and Goals:

The Instructor Development Seminar is a 3-credit course that provides the opportunity to refine students' teaching skills in conjunction with assuming full instructional responsibility for an undergraduate class offered by the Department of Psychology at Roosevelt University. Students learn essential teaching techniques, engage in experiential activities to hone their skills, rehearse a wide range of teaching methods, systematically reflect on their performance, and prepare a teaching portfolio that documents their teaching expertise.

At the end of the semester, students should be able to:

- Display knowledge of, appropriately select, and implement a variety of teaching strategies.
- Display knowledge of, appropriately select, and implement a variety of evaluation strategies.
- Modify instruction and evaluation to reflect students' individual differences and diversity.
- Obtain and integrate multiple forms of feedback to enhance their teaching.
- Articulate and enact relevant ethical principles for teaching practice.

This course also addresses profession-wide competencies for doctoral students. The most relevant include: the critical evaluation of research pertaining to the subject matter; the knowledge of and adherence to APA and other relevant ethical guidelines that focus on teaching; an understanding of how your personal characteristics affect the way in which you interact with others; the ability to effectively address diversity in your role as an instructor; self-reflection regarding your professional functioning and demonstrating an openness to feedback and supervision; and behaving in ways that reflect the values and attitudes of psychology (i.e., integrity, professional deportment, professional identity, accountability, and concern for the welfare of others).

Each of these goals will be achieved through students' completion of assigned readings and in-class activities as listed in the syllabus, and will be measured through students' performance through microteaching, written journal assignments as well as their undergraduate teaching.

Brief Instructor Biography:

I am a Professor of Psychology and the Associate Department Chair. I have been working at Roosevelt University since 1996. As a clinical psychologist, my research and teaching generally focuses on children's well being and family relationships. I also write about and research effective college instruction practices. My teaching has received six awards and honors, including being selected as the Illinois Professor of the Year by the Carnegie Foundation, as well as my receipt of the Teaching Excellence Award from the Society for the Teaching of Psychology.

I am especially proud of the 143 alumni of the Instructor Development Seminar, which I created in 1997. They have taught 521 course sections with a combined enrollment of more than 9,300 students at Roosevelt University over more than 20 years.

Course Requirements:

This course involves a contract grading system. There are some elements of the class that are required for all students, comprising 70 points (or 70% of your final course grade, as there are 100 points possible before extra credit opportunities). These include attendance, microteaching, peer visits, and the teaching portfolio.

You will then have choices in terms of how you satisfy the remaining class requirements to accumulate your points. The assignments you select will vary, though, depending on whether you are teaching this semester or next semester. These flexible assignments comprise 30 points (or 30% of your final course grade), with the possibility of earning three extra credit points for a total of 33 points. Be sure to carefully keep track and make steady progress throughout the course.

*All assignments should be printed out and turned in when we meet in class rather than submitting materials electronically. **Please be sure to clearly label the type of written assignment that you are submitting and the maximum number of points for that assignment.***

Fixed Requirements/Assignments -- All students complete all of these.

1. Attendance and participation in seminar meetings

There are 14 seminar meetings during the semester. We use these for check-ins and supervision; gaining skills (e.g., developing course goals and syllabi, lecturing, facilitating discussion, using active learning strategies, developing tests, grading, ethical behavior); and experiential activities (e.g., microteaching and application-oriented exercises).

Participation entails attending all meetings and actively participating in discussions and exercises. Attendance is required; contact me as soon as possible if you will be unable to attend class. Students earn 3 points for attending each session, for a total of 42 points (or 42% of your class grade) over the semester. Arriving late or leaving early results in a prorated reduction of the amount of credit that you receive.

2. Microteaching

Microteaching is a training activity in which you will teach a brief 8-minute lesson and analyze your performance. It isolates a single teaching skill or task, such as lecturing, using active learning skills, or leading discussion. Each student will microteach on **two** out of the three dates listed on the syllabus. You will complete one lecture-based microteaching exercise; your second microteaching will demonstrate leading active learning or discussion. More specifically, you will prepare and present an 8-minute lesson demonstrating the requested skill to your peers in the seminar. The topic of the lesson should reflect content from the course that you currently teach or plan to teach. After the initial presentation, your peers and I will provide you

with feedback. In addition, you will be involved in your own critiquing process. Microteaching is a supportive exercise that includes encouragement and allows you to build on your strengths.

The two microteaching exercises are each worth 5 points (10 points total for the pair of exercises, or 10% of your class grade). Each microteaching exercise is evaluated on the extent to which you adhered to the recommendations provided in the readings and class for the particular target skill (i.e., lecturing, discussion, or active learning) as well as your level of proficiency in demonstrating the target skill. Feel free to consult with me as you plan your microteaching lessons.

3. Peer visit

You will visit and observe the class of your peers from the Instructor Development Seminar during this semester (one observation if you are teaching this semester, two observations if you are teaching next semester). Some students may also select to observe IDS “graduates” who are currently teaching as well. You and your peer will determine the best time to attend (minimum observation length: 60 mins) and you will use the model of “peer coaching” to guide your observations and suggestions. This involves providing requested feedback on specific points in a supportive fashion. We will discuss this in greater detail in class (also see Davis, pp. 477-479).

At the conclusion of your peer visit experience, you will type a summary of what you and your partner learned from this experience that is *at least four pages* in length. Be sure that your essay addresses the following questions: (a) What did you request feedback about?; (b) What did your peer say and share?; (c) What feedback did your peer request?; (d) What did you observe?; and (e) What ideas or techniques can you “borrow” from your peer in your own teaching? If you are teaching next semester, you will be able to submit “c” to “e” in terms of the points above. Please refer to your partner by name, and include the Observation Checklist Forms with your submission. Your paper is due on November 8 in class, will be worth 8 points (or 8% of your final class grade).

4. Teaching portfolio

During finals week (December 13), you will submit a teaching portfolio that represents the culmination of your work. I will evaluate your teaching portfolio on a 10-point scale, accounting for 10% of your final course grade.

Your teaching portfolio reflects your teaching philosophy, summarizes your teaching experiences, and documents your effectiveness. Constructing a teaching portfolio presents an opportunity to contemplate your professional development and is a useful way to document your expertise for later job searches. Buy a loose-leaf binder to organize the following materials effectively. Separate the different sections using dividers or tabs, and include a table of contents. Text should be typewritten and double-spaced.

a. *Description of your teaching responsibilities*

Describe the course that you have taught (or will teach). In your narrative, include the course title, the enrollment, the course level (i.e., introductory, intermediate, or advanced undergraduate), as well as a summary of the course content. This section will be at least one page in length.

b. *Teaching philosophy*

Describe your teaching philosophy. Your well-organized statement will express the overarching goals that guide your teaching. Each paragraph should begin with a statement of a particular teaching value, and will be supported by concrete illustrations of how you have accomplished (or will accomplish) this objective in your course. Thus, broad statements are followed by specifics. This section will be no less than three pages in length. I would be happy to provide you with early feedback and suggestions for improving your teaching philosophy if you submit it to me two weeks before it is due.

c. *Effectiveness data*

First, provide the quantitative and qualitative assessments of your teaching (i.e., student ratings and comments) that you have gathered throughout the semester. Include the actual forms and data. Second, write a self-assessment of your teaching skills. Highlight your strengths and how you have developed your teaching skills. This section should be informed by the feedback you received from microteaching. Describe specifically how you intend to improve your teaching in the future. This narrative should be about two pages in length.

Students who have yet to teach will instead focus on a self-assessment of their teaching skills based on their microteaching. This will feature a summary of their strengths, areas that need enhancement, as well as specific goals for self-improvement that they will implement during the upcoming semester.

d. *Supporting materials*

Include a copy of the following materials: (1) course syllabi; (2) sample lecture notes, slides, and hand-outs; (3) representative class assignments, such as tests, papers, and projects; and (4) sample student work, such as graded essay assignments or term papers. Students who have yet to teach will include all of these, except for sample student work.

Flexible Assignments/Requirements

Students will vary in terms of how they complete the remaining course requirements. Your goal is to accumulate 30 points of assignment credit using the options listed below. Carefully plan and budget over the course of the semester! If you do not earn full credit on an assignment or wish to earn additional points for any reason (including making up for one

missed class session), you may complete additional assignments up to a maximum of 33 points. Students who are teaching this semester do have 20 points of these assignments “pre-selected” for them.

1. Video analysis of teaching (6 points each)

a. *Session 7 journal involving video analysis for students who are teaching, due October 11*

You will be video recorded on two occasions during the semester while teaching your class. You will then analyze each recording and critique your skills in a journal.

To arrange for video recording, you must order a camera at least two weeks in advance of the date of your class. We will do a sign up during one of our sessions to coordinate. You will need to have a flash drive (8 GB minimum) on hand to capture the video as well for your class.

For this journal, carefully watch the video of your teaching and then complete the form, “Getting the Most From Your Videotape,” located on the Blackboard site. In narrative form, summarize your strengths and weaknesses as an instructor based on your analysis of the recording. In addition, develop a set of teaching goals/objectives to address the teaching areas that you want to improve most. Hand in your flash drive, the “Getting the Most From Your Videotape” form, a written summary of the content and goals of your lecture, a copy of your slides, and any handouts distributed in class with your journal entry.

b. *Session 14 journal involving video analysis for students who are teaching, due December 6*

Students who are teaching this semester will video their performance a second time towards the end of the term, following the same reservation procedure that is described above.

Carefully watch the second video of your teaching and then complete the form, “Getting the Most From Your Videotape,” located on the Blackboard site. In narrative form, write about your strengths and areas that you would like to improve, comment on significant differences that you noticed from your first videotaping. Describe in detail how your teaching style changed over the course of the semester. Hand in your video recording, the “Getting the Most From Your Videotape” form, a written summary of the content and goals of your lecture, a copy of your slides, and any handouts distributed in class as well as your journal entry.

c. *Guest lecture and journal involving video analysis for students who are teaching next semester*

Students who are teaching next semester can choose to guest lecture (minimum length = 45 mins) in one of their seminar peers’ classes. Using the procedure described above, arrange to have the lecture recorded, analyze your performance, and then complete the journal. This will provide you with the opportunity to try out the skills you are learning in the seminar and to reflect on your performance before your own class begins.

2. Lengthier Journals (750 word minimum; 4 points each)

Each of these 750 word (minimum) journals is worth 4 points. As described below, some are required and are due on specific dates for students who are currently teaching this semester. Others can be fulfilled in more flexible ways.

a. *Session 3 journal required for students who are teaching, due September 13*

Use this journal to provide a self-reflection about your teaching to date. Highlight some successes that you have had, some struggles that you have encountered, and how you will be responding to these challenges in your upcoming classes. If you have received feedback in our seminar, please use this as an opportunity to describe how you have implemented any recommendations that were provided.

b. *Session 5 journal (involving data collection) required for students who are teaching, due September 27*

You will be administering **two** forms to your class for this journal. Both are located on the Blackboard site. One is called the “Student Rating Form.” You have to make copies of this beforehand and distribute them to your class. The other is the “Early Feedback Exercise,” which presents students with instructions for providing narrative feedback.

After your students have completed these two feedback forms, write a journal entry that summarizes your students’ ratings and comments. Hand in the actual forms completed by your students with your journal entry. Please calculate and present the mean and standard deviation for each item on the “Student Rating Form” as well.

c. *Ethics analysis*

Journals can focus on answering the discussion questions posed in the Keith-Spiegel text. Each chapter in this textbook includes several thought-provoking questions. Choose three or four to answer in detail. You may choose any particular questions that you like within that set of weekly readings from the Keith-Spiegel book. I also recommend that you (a) choose those scenarios or issues that are likely to be the most relevant for your own teaching; (b) clearly articulate your decision-making process and how you would approach the issue; and (c) specifically state what you would do or advise for the scenario. ***Indicate the page and number of the discussion questions you answer.***

d. *Second self-reflection (option for students who are teaching this semester)*

Provide another self-reflection about your teaching. Highlight some recent successes that you have had, some struggles that you have encountered, and how you will be responding to these challenges in your upcoming classes. If you have received feedback in our seminar, please use

this as an opportunity to describe how you have implemented any recommendations that were provided. Since this would be your second self-reflection journal, you should describe how you have changed or developed your teaching practices since your initial version of this assignment.

e. *Lengthier materials analysis*

Students generate many products when they teach – syllabi, lectures, exams, written assignments, and more. These can be created if you are teaching this semester or in anticipation of next semester. This assignment involves submitting the particular product, and then writing a separate analysis of it. In your analysis, describe your rationale for how and why you developed this material/product, how this material/product connects with your course goals, and a detailed critique in light of best practices as elaborated in our seminar and the readings.

f. *Lengthier peer feedback or materials critique*

One helpful aspect of this class is that we support each other's teaching. Peers may choose to share a real problem or dilemma that they are experiencing, or they may share materials from their teaching with you. (This may occur in your group check-in, individually, or even outside of class upon your arrangement.) This assignment then involves your writing a journal that provides the peer with detailed and thoughtful feedback about the dilemma or the materials. Your responses should be informed by best practices, as elaborated in our seminar and in the readings. The journal should include a description of the dilemma or the materials/products so that I can understand your response. The peer should also receive a copy of your feedback/critique.

3. Brief Submissions (250-300 word minimum; 2 points each)

a. *Reading comments and questions*

At the beginning of the particular class, turn in a comment and question set based on the assigned readings for that day. For the *comment* section of the assignment, focus on an important concept, research finding, or idea from the week's readings. Explain why you found this idea interesting, how it applies to your current or future teaching, or how it connects to your emerging understanding of the course topics. The minimum length of your comment is 125 words.

For the *question* section of the assignment, develop a connected set of questions about the readings that you would like me to answer. This set of questions will be a paragraph in length, with a minimum of 125 words. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as "quiz questions" that you may have written for other classes -- answers are not found neatly in the readings, but build on them. Here is an example of a good question and one to avoid:

	<i>Description</i>	<i>Example</i>
<i>Poor</i>	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information. They are also often significantly shorter than one paragraph in length.	“What are the advantages and disadvantages of distributing lecture outlines to my students when I teach?”
<i>Good</i>	Questions that require answers which encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer (i.e., at least one paragraph in length), may have several parts to them, and cut across different areas. They will almost always be a full paragraph in length. <i>(Note that this is still shorter than the minimum length, but it gives you an idea.)</i>	“What are the advantages and disadvantages of distributing lecture outlines to my students when I teach? I am concerned that students will attend class less often or will not take notes if I hand them an outline. On the other hand, I think that my lecture outlines can help them organize the material that I am presenting in each session. Are there other ways of providing students with an organizational structure each day that would still require their effort and attention in class?”

b. *Brief materials analysis*

Please see the description for “Lengthier materials analysis” in 2e above. This version follows the same format, except the length of your analysis and critique is shorter (250-300 words) because brevity makes more sense.

c. *Brief peer feedback or materials critique*

Please see the description for “Lengthier peer feedback or materials critique” in 2f above. This version follows the same format, except the length of your analysis and critique is shorter (250-300 words) because brevity makes more sense.

4. Online teaching class on Blackboard (6 points)

You have been enrolled in an online teaching course – the Online Teaching Academy – on Blackboard. You will find it when you access your Blackboard account and see your courses towards the bottom. It contains self-paced modules that review best practices for teaching an

online class or for using elements of Blackboard that are helpful in supplementing your face-to-face course.

Review the content in this class (I'll make recommendations about which sections are most useful), and write at minimum a 750 word journal summarizing the most important lessons that you learned about how to be an effective online instructor. You can focus on techniques or strategies that you are most likely to use if you were to teach online for the Department.

Computation of Grades:

Scores from each component of the class will be added together. "A point is a point" in terms of grade calculation, as assignments are not weighted beyond their stated point value. Numerical grades will be converted to letter grades according to the following scale. Please note that there will be absolutely no rounding of final scores under any circumstance. For example, a final score of 89.99 will translate into a "B+" for the course.

Grade	Total Points	Grade	Total Points	Grade	Total Points
A	93.00 – 100	A-	90.00 – 92.99	B+	87.00 – 89.99
B	83.00 – 86.99	B-	80.00 – 82.99	C+	77.00 – 79.99
C	73.00 – 76.99	C-	70.00 – 72.99	D+	67.00 – 69.99
D	63.00 – 66.99	D-	60.00 – 62.99	F	59.99 and below

Incomplete and Withdrawal Policies:

I also want to inform you that I strictly follow the Registrar's policy for assigning Incompletes for this course. That is, a grade of **I** will only be assigned when a small portion of the total semester's work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe. I encourage you to withdraw from PSYC 681 if you feel that you will be unable to complete the requirements for the course within the expected timeframe, and you are not teaching during the present semester.

The tuition refund schedule and withdrawal deadlines are published for each semester on the University's Important Dates page at <https://www.roosevelt.edu/current-students/campus-life/important-dates>. Instructions about how to withdraw from a course can be found at <https://www.roosevelt.edu/current-students/academics/register-classes>. The last day you can choose to drop courses with a **W** grade for this term is November 1.

After the withdrawal deadline, students may not withdraw from courses without completing a Petition Form for Late W Grade found at <https://www.roosevelt.edu/current-students/academics/register-classes>. The petition form requires the student's signature and the approval of the instructor, department chair, and dean or dean's designee. It also requires a statement of the non-academic reason for your late withdrawal, including the reason student was unable to withdraw by the deadline and related documentation.

Withdrawing from courses may have serious consequences for academic progress towards the degree, financial aid eligibility, repayment of refunds, visa requirements (for international students), and eligibility for competition (for student athletes). Students should consult carefully with their instructors and academic advisors and must meet with a financial aid advisor before withdrawing from classes after the semester has begun.

Late Work, Missed Work, and Make Up Work Policy:

Credit for participation cannot be made up, due to the nature of this particular element of the course. Assignments with stated due dates have a late penalty of 0.25 points per day, including weekends and holidays. Late assignments should be submitted by email and will receive a return email confirming receipt. All flexible assignments/requirements must be submitted by December 6. However, students should submit them earlier as the course progresses for feedback and optimal pacing. In the absence of a documented, legitimate reason for missing a required assignment, a grade of **F** will be assigned for that work.

Academic Dishonesty:

All students will be held to the University's standards regarding academic dishonesty, as described in the student handbook and on the University's website. Please refer to <https://www.roosevelt.edu/current-students/academics/register-classes/academic-integrity> for more information. *Ignorance of standards will not be accepted as an excuse.* Students must guard against all forms of plagiarism. In particular for written assignments, students must follow APA style requirements, such that references must be cited in the body of the paper and listed in a Reference section. Direct quotes must be identified either by quotations marks for brief quotes or indentations for longer quotes, with the page number of the original article included (see the *APA Publication Manual*, 6th edition for details). Students found guilty of academic dishonesty may receive an **F** for the assignment, and their names will be forwarded to the Student Services office. Receiving an **F** for the assignment does not preclude imposition of other penalties by the University, including dismissal.

Disability Services:

Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found at <https://www.roosevelt.edu/Policies/Disabilities>. If any member of the class feels that he or she has a disability that qualifies under the American with Disabilities Act and needs accommodations of any nature whatsoever, special accommodations will be made upon recommendation of the Academic Success Center's Office of Disability Services; see <https://www.roosevelt.edu/student-experience/disability-services>. This office will alert professors of appropriate accommodations that must be made. Please advise me of any such disability and the desired accommodations at earliest point possible. The Academic Success Center is located in AUD 1050 in the Library in Chicago, and the phone number is 312-341-3818.

In Schaumburg, the office is in Room 125, and the phone number is 847-619-7978. Email Adam Wouk at awouk@roosevelt.edu or Danielle Smith at dsmith51@roosevelt.edu.

Title IX:

Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are *mandated reporters* of incidents involving sexual or gender-based violence or harassment. More information can be found at [**https://www.roosevelt.edu/title-ix**](https://www.roosevelt.edu/title-ix)

Disclosures made to faculty or teaching assistants (TAs) about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus *must be forwarded* to the Title IX Coordinator. The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are two confidential advisors on campus who are not mandated reporters. They are Audrey Guy, 312-244-0577; and LaDonna Long, 312-244-0426. Both are available via phone all hours. The Counseling Center (430 S. Michigan Avenue Room 470, Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

Electronics Policy:

It is easy to take notes by hand in PSYC 681 because each lesson will involve a relatively small number of slides. Because of this, students are **not** permitted to use laptop computers in class (unless they have a documented reason like a learning disability). This policy helps students because it reduces distractions and writing notes helps you retain information better than typing. Also, please be sure that your cell phone is set on vibrate at the start of every class.

I also have created a text service for this class. Text the message [@rupsyc681](https://text.rupsyc681.com) to the number [81010](tel:81010) to receive helpful reminders, advice, and announcements.

Religious Holidays:

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each

semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail.

There are other university resources that you can access. These include the University Writing Center in the Learning Commons (AUD Library, 10th floor, 312-341-2206; <https://www.roosevelt.edu/current-students/support-services/learning-commons/writing-center>); the Academic Success Center for tutoring, peer mentoring, and other assistance (AUD Library, 10th floor, 312-341-3818; <https://www.roosevelt.edu/current-students/support-services/learning-commons>); and the Counseling Center (AUD 470, 312-341-3548; <https://www.roosevelt.edu/current-students/support-services/counseling-center>).

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated. The responsibilities of learning in a community are similarly addressed in the university's Student Code of Conduct, <https://www.roosevelt.edu/current-students/support-services/complaint/conflict-resolution>.

If you have any questions about specific course policies or course content, please outreach me at any time. I am always happy to help. More information about Roosevelt's university-wide scholastic policies is available in the Graduate Catalog: <http://catalog.roosevelt.edu/graduate/>

Finally, I reserve the right to change the syllabus as the semester progresses. This may include updating information as needed, or making minor modifications to course requirements due to unanticipated circumstances.

Calendar and Reading List
Semester dates: August 27 to December 15, 2018

Session 1: Thursday, August 30

Topic: CLASS OVERVIEW AND SETTING COURSE GOALS

Session 2: Thursday, September 6

Topic: CLASSROOM ENVIRONMENT AND SYLLABUS CONSTRUCTION

Readings: Davis, Chapters 1 to 4.

Meyers, S. A. (2003). Strategies to prevent and reduce conflict in college classrooms. *College Teaching*, 51, 94-98. [Bb]

Keith-Spiegel et al., Chapters 1 and 2.

Session 3: Thursday, September 13

Topic: LECTURING EFFECTIVELY

Readings: Davis, Chapters 14 to 19, and Chapters 45 to 51.

Brown, P.C., Roediger, H. L. III, & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Belknap. Chapter 8. [Bb]

Keith-Spiegel et al., Chapter 3.

Note: *If you are teaching this semester:* Session 3 journal, described earlier, is due today.

If you are teaching this semester: We will schedule video recording for your class to occur within the next two weeks.

Session 4: Thursday, September 20

Topic: MICROTEACHING I

Readings: No readings for today.

Session 5: Thursday, September 27

Topic: USING ACTIVE LEARNING TECHNIQUES

Readings: Davis, Chapters 21 to 26, and Chapter 32.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book Company. [Bb]

Meyers, S. A. (1997). Increasing student participation and productivity in small-group activities for psychology classes. *Teaching of Psychology, 24*, 105-115. [Bb]

Keith-Spiegel et al., Chapter 4.

Note: *If you are teaching this semester:* Session 5 journal, described earlier, is due in class today. Remember you need to collect feedback from your students in advance.

If you are teaching this semester: Class video recording completed.

Session 6: Thursday, October 4

Topic: MICROTEACHING II

Readings: No reading for today.

Session 7: Thursday, October 11

Topic: FACILITATING DISCUSSIONS

Readings: Davis, Chapters 9, 10, 12, and 13.

King, A. (1995). Inquiring minds really do want to know: Using questioning to teach critical thinking. *Teaching of Psychology, 22*, 13-17. [Bb]

Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (2nd ed.). Bolton, MA: Anker. Chapter 14. [Bb]

Keith-Spiegel et al., Chapters 19 and 20.

Note: *If you are teaching this semester:* Session 7 journal, described earlier, is due in class today.

Session 8: Thursday, October 18

Topic: MICROTEACHING III

Readings: No readings for today.

Note: We will arrange peer visits today. If you are teaching this semester, you will observe one peer's class and have one observation of your class. If you are teaching next semester, you will observe two peers' classes.

Session 9: Thursday, October 25

Topic: STUDENT EVALUATION: QUIZ AND TEST CONSTRUCTION

Readings: Davis, Chapters 38 to 42.

Ory, J. C., & Ryan, K. E. (1993). *Tips for improving grading and testing*. Newbury Park, CA: Sage. Chapter 1. [Bb]

Keith-Spiegel et al., Chapter 5.

Note: *If you are teaching this semester:* Bring in actual copies of tests and quizzes that you have developed for your class.

Session 10: Thursday, November 1

Topic: STUDENT EVALUATION: WRITTEN WORK AND FINAL GRADES

Readings: Davis, Chapters 34 to 37, as well as Chapters 43 and 44.

Ory, J. C., & Ryan, K. E. (1993). *Tips for improving grading and testing*. Newbury Park, CA: Sage. Chapters 7 and 8. [Bb]

Svinicki, M. D. (1998). Helping students understand grades. *College Teaching*, 46, 101-105. [Bb]

Keith-Spiegel et al., Chapters 6, 7, and 8.

Notes: Bring in copies of written assignments or essays that you have developed (or will be using) for the class that you are teaching. Also, for those students who are teaching this semester, please bring in another copy of your syllabus.

If you are teaching this semester: We will schedule video recording for your class to occur within the next two weeks.

Session 11: Thursday, November 8

Topic: TECHNOLOGY AND ONLINE TEACHING

Readings: Davis, Chapters 11, 20, 33, and 56.

Keith-Spiegel et al., Chapters 13 and 18.

Note: Peer visits write up is due today.

Session 12: Thursday, November 15

Topic: MAINTAINING COMMUNITY AND EMBRACING DIVERSITY

Readings: Davis, Chapters 5 to 8, as well as Chapters 29, 30, and 31.

Sue, D. W. (2013). Race talk: The psychology of racial dialogs. *American Psychologist*, 68, 663-672 [Bb]

Trimble, J. E., Stevenson, M. R., & Worell, J. P. (2004). *Toward an inclusive psychology: Infusing the introductory psychology textbook with diversity content*. Washington, DC: American Psychological Association. [Bb]

Keith-Spiegel et al., Chapters 9, 10, 16, and 17.

Meyers, S. A. (2007). Putting social justice into practice in psychology courses. *APS Observer*. Access at:
<https://www.psychologicalscience.org/observer/putting-social-justice-into-practice-in-psychology-courses>

Note: *If you are teaching this semester:* Second class video completed.

Thursday, November 22

Note: Thanksgiving holiday. No classes.

Session 13: Thursday, November 29

Topic: FACULTY GUEST PANEL

Readings: Read at least 5 of the brief chapters from the online book, *The Teaching of Psychology in Autobiography: Perspectives from Exemplary Psychology Teachers*, available at:
<http://teachpsych.org/ebooks/tia2005/index.php>

Note: Develop at least 6 questions to pose to full-time faculty members from the Department of Psychology. These questions should be related to their teaching experiences and their careers in academia.

Session 14: Thursday, December 6

Topic: REFLECTING ON YOUR EFFECTIVENESS AS AN INSTRUCTOR

Readings: Davis, Chapters 52, 54, 59, 60, and 61.
Keith-Spiegel et al., Chapters 11 and 12.

Note: *If you are teaching this semester:* Session 14 journal, described earlier, is due in class today.

Finals Week: Thursday, December 13

Note: *Finals Week.* Please submit your teaching portfolio to the office of the Department of Psychology (AUD 805) by 4:00 pm. Earlier submissions are welcome.

Reference Sheet for Assignment Tracking

This table summarizes assignment due dates as a handy reference. It differentiates timelines depending on whether you are teaching this term or next semester.

Be sure to refer to the earlier course calendar and information for a description of these assignments and advance dates that are important for preparation.

Session	Date	I'm teaching this semester	I'm teaching next semester
1	8/30		
2	9/6		
3	9/13	Session 3 journal	
4	9/20	Microteaching (definite date) Collect student feedback for your journal next week	Microteaching (possible date)
5	9/27	Session 5 journal	Flexible Assignments – Aim for 10 points submitted by today.
6	10/4	Microteaching (possible date)	Microteaching (possible date)
7	10/11	Session 7 journal	
8	10/18	Microteaching (possible date)	Microteaching (possible date)
9	10/25		Flexible Assignments – Aim for 20 points submitted by today.
10	11/1		
11	11/8	Peer visits write up	Peer visits write up
12	11/15		
13	11/29	Questions to pose to faculty panel	Questions to pose to faculty panel
14	12/6	Session 14 journal Flexible Assignments – 10 remaining points submitted by today.	Flexible Assignments – All 30 points submitted by today.
Finals	12/13	Teaching portfolio	Teaching portfolio