

# ***Trying to Teach Psychology (Methods of Teaching Psychology) Syllabus Fall 2013***

**Credits:** 2.0

**Course information:** PSY-401

**Prerequisites:**

**Instructors:** Nina Bagdasarova, PhD, [nina.bagdasarova@gmail.com](mailto:nina.bagdasarova@gmail.com)

**Class meets:** Thursday 10.50-12:05 a.m. in Room 1/311

**Office hours:** By appointment, at least 2 days before in advance via e-mail or in person

## ***Course Description***

This course is devoted to an art of teaching Psychology. “Art” is a right word for teaching especially for teaching Psychological courses. Using the word “art” doesn’t mean that teacher doesn’t have any skills or instruments for working in the classroom. Only one who is good equipped by these instruments may provide a real inspiration or improvisation during routine classes.

To get better understanding of teachers’ work we will try to acquire the following skills:

- Develop and regularly reflect your own Philosophy of teaching
- Understand how your personality and different teaching styles are shaping your goals and objectives within the teaching process
- Understand how a course might be elaborated
- Get a basic understanding of what does it mean to teach Psychology
- Get the basic skills for courses development

## ***Course Organization***

The course is organized in two major streams: (1) acquiring of theoretical approaches to teaching methods and (2) application of theories to practice including writing syllabi and doing work within the classroom

## ***Methods***

We are going to employ the following learning methods:

- participating in seminar discussion (listening and talking);
- independent reading and research;
- searching for relevant materials for your own course development;
- preparing and conducting presentation;
- group analysis in seminars and individual cross-evaluation;
- preparing and drafting research one course description and teaching portfolio for ir

## ***Seminar Discussion***

It is essential that all students complete their examples/presentations before class in order to participate fully in seminar discussion. Everyone is expected to take part in discussions, which will be based on an attentive listening and friendly criticism. Seminars also provide you with an opportunity to ask questions about things that you don’t understand. Your participation in seminars is a crucial part of your own and others’ learning, and is an important transferable skill. Seminars require the full participation of all students in order to make them effective learning environments.

## ***Literature***

Korn, J. H., & Sikorski, J. (2010). *A Guide for Beginning Teachers of Psychology*. Retrieved from the Society for the Teaching of Psychology Web site: <http://teachpsych.org/resources/e-books/guide2010/index.php>

Essays from E-xcellence in Teaching: <http://teachpsych.org/resources/e-books/index.php>

### *Topics and schedule*

|               | Topics   | Required readings, homework and assignments  |
|---------------|--|--|
| <b>Week 1</b> | <b>Introduction to the course. What does it mean to have your own Philosophy of Teaching</b>                               |  |
| Thu,<br>05/09 | Developing Your Philosophy of Teaching. You and your teaching style  | <i>A Guide for Beginning Teachers</i> , p. 15-39   |
| <b>Week 2</b> | <b>Discussion and practice</b>   |  |
| Thu,<br>12/09 | Individual presentations and classroom discussion: <i>The courses on Psychology what makes the differences in teaching</i> | To prepare a first draft of your teaching philosophy<br><br>Write a short reflection in order to relate your teaching style to your philosophy.        |
| <b>Week 3</b> | <b>The practice on course development</b>  |  |
| Thu,<br>19/09 | Students' presentations on chosen topics   | Choose a course, develop a vision for your ideal course and link that vision to your philosophy, draft your first syllabus including these reflections |
| <b>Week 4</b> | <b>The practice on course development</b>  |  |
| Thu,<br>26/09 | Classroom discussion on cross evaluations  | Write a cross evaluation on your classmate's syllabus  |
| <b>Week 5</b> | <b>The art to be a lecturer</b>  |  |
| Thu,<br>03/10 | Individual presentations and classroom discussion  | <i>A Guide for Beginning Teachers</i> , p. 73-94<br>Prepare a short lecture plan, examples, illustrations and jokes                                    |
| <b>Week 6</b> | <b>Managing Class Discussions</b>  |  |
| Thu,<br>10/10 | Classroom discussion on reading materials  | <i>A Guide for Beginning Teachers</i> , p. 95 -113   |
| <b>Week 7</b> | <b>Managing Class Discussions</b>  |  |
| Thu,<br>17/10 | Practice on organizing a class discussion  | Develop a plan for a class discussion.<br>Apply your plan to practice.   |

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| <b>Week 8</b>  | <b>The active learning techniques and resources</b>                      |   |
| Thu,<br>24/10  | Classroom discussion on reading materials                                | <i>A Guide for Beginning Teachers</i> , p. 114-127  |
|                | <b>FALL BREAK. NO CLASSES (MON, 17/10 - FRI,21/10)</b>                   |   |
| <b>Week 10</b> | <b>The active learning techniques and resources</b>                      |   |
| Thu,<br>31/10  | Practice on classroom work   | Prepare a classroom presentation                    |
| <b>Week 11</b> | <b>NO CLASSES!</b>   |   |
| Thu,<br>07/11  |  |   |
| <b>Week 12</b> | <b>Assessment and Grading</b>  |   |
| Thu,<br>14/11  | Classroom discussion on reading materials                                | <i>A Guide for Beginning Teachers</i> , p. 128 -144 |
| <b>Week 13</b> | <b>Thanksgiving Day. No classes.</b>                                     |   |
| Thu,<br>21/11  |  |   |
| <b>Week 14</b> | <b>NO CLASSES!</b>   |   |
| Thu,<br>28/11  | Thanksgiving...  |   |
| <b>Week 15</b> | <b>Developing a Teaching Portfolio</b>                                   |   |
| Thu,<br>05/12  | Classroom discussion on reading materials                                | <i>A Guide for Beginning Teachers</i> , p. 189-212  |
| <b>Week 16</b> | <b>Developing a Teaching Portfolio</b>                                   |   |
| Thu,<br>12/12  | Individual presentations and classroom discussion                        | Prepare materials for your teaching portfolio       |
| <b>Week 17</b> | <b>FINAL EXAM. Developed course with Syllabus and teaching portfolio</b> |   |
| Thu,<br>19/12  |  |   |

## **Requirements and Evaluation**

We will try to make classes interactive and practical for all of us. It will be possible if you come prepared to all classes, lectures and seminars, having read the required material. Productive work will also be possible if you attend classes regularly, come to class on time. Excessive disruptions, from whatever source or whatever reasons will not be tolerated.

### **Grading system (scores)**

|   |            |
|---|------------|
| Participation in seminar discussions    | 100        |
| Individual presentations/demonstrations | 80         |
| Assignments                             | 50         |
| Final exam                              | 170        |
| <b>Total</b>                            | <b>400</b> |

### **Assessment scale**

|           |              |           |             |
|-----------|--------------|-----------|-------------|
| <b>A</b>  | 91 and above | <b>C+</b> | 66-70       |
| <b>A-</b> | 86-90        | <b>C</b>  | 61-65       |
| <b>B+</b> | 81-85        | <b>C-</b> | 56-60       |
| <b>B</b>  | 76-80        | <b>D</b>  | 51-55       |
| <b>B-</b> | 71-75        | <b>F</b>  | 50 and less |

Note! Grade 'X' – an administrative drop – is initiated only by instructor, which means a student cannot request it.

### **Grading Guidelines for Seminar discussion**

A student comes to class with prepared assignment and ready to give a feed-back other students. The questions should demonstrate student's critical and analytical skills. A student should actively participate in the discussion. Active participant should be ready to support his/her ideas by evidences. A student should be respectful to the opinions of others.

### **Grading Guidelines for presentation/demonstration**

Presentations/demonstrations should be creative well-structured and designed, with Students should be capable to answer to others' critique with clear and convincing arguments.

Note! If you don't attend classes for conducting the presentation you should submit a doctor's confirmation or other evidences explaining your absence otherwise you'll get 'F' for this presentation.

### **Grading Guidelines for Final exam**

The final exam consists of fully developed and completed Syllabus and 2 assignments (presentation, scenarios for group discussion, tasks for homework, essay etc.) that you yourselves consider as the most successful works during the semester. The Syllabus should be creative, well-structured and designed and contain the list of literature and all necessary attachments.

### **Course Deadline: Week 17, 19<sup>th</sup> of December, 2012, by 5:00 PM**

Materials turned in after deadline will have 5 points deducted for each day it's late. There will be no rewrites. Please keep (hard and electronic) copies of your papers for your own records.

### **Academic Integrity**

According AUCA policy the educational activity is free of fraud and deception. No cheating, plagiarism, fabrication of information and citations is acceptable. The facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor are unallowable. Please refer to the University's Undergraduate Catalog 2008-2010 for additional information on Honor Code, which is also available on AUCA website.

***Anyone found to be academically dishonest is subject to receiving an "F" for the course.***

Note! This syllabus is subject to change at discretion of the lecturers to accommodate instructional and/or student needs. You are responsible for any changes announced during lectures/seminars even though you are absent.