



**GRAD 980 Preparing to Teach a  
Psychology Course - 2 credits  
CRN 30876 (Section 2)**

**Dr. James Korn, Professor of Psychology  
Saint Louis University**

**Assisted by  
Dr. Victor Benassi, Professor of Psychology  
University of New Hampshire**

Examination of issues and models involving course design and interaction with students. Products from the course will include a complete course syllabus, a preliminary statement of teaching philosophy, and the first teaching module of a course. 2 credits.

This graduate course will be offered by the Academic Program in College Teaching of the Graduate School at the University of New Hampshire in cooperation with the UNH Department of Psychology, Summer Session, and Teaching Excellence Program.

**Class Meets on UNH campus  
June 11 2002  
9:00 a.m. – 12:00 p.m.  
1:00 p.m. – 4:00 p.m.  
Pettee Hall 106  
Web-based Study (no campus attendance)  
June 12 – August 1 2002**

## Course Objectives

To successfully complete the course, the student will:

- **Design and develop** a comprehensive syllabus for a course in psychology that includes a statement of learning objectives, a testing and grading plan, a description of teaching/learning activities and assignments, reading assignments, and textbook adoption. This protocol for a specific course will reflect best practices related to teaching and student learning.
- **Read and write about** contemporary theory, research, and practice pertaining to such topics as course design, test construction, grading practices, and representative teaching approaches.
- **Design and develop** two course-specific teaching modules that describe the content to be covered in specific sections of a course. Each teaching module will include a statement of objectives for the unit, information on the resources that will be required to teach the unit, general and detailed outlines of the content included in the unit, presentation of all exam items and description of all assignments, and information on the materials to be used (e.g., handouts, overheads).
- **Design and develop** a set of course-specific evaluation questions to be completed by students at the end of the course. These questions will provide the instructor with feedback needed to analyze and evaluate the initial design and teaching experience for purposes of improvement.

## Course Overview

The course includes five units. Each unit is designed to equip the student with specific competencies based upon course objectives. Note that **Units A - D account for 50% of a student's final grade.**

### **Unit A: The Role and Function of Introductory Psychology**

The course begins with a formal examination of questions and issues related to psychology as a discipline of study in the contemporary college and university. For example, students will consider the place of the introductory psychology course in college/university general education plans and issues associated with teaching psychology both as an introduction to the discipline and as a general education course. Also included are teaching and learning issues associated with first-year students, their learning styles, and issues related to student transition into higher education. Students present a formal statement of vision for the course they will teach.

### **Unit B: Testing and Grading**

Successful grading systems accomplish many objectives. First and foremost, grading systems must be based on a reliable and valid assessment of student learning. Grading systems also may elicit student motivation to excel. Multiple approaches to evaluating learning are considered. Students present an initial design of a testing and grading system to be refined in Unit E.

### **Unit C: The Syllabus**

The syllabus is the backbone of any successful course. It describes the course and provides students with a formal presentation and explanation of expectations. Constructed to facilitate student understanding, the syllabus establishes the framework for a course. Best practices related to syllabus construction are examined. Students present an initial draft of a course syllabus to be refined in Unit E.



summary of what is required in Assignment 3. The material covered in this unit will come up again when students prepare a syllabus and develop teaching modules.

11:30 a.m. – 12:00 p.m. Overview of Unit C

- Each student will be required to develop a course syllabus. In an effort to start this process, the instructor will briefly review the critical elements of a syllabus and present advanced organizers for the readings associated with this unit. Finally, there will be a brief summary of what is required in Assignment 4.

1:00 p.m. – 2:00 p.m. Overview of Unit D

- There is a voluminous body of work on Interacting with Students. For this course, you are required to read and reflect some illustrative readings. During class, the instructor will alert students to other references on this topic and refer them to the Blackboard site for URLs, references, etc. Finally, there will be a brief summary of what is required in Assignment 5.

2:00 p.m. – 2:15 p.m. Break and Chat

2:15 p.m. – 3:45 p.m. Begin work on Unit E

- The instructor and Professor Victor Benassi will review the elements of the approach that students will follow when they develop two teaching modules. There will be considerable attention given to what is required in Assignments 6 and Assignment 7.

3:45 p.m. – 4:00 p.m. Wrap up and final questions

4:00 p.m. Finished for the day. For those interested and able, we will adjourn to the *Acorns* in the New England Center for a social hour.

### **Blackboard Phase of the Course**

This phase of the course provides the opportunity for the virtual examination and discussion of topics, issues, and research related to Units A-D. Each unit includes assigned activities including readings, discussion topics, and writing assignments.

### **Assignments**

#### **Assignment 1 (Due June 16): Teaching Goals Inventory**

Complete the Teaching Goals Inventory: <http://www.uiowa.edu/~centeach/tgi/book.html>

Please complete the Teaching Goals Inventory. Choose the course for which you will be preparing the two teaching modules and base your ratings on that course.

After you finish taking the TGI and review the results, please complete the following tasks:

1. Write a first draft of a teaching philosophy statement, based on the framework provided by Professor Korn during class on June 11.

2. Write a brief vision statement (1 page, double paced), per the instructions provided by Dr. Korn in class on June 11.
3. Write a brief piece (1-2 double-spaced pages) that addresses what you learned about your goals for this course. Were there any surprises? In your written piece, reproduce the summary information that appears at the very beginning of the TGI Report (This is the summary information on the Six TGI Clusters). Be sure to list the name of the course about which you completed the TGI and provide some information about the course (e.g., level; who will be the students). You might also consider the value of developing course-specific Teaching Goals Inventories that will allow you to gather more targeted information about your goals and students' goals for a specific course.

Your writing assignment must include the following information in the upper left-hand corner of the first page:

Your Name  
Assignment #  
Date Assignment Submitted

Save your writing assignment as follows: **Yourlastname.Assign1.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to the course instructor via the "Student Drop Box" feature of Blackboard.** Click on the "Student Tools" button at your Blackboard main page. At the "Add File to DropBox," locate the file you are going to send to me by clicking the "Browse" button at "File to Upload." Your file will be located somewhere on your computer. After you upload the file, type Assignment One at "Name of Link to File." Finally, send the file to the instructor.

This assignment is due in the Instructor's "Drop Box" by **June 16**.

### **Assignment 2 (Due June 18): Role and function of Introductory Psychology**

Complete the Discussion Assignment posted on Blackboard (**Role and function of Introductory Psychology**). The topic focuses on the role and function of psychology in higher education. Instructions are provided with the assignment. Instructions are provided with the assignment on the Blackboard site.

Postings should be made by **June 18**.

#### Readings:

Ludy Benjamin, Robert Daniel, and Charles Brewer. (1985). Handbook for teaching introductory psychology (two chapters). Erlbaum.

Bette Erickson and Diane Strommer. (1991). Teaching college freshmen (chapter 1 & 2). Jossey-Bass.

Henry Gleitman. (1984). Introducing Psychology. American Psychologist, 39, 421-427.

Benjamin Miller and Barbara Gentile. (1998). Introductory course contents and goals. Teaching of Psychology, 25, 89-96.

### **Assignment 3 (Should be completed by June 23): Testing and Grading**

Read the material on Testing and Grading. Complete the Discussion Assignment posted on Blackboard (**Testing and Grading**). Instructions are provided with the assignment.

Postings should be made by **June 23**.

Beyond the Discussion Assignment, there is no immediate writing assignment to go along with the reading assignment. However, when you prepare the first and final versions of your course syllabus, you are required to provide detailed information on your testing and grading systems that reflects one of the approaches described in the material on testing and grading. In addition, when you complete the two required teaching modules, your exam items should reflect what you learned from the written material on test construction.

Readings:

Lucy Jacobs and Clinton Chase. (1992). Developing and using tests effectively. Jossey-Bass.

John Ory and Katherine Ryan. (1993). Tips for improving testing and grading. Sage.

[http://www.upenn.edu/pennteach/TA\\_handbook/TA\\_handbook\\_c9.html](http://www.upenn.edu/pennteach/TA_handbook/TA_handbook_c9.html)

<http://facstaff.uww.edu/guliga/misc/essay.htm>

[http://www.bus.indiana.edu/instruction/www\(old\)/teachln/testitem.htm](http://www.bus.indiana.edu/instruction/www(old)/teachln/testitem.htm)

[http://www.bus.indiana.edu/instruction/www\(old\)/teachln/stdeval.htm](http://www.bus.indiana.edu/instruction/www(old)/teachln/stdeval.htm)

<http://trc.ucdavis.edu/TRC/testing/construct.html>

<http://trc.ucdavis.edu/TRC/testing.html>

<http://teach.fhu.edu/technology/PSY306/multiplechoice.html>

<http://www2.truman.edu/facdev/Resources/testgrd.html>

[http://ase.tufts.edu/cae/occasional\\_papers/grading.htm](http://ase.tufts.edu/cae/occasional_papers/grading.htm)

### **Assignment 4 (Due June 28): The Syllabus**

Read the material on The Syllabus. Prepare a complete first draft of a syllabus for the course for which you will be preparing teaching modules.

Your writing assignment must include the following information in the upper left-hand corner of the first page:

Your Name

Assignment #

Date Assignment Submitted

Save your writing assignment as follows: **Yourlastname.Assign4.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to the course instructor via the "Student Drop Box" feature of Blackboard.** Click on the "Student Tools" button at your Blackboard main page. At the "Add File to DropBox," locate the file you are going to send to me by clicking the "Browse" button at "File to Upload." Your file will be located somewhere on your computer. After you upload the file, type Assignment One at "Name of Link to File." Finally, send the file to the instructor.

This assignment is due in the Instructor's "Drop Box" by **June 28**.

Readings:

Michael Ryan and Gretchen Martens, Planning a college course: a guide for the graduate teaching assistant. (1989)NCRIPT&L

Barbara Gross Davis. (1993). Tools for teaching (chapter 1 and 2). Jossey-Bass.

Joseph Lowman. (1995). Mastering the techniques of teaching (2<sup>nd</sup> Edition) (Chapter 7).

<http://www.lemoyne.edu/OTRP/projectsyllabus.html>

[http://college.hmco.com/instructors/ins\\_techtech\\_foundations\\_module\\_syllabusdev.html](http://college.hmco.com/instructors/ins_techtech_foundations_module_syllabusdev.html)

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#syllabus>

<http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

### **Assignment 5 (Due July 3): Interacting With Students**

Complete the Discussion Assignment posted on Blackboard (**Interacting With Students**). The topic focuses on the some issues related to pedagogy. Instructions are provided with the assignment.

Postings should be made by **July 3**.

Readings:

Barbara Gross Davis. (1993). Tools for teaching (chapter 3). Jossey-Bass.

Joseph Lowman. (1995). Mastering the techniques of teaching (2<sup>nd</sup> Edition) (Chapter 4).

<http://www.unh.edu/pff/seminar/courseorg/firstmeet.htm>

<http://www.unh.edu/pff/seminar/methinstruct/discussion.htm>

<http://www.unh.edu/pff/seminar/methinstruct/questioning.htm>

<http://www.unh.edu/pff/seminar/studentexp/classdynamics.htm>

<http://www.unh.edu/pff/seminar/methinstruct/technology.htm>

<http://www.unh.edu/pff/seminar/studentexp/studentexpref.htm#attendance>

**Assignment 6: (Module due by July 10 (possible revision required by July 22))**

Considerable class time spent going over this assignment during the June 11 class session. Prepare and submit a complete teaching module for a unit of study in a course you will be teaching in the future. Follow the format described in the Benassi, Jordan, and Harrison article cited below. Review the draft sample modules that you may access via the URLs shown below.

Reading:

Victor Benassi, Elizabeth Jordan, and Loredana Maggiori Harrison. (1994). Using teaching modules to train and supervise graduate TAs. In K. Lewis, The TA experience: preparing for multiple roles. New Forum Press.

<http://www.unh.edu/pff/seminar/courseorg/teachunits.htm>

<http://www.unh.edu/pff/seminar/practicum/Learning%20&%20Memory.pdf>

<http://www.unh.edu/pff/seminar/practicum/Personality.pdf>

<http://www.unh.edu/pff/seminar/practicum/Social%20Psychology.pdf>

Your assignment must include the following information in the upper left-hand corner of the first page:

Your Name

Assignment #

Date Assignment Submitted

Save your writing assignment as follows: **Yourlastname.Assign6.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to the course instructor via the "Student Drop Box" feature of Blackboard.** Click on the "Student Tools" button at your Blackboard main page. At the "Add File to DropBox," locate the file your are going to send to me by clicking the "Browse" button at "File to Upload." Your file will be located somewhere on your computer. After you upload the file, type Assignment One at "Name of Link to File." Finally, send the file to the instructor.

**Assignment 7 (Due by July 22)**

Each GRAD 980 student should **Design and develop** a course/instructor evaluation plan. This plan might include the following components: ongoing classroom assessment, early term evaluation of course/instructor by students, peer observation, and videotaping. The data collected will provide the instructor with feedback needed to analyze and evaluate the initial design and teaching experience for purposes of improvement when the course is offered again.

Submit a 3-5 page overview of your plan.

Check out some of these websites to generate ideas for developing your evaluation plan:

Websites:

<http://depts.washington.edu/cidrweb/ConsultationServices.html#students>

<http://www.ucs.umn.edu/oms/set.htmlx>

[http://www.olemiss.edu/teacheval/online\\_info/DetailedQ.html](http://www.olemiss.edu/teacheval/online_info/DetailedQ.html)

<http://www.wisc.edu/MOO/studeval.html>

<http://idea.ksu.edu/>

<http://epaa.asu.edu/epaa/v8n50.html>

<http://www.ss.uno.edu/SS/TeachDevel/Asses/CatEx.html>

<http://www.siue.edu/~deder/assess/catmain.html>

<http://www.aahe.org/bulletin/styles.htm>

<http://depts.washington.edu/cidrweb/CATools.htm>

<http://www.uoregon.edu/~tep/services/video guide.html>

<http://www.vanderbilt.edu/cft/tipsheets/videotaping.htm>

Your assignment must include the following information in the upper left-hand corner of the first page:

Your Name

Assignment #

Date Assignment Submitted

Save your writing assignment as follows: **Yourlastname.Assign7.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to the course instructor via the "Student Drop Box" feature of Blackboard.** Click on the "Student Tools" button at your Blackboard main page. At the "Add File to DropBox," locate the file you are going to send to me by clicking the "Browse" button at "File to Upload." Your file will be located somewhere on your computer. After you upload the file, type Assignment One at "Name of Link to File." Finally, send the file to the instructor.

This assignment is due in the Instructor's "Drop Box" by **July 22**.

### **Assignment 8 (Due by July 28)**

The final draft of your teaching philosophy statement is due. Please incorporate edits and suggested changes to your first draft, as appropriate. The format of the final draft should be based on the framework provided by Professor Korn during class on June 11.

Your assignment must include the following information in the upper left-hand corner of the first page:

Your Name  
Assignment #  
Date Assignment Submitted

Save your writing assignment as follows: **Yourlastname.Assign8.doc**. If you use WORD as your word processing program, you're all set. If not, please save your work as a text file.

**Please send your assignment to the course instructor via the "Student Drop Box" feature of Blackboard.** Click on the "Student Tools" button at your Blackboard main page. At the "Add File to DropBox," locate the file you are going to send to me by clicking the "Browse" button at "File to Upload." Your file will be located somewhere on your computer. After you upload the file, type Assignment One at "Name of Link to File." Finally, send the file to the instructor.

This assignment is due in the Instructor's "Drop Box" by **July 28**.

### **Using Blackboard in this Course**

To use Blackboard, you need a computer with an Internet connection. You can use either Internet Explorer or Netscape, but our Computer Services unit reports that users experience fewer problems with Internet Explorer. Please note that some of the files you will have to download for course readings will take much more time *via* a dial-up modem than *via* a broadband or Ethernet connection.

**Access:** To access Blackboard for this course, go to: <http://blackboard.unh.edu> Click on "login." If you don't know your username or password, or if you have any difficulty logging on to the course, or with any other aspect of Blackboard, call or e-mail Michael Lee at (603)862-4872 or [mjl@cisunix.unh.edu](mailto:mjl@cisunix.unh.edu)

**Downloading files:** Many of the readings for the course are saved in PDF format. In order to open these files you must have Adobe Reader installed on your computer. This free download can be accessed from the Blackboard home page. When you are doing the reading, note that you can use the "zoom" command to make the print appear larger on your screen (click on the magnifying glass icon on the toolbar, and then on the portion of the text you are reading).

**Discussion Boards:** Some of the work you will do in this course will involve participating in an electronic discussion board. To participate, click on the "Communication" button on the course's main Blackboard page. Then click on "Discussion Board." To respond to a question, click on "open new thread." After filling in the subject box, use the text box to type in your response to the question. If you want to reply to someone else's comment, click on "reply" and then enter your response in the text box.

If you want to compose a response offline, you can do so using your word processor, and then copying and pasting the text into the text box.

**NOTE:** All discussion board responses will remain available for the duration of the course. However, the time frame for posting comments and responses is limited to the length of the particular unit for which the question is intended.

**Submitting Written Work:** When you save work that you will submit *via* Blackboard, always end the file name with ".doc." For example, a file might be saved as: bboardinstructions.doc. This is especially important for Macintosh users. If you use WORD you are all set; otherwise, save files as text files.