Psyc 9087/Teaching Practicum/Spring, 2020
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours MW 10-11 a.m.; 3-6 p.m.; and online chat on google hangouts at jdillon@westga.edu

Course Description
This course is designed to help you develop your teaching philosophy along with the relevant course materials, teaching strategies, and assessments to begin formal instruction of undergraduate students. We will focus on four aspects of the teaching profession: a) course planning & management (e.g., syllabus construction, textbook selection, class rules, grading rubrics), b) teaching philosophy and technique, c) navigating contemporary university culture, and d) professional growth & self-care.

Course Format and Your Role
This course will be a mix of lecture, seminar, class discussions, role-play, oral presentations, and group problem-solving activities. The course, and your performance in it, will be optimal if you prepare for class by doing any assigned readings, complete scheduled assignments, and come to class each day. I will think of this group as a “teaching team” who will all—including me—work together to plan and teach a PSYC 1101 course in the Fall of 2021.

Course Objectives
Students will:

- Assemble and employ the requisite tools for teaching an undergraduate university course, including composing a syllabus, designing assignments, and constructing assessments.
- Develop a preferred teaching philosophy and techniques consistent with that philosophy.
- Evaluate contemporary university culture in the light of your teaching philosophy and pedagogical values.
- Construct a plan for professional growth and self-care for the teaching profession.
- Articulate and employ the 7 major perspectives of psychology to common human behaviors, situations, and struggles
- Critically evaluate and shift among the 7 major perspectives when required

Text
We will be reading Lukianoff & Haidt’s *The Coddling of the American Mind* along with many resources on reserve. You will need to purchase the *Coddling* book.

Grading
Your grade will be based upon your performance on several assignments listed below. I would suggest trusting the process and being a good sport. Unless otherwise specified, ALL written work is to be typed on 8.5 X 11-inch paper with 1 inch margins all around. Please also use 12-point font. Given that I strongly believe that you learn not only from me, but from each other, it is very important that you show up to class. When you are gone, it is like one of the teachers is out. All in all, here is the breakdown of your grade out of 100 points:
Philosophy of Teaching Statement (3 versions) 3 pts
Seminar Reflections (12) 6 pts
Always Wondered Why Presentation and Analysis (2) 6 pts
Learning Outcomes 1 pts
Syllabus Draft 8 pts
Icebreakers/First Day Script 2 pts
Essay and Multiple-Choice Questions 2 pts
Paper Assignment and Grading Rubric 3 pts
Offer Feedback on a Paper 3 pts
Lesson Plan 10 pts
Teach a Topic 8 pts
Teaching Observations and Feedback (2) 8 pts
Self-Care Plan 13 pts
Professional Growth Plan 7 pts
Contemporary Academic Problem Paper 20 pts

Late work will be docked a letter grade for each 24 hours the paper is late. I will only make exceptions for penalties for late work if you provide a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Please carefully review the following information at this link https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Support for courses

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<td>Call: 678-839-6248 or 1-855-933-8946 or email: <a href="mailto:online@westga.edu">online@westga.edu</a></td>
<td>678-839-6280</td>
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Class Schedule

1/6  Introductions, goals of course, syllabus, procedures, “I’ve always wondered why” questions.

1/7  Type and upload Philosophy of Teaching statement #1 to courseden by midnight 1/7

1/8  A. 7 theories and Burning Questions; C. Read Coddling, Chapter 1 (bring guided reflection)

1/13  A. Listen to online presentations on Humanistic Psychology, Transpersonal Psychology, and Critical Psychology; A. Read Chapter 2 from Wicked (on courseden); A. Complete and bring a copy of the Teaching Goals Inventory (on courseden)

1/15  A. Write and hand in 4 learning outcomes for class based on Wicked 2; C. Read Coddling, Chapter 2 (bring guided reflection)

1/22  A. Wondered Why #1 presentation due; D. Read Chapters 1-2 in Boundaries and Relationships (on courseden)

1/27  A. Read Chapter 3 from Wicked (on courseden); C. Read Coddling, Chapter 3 (bring guided reflection)

1/29  A. Wondered Why #2 presentation due; D. Read Chapters 11-12 from Boundaries and Relationships (on courseden)

2/3  A. Hand in sample exam questions (multiple choice); D. Read Coddling, Chapter 4 (bring guided reflection)

2/5  A. Hand in sample essay question; D. Read Chapter 15 from Boundaries and Relationships (on courseden)

2/10  A. Make paper assignment and grading rubric; D. Read Coddling, Chapter 5 (bring guided reflection)

2/12  A. Classroom policies (cell phone, behavior, attendance, seating, other rules); elements of the syllabus

2/17  A. Syllabus draft due; D. Read Coddling, Chapter 6 (bring guided reflection)

2/19  D. Contemporary problems and concerns in the university

2/24  D. Read Coddling, Chapter 7 (bring guided reflection)
2/26  A. **Hand in and share first day script and icebreakers**; D. Professional Growth (course evaluations, peer feedback, professional improvement reading; support networks, conferences, balancing scholarship and teaching; time for writing; time for course preparation; management; how to write; service to the institution)

3/2  A. **Philosophy of Teaching statement #2 due in class**; D. Read Coddling, Chapter 8 (bring guided reflection)

3/4  A. **Hand in and share draft of lesson plan**

3/9  A. Giving feedback on a paper; D. Read Coddling, Chapter 9 (bring guided reflection)

3/11  A. **Hand in and discuss sample feedback on paper**; D. The aliveness agenda

3/23  A. **Teach a topic in class (next 4 classes)**; A. **Observe a peer teaching**; A. **Give feedback to a peer**; A. **Get feedback from a peer**; D. Read Coddling Chapter 10 (bring guided reflection)

3/25  C. Read “Stages of Faculty Development” on courseden; D. Self-care plan

3/30  A. How to use courseden; D. Read Coddling, Chapter 11 (bring guided reflection);

4/1  D. Read “A Letter to a New Faculty Member” on courseden (bring guided reflection)

4/6  D. Read “Lived Experiences of New Faculty: Nine Stages of Development Toward Learner-Centered Practice” on courseden; D. Read Coddling, Chapter 12 (bring guided reflection)

4/8  A. Read “Developmental Sequence in Small Groups” on courseden;

4/13  A. Read “Conclusion” of *Igen* on courseden; D. Read Coddling, Chapter 13

4/15  A. Read “How to Think” on courseden

4/20  D. Read “Conclusion” of Coddling; D. **Self-Care Plan due**

4/22  D. **Professional Growth Plan due**;

4/26  Upload Philosophy of Teaching Statement #3 to courseden by 11:59 PM

4/27  Conclusion to the course; C. **Contemporary Problem papers due**