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Fall 9-1-2022

### PSYX 501.01: Teaching of Psychology

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**Psychology 501**  
**Teaching of Psychology**  
**Fall 2022**

**Course Location and Time**

Skaggs 303  
Mondays 8:30 to 9:20am  
Wednesdays 1 to 2:50pm

**Instructor Information**

Instructor: Dr. Laura Kirsch  
Office: Skaggs 364  
Email: [laura.kirsch@umontana.edu](mailto:laura.kirsch@umontana.edu)  
Phone: 406-243-6817  
Office hours: Tuesdays 2-3pm, and by appointment

**Text**

Davis, B.G. (2009). *Tools for teaching* (2nd ed.). San Francisco: Jossey-Bass.

*Note:* An electronic copy of this book is available on the Moodle course site

**Required Readings**

Please see the course calendar for a list of assigned readings and their due dates. All readings will be posted in electronic format on the course Moodle site.

**Course Description**

This course is designed to introduce you to the concepts and practical skills necessary to become effective college teachers. In class, we will discuss all aspects of college teaching including course design, syllabus development, lecture development and delivery, test and assignment development and grading, active learning strategies, and classroom management. We will also practice delivering lectures and creating classroom assignments and activities.

**Course Objectives**

Students participating fully in the course will:

- Develop a collection of teaching methods and strategies to enhance teaching effectiveness
- Collaborate with classmates to better understand and improve teaching
- Become familiar with resources available to enhance teaching
- Prepare and deliver practice lectures
- Learn classroom management techniques
- Reflect on and refine a personal philosophy of teaching and learning

## Course Requirements

This course is comprised of a combination of lecture, in-class activities, teaching exercises, and feedback sessions. A great way to learn about teaching is to practice it, to hear what others say about your teaching, and to learn from what they say. As such, most of the course will be dedicated to hands-on applications of concepts and practice with techniques.

This is a Credit/No-Credit course. Your grade will be determined by (1) classroom attendance (33%), (2) classroom participation (33%), and (3) completion of assignments (33%). Your final course grade must be at least a B in order to receive credit for the course.

In this course, most of the learning occurs during class time itself. Thus, as a result, **class attendance is mandatory**. Every person gets one “free” skip, which is designed only for emergencies. After that, if you must miss class, you must notify me in advance and discuss a make-up assignment that covers the material for that date. Failure to do so will lead to an automatic reduction in your grade. Also, if you miss multiple days, the course instructor may decide you should drop the course or lower your grade accordingly. In short, **PLAN ON BEING IN CLASS EVERY DAY**.

## Assignments

The course is comprised of various assignments that we complete predominantly during the class period. The spirit of the class is to have as much of the class work as reasonably possible occur *during* class hours. With those caveats, here are the assignments:

1. Micro-Teach #1: Each student is responsible preparing a 10 minute lecture on a psychology topic of your choice and delivering the lecture to the rest of the class. Following your lecture, you will receive feedback from your classmates and the instructor. You will also be videotaped and required to watch the tape and critique yourself (see #3 below).
2. Micro-Teach #2: Same as Micro-Teach #1, except it will be 15 minutes long, and it will not be videotaped.
3. Self-Critique: Watch a video of yourself teaching and critique it.
4. Syllabus assignment: Read and evaluate a syllabus for an undergraduate psychology course.
5. Lecture outlines: Prepare outlines for a 2-lecture series on any topic.

Note: We will also do *a lot of* in-class assignments/exercises. You do not need to prepare for these, but you will be expected to fully participate in them.

## Course Guidelines and Policies

### Course Website

Materials for the course will be available on the internet through Moodle. Any readings for the course will be posted on the site well in advance of their due date. Class announcements and assignments will also be posted when necessary, so please check the website on a regular basis. In addition to checking Moodle, you are also responsible for checking your UM email regularly, as you may receive course-related emails from time to time.

### **Missed Classes**

Your attendance is part of your class participation grade (see attendance policy above). In the event that you have to miss a class, come late, or leave early, you are responsible for obtaining the notes from another class member and completing the in-class activities. You will also be held responsible for any changes or additions to the syllabus that were announced in class. Copies of handouts and announcements will be posted on Moodle.

### **Add/Drop**

After September 19, adviser and instructor consent is required to drop classes. After October 31, a petition to drop the course or change grading options will require Dean permission.

### **Academic Honesty**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#) (ODE) If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact ODE in Aber Hall, 1<sup>st</sup> floor or call 406.243.2243. I will work with you and ODE to provide an appropriate modification.

### **Email Policy**

You are welcome to email me with general questions about the course, and I will typically respond within a business day. However, if you have a lot of questions, I prefer you come to office hours.

### **The Learning Environment**

I would like this class to have a relaxed atmosphere where students can feel free to ask questions and comment on the material being presented and discussed. Please do not hesitate to raise your hand for clarification on a topic, to ask about related material, or to raise an interesting point. However, remember that not everyone has similar viewpoints, so please try to be respectful of your classmates and their opinions.

Another way to create a respectful and productive learning environment is to ensure that it is free from distractions. Therefore, please turn off your cell phones and other personal electronic devices prior to coming to class. Repeated use of personal electronic devices during class time will result in points being deducted from your course grade. If you wish, you may use a laptop or tablet to take notes. However, if I see that you are emailing, surfing the web, or using it for any non-class-related purposes, you will lose the privilege of using it in class.

## PSYX 501 Course Calendar

*Note: This course schedule is tentative, and therefore subject to change with appropriate notice.*

DATE	TOPIC	READING AND ASSIGNMENT DUE
Aug 29	Introduction	
Aug 31	Overview of Good Teaching	
<b>Sep 5</b>	<b>No Class: Labor Day Holiday</b>	
Sep 7	Course Design	Wiggins & McTighe (1999)
Sep 12	Lecture Preparation	Richmond et al (2016): Chapter 4
Sep 14	Lecture Preparation	
Sep 19	Lecture Delivery	Davis ch. 15: Delivering a Lecture
Sep 21	Lecture Delivery	
Sep 26	Lecture Delivery	
Sep 28	Classroom Management	Davis ch. 4: Classroom Conduct and Decorum
Oct 3	Classroom Management	Davis ch. 5: Diversity and Inclusion in the Classroom
Oct 5	<i>Microteach Prep Day</i>	
Oct 10	Micro Teach #1	
Oct 12	Micro Teach #1	
Oct 17	Micro Teach #1	
Oct 19	Test Writing	Davis ch. 39: Quizzes, Tests, and Exams
Oct 24	Test Writing	
Oct 26	Student Evaluation and Grading	Richmond et al (2016): chapter 6
Oct 31	Student Evaluation and Grading	
<b>Nov 2</b>	<b>No Class: Instructor Absent</b>	
Nov 7	Active Learning	
Nov 9	Syllabus Creation	Richmond et al (2016): chapter 7
Nov 14	Microteach #2	
Nov 16	Microteach #2	
<b>Nov 21</b>	<b>NO CLASS: THANKSGIVING HOLIDAY</b>	
<b>Nov 23</b>	<b>NO CLASS: THANKSGIVING HOLIDAY</b>	
Nov 28	Microteach #2	
Nov 30	Microteach #2	
Dec 5	Teaching Philosophies and Portfolios	Davis, ch 54: The Teaching Portfolio
Dec 7	Wrap Up and Review	
<b>Wed. 12/14</b>		<b>Lecture Outline and Syllabus Assignment Due by 5pm</b>