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WSU REGISTRAR

Washington State University  
MAJOR CURRICULAR CHANGE FORM -- COURSE  
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/15/2014  New course  Temporary course  Drop service course  
(effective date cannot be retroactive)  There is a course fee associated with this course (see instructions)

Variable credit variable 1-3 credits  Repeat credit (cumulative maximum 5 hours)  
 Increase credit (former credit 4)  Lecture-lab ratio (former ratio \_\_\_\_\_)  
 Number (former number \_\_\_\_\_)  Prefix (former prefix \_\_\_\_\_)  
 Crosslisting (between WSU departments)  Cooperative listing (UI prefix and number \_\_\_\_\_)  
(Must have both departmental signatures) taught by: WSU  UI  jointly taught   
 Conjoint listing (400/500)  S, F grading  
 Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)  
 Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval)  Fulfills GER lab (L) requirement  
 Professional course (Pharmacy & Vet Med only)  Graduate credit (professional programs only)  
 Other (please list request) \_\_\_\_\_

Psych 505 Teaching Introductory Psychology  
course prefix course no. title

var 1-3	<u>3</u>			Ph.D. student in Psychology
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Techniques and best practices for teaching introductory psychology.

Instructor: Samantha Swindell Phone number: 335-3715 Email: sswindell@wsu.edu  
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Campus Zip Code: 4820

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Ru Co/H 1/24/14 Carol S. Wong 1/28/14 \_\_\_\_\_  
Chair/date Dean/date General Education Com/date  
\_\_\_\_\_  
Chair (if crosslisted/interdisciplinary)\* Dean (if crosslisted/interdisciplinary)\* Graduate Studies Com/date  
\_\_\_\_\_  
All-University Writing Com/date Academic Affairs Com/date Senate/date

\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

## Rationale

Currently, **Psych: 505 Teaching Introduction to Psychology** is a variable credit (1-3) course that can be repeated for a maximum of 4 credits. The course meets Monday and Wednesday from 8:00-9:00 am. Students enroll in the course for 2 credits in the Spring semester and receive training on how to teach in preparation for an independent teaching assistantship for Psych 105 (Introductory Psychology) the following Fall semester. All potential graduate instructors for Psych 105 are required to complete the first semester of this course prior to teaching independently. If a student is assigned to teach Psych 105 in the Fall, she/he then enrolls in an additional 2 credits of Psych 505 that semester and receives advanced training in other pedagogical issues (e.g., assignment and exam construction, assessment and evaluation, student conduct issues, motivating students, etc).

We are proposing increasing the maximum credits for Psych 505 from 4 credits to 5 credits. This change would allow us to increase the class meeting times from twice a week (M/W) to three times a week (M/W/F) during the Spring semester only. Students could then enroll in the course for 2-3 credits in the Spring (but still only 2 credits in the Fall). This change accomplishes several goals. First, much of the Spring semester is devoted to having students give practice lectures. Increasing the number of class meetings would allow for either more individual practice time or for more discussion time related to feedback, technique, teaching strategies and teaching technologies. Alternatively, the additional class sessions would also give the Department the flexibility to enroll more students in the course when necessary. At this time, the maximum enrollment is 10 students. Increasing the number of class meetings would allow us to address the growing demand for this course, both within our Department and from other units who have expressed interest in participating in this training (i.e., VetMed).

2/20/14

**PSYCH 505:  
Teaching Introduction to Psychology (Psych 105)**

**Psych 505**  
**Spring 2015**  
**M/W/F 8:00-9:00 a.m.**  
**Wilson-Short Rm 5**  
Variable Credit (2-3)  
Prerequisite: Ph.D. student in Psychology

**Instructor:** Samantha Swindell  
**Office:** Johnson Tower 213  
**Office Hours:** W (9-10); Th (12-1)  
(or by appointment)  
**E-mail:** sswindell@wsu.edu

**COURSE OVERVIEW**

**Course Materials/Resources:**

- Hockenbury, D., & Hockenbury, S. (2013). *Psychology*, 6th Edition. New York, NY: Worth Publishers.  
\*Includes instructor resources for this text.
- Wright, J. W. (2011). *The Wright teaching tips: Strategies and techniques for beginning college and university professors*. 1st Edition. McGraw-Hill.  
\*Supplemental readings from select sources.

**Course Objectives & Learning Goals:**

As its name suggests, the purpose of this course is to help you prepare to independently teach your own section of Psych 105: Introductory Psychology. The emphasis of the course this semester will be on course preparation and delivery. To help you, we will review the required chapters for Psych 105 and discuss various ways to teach that material most effectively to undergraduate students. We will also address how classroom delivery can be enhanced by technology, class demonstrations, full class or small group discussions, and concrete examples. Lastly, we will discuss issues related to ethics, student conduct and other potential challenges that may arise either in the classroom or during your interaction with students outside of class. Perhaps most importantly, each of you will prepare and deliver practice lectures in class and receive evaluative feedback from your fellow classmates and me.

It is my goal that, by the end of the semester, each of you has . . .

- 1) Formulated a personal teaching philosophy informed by sound pedagogical principles,
- 2) Developed a teaching style that transforms your philosophy into practice,
- 3) Gained the confidence to utilize both your emerging philosophy and style as you teach your own course independently for the first time.

The following table specifies how these learning outcomes relate to specific components of the course:

<b>Student Learning Outcomes</b>	<b>Course Topics/Dates</b>	<b>Evaluation of Outcome</b>
<i>At the end of the course, students should have . . .</i>		
1) Formulated a personal teaching philosophy informed by sound pedagogical principles,	Discussion of assigned readings & syllabus construction (wks 1-2)	*Participation in class discussions. *Review & assessment of syllabus
2) Developed a teaching style that transforms your philosophy into practice,	*15 min "mini" lecture (wks 3-5) *50 min full lectures (wks 6-16)	*Verbal & written feedback on lecture performance.
3) Gained the confidence to utilize both your emerging philosophy and style as you teach your own course independently for the first time.	*15 min "mini" lecture (wks 3-5) *50 min full lectures (wks 6-16)	*Verbal & written feedback on lecture performance.

If you are assigned to teach Psych 105 in Fall 2014, you will continue this course in the fall. At that time, we will focus more specifically on issues such as managing your Angel space, exam construction, evaluation/assessment, academic dishonesty, cultural/diversity issues, motivating students and additional teaching issues and resources.

### **Course Expectations:**

Done well, teaching can be very rewarding. Learning to do it well requires time, effort and practice. You are expected to invest the work necessary to achieve the three goals listed above.

### **Consequently, I expect you to . . .**

- 1) *Attend class by arriving on time and being present while you are here (no laptop surfing).*
- 2) *Read the assigned readings prior to attending class.*
- 3) *Ask questions whenever you have them and try to answer my questions when I ask them.*
- 4) *Communicate any concerns you have about the class or issues affecting your performance.*
- 5) *Regularly check the ANGEL course space for announcements and postings.*
- 6) *Be respectful to your fellow classmates and to me. This course will require your active participation.*
- 7) *Complete the activities of this course to the best of your ability.*

### **To support your efforts, I promise to . . .**

- 1) *Take teaching seriously and be prepared to teach each day.*
- 2) *Be enthusiastic about this course and my role as your mentor/teacher.*
- 3) *Do my best to answer your questions clearly and completely.*
- 4) *Provide you with a variety of resources to help you develop your own teaching philosophy and style informed by what we know about best teaching practices.*
- 5) *Respect all of my students and do my best to create an environment that supports their learning.*

## **SPECIFIC POLICIES**

**Schedule, Readings & Activities:** This syllabus contains a tentative course schedule that outlines each day's topics, readings and activities. Every effort will be made to adhere to this schedule, but changes may be made if more/less time is needed to cover certain topics.

You are expected to read the assigned readings and come to class prepared to discuss that material. In addition to reading assignments, you will be asked to complete a small set of writing exercises. For example, you will be asked to develop a course syllabus. In addition, you will be assigned to a team with other students and asked to prepare chapter outlines for two of the required Psych 105 chapters (please see course schedule). Details about these outlines will be provided by me as we get closer to their due dates. Chapter outlines prepared by teams will be shared with the entire class so each instructor will have outlines for all required chapters by the end of the semester.

A high percentage of in-class time will be devoted to active practice (i.e., giving practice lectures), moving from short mini-lectures to full (50 minute) lectures. The later will be given in a large classroom in Todd to best model your likely room assignment as a Psych 105 instructor. You will receive evaluative feedback from me and your fellow classmates on these activities. That feedback will reinforce what is done well, identify potential points for improvement/work, and provide suggestions for continuing to refine and extend your teaching skills.

**Class Attendance:** Much of this course is devoted to in-class practice activities/presentations. If you are unable to come to class on a given day, you are expected to contact me in advance via email or phone to explain your absence, as a professional courtesy. Absences should not exceed a total of 4 days/semester.

**WSU Academic Integrity Statement:** *"As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State*

*University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty."*

Academic integrity will be strongly enforced in this course. All forms of academic dishonesty, including cheating, plagiarism, fabrication, or knowingly facilitating academic dishonesty, are strictly prohibited. If you are caught engaging in academic dishonesty, you will fail the course and your case will be reported to the Office of Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand its definition: <http://conduct.wsu.edu/default.asp?PageID=338>. For more information about WSU's Academic Integrity Program, please go to <http://academicintegrity.wsu.edu/default.asp?PageID=4614>. For more information about plagiarism and steps that can be taken to avoid committing it, please go to <http://www.wsulibs.wsu.edu/plagiarism/main.html>.

**Accommodations for Students with Documented Disabilities:** I am committed to providing assistance to help you be successful in this course. Consequently, reasonable accommodations are available for any student with a documented disability. If you have a documented disability, even if it is temporary, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. Additional information about the Access Center and its services can be found at <http://drc.wsu.edu/Default.asp>. If you have already contacted the Access Center and have the appropriate documentation, please contact me immediately so that we can discuss the accommodations I need to be aware of when preparing your exams and/or writing assignments.

**Campus Safety Plan & Emergency Management:** Washington State University is committed to maintaining a safe environment for its faculty, staff and students. A comprehensive explanation of the campus safety plan can be found at <http://safetyplan.wsu.edu>. It contains specific information regarding WSU's policies and procedures regarding campus safety. The emergency management website is at <http://oem.wsu.edu/emergencies>. Please review this information.

## GRADES

This course is graded S/F. Satisfactory performance is determined by your fulfillment of the course expectations and activities listed previously in this syllabus.

Specifically, students will earn an "S" in this course if they:

- 1) Miss no more than 4 classes during the semester.
- 2) Complete an individualized syllabus for Psych 105
- 3) Complete 1 mini-lecture
- 4) Complete 2 full lectures
- 5) Complete the team chapter summarization exercise
- 6) Participate actively in class during discussion and feedback sessions.

Failure to complete these elements of the course is grounds for an "F".

NOTE: Written assignment elements (i.e, items 2 & 5 above) will not be accepted, and therefore consider uncompleted, if they are submitted more than 3 days past their deadline.)

## TENTATIVE COURSE SCHEDULE

<b>Week</b>	<b>Date</b>	<b>Topic of the Day</b>	<b>Readings &amp; Assignments To Do In Preparation for Class</b> <i>(to complete in preparation for that date's class session)</i>
<b>Week 1</b>	Jan. 12	Introduction to each other and this course.	
	Jan. 14	Discuss Wright Ch. 1-3 & <i>How Teaching Makes a Difference . . .</i>	Read Wright Ch. 1-3 ( <i>Teaching Large Classes; Creating Positive Learning Environments</i> ) Read <i>How Teaching Makes a Difference in Students' Lives</i> Review H & H materials.
	Jan. 16	Exchange & discuss syllabi. Discuss what to do on Day 1.	Read Wright Ch. 9, 11 & 12 ( <i>Course Goals; Preparing Your Syllabus; First Day and Week of Classes</i> ) Read: <i>Creating the Foundation for a Warm Classroom Climate</i> *Write your own 105 syllabus.
<b>Week 2</b>	<b>Jan. 19</b>	<b>No Class - Martin Luther King Jr. Day</b>	<b>No readings or assignments.</b>
	Jan. 21	Making Lectures Effective	Read Wright Ch. 4 & 5 ( <i>First Impressions, Personality &amp; Body Language</i> )
	Jan. 23	Making Lectures Effective continued.	
<b>Week 3</b>	Jan. 26	Mini Lectures (15 minutes)	Read Wright Ch. 6, 7 & 8 ( <i>Making Lectures Effective; Utilizing Technology &amp; Wireless Response Systems</i> )
	Jan. 28	Mini Lectures	Read Wright Ch. 13 ( <i>Maintaining Students' Attention</i> )
	Jan. 30	Discussion of Week's Readings	
<b>Week 4</b>	Feb. 2	Mini Lectures	Read Wright Ch. 14 ( <i>Forcing Your Students to Think</i> )
	Feb. 4	Mini Lectures	Read Wright Ch. 18 ( <i>Handling Serious Student Problems</i> )
	Feb. 6	Discussion of Week's Readings	
<b>Week 5</b>	Feb. 9	Mini Lectures	Read Wright Ch. 20 ( <i>Evaluating Performance</i> )
	Feb. 11	Mini Lectures	
	Feb. 13	Mini Lectures	
<b>Week 6</b>	Feb. 16	<b>No Class - President's Day</b>	<b>No readings or assignments.</b>
	Feb. 18	Full Lectures	<b>Team A:</b> Read H & H Ch. 1 ( <i>Research</i> ) <b>Team B:</b> Read H & H Ch. 2 ( <i>Neuroscience</i> ) <b>Team C:</b> Read H & H Ch. 5 ( <i>Learning</i> ) <b>Team D:</b> Read H & H Ch. 6 ( <i>Memory</i> ) <b>Team E:</b> Read H & H Ch. 4 ( <i>Consciousness</i> )
	Feb. 20	Full Lectures	
<b>Week 7</b>	Feb. 23	Full Lectures	
	Feb. 25	Full Lectures	<b>Team A:</b> Prepare & submit outline for H & H Ch. 1 <b>Team B:</b> Prepare & submit outline for H & H Ch. 2 <b>Team C:</b> Prepare & submit outline for H & H Ch. 5 <b>Team D:</b> Prepare & submit outline for H & H Ch. 6 <b>Team E:</b> Prepare & submit outline for H & H Ch. 4
	Feb. 27	Full Lectures	
<b>Week 8</b>	Mar. 2	Full Lectures	<b>Team A:</b> Read H & H Ch. 7 ( <i>Language</i> ) <b>Team B:</b> Read H & H Ch. 14 ( <i>Disorders</i> ) <b>Team C:</b> Read H & H Ch 15 ( <i>Therapies</i> )

			<b>Team D:</b> Read H & H Ch 12 ( <i>Social</i> ) <b>Team E:</b> Read H & H Ch. 8 ( <i>Motivation</i> )
	Mar. 4	Full Lectures	
	Mar. 6	Full Lectures	
<b>Week 9</b>	Mar. 9	Full Lectures	<b>Team A:</b> Prepare & submit outline for H & H Ch. 7 <b>Team B:</b> Prepare & submit outline for H & H Ch. 14 <b>Team C:</b> Prepare & submit outline for H & H Ch. 15 <b>Team D:</b> Prepare & submit outline for H & H Ch. 12 <b>Team E:</b> Prepare & submit outline for H & H Ch. 8
	Mar. 11	Full Lectures	
	Mar. 13	Full Lectures	
<b>Week 10</b>	Mar. 16-20	<b>SPRING BREAK</b>	<b>NO CLASS</b>
<b>Week 11</b>	Mar. 23	Full Lectures	
	Mar. 25	Full Lectures	
	Mar. 27	Full Lectures	
<b>Week 12</b>	Mar. 30	Full Lectures	
	Apr. 1	Full Lectures	
	Apr. 3	Full Lectures	
<b>Week 13</b>	Apr. 6	Full Lectures	
	Apr. 8	Full Lectures	
	Apr. 10	Full Lectures	
<b>Week 14</b>	Apr. 13	Full Lectures	
	Apr. 15	Full Lectures	
	Apr. 17	Full Lectures	
<b>Week 15</b>	Apr. 20	Full Lectures	
	Apr. 22	Full Lectures	
	Apr. 24	Full Lectures	
<b>Week 16</b>	Apr. 27	Full Lectures	
	Apr. 29	Full Lectures	
	Apr. 30	Full Lectures	