

SYLLABUS

Teaching Practicum for Graduate Students (EDF 6938)
Spring Semester, 2014
Section 03C2
Wednesday (periods 8-10, 3:00-6:00)
Norman Hall Room 278

Instructor:	Dr. David Therriault
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Office Hours:	Wednesdays 1:30pm-3:00pm, and by appointment
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Required Text

- (1) McKeachie, W. J. & Svinicki, M. (2006). *McKeachie's Teaching Tips: Strategies, Research, and Theory for University Teachers*. Houghton Mifflin: New York. (ISBN #: 0-618-51556-9)
- (2) Forsyth, D. R. (2003). *The Professor's Guide to Teaching: Psychological Principles and Practices*. American Psychological Association: Washington, DC. (ISBN#: 1-55798-960-5)

All other supplemental text will be provided via e-mail or distributed in class.

Course Description/Goals

The course is designed for Graduate students interested in teaching at the University level. Specifically, the course surveys cognitive research on teaching (e.g., memory, attention, and motivation) and practical teaching issues (e.g., construction of syllabi, practice delivering effective lectures, teaching formats, test construction, and grading practices) We will examine readings primarily from a psychological point of view that makes use of empirical research. The course will be organized and run as a practicum/seminar, not as a lecture. Consequently, both the instructor and students will be responsible for presenting information and discussing the readings. At the end of this course, students are expected to be prepared to teach their first undergraduate course with confidence.

Assignments (subject to change)

Class participation and Readings: Be prepared to critically discuss the readings. Each student is expected to participate in class discussion EVERY week. Your participation is a vital part of the course. To this end, students are expected to bring to class at least two written questions/comments for each of the assigned chapters or articles. You may use your questions to help guide your class participation. You are allowed a **single** excused absence without a reduction in your participation grade.

Leading discussions: Every student will lead class discussion for one day on an article of their choice (I will provide the class with a list of relevant journals to draw articles from). The discussant must provide a written summary of the main points for the assigned reading (for the class). There is no length requirement for summaries, but 1page (single spaced) seem appropriate. The discussion will last approximately 20-30 minutes.

Teaching Presentation: It is my goal that every student garners experience in a teaching environment. To this end, each student will teach a 30-40 minute class (pitched at the undergraduate level). The instructor and students from our course will then provide (constructive) feedback. Additional details regarding the assignment will be provided in class.

Sample Syllabus: Each student will turn in a sample syllabus for an undergraduate course. It should include contact information, course goals and expectations, grading elements and procedures, a schedule of activities for the semester, and any other relevant policy information.

Sample Exam: Every student will provide a sample exam for a 4 or 5 week “section” of their course. Additional details regarding the exam format will be provided in class.

Grading Procedures (subject to change)

Assignment	Points	Percent
Class participation	50 (includes student generated questions)	10
Leading discussions	50	10
Teaching Presentation	200	40
Sample Syllabus	100	20
Sample Exam	100	20
<i>Total</i>	<i>500</i>	<i>100</i>

*Grades will be based on a straight percentage, no (+) or (–) grades will be assigned:
 90 - 100% = A range (450-500 pts)
 80 - 89% = B range (400-449 pts)
 70 - 79% = C range (350-399 pts)
 60 - 69% = D range (300-349 pts)
 less than 60% = E (299 pts or below)

Policies and Expectations

Academic Dishonesty: Cheating or plagiarism in any academic setting is unacceptable. According to the University’s Academic Honesty Guidelines (<http://www.dso.ufl.edu/STG/stgfront.html>): Plagiarism is defined as: “The attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student.” Cheating is defined as: “The improper taking or tendering of any information or material which shall be used to determine academic credit.” Please see the website for procedures that will be followed if cheating or plagiarism is suspected. Upon suspicion of academic dishonesty, you will need to meet with me and the Chair of the Educational Psychology Department to discuss the consequences of your actions. This isn’t a fun meeting for either party, so please don’t put yourself in that position.

Accommodating Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Course Incompletes: A grade of Incomplete “I” will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to the University, all incomplete work must be completed by the following semester or you will receive a punitive incomplete (i.e., the same as an “E”).

CLASS SCHEDULE: This is a tentative schedule. Dates and assigned readings are subject to change.

Week	Date	Topic	McKeachie	Forsyth	Assignment
1	Jan 8 th	Introduction: Cognition and Motivation in Learning	Chs. 1, 12, 26	Ch. 1	
2	Jan 15 th	On preparation and time allocation	Chs. 2, 3	Ch. 1	
3	Jan 22 nd	The syllabus and course design	Supplemental		
4	Jan 29 th	Testing	Chs. 7, 8, 9	Ch. 4	Syllabus is due
5	Feb 5 th	Grading	Ch. 11	Ch. 5	Exam is due
6	Feb 12 th	Lecture and Discussion approaches	Chs. 4,5,6,21	Chs. 2, 3	
7	Feb 19 th	Ethics, Cheating, and Research	Chs. 10, 25		
8	Feb 26 th	Special accommodations, diverse students, and problem students	Chs. 13, 14	Ch. 6	
9	Mar 12 th	Technology and Distance Education	Chs. 18, 22	Ch. 7	
10	Mar 19 th	Evaluation, Professional Development, University life, and the job market	Supplemental	Ch. 8, 9	
11	Mar 26 th	Student Teaching Presentations (2-3) per day...	None		
12	Apr 2 nd	Student Teaching Presentations	None		
13	Apr 9 th	Student Teaching Presentations	None		
14	Apr 16 th	Wrap-up and final reflections	Supplemental		
15	Apr 23 rd	Wrap-up and final reflections	Supplemental		