Psychology 850: Teaching Practicum in Psychology
Fall 2019

Instructor: Alison Melley
Email: amelley@gmu.edu
Office Hours: Monday and Wednesday 12:00-1:00pm, Wednesday 3:00-4:00, or by appointment.
Office Location: 2062 David King Hall

COURSE OVERVIEW: This course is intended to support your preparation to teach your own class in the psychology department in the Spring. We will use the textbook as a springboard to conversations about teaching topics, moving you toward making your own decisions about course design, etc. We will develop a plan with your host faculty to find learning experiences in your shadow assignment, and you will begin to develop your teaching philosophy. I will ask for your active participation in this course - in return, I will do whatever I am able to do to support your teaching endeavors.

REQUIRED MATERIALS:
- Other readings as assigned.

COURSE OBJECTIVES:
By the end of this course, you will be able to:

1. Demonstrate ability to find resources to support your practice of reflective teaching.
2. Develop knowledge, understanding, and comfort with various teaching techniques.
3. Gain experience in applying practical skills such as writing learning outcomes, selecting course materials, creating a syllabus, developing assessment techniques, feedback and grading.
4. Define and practice strategies for increasing student engagement and overall classroom management (in large and small classes as well as online courses), including potentially difficult situations with students.
5. Demonstrate skills for professional development - ethical decision-making, developing a teaching persona in face to face courses, creating an online presence, building relationships, personal reflection, taking risks.
7. Identify factors in your personal background that will contribute to your identity as a teacher, including your relationship with students.

You will demonstrate your progress on these objectives through:

1. Participation in class discussions and short homework assignments, completion of “exit tickets.”
2. Attendance at (and report on) the Innovations in Teaching and Learning Conference 9/27 or similar teaching workshop.
4. Developing a plan with your host faculty to gain practical experience and skill development.
5. Interviewing your host faculty to learn about their rationale for their course design.
6. Completing an project centering on your identity as a teacher.
**COURSE STRUCTURE/GRADING:**

**Exit tickets (5%):** For 5% of the grade, you must turn in at least three “exit tickets” through [this google form](#) (also linked in Blackboard). This is for general feedback about how the course is going but also a chance for you to let me know what was especially meaningful or confusing. Mostly I’ve included this for you to see what it is like from the student perspective to have this opportunity - and to consider whether you would use a tool like this in your own class. There is also a button for anonymous feedback on the Blackboard menu.

**Reading Reports/Class Discussion: (20%)** In order to keep the amount of reading to a minimum, yet maximize the discussion topics, each student will report on a section of the textbook and/or an outside assigned reading 2-3 times during the semester. The other students are not responsible for those readings (although you are highly encouraged to do them!). *The assigned student will also be responsible for starting and maintaining the class discussion on those topics. This is an opportunity to develop skills in facilitating a discussion.*

**Host Faculty/Shadow Assignments: (15%)** You will have some assignments based specifically on your shadow assignment such as interviewing the host faculty and finding ways to gain practical experience. An initial plan plus a final reflection will contribute to this portion of your grade. This will also include an interview with your host faculty regarding their rationale for their course design. If you do not have a host faculty (because you are teaching your own course and are not shadowing) - please interview someone you are working with in another capacity. [Assignment specifics are here.](#)

**Homework/Resource Gathering: (20%)** There will be several assignments during the semester that will involve exploring teaching resources, such as the Society for the Teaching of Psychology website or the STEARN center on campus. We will compile [our own resource list](#) that you can refer to in the future.

**Teaching Portfolio: (20%)** This will include a draft of your teaching philosophy statement, draft syllabus with learning objectives, a lesson plan for a teaching demonstration, self-assessment, CV-ready list of teaching experiences.

**Identity Assignment: (20%)** You will be required to visit the museum of American History with me (if possible) to examine the Many Voices, One Nation exhibit. You will produce a project that focuses on your identity as a teacher, as well as developing an assignment for your future students based on this experience.

**Final Grade** The final grade will be calculated using the percentages above, with 100% as the highest possible total grade. Letter grades will be assigned based on the standard format (scores of .5 and above are rounded up, anything below .5 is rounded down):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97%-100%</td>
</tr>
<tr>
<td>A</td>
<td>93%-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>83%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
</tr>
<tr>
<td>C</td>
<td>73%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>
TECHNOLOGY

Communication: All primary contact in the course will be via email and Blackboard; thus, you are required to check your Mason email account regularly and to keep your mailbox maintained so that messages will not be rejected for being over quota. You may forward GMU emails to other accounts, but emails to the instructor should come from your GMU account, to allow verification of your identity.

Blackboard: All of the materials for this course, including grades and supplemental resources can be found in Blackboard. It is extremely important to access Blackboard through the MyMason Portal ASAP – please follow these instructions:

1. Go to http://mymasonportal.gmu.edu/
2. Login using your Mason ID and password (the same one you use for your GMU email account)
3. Click on the ‘Courses’ tab (toward the top right of the screen)
4. Go to the list of courses entitled “Course List” (in the middle of the screen)
5. Click on the link for Psyc 100-001 (Summer 2019)
6. It is important to login and begin to explore the various components in the first days of the semester.

POLICIES AND PROCEDURES

Attendance and Decorum: Class attendance will be recorded in the beginning weeks until I learn your names. I understand that graduate students have many competing responsibilities. Please reserve the class time as a standing commitment. This course was created to benefit and support *you,* and I cannot do that if you do not attend class.

In order to be attentive, please do not engage in any multi-tasking activities during class – that means no texting, e-mailing, web surfing, doing work for other classes, etc. Engaging in such activities is distracting for those around you, and for the instructor. If you engage in these activities, and the instructor or other students find it distracting, you will be asked to leave the room.

Cellphones: ALL SOUNDS/VIBRATIONS OFF!!

Class cancellation policy: In case class needs to be cancelled due to an unexpected event, students will be informed via email as soon as possible. An alternative will be determined as deemed appropriate.

Late Work Policy: Late work will not be accepted. Documented extenuating circumstances will be considered – but if you plan your time wisely this will not be an issue. I DO NOT give extra credit under any circumstances, other than those extra credit points built in to the course. This policy is in place to protect you and not provide any classmate with an advantage you do not have.

ACCOMMODATIONS

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in THE Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474
HONOR CODE
I have a zero tolerance policy when it comes to plagiarism. If you are uncertain about if something needs to be cited, how to cite or if you have given adequate credit, ask me. If you want a general refresher, the Mason library has a short video here.

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available HERE. It states, among other sanctions, that in the event that a student cheats by plagiarizing the work of someone else, the instructor may assign an F grade for that assignment, and/or fail the student for the course.

COURSE SCHEDULE

Students are responsible for verifying their enrollment in this class.

Schedule adjustments should be made by the deadlines published in the Schedule of Classes

- 9/3 last day to add classes
- 9/9 last day to drop classes with no tuition penalty
- 9/17 last day to drop with tuition penalty

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

Full (Dynamic) Course Schedule is at this link. I will notify you of changes but you are responsible for looking at the schedule on a regular basis. *I reserve the right to make changes to this schedule.