Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Course Description: Specialized study and experience in the teaching of psychology. Students gain experience in pedagogy, instruction and feedback, development of presentation materials and skills, demonstrations and active learning, and assessment. Course Format: Independent study, arranged with instructor, 3 hours/week per 1 credit hour enrolled.

Welcome to the Psychology Course Assistant Program!

This is an opportunity for you to step outside the role of “student” and think about teaching and learning. As a course assistant, you will provide support to students and instructors, but also learn about principles of effective teaching. Our goal is to inform you about effective teaching practices and engage you in the teaching of Psychology 1100, 2367.01, or other courses. Ultimately, your experience as a course assistant can help you prepare for graduate school and build professional skills such as project management, communication, presentation skills, and organization and planning.

Details about Psychology 3193.02, Independent Study in the Teaching of Psychology

Grading: Psychology 3913.02 is graded satisfactory/unsatisfactory (S/U). The criteria for determining a grade of “S” are based on developing and completing an approved semester plan, submitting an end of semester reflection, and by completing all tasks required by the supervising instructor.

Prerequisites: Completion of Psych 1100/2367.01 (or equivalent) and permission of instructor; priority is awarded to honors students. A maximum of 3 credit hours may be applied to undergrad major in psychology. Repeatable to a maximum of 20 credit hours or 6 completions.

Required Text: No textbook is required for Independent Study; selected articles, chapters, links, and other resources will be made available on Carmen.

Course Objectives: Psychology 3193.02 has been developed for those students wishing to actively explore and participate in topics relevant to the teaching of psychology. This course consists of individual reading and teaching-related projects developed by mutual agreement between students and their assigned GTA or instructor teaching a participating course. Student taking 3193.02 must have completed the assigned course successfully and should be able to undertake and complete teaching-related projects with minimal supervision.

Independent Study in the Teaching of Psychology is intended for advanced undergraduate students who intend to pursue a graduate degree in psychology, education, or a related field. The course has the following specific learning outcomes:

Learning outcomes:
- To identify, observe, and develop good teaching practices
- To create an awareness of pedagogical issues in the teaching of psychology.
- To discuss and reflect on issues relevant to student learning, classroom management, course design, lesson planning, active learning, and assessment.
- To develop communication, organization, and presentation skills.
**Assessment:** These learning objectives are assessed by reviewing your semester plan (submitted to the Carmen Dropbox by **Friday, January 26**), participation in classroom activities/seminar (3 hours/week), a mid-semester activity report, and summary of teaching responsibilities at the end of the semester. Completion of these activities (and fulfilling required proctoring obligations) will result in a grade of “S.”

**Psychology 3913.02 contributes to the following Psychology Major Program Learning Goals:**

- **Scientific Inquiry and Critical Thinking**
  - Demonstrate psychology information literacy
  - Engage in innovative/integrative thinking and problem solving

- **Ethical and Social Responsibility**
  - Build and enhance interpersonal relationships

- **Communication**
  - Demonstrate effective writing
  - Exhibit effective presentation skills
  - Interact effectively with others

- **Professional Development**
  - Apply psychological content and skills to career goals
  - Exhibit self-efficacy and self-regulation
  - Enhance teamwork capacity
  - Development meaningful professional direction for life after graduation

**General Guidelines:**

Qualified and interested undergraduates must apply for acceptance to the Course Assistant program by submitting a statement of interest, providing a reference or letter of recommendation and by participating in an informational interview with the Program Director. Once accepted, candidates provide scheduling/availability information to determine which section(s) of the course are potential matches with the student’s schedule. Once a match is identified, CAs register for at least 1 credit hour of independent study in the Teaching of Psychology (Psy 3193.02). A multi-term commitment is encouraged but not required.

**Required activities:**

- For each credit hour for which the CA is enrolled, he or she will participate in 3 hours per week of teaching-related activities, arranged independently with the assigned instructor.

- All CAs assisting in Psychology 1100 are expected to assist with proctoring midterm examinations (either with their assigned TA or in a different section depending on scheduling). CAs assisting in 2367.01 are expected to participate in in-class writing activities and workshops.

- Complete three required assignments:
  - CAs must submit a **Semester Plan** early in the semester outlining planned activities
  - Submit a **Summary of CA Responsibilities** describing activities and skills developed during the final week of the semester.
  - Respond to **Midterm Feedback**

- Attend a bi-weekly seminar the Program Director to discuss topics and issues relevant to the teaching of psychology. Readings will be available on Carmen; see schedule. If you are unable to attend due to a class conflict, please make arrangements to make up the information either by a) meeting with the director by appointment, or b) meeting with another CA to obtain the necessary information. Please inform the Program Director if you have a regular conflict that prevents you from attending seminar.
Other Opportunities

- All course assistants are encouraged to prepare and deliver at least one 15-minute mini-lecture; content is to be determined in collaboration with the assigned TA and requires his or her approval.

- CAs will have the opportunity to participate in professional development opportunities (workshops, colloquia, etc.) offered to TAs and instructors to increase their understanding and awareness of issues relevant to college teaching.

- How CAs spend their available time is to be determined in collaboration with the TA to whom they are assigned, with the understanding that their primary role is to provide support to the instructor of record for the course. In exchange for their assistance, TAs should provide guidance and mentoring on good teaching practices.

Suggested activities for course assistants:

- Help instructor prepare for lectures (find videos, demonstrations, examples, articles, etc.) as needed
- Review assignments with students and give formative feedback on paper drafts; help facilitate in-class writing workshops and activities (2367.01)
- Assist with classroom demonstrations or activities
- Participate in formulating quiz items or review questions; assist in leading review sessions
- Hold in-person or online office hours to assist students in learning course content and completing assignments
- Answer student questions via e-mail

CAs will be asked to sign an agreement indicating that they will treat any and all information about students that they may see or encounter in the course of their work as strictly confidential. Any quizzes, exams, or other forms of course assessment that they may see are also to be treated as strictly confidential.

Limitations: There are some important considerations involved in participation of grading as a CA. CAs may assist instructors with grading or providing feedback to students under close supervision, and at no time may CAs be in the sole possession of students’ papers, quizzes, or exams. In those instances when CAs can assist in providing feedback to students, this work should be done under the supervision of the instructor, ideally in the Psych 1100 office (PS 125) or in another location in the Psychology department. Psych 1100 CAs are expected to assist in proctoring examinations but will not have sole responsibility for administering tests or quizzes.

CAs may not have instructor-level access to student records particularly in SIS or in Carmen. However, access to course materials in Carmen as a TA, without access to privileged information or student grades, is permissible. Course Assistants may only have “Designer” access in Carmen (Canvas) to be able to post information and announcements, without having access to grades. Under no circumstances should you remove or edit any aspect of a Carmen site without the permission of the supervising instructor.

Recommendations for a successful independent study experience:

- Check the Psych 3193.02 Carmen webpage weekly for updates, readings, and information. Check email regularly for announcements and time-sensitive information.
- Meet with your assigned TA as early in the term as possible. Let your TA know your schedule at the beginning of the term; specify dates that you are unavailable due to work/class, when you will be taking midterms, or if you have other demands on your schedule (travel for athletics, etc.). Don’t take on more than you can handle in any given week, and don’t promise your TA you will do something you are not certain you can complete.
- Check your schedule and the course midterm/assignment schedule early in the term. Let your instructor and/or the course coordinators know if you may have trouble being available for scheduled due dates (especially for Psych 1100 exams).
When you agree to do something for your TA, he or she (not to mention many, many students) will be counting on you and it is your responsibility to follow through. If for some reason you cannot fulfill an obligation, contact your instructor immediately and work with him/her to make alternate arrangements (i.e., reschedule, find another proctor, etc.).

Please respect the fact that your instructor has many demands on his/her time, not only the requirements of the class. Think ahead and try to anticipate what he or she may need a few class meetings ahead of time.

Prepare to set aside blocks of time each week and budget your time appropriately to meet deadlines.

Use good professional judgment in your role as a CA. If you have questions about what is appropriate for a CA to do, see the Program Director.

Please remember: You are not a tutor, and your role is not to make this course easier for students! In fact, making things easier for students interferes with learning. Your role will be to help teachers be effective in the classroom, and to help students be effective in their own learning.

Ask lots of questions about teaching, and have fun!

University Policies

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentconduct.osu.edu

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact Dr. Beers. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home): http://oaa.osu.edu/coam.html
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions): http://oaa.osu.edu/coamtensuggestions.html
- Eight Cardinal Rules of Academic Integrity (http://www.northwestern.edu/provost/policies/academic-integrity/cardinal-rules.html)

Alternate Formats/Special Accommodations:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Sexual misconduct/relationship violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu
Thank you for serving as a Course Assistant (CA) for Psychology 1100 or 2367.01 this semester! Your involvement in this program is valuable and appreciated. To ensure high standards of quality for our CA program, please read each of the points below regarding the logistics and ethics of serving as a TA, and sign/date to indicate your agreement.

1. You will not have responsibility for assigning grades to students in your position as a CA, although you may be asked to assist in marking quizzes or papers (with instructor guidance and supervision) and maintaining lists/records.

2. It is your responsibility to let your assigned instructor know if you know any students in the class personally outside of your position as a CA.

3. You may sometimes encounter information about students enrolled in the class and/or their grades. You must treat this information as strictly confidential.

4. You should treat any other information you obtain in your CA role as confidential. Examples of such information are students’ attendance patterns and timely submission of assignments.

5. You will sometimes see tests, quizzes, and assignments before they are administered in class. It is essential that this information also be treated as strictly confidential.

6. When you perceive conflicts between your formal course work and CA-ing (e.g., when you have major exams or papers due), your formal course work takes precedence. However, please let your assigned TA know when such conflicts arise—having a conflict is not an excuse for failing to deliver on work promised to your TA.

7. Please do not make any public pronouncements about the course requirements or policies without discussing them with your instructor first. Of course, you may reiterate statements in the course syllabus. However, if there is need for clarification or expansion on such statements, discuss them with your instructor.

8. As a CA, you should never accept any money or gifts from students in the course. This will avoid impropriety and conflict of interest. This is University policy as well as course policy.

9. Your work as a CA will be represented on your transcript as Independent Study in the Teaching of Psychology. It will be listed along with your other courses for this term. You are expected to spend 3 hours per week for every one credit hour for which you are registered. Independent Study is graded S/U.

10. Please promptly discuss with the Program Director any issues of professional ethics or concerns that may develop in your role as a CA. If any aspect of serving as a CA makes you uncomfortable, or if you have questions or concerns, contact the Program Coordinator immediately.

11. P1100 CAs are expected to proctor midterm examinations. Should you fail to show up as scheduled to proctor a midterm examination (without a valid excuse) you will automatically receive a grade of “U” for the term.

Please sign and date below to indicate your understanding and acceptance of these policies.

________________________________________  ______________________________
Print name                                      Date

________________________________________
Signature
# Tentative Seminar Topics and Semester Calendar SP18

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No meeting</td>
<td></td>
<td></td>
<td>Signed CA/WA agreement; add course for 1 credit</td>
</tr>
<tr>
<td>2</td>
<td>1/16</td>
<td>Getting started; your role; peer exchange</td>
<td></td>
<td>Meet with your instructor (if you haven’t already)</td>
</tr>
<tr>
<td>3</td>
<td>1/23</td>
<td>No seminar</td>
<td></td>
<td>Semester plan to Carmen by F 1/26</td>
</tr>
<tr>
<td>4</td>
<td>1/30</td>
<td>Backwards design in course and lesson planning</td>
<td>Wiggins and McTighe</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/6</td>
<td>No seminar - P1100 CAs plan to proctor this week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/13</td>
<td>Metacognition</td>
<td>Selections from <em>Make it Stick</em>, Brown, Roediger, and McDaniel</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/20</td>
<td>No seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/27</td>
<td>Diversity in teaching and learning</td>
<td>Handouts (Marin, 2018)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/6</td>
<td>No seminar</td>
<td></td>
<td>Midterm feedback</td>
</tr>
<tr>
<td>10</td>
<td>3/13</td>
<td>No seminar – Spring Break!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/20</td>
<td>Giving feedback and responding to writing</td>
<td>McKeachie; Links on Carmen</td>
<td>P1100 CAs plan to proctor this week</td>
</tr>
<tr>
<td>12</td>
<td>3/27</td>
<td>No seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/3</td>
<td>No seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/10</td>
<td>Topic TBD – Student choice</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/17</td>
<td>No seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4/24</td>
<td>Semester wrap-up and celebration</td>
<td></td>
<td>Summary of Teaching Responsibilities</td>
</tr>
<tr>
<td>Finals</td>
<td></td>
<td><em>OPTIONAL (1100)</em>— <strong>Wednesday 4/25, 8:00 PM</strong> Volunteer to proctor common Final Exam (dinner will be provided)**</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This schedule is subject to change; announcements will be made on Carmen.