New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:
   - [ ] Undergraduate  [ ] Graduate  [ ] First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   Department of Psychology
   PSYC 640 Personality Psychology

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Research on personality structure, process, and development covering all levels of individuality from traits to goals/motives to narrative identities; research methods including factor analysis; connections between personality research and other major areas of psychology including developmental, clinical, organizational, and social.

5. Prerequisite(s):
   Cross-listed with: NA
   Stacked with: NA
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  [ ] Yes  [ ] No
   If yes, from ________ to ________

7. Is this a repeatable course?  [ ] Yes  [ ] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  [ ] Yes  [ ] No

8. Will this course be submitted to the Core Curriculum Council?  [ ] Yes  [ ] No

9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   This course will be an elective course for graduate students in Psychology.

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
    Attach approval letters.

11. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course#  Title (excluding punctuation)
    PSYC  640  Personality Psychology

   Lect.  Lab  SCH  CRP and Fund Code  Admin. Unit  Acad. Year  ELC Code
   0 3 0 0 0 3 4 2 2 7 0 5 0 0 1 2 3 8 0 1 6 - 1 7 0 0 3 6 3 2

   Approval recommended by:
   [Signature]
   [Name]
   [Date]

   Department Head or Program Chair (Type Name & Sign)

   [Signature]
   [Name]
   [Date]

   Department Head or Program Chair (Type Name & Sign)
   (If cross-listed course)

   [Signature]
   [Name]
   [Date]

   Submitted to Coordinating Board by:
   [Signature]
   [Name]
   [Date]

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Personality Psychology
PSYC 640 – Spring 2016
Tuesdays 1:00 pm to 4:00 pm
335 Psychology
Brent Donnellan
209 Psychology
845-4409
mbdonnellan@tamu.edu

COURSE GOALS
The overarching goal is PSYC 640 is to provide a graduate-level introduction to the major theoretical and empirical issues in contemporary personality psychology. Specifically:
1. Students will learn contemporary theoretical models that integrate multiple levels of individuality from traits to narrative identities.
2. Student will learn how the person-situation debate shaped current thinking about the interplay between dispositional and situational factors.
3. Students will learn about biological (e.g., genetic and physiological) contributions to personality as well as the controversies associated with these approaches (e.g., false positive gene by environment interactions).
4. Students will learn about basic issues in personality assessment including foundational psychometrics, issues of informant biases, and the predictive validity of trait measures.
5. Students will learn how personality psychology intersects with clinical, developmental, organizational, and social psychology.

PREREQUISITES
Graduate classification or approval of instructor.

COURSE REQUIREMENTS
1. Constructive participation in seminar and weekly discussion questions (10% of your final grade). It is critical that everyone actively participates in this course. Accordingly, you are required to carefully read the material for each week in advance of class and post a minimum of three questions about these readings. You must post your questions on the course website by 6 pm on Monday. Make these questions thoughtful and insightful and avoid pedestrian postings (see the guidelines on page 2). Please identify the reading that is the primary focus of each of your questions.

2. Complete three written papers (60% of your final grade). In lieu of a final paper, you will be given 1 week to answer a specific question related to course readings at three times during the semester. These papers will be limited to 4 pages of double-spaced text (12-point font and 1-inch margins) so you must write concisely. The point of these written assignments is to give you a chance to practice responding to challenging questions in a thoughtful and compact fashion. The schedule for paper assignments is listed on the following pages.

3. Lead Discussion of Articles (30% of your final grade): At least three times per semester you will be required to lead discussion of a particular article. Your responsibility is to motivate and sustain a critical discussion about that article. This will involve providing an accurate “two minute” summary of the core themes and findings reported in the article and organizing the discussion questions related to that article in a coherent fashion. I also expect that you will do additional research related to your article so that you are well versed
about how that particular reading fits within the broader literature. Leading discussion is an important skill so please take this requirement seriously (see the guidelines on page 2). We will pick articles the first day of class.

**Total Points: 100**
Scores required for each letter designation in the grading system:
- A: 90-100 points
- B: 80-89 points
- C: 70-79 points
- D: 60-69 points
- F: any score below 60 points

"I favor focusing on individual differences in personality because individual differences are the most remarkable feature of human nature."

**ACKNOWLEDGEMENTS**
I borrowed many ideas for these readings from friends and colleagues. Many thanks to Rob Ackerman, Katie Corker, Emily Durbin, Chris Fraley, Peter Harms, Chris Hopwood, Rich Lucas, Fred Oswald, Chris Nye, Aaron Pincus, Brent Roberts, Rick Robins, Rebecca Shiner, Jennifer Tackett, and Aidan Wright.

Chris Hopwood and I have written an annotated trait bibliography that includes a number of recommended readings along with our editorializing about each piece. I happen to like it and I have made a version available on the course website.

**Attendance:** The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**ACCOMMODATIONS**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**ACADEMIC INTEGRITY**
"An Aggie does not lie, cheat or steal, or tolerate those who do." Honor Council Rules and Procedures can be found on the web: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**DISCLAIMER**
Personality psychology is a large and diverse field with many controversies. This makes selecting readings a daunting task and my list undoubtedly reflects my own biases and interests. I acknowledge upfront that my interests are generally focused on the trait/disposition level and on the development of personality traits across the life span. There is more to personality psychology than the topics I have decided to cover! Moreover, there is a limited amount of class time so I have included a number of suggested additional readings for you to consider as supplements. I also encourage you to take a look at the webpage maintained by Brent Roberts as it lists a number of personality syllabuses (or syllabi) from stellar researchers at other universities (see below).
You should also consider reviewing the most recent handbooks available in the field to get a sense of the topics I omitted. Chris Hopwood and I reference those in our trait bibliography.

Syllabus Repository: http://pigee.wordpress.com/?s=syllabus

GUIDELINES FOR POSTING QUESTIONS
1. Try to come up with an interesting question that can stimulate a scientific discussion. Avoid posting questions that you could answer yourself with some additional research. If you are raising an abstract idea or an objection to a reading, make sure to provide a concrete example so that people can more easily understand your perspective.

2. Have a clear question in mind for each posting. If you are not sure of the point that you are trying to raise, then it is unlikely that anyone else will get it.

3. I may call you out if you post a question that is inane, incoherent, or inappropriate! Do not free associate or otherwise waste our time with your postings.

4. You should read the other postings and respond accordingly. It is fine to build on someone else’s question but add something constructive. Feel free to disagree with others but do so with respect and tact. Be charitable to opposing arguments and perspectives.

5. Finally, note this perspective espoused by Kimble (1994):
   “...the business of psychology is to understand behavior. The values that govern the endeavor are scientific values... How you feel about a finding has no bearing on its truth.” (p. 257).


GUIDELINES FOR LEADING ARTICLE DISCUSSIONS
1. Read the article thoroughly. Consider doing this multiple times. Consider doing additional reading on the topic.

2. Prepare a 2 to 3 minute summary of the reading. Identify the main points and crucial take home messages. Be ready to give this summary in class. I may ask for it!

3. Copy all posted questions for your “target reading” to a separate document.

4. Read each question and rank the questions from best to worst on the following oblique dimensions: Clarity; Interestingness; Ability to stimulate discussion; Whether or not the issue is scientific; Any other relevant dimension. Decide on a final ordering of the questions. Bottom Line: Give preference to the “best” questions in case you run out of time.

5. Paraphrase the questions to facilitate discussion. You might want to prepare a handout with the paraphrased questions.

6. If someone asks a “factual” question about terminology or methodology make sure that you can answer such a question (but see Point #1 in the previous section).

7. Have fun!
Course Schedule and Reading List

Note: The articles are listed in the order that I think you should read them. All readings should be available as pdfs through the TAMU library system unless indicated by an asterisk (*). I will provide access to those readings through the course website.

Week 1: Overview and Introductions

19 January (3 Readings)

Optional Additional Readings:

Week 2: More Introductory Material

26 January (3 Readings)

Week 3: Traits, Structure, and Personality Judgment

2 February (4 Readings)

Optional Additional Readings:


**Week 4: Traits and Life Outcomes**


**Optional Additional Readings:**


**Week 5: Person-Situation Debate**

16 February – Paper 1 Handed Out (5 Readings)


Lucas, R. E., & Donnellan, M. B. (2009). If the person–situation debate is really over, why does it still generate so much negative affect?. *Journal of Research in Personality, 43*, 146-149.


**Optional Additional Readings:**

**Week 6: Person and Situation Integration**

23 February – Paper 1 Due (4 Readings)

**Week 7: Evolutionary Approaches**

1 March (4 Readings)


**Optional Additional Readings:**


**Week 8: Genetic and Physiological Perspectives**

8 March (4 Readings)


**Optional Additional Readings:**


**Week 9: 15 March – Spring Break – No Class Meeting!**
**Week 10: Goals and Social Cognitive Approaches**

22 March – (4 Readings)


**Optional Additional Readings:**


**Week 11: Important Constructs – Attachment, Self-Esteem, and the Dark Triad**

29 March – Paper 2 Handed Out (4 Readings)


**Optional Additional Readings:**


**Week 12: Developmental Considerations I - Temperament**

5 April – Paper 2 Due (4 Readings)


Optional Additional Readings:

Week 13: Developmental Considerations II

12 April (4 Readings)


Optional Additional Reading:

Week 14: Personality and Organizations

19 April (4 Readings)


Optional Additional Readings:


**Optional Additional Readings Part II - One of the big debates in this literature:**


**Week 15: Personality and Clinical Psychology**

26 April (3 Readings)


**Optional and Additional Readings:**


Paper 3 is due by noon on 10 May 2016

"I have made a ceaseless effort not to ridicule, not to bewail, nor to scorn human actions, but to understand them."

-Quotation from Baruch Spinoza that opens Allport's Pattern and Growth in Personality
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  □ Graduate  □ First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Psychology
3. Course prefix, number and complete title of course: PSYC 696 Principles and Methods for Teaching in Psychology
4. Catalog course description (not to exceed 50 words):
Orients students to basic, practical issues related to college teaching, reflect on and improve teaching skills; topics include developing course objectives and teaching philosophies, improving teaching tools, understanding teaching-learning situations, advising students, and ethics in teaching.

5. Prerequisite(s):
Cross-listed with: NA
Stacked with: NA
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  □ No
If yes, from _______ to _______
7. Is this a repeatable course? □ Yes  □ No
If yes, this course may be taken ______ times.
Will this course be repeated within the same semester? □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No

9. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

This course will be an elective course for graduate students in Psychology.

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

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<thead>
<tr>
<th>PSYC</th>
<th>696</th>
<th>Teaching Psychology Principles</th>
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Approval recommended by:
Douglas Woods
Department Head or Program Chair (Type Name & Sign) 8/10/15
Date

Chair, College Review Committee 9/10/15
Date

Dean of College 10-1-15
Date

Chair, CC or CCC
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
Psychology 696: Principles and Methods for Teaching in Psychology (PSYC 696)
Thursday 1:00 pm - 4:00 pm
Room 336 Psychology Building
Fall, 2016

Instructor Information
Instructor: Dr. Rachel Smallman
Office: 243 Psychology Building
Office Hours: Anytime that you need to see me, we'll arrange a mutually agreeable time to meet. I am flexible and will do what I can to meet with you as soon as you need to.
Email: rsmallman@tamu.edu

Required Texts
All required readings and assignments will be posted on the course website: http://elearning.tamu.edu
Prerequisites: graduate classification or approval of the instructor

Other suggested resources for teaching and academic career development:
Teachpsych.org: Home page for the Society of the Teaching of Psychology (STP), Division 2 of APA.
STP Listserv: http://list.kennesaw.edu/archives/psychteacher.html Listserv hosted by STP.

Course Learning Goals
This seminar is intended to support your development as a teacher. Part of this support will be in the form of practical help with the mechanics of teaching and addressing issues that you may face in your classroom—the how of good teaching. Additionally, this class is a place to reflect on your identity and goals as a teacher and scholar—the what and why of good teaching. Each student in this class is a crucial participant in both of these elements. Therefore, I expect you to respect the time and perspectives of your classmates by coming to class fully prepared, actively contributing, and treating others with respect. Because we will discuss issues from our own classrooms, it is important to be sensitive to issues of privacy and confidentiality.

Becoming a teacher is a challenging experience, and I want this course to be as helpful to you as possible. Please don't hesitate to let me know if you are struggling in the seminar or in your teaching, and how I may be able to help you more effectively.

By the end of the course you will have:
1. Acquired some useful, practical techniques to use in college teaching
2. Learned a little about the enterprise of scholarly teaching and the scholarship of teaching
3. Explored some of the many resources available for your development as a college teacher
4. Learned how to integrate different aspects of teaching a course—such as goals, learning activities, assessments—in a meaningful way
5. Initiated a philosophy of teaching
6. Learned how to critically reflect on your successes and challenges in college teaching and use these reflections constructively.
Format
This is a 3 credit course that meets once a week for 3 hours. The course is discussion based; I expect you to read all of the assignments before class. The first hour will include a presentation about a teaching-related topic (by myself or a guest). The remaining time will include an open-format discussion of your successes, challenges, and methods in the classroom as well as a discussion on the assigned readings.

Elements of the Course
Participation: More than the usual graduate seminar, this course is a workshop aimed at your professional development. It will be most beneficial if you pose and answer questions thoughtfully and come to class fully prepared to engage with our guests and your peers. Accordingly, participation is an essential element of earning a passing grade for the course. Participation is worth 10 points in the course.

Classroom Observations: You are required to observe 3 different classrooms for this course. You will visit: a faculty teaching a large lecture-based course, a faculty teaching a small discussion-based undergraduate course, and a graduate student teaching as a primary instructor. You must seek advanced permission from the course instructor. After completing all 3 observations, you will write one reflection paper describing and comparing all three observations. Make sure to include some practical things (such as teaching behaviors) that you'd like to remember for your own classroom. More details will be provided in class. We will also discuss your observations in class. Your reflection paper is worth 30 points in the course.

Microteaching: During the last month of the class, you will prepare a mini-lecture about a psychology topic related to the class that you are likely to teach. It should be about 20 minutes, and can include lecture, active learning, and/or discussion (whatever will be most effective). Afterward, we will discuss your goals for the lecture and provide feedback. Microteaching is worth 30 points in the course.

Teaching Philosophy: At the end of the course you will be preparing an initial teaching philosophy statement. The point is to get you started on what you will need for the modern academic job market. Your teaching philosophy is worth 30 points in the course.

Total Points: 100
Scores required for each letter designation in the grading system:
A: 90-100 points
B: 80-89 points
C: 70-79 points
D: 60-69 points
F: any score below 60 points

Policies
Attendance: I expect you to be present at each class meeting and to participate in all aspects of class discussion. Only valid university excuses will be accepted as legitimate reasons for missing class. The University views class attendance as the responsibility of an individual student. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07

Americans with Disabilities Act (ADA): The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/
Schedule
You should have the reading listed done by the date listed. Lecture topics and due dates are tentative.

Thinking about Teaching and Learning, Getting Inspired

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Other Activity/Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
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<td>Week 2</td>
<td>Philosophies</td>
<td>Initial philosophies of teaching, goals for this course</td>
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<tr>
<td>Week 3</td>
<td>Core Elements of good teaching</td>
<td>Halonen, J. S. (2002). Classroom presence.</td>
<td>Visitor: Dr. Kristie Orr, Director of Disability Services</td>
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<td>One autobiography from <em>The teaching of psychology in autobiography: Perspectives from exemplary psychology teachers</em></td>
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<td></td>
<td>Goss Lucas &amp; Bernstein, Ch 1 and pp 55-59 (in Ch 4)</td>
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The Classroom Experience: Core Skills, Methods and Resources

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<th>Date</th>
<th>Topic</th>
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<th>Other Activity/Assignment</th>
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<tr>
<td>Week 4</td>
<td>Discussion</td>
<td>Cashin, W. E. &amp; McKnight, P. C. (1986). Improving discussions</td>
<td>Visitor: Dr. Steve Daniels, Fasken Chair in Distinguished Teaching</td>
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<td></td>
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<td>Goss Lucas &amp; Bernstein, pp. 73-79 (in Ch 4)</td>
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<td>McKeachie Ch. 5</td>
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<td>Small group discussion tasks. (2006, August-September). <em>The Teaching Professor. (pages 5 and 7)</em></td>
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<td>McKeachie Ch. 6</td>
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<td>Goss Lucas &amp; Bernstein, pp 59-69 (in Ch 4)</td>
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<tr>
<td>Week 6</td>
<td>Technology</td>
<td>Young, J. (2009). When computers leave classrooms, so does boredom</td>
<td>Visitor: Jernaley Martin and Wanda Curtsinger, Instructional Technology Services (ITS)</td>
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<td>McKeachie, Ch 17</td>
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<td>Goss Lucas &amp; Bernstein, Ch 7</td>
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<td>Week 7</td>
<td>Active Learning &amp; Critical Thinking</td>
<td>Bessey, D. A. (2010). A brief guide for teaching and assessing critical thinking in psychology. <em>APS Observer.</em></td>
<td>Mid-Semester evaluations: for your class and this class</td>
</tr>
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<td></td>
<td></td>
<td>McKeachie Ch. 14, 15 and Ch. 18 (for lecture) or Ch. 19 (for labs)</td>
<td>Visitor: Dr. Dominique Chlip, Associate Director of P.O.W.E.R. Initiative</td>
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<td></td>
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<td>Goss Lucas &amp; Bernstein, pp 69-73; 80-93 (in Ch 4)</td>
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<tr>
<td>Week 8</td>
<td>Teaching Writing</td>
<td>Pezdeck, K. (2009). Grading student papers: Reducing faculty workload while improving feedback to students. <em>APS Observer.</em></td>
<td>Visitor: Dr. Dominique Chlip, Associate Director of P.O.W.E.R. Initiative</td>
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<td>McKeachie, Ch 16</td>
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### The Classroom Experience: Core Skills, Methods and Resources (continued)

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<th>Date</th>
<th>Topic</th>
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<th>Assignment Notes</th>
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<tr>
<td>Week 9</td>
<td>Class Observations</td>
<td>Use this week to attend your three class observations:</td>
<td>Observation write up and reflection:</td>
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<tr>
<td></td>
<td></td>
<td>1) Large undergraduate lecture course</td>
<td>due Week 10</td>
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<td>2) Small undergraduate course (should be more discussion-based)</td>
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<td>3) Course with a graduate student as primary instructor</td>
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<td>Instructions on the written observation reflection are on e-learning</td>
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<td>Week 10</td>
<td>Academic Honesty</td>
<td>McKeachie, Ch 10 (12th edition)</td>
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<td></td>
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<td>Goss Lucas &amp; Bernstein, pp. 154-163 (in Ch 6)</td>
<td>In class discussion of classroom</td>
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<td>Understanding students who misuse sources. About Campus, 7-14.</td>
<td>Turn in observation write-up/</td>
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<td>reflection</td>
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<tr>
<td>Week 11</td>
<td>Student Evaluations</td>
<td>Goss Lucas &amp; Bernstein, Ch 8</td>
<td>Microteaching presentations:</td>
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<td>McKeachie, Ch. 23</td>
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<td>Ory, J.C., &amp; Migotsky, C.P. (2006). Getting the most out of your</td>
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<td>student ratings of instruction. APS Observer.</td>
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<td>Week 12</td>
<td>Relationships with Students</td>
<td>Goss Lucas &amp; Bernstein, Ch. 6</td>
<td>Microteaching presentations:</td>
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<td>McKeachie, Ch. 13</td>
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### Your Teaching Career

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<th>Assignment Notes</th>
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<tr>
<td>Week 13</td>
<td>Preparing for the job market; Teaching philosophies</td>
<td>Montell, G. (2003). How to Write a Statement of Teaching Philosophy.</td>
<td>Microteaching presentations:</td>
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<td>Chronicle of Higher Education.</td>
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<tr>
<td></td>
<td></td>
<td>Montell, G. (2003). What’s your philosophy of teaching, and does it matter?</td>
<td>Start working on Teaching Philosophy</td>
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<tr>
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<td></td>
<td>Chronicle of Higher Education.</td>
<td>statement</td>
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<td>Week 14</td>
<td>Job Hunting, balancing teaching with research,</td>
<td>Goss Lucas &amp; Bernstein, Ch 9</td>
<td>Microteaching presentations:</td>
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<td>getting tenure at different kinds of places</td>
<td>Read articles in Part 3 (The Successful Job Applicant: What Academic</td>
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<td>Departments Seek in New Assistant Professors) of Buskist, W., Beins, B.C.,</td>
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<td>graduate students become competent teachers.</td>
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<td>Scan articles in the Chronicle of Higher Education Careers website as a</td>
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<td>future resource for information, humor, and advice</td>
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