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 (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Biology
   BIOL 645 Biology of Viruses
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Course will provide an introduction to the structure, composition, and life cycles of viruses, methods used to study viruses, their interaction with host cells, mechanisms of pathogenicity and cellular transformation, responses of the host to viral infection, and vaccine applications.

5. Prerequisite(s):

   Cross-listed with:  Stacked with: BIOL 445

   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.
8. Will this course be repeated within the same semester?  □ Yes  ✔ No
9. Will this course be submitted to the Core Curriculum Council?  □ Yes  ✔ No
10. How will this course be graded?:  ✔ Grade  □ S/U  □ P/F

11. 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)

   PhD and MS for any biological science discipline

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. 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).

   Prefix  Course #  Title (excluding punctuation)
   BIOL  645  BIOLOGY OF VIRUSES

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
   3.00  0.00  3.00  26.0504  0440  15 - 16  0  0  3  6  3  2

   Approval recommended by:

   Wayne Vernon  8-3-15

   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, Export Controls Committee  9-8-15

   Dean, College  8-3-15

   Chair, SC or PSC  10-1-15

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
BIOL 645: Biology of Viruses
Fall 2015
Tues/Thurs. 12:45 - 2:00 pm
HELD 107

Instructor: Dr. Deborah Bell-Pedersen
My interest in viruses stems from my Ph.D. studies on bacteriophage T4. My current research at TAMU focuses on determining the mechanisms of gene regulation in microbial systems, focusing on circadian rhythms in fungi. Together, my expertise in viruses and gene regulatory mechanisms will allow me to teach you the fundamentals of virology, and incorporate the latest information available in this rapidly evolving field.

Office hours:
Please feel free to email me anytime for an appointment to meet. I do not have set office hours, but please don't let this deter you contacting me.
Office - 210 BSBW (in the back of the lab)
Phone - 847-9237
e-mail - dpedersen@bio.tamu.edu

Teaching Assistant: David Green
Email – dgreen@bio.tamu.edu
Office Hours – Wed 2-3 pm, Thr 11-12 am, and by appointment
Office – BSBW 225C

Course Description: This course will provide an introduction to the structure, composition and life cycles of viruses; the methods used to study viruses; their interaction with host cells; the mechanisms of pathogenicity and cellular transformation; the responses of the host to viral infection, and vaccine applications. This will be followed by an in depth study of the life cycles of the major classes of viruses and a discussion of emerging viruses.

Prerequisites: You are responsible for having a good understanding of molecular biology (prokaryotic and eukaryotic transcription, translation, DNA replication), and general cell biology (cellular organelles and their functions, endocytosis), and an interest in understanding viruses.

Learning Outcomes: Upon successful completion of this course, you will be able to:
- Understand and describe the cellular mechanisms of virus infection and spread.
- Understand and describe the molecular principles of virus replication of different virus families.
- Describe the underlying molecular basis for viral disease and approaches to develop vaccines and drug treatments.
- Describe host responses to viral infection.
- Understand the methods used to study viruses.
- Be able to read, interpret, and evaluate primary literature in virology.
- Be able to develop and test hypothesis related to virus infection.
Text:
Note that the arrangement of material in the text is such that you will need to be flexible in finding and reading the appropriate parts. The chapters listed will direct you to most, but not all, of the related information. Use the index to find additional information.

Useful websites include the U.S. Centers for Disease Control and Prevention http://www.cdc.gov/ (including its journal Emerging Infectious Diseases and its Morbidity and Mortality Weekly Report), the World Health Organization http://www.who.int/en/, and a site called All the Virology on the WWW http://www.virology.net/, which has links to pictures and background information.

Web:
Any lecture material that is presented using powerpoint will be available online before each lecture. Important: These slides may cover more that we will have time to discuss during class. They are to be used as a guide only. Equally important - the powerpoint files will not include everything I discuss in class, and they will not reveal my emphasis.

Primary research articles will be used to supplement the text. A new article will be posted each week. Graduate students in the class are responsible for knowing and understanding the posted articles, as questions about them will be included on the exams. I will arrange a weekly 1 hour meeting time for us to discuss the papers outside of class.

Evaluation method – All students
- 3 exams each worth 100 points - the average of 3 exams will count for 60% of final grade
- 2 written assignments worth 200 points - 40% of final grade

Final grades will be determined as follows:
90-100 points A
80-89 points B
70-79 points C
60-69 points D
0-60 points F

Exams: Exams will be comprised of essay questions and will be designed to make you apply the knowledge you have obtained from class and reading material. Unlike the exams for the undergraduate students, you will be expected to be able to apply the material and develop hypothesis, design experiments, an interpret data sets.

Exam absences: Only University approved absences will be accepted (http://student-rules.tamu.edu/rule07). There are no scheduled makeup exams. If the absence is excused, I will provide the opportunity to make up the exam or find an alternative. The make-up work must be completed in a timeframe not to exceed 30 calendar days from
the last day of the initial absence. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

**Written assignments:** The final project will be in the form of a written critique of 2 research papers from the Journal of Virology, Science or Nature published after Jan 2015. All sources must be referenced, including course material, web pages, journal articles, and books. For a discussion on plagiarism, please refer to http://writingcenter.tamu.edu/assets/presentations/plagiarism_uwc.ppt. **Do not use direct quotes from the paper.** The paper you chose will need to get approval from me. **The first paper is due November 3, and the second paper is due December 10.**

You will carefully read and understand the a) hypothesis being tested, b) experimental design, c) results, and d) discussion of the paper. Give yourself plenty of time as you will need to read many of the references in the paper to fully comprehend the current study. You will write a comprehensive summary of the paper, in your own words, highlighting the purpose (why did they do the study), hypothesis (what is the question they are trying to answer), experimental design (how did they do the study), and data that led to the main conclusions (what were the results and conclusions). Any perceived flaws in the paper need to be addressed. You will indicate how this research has increased our level of understanding of the virus – in other words, how does this work further the field? Beyond what is required for undergraduate students in the class, you will need to write the specific aims for a grant proposal based on the paper you summarize. You will develop a new hypothesis, or extend an existing hypothesis, and will fully describe what the next logical experiments would be to test the hypothesis.

The paper is limited to 10 pages (1 inch margins; 12 point Arial font; space and a half), excluding citations. Figures or diagrams are encouraged and will not count towards the page limit. You must include a copy of the paper that you are summarizing. The style of reference will be according to the Journal of Virology (http://jvi.asm.org/misc/ifora.shtml).

**Classroom etiquette:** Please turn off cell phones, refrain from talking while I am speaking, and pay attention. Please make every effort to be on time.

**Organization of lectures:** Lectures are organized into 2 phases: 1) introduction to the major principles relating to the study of viruses including viral classification, structure, gene expression strategies, pathogenesis, and host responses, and concluding with 2) an in depth look at representative virus life cycles, beginning with the smallest and simple RNA viruses, and then progressing to successively more complex viruses and emerging viruses.
Course outline:

Topics Covered in Exam 1

- Course syllabus and Introduction to Viruses (Chapter 1); Review the central dogma of molecular biology.
- Viral Entry into Host Cells (Chapter 6)
- Viral Replication Strategies (Chapter 2)
- Viral Assembly, Structure and Exit Strategies (Chapters 5-6)
- Viral Transmission and Pathogenesis (Chapters 2-4)
- Host Responses to Viral Infection (Chapter 7-8)
- Methods to Study Viruses (Skim Chapters 9-13)

9/30 Exam 1

Topics Covered in Exam 2

- Positive-Sense RNA Viruses e.g. Picornavirus, Flavivirus, Coronavirus (Chapter 14)
- Negative Sense RNA Viruses e.g. Paramyxovirus, Orthomyxovirus, Filovirus (Chapter 15)
- Small DNA Viruses e.g. Polyomavirus (SV40)/ Adenovirus (Chapter 16)
- Large DNA Viruses (nuclear replication) e.g. Herpesvirus, Baculovirus (Chapter 17)
- Large DNA Viruses (nuclear replication) e.g. Papillomavirus (Chapter 17)
- Large DNA Viruses (cytoplasmic replication) e.g. Poxvirus, T4 and ss DNA viruses e.g. Parvovirus (Chapter 18)

10/30 Exam 2

11/3 Paper 1 due

Topics Covered in Exam 3
Bacteriophage λ (Chapter 18)

Retroviruses (Chapter 19)

HIV (Chapter 20)

Cellular Transformation (Chapter 19)

Vaccines/antiviral therapies (Chapter 7/8)

Subviral Agents (defective interfering viruses, satellite viruses, viroids and virusoids) (Chapter 15)

Prions (Chapter 15)

Emerging viruses (Chapter 25)

Viruses in Gene Therapy (Chapter 25)

12/4 Exam 3

12/10 Paper 2 due

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Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting 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

The 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 .

Copyright Policy
All materials used in this class are copyrighted; this means you do not have the right to copy the handouts, unless permission is expressly granted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and problem sets.
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 (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Epidemiology and Biostatistics
3. Course prefix, number and complete title of course: PHEB 617; Foundations of Maternal and Child Health
4. Catalog course description (not to exceed 50 words):
   This course provides foundational maternal and child health (MCH) material to: Focus on the determinants, mechanisms and systems that maintain the health, safety, well-being, of children and their families in communities and societies; Describe MCH populations, conceptual frameworks, MCH health indicators and public health programs; Understand major challenges in the MCH field including health disparities, research issues, program planning and evaluation; Encourage critical thinking and interdisciplinary collaboration to improve MCH.

5. Prerequisite(s): None
   Cross-listed with:  Stacked with:

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. How will this course be graded?  ✔ Grade  □ S/U  □ P/F (fill in)

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

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

13. Prefix  Course #  Title (excluding punctuation)

   PHEB  617  FOUNDATION OF MATERNAL CHILD HEALTH

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin Unit</th>
<th>Acad. Year</th>
<th>HUC Code</th>
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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, QC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Instructor Information

Course title and number: PHEB617, Foundations of Maternal and Child Health
Term (e.g., Fall 200X): Spring, 2016
Meeting times and location: Thursday 1:00pm-4:00pm, Location TBD

Instructor Name(s): Dr. Brandie Taylor

Teaching Assistant(s): 979-436-9390
Telephone number: Taylor@sph.tamhsc.edu
Email address: Thursday 9:00am-12:00pm
Office hours: SPH room 211
Office location:

Course Description

This course provides foundational maternal and child health (MCH) material to: Focus on the determinants, mechanisms and systems that maintain the health, safety, well-being, of children and their families in communities and societies; Describe MCH populations, conceptual frameworks, MCH health indicators and public health programs; Understand major challenges in the MCH field including health disparities, research issues, program planning and evaluation; Encourage critical thinking and interdisciplinary collaboration to improve MCH.

Prerequisites

None

Course Competencies and Objectives

This course is focused on developing core MCH competencies across SPH disciplines.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Describe the legal basis for public health and health services.</td>
<td>1. Understand Title V programs and implementation in the United States through lecture, in-class discussion and completion of MCH modules.</td>
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<tr>
<td>Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.</td>
<td>2. Be able to describe the history of MCH policies and programs in the United States and globally through lecture, in-class discussion and completion of MCH modules.</td>
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<tr>
<td>Apply descriptive techniques commonly used to summarize public health data</td>
<td>3. Be able to describe the process of MCH program planning and evaluation through lecture and completion of MCH modules.</td>
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<tr>
<td>Interpret results of statistical analyzes found in public health studies.</td>
<td>4. Utilize case studies to critically evaluate the purpose and rationale for current MCH programs, policies and interventions.</td>
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<td>5. Be able to identify key MCH indicators through lectures and the hands on laboratory exercise.</td>
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<td>6. Be able to implement descriptive statistics to determine MCH health trends through the hands-on laboratory exercise.</td>
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<td>7. Be able to interpret statistical analyses of MCH health trends and communicate results to the class through the hands-on laboratory exercise.</td>
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</table>

Updated 7/22/15
| Use appropriate statistical analysis to compare and contrast sociodemographic characteristics of rural, suburban, and urban populations. | 8. Learn the appropriate analyses to compare MCH health trends across populations and sociodemographic groups through the in-class laboratory exercise. |
| Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental and occupational hazards. | 9. Be able to describe health disparities and their impact on MCH through lecture, discussions and MCH modules. |
| Identify the principles and limitations of public health screening programs. | 10. Be able to describe the impact of environmental and occupational impacts on child and adolescent health through special topics lectures. |
| Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues. | 11. Understand the rationale of current MCH screening programs and the limitations through lectures, discussion and case studies. |
| Identify the causes of social and behavioral factors that affect health of individuals and populations. | 12. Understand the application of epidemiology to the primary conceptual frameworks in MCH including life course theory through lectures. |
| Prepare abstracts, presentations, and/or reports in the format used for scientific or public meetings, peer-reviewed journals, or public health agencies. | 13. Understand the impact of social and behavioral factors on MCH through lecture, discussion and MCH modules. |
| 14. Be able to prepare a MCH health report (health brief) on a MCH topic. | 15. Be able to communicate the MCH health report through oral presentation. |

**Textbook and/or Resource Material**


**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week/session</th>
<th>Dates</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 21, 2016</td>
<td>Introduction to course MCH in the US and Globally</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>2</td>
<td>Jan 28, 2016</td>
<td>Title V Programs and Implementation History of MCH in the US Review of case study 1</td>
<td>Chapter 2 MCH module 1 due Final paper topic due</td>
</tr>
<tr>
<td>3</td>
<td>Feb 4, 2016</td>
<td>Conceptual Frameworks in MCH Life course Theory and Disparities</td>
<td>Chapters 4 &amp; 10</td>
</tr>
<tr>
<td>4</td>
<td>Feb 11, 2016</td>
<td>Key MCH Health Indicators In-Class Data Analysis Laboratory</td>
<td>Check course website for assigned articles MCH module 2 due</td>
</tr>
<tr>
<td>5</td>
<td>Feb 18, 2016</td>
<td>Reproduction and Family Planning Sexuality Transmitted Infections Preconception Care</td>
<td>Chapters 5 MCH module 3 due</td>
</tr>
<tr>
<td>6</td>
<td>Feb 25, 2016</td>
<td>Prenatal Care Maternal Morbidity and Mortality Review of case study 2</td>
<td>Chapters 6 &amp; 11</td>
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<tr>
<td>7</td>
<td>Mar 3, 2016</td>
<td>Newborn Screening Infant Morbidity and Mortality Immunizations</td>
<td>Chapters 7 &amp; 8 MCH module 4 due</td>
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<tr>
<td>8</td>
<td>Mar 10, 2016</td>
<td>Midterm project due</td>
<td>Midterm materials will be distributed on March 3rd and students will have until</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>Mar 17, 2016</td>
<td>Spring Break No Class</td>
<td>March 10th to turn in their mid-term project.</td>
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<td>Mar 24, 2016</td>
<td>Adolescent Health</td>
<td>Chapters 9 &amp; 12</td>
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<td></td>
<td>Children and Youth Special Health Care Needs (CYSHCN)</td>
<td>MCH module 5 due</td>
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<td>Mar 31, 2016</td>
<td>Special Topics: Obesity, Nutrition and MCH</td>
<td>Chapter 14</td>
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<td></td>
<td>Environmental exposures and MCH</td>
<td>MCH module 6 due</td>
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<tr>
<td>Apr 7, 2016</td>
<td>Special Topics: Environmental exposures and MCH</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td>MCH skills: Research issues, program planning and evaluation</td>
<td>Chapters 17, 18 &amp; 19</td>
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<tr>
<td>Apr 21, 2016</td>
<td>Student Presentations</td>
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<tr>
<td>Apr 28, 2016</td>
<td>Dr. Herring Seminar</td>
<td>MCH module 8 due</td>
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<td>All students must attend and provide a written summary of Dr. Herring's Talk</td>
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<tr>
<td>May 5, 2016</td>
<td>Final Project Due</td>
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**Grading Policies**

- **Satisfactory/Unsatisfactory**
  - Points: Satisfactory
  - Points: Unsatisfactory

- **Grading Scale**
  - Points: A = 90-100
  - Points: B = 80-89
  - Points: C = 70-79
  - Points: D = 60-69
  - Points: F = 59 and below

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term project</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
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</tbody>
</table>

**Participation (10%)**
All students are expected to attend class and participate in class discussions. Students will be evaluated on the quantity and quality of their participation in class discussions of the assignments and papers. Being on time to class and regular class attendance are considered critical parts of participation in this class. Please refrain from using cellphones, laptops, or other electronic devices during lectures and student presentations. Use of such devices during lectures/presentations may negatively impact grade in participation.

**Assignments (20%)**
All students will complete online modules from [http://mchnavigator.org/](http://mchnavigator.org/). These 5-minute MCH modules provide additional information on several critical MCH areas. The modules are used to complement in class lectures and exercises. Modules to be completed include: "MCH knowledge Base/Public Health Context", "Ethics and Professionalism", "Critical Thinking", "Communication", "Negotiation and Conflict Resolution", "Cultural Competency", "Working with Communities and Systems", "Policy and Advocacy".

Updated 7/22/15
Mid-term project (20%)  
Students will be provided three case studies relevant to their final project topic one week prior to the due date of the mid-term exam. Students must provide a written critique of all three case-studies. This paper should provide an overview of each case study, a critique of the programs utilized and a recommendation for future work in the specified area. Details of the paper will be provided on the course website. The paper is to be single spaced and no more than 3 pages, excluding references. The paper should have 1 inch margins and use Times New Roman 12 pt. font. This project is to be done on your own and is not a group activity. Midterm materials will be distributed on March 3rd and students will have until March 10th to turn in their mid-term project.

Final project (40%) and oral presentation (10%)  
The final project will be the creation of a “health brief” on a topic related to MCH. Topics will be chosen by the student in the second week of the course. The health brief will be double spaced and no longer than 10 pages, excluding references. 1 inch margins and 12 point font will be used. A health brief is a report that is disseminated by health agencies to provide information to the public on important MCH issues. The health brief should include an introduction to the topic and its importance to public health, specific examples of the impact of the health topic (for example; economic burden, public health projects and national program objectives, sub-topics within the specified area), examples of 3-5 case studies, conclusions and future directions. All health briefs should include graphs and tables to display national data. An example will be provided on the course website and further instruction will be provided in class. All students will prepare a 10 minute PowerPoint presentation of their health brief topic and will give an oral presentation to the class.

Attendance and Make-up Policies

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 on-line at http://student-rules.tamu.edu/rule07.

Participation is an important part of this class. Students will be evaluated on the quantity and quality of their participation in class discussions of the assignments and papers. Being on time to class and regular class attendance are considered critical parts of participation in this class. If you need to miss class for reasons under excused absences as outlined in the student rules (see link above), please arrange with the instructor to make up any missed assignments.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus site. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

eCampus (Blackboard)

This course will use eCampus: Within the course's eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School's homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website), or contact John C. Lingsweiler in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 436-9400 or at lingsweiler@ph.tamhsc.edu For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is

Updated 7/22/15
the same as your Howdy login (NetID).

Computer Requirements for Online Courses
For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses" web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html/distance-education/technical-specifications.html

All computing problems or other technical issues not related to eCampus, please contact:
- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

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.

Academic Integrity

Updated 7/22/15
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive a F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement:  "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 459-5208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

Updated 7/22/15
WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
    0 3 0 0 0 3 4 2 2 7 0 5 0 0 0 1 2 3 8 0 1 6 1 7 0 0 3 6 3 2

    Approval recommended by:
    [Signature]  Date
    Department Head or Program Chair (Type Name & Sign)

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

    Submitted to Coordinating Board by:
    [Signature]  Date
    Associate Director, Curricular Services

    Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
    Curricular Services – 04/14
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://pigeew.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


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

Graduate classification or approval of instructor

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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Approval recommended by:

Douglas Woods
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Dean of College  Date

Chair, CCC or UCC  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Effective Date  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

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<th>Topic</th>
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<tr>
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<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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<td>Week 3</td>
<td>Core Elements of good teaching</td>
<td>Halonen, J. S. (2002). Classroom presence.</td>
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<td>McElwee, R. O. (2011). Teaching with your gut: Intuition, affect, and automatic</td>
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<td>psychology in autobiography: Perspectives from exemplary psychology teachers</td>
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### The Classroom Experience: Core Skills, Methods and Resources

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<th>Date</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>
<td></td>
<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>College Teaching, 44 (2), 43-47.</td>
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<td>Small group discussion tasks. (2006, August-September). <em>The Teaching Professor.</em> (pages</td>
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<td>5 and 7)</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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<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 Curtisinger, Instructional</td>
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<td>McKeachie, Ch 17</td>
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<td>quizzing.</td>
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<td>classroom presentations: Best principles</td>
<td>Technology Services (ITS)</td>
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<td><em>College Teaching, 53 (1), 41-46.</em></td>
<td>Mid-Semester evaluations: for your class and this class</td>
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<td>Week 7</td>
<td>Active Learning &amp; Critical Thinking</td>
<td>Benseley, D. A. (2010). A brief guide for teaching and assessing</td>
<td>Visitor: Dr. Dominique Chlip, Associate Director of P.O.W.E.R.</td>
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<td>critical thinking in psychology. <em>APS Observer.</em></td>
<td>Initiative</td>
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<td>McKeachie Ch. 14, 15 and Ch. 18 (for lecture) or Ch. 19 (for labs)</td>
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<td>Goss Lucas &amp; Bernstein, pp 69-73; 80-93 (in Ch 4)</td>
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<td><em>College Teaching, 53 (1), 41-46.</em></td>
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<td>Week 8</td>
<td>Teaching Writing</td>
<td>Pezdeck, K. (2009). Grading student papers: Reducing faculty</td>
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<td>workload while improving feedback to students. <em>APS Observer.</em></td>
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<td>McKeachie, Ch 16</td>
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<td>Elbow, P. (1997). High stakes &amp; low stakes in assigning and</td>
<td>Visitor: Dr. Dominique Chlip, Associate Director of P.O.W.E.R.</td>
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<td>responding to writing. <em>New Directions for Teaching and Learning, 69, 5-13.</em></td>
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### The Classroom Experience: Core Skills, Methods and Resources (continued)

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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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<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>
<td>In class discussion of classroom</td>
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<td>Goss Lucas &amp; Bernstein, pp. 154-163 (in Ch 6)</td>
<td>observations</td>
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<td>Understanding students who misuse sources. <em>About Campus</em>, 7-14.</td>
<td>reflection</td>
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<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><em>APS Observer</em>.</td>
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<td>Week 12</td>
<td>Relationships with Students</td>
<td>Goss Lucas &amp; Bernstein, Ch. 6</td>
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### Your Teaching Career

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<td>Haugen, L. (1998). Writing a teaching philosophy statement.</td>
<td>statement</td>
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<td>Week 14</td>
<td>Job Hunting, balancing teaching with research, getting</td>
<td>Goss Lucas &amp; Bernstein, Ch 9</td>
<td>Microteaching presentations:</td>
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<td>tenure at different kinds of places</td>
<td>Read articles in Part 3 (The Successful Job Applicant: What Academic Departments Seek in New Assistant Professors) of Buskist, W., Beins, B.C., &amp; Hevern, V.W. (2004). Preparing the new psychology professoriate: Helping graduate students become competent teachers. Scan articles in the Chronicle of Higher Education Careers website as a future resource for information, humor, and advice</td>
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