

First Year Research Seminar (PSY607) CRN 35270 Spring 2015



Time: Wed 3:00-4:20 PM

Place: 483 Straub

Professor: Holly Arrow, 421 Straub, 346-1996, harrow@uoregon.edu

Office hours: 11-12 Monday, 8:30-9:30 Friday

update 2 April

Learning Objectives: Improve your skill at (1) communicating effectively about your own research and (2) providing insightful critiques of other's presentations of their research.

Course Description: The focus of spring term is practice presenting your work to the class to get substantive feedback on the content of your project and skills feedback on your presentation strategy. This will prepare you for the Fall 2015 FYP presentations. Providing structured feedback to others in the class will also help you develop your skills as a colleague. We will also have a special session on teaching run by the Teaching and Learning Program (Week 2—note different location).

Grading option: Pass/No-Pass only.

To pass the class, show up, share your work, and share your thoughts on the work of your fellow students.

SCHEDULE of Topics / Assignments

Note: You have three weeks "off." Two have colloquia scheduled – please attend one or more of these as your schedule permits to observe the approaches of more senior scholars in presenting their work. For weeks "off" spend the Wed time working directly on your FYP and report to the class on your progress.

WEEK 1, April 1: Check-in Meeting: How is your project coming along? Also scheduling of practice presentations for later in the term.

WEEK 2, April 8: ****Straub 121**** *Special Teaching Effectiveness Program (TEP) session*

Topics:

Co-Teacher Communications and Planning

Classroom Interaction (including potential roles of co-teachers)

Rubrics and Grading

Course Pacing/Schedule -1st Day of Class

Reading (See Blackboard, Course Documents > Teaching session reading)

Gaytan, J. (2010) Instructional strategies to accommodate a team-teaching approach. *Business Communication Quarterly*, 73(1), 82-87.

Leavitt, M. D. (2006, Fall). Team teaching: Benefits and challenges. *Speaking of Teaching Newsletter*, Fall 2006, 16 (1), 1-4.

Dugan, K., & Letterman, M. (2008). Student appraisals of collaborative teaching. *College Teaching*, 56(1), 11-15.

WEEK 3, April 15: Ten Tips for Effective Presentations

Colloquium Friday, April 17, 4 PM, Straub 145: John Franchak
How perceptual-motor development drives the learning environment

WEEK 4, April 22: *No Class Meeting: Spend this time working on your FYP and send an email (to all) via Blackboard reporting on what you accomplished.*

WEEK 5, April 29: Practice Presentations by **Kyle, Rita, Ariel** (aim for 15-minute length)

WEEK 6, May 6: *No Class Meeting: Spend this time working on your FYP and send an email (to all) via Blackboard reporting on what you accomplished*

Also: Go to the Monday and/or Friday talks if you can. Take informal notes to share in Week 7 meeting.

Big Data Series Monday, May 4, 4 PM, 101 Jaqua (tentative): Jamie Pennebaker

Colloquium Friday, May 8, 3 PM, Location TBA: Jin Kim, UCSF

WEEK 7, May 13: Practice Presentations by **Brett, Melissa, Arthur** (aim for 15-minute length)

WEEK 8, May 20: *No Class Meeting: Spend this time working on your FYP and send an email (to all) via Blackboard reporting on what you accomplished.*

Also: Go to the Atteneave Lecture if you can. Take informal notes to share in Week 9 meeting.

Attneave Lecture Friday, May 22, 4:30 PM, Location TBA: Anthony Wagner

WEEK 9, May 28: Practice Presentations by **Jeff, Ashleigh, Grace** (aim for 15-minute length)

WEEK 10, June 4: Quick updates on FYPs and set goals / timelines for on-time completion.