We introduced the team-teaching concept, discussed expectations, and gave them textbooks to review over the summer.

At the retreat, we'll be reviewing resources available to instructors, discussing what to do with class time, and give them time to work on planning for their first day of class.

Writing assignments will have less structure than previously, and will focus on depth. They will be case-based, with topics that span multiple areas of the curriculum. We will continue to use peer review and revision.

Standardization reduces the administrative load on instructors, so they can focus on what they are doing with class time and interacting with their students.

**PSYC 104: General Psychology**

**Course Objectives**

1. To develop a fundamental understanding of the science of psychology, the study of thought, feelings, and behavior.
2. To construct a working vocabulary of terminology used in psychology and a familiarity with key people and ideas that have shaped psychology.
3. To practice systematic and technical writing skills as utilized in the psychological sciences.
4. To think critically about the importance of scientific methods and ethical principles of research design, and how these contribute to the body of knowledge about psychology.
5. To understand the connections between content areas within psychology, and how to apply those psychological principles to daily life and new situations.
6. To create a foundation of psychology knowledge as a prerequisite for all other psychology courses at KU.

Is this the best textbook to use with novice instructors? Or should we consider switching to a different online textbook with better resources?

Weekly meetings provide time to discuss issues, brainstorm about activities, and share teaching resources more formally.

Cut the writing assignments from 10 to 4, with peer review, so students can revise their work and practice "writing like scientists." Also reduces grading load on instructors.

Writing assignments don't appear to be improving scientific writing skills...and it's a lot of grading for instructors!

Hired Susan Marshall as Academic Program Coordinator to organize all sections of PSYC 104. Hired Marsha McCartney, Postdoctoral Teaching Fellow, to further efforts with redesign.

This is a lot for instructors to grade, even with a TA. Should we reevaluate the exam structure? Can we get reliable assessment in a more efficient format?

Large lecture hall class, formerly taught by faculty, is discontinued.