

Instructor/TA Info

Instructor Information


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Course Information

Description

The purpose of this course is to help you to become a more effective, resilient, and durable teacher. We are taking the long view in this class.

Materials

Item	Price (new)	Price (used)
 <u>Illustrated Happiness Trap: How to Stop Struggling and Start Living - Required</u> by Harris, R	14.95	11.25

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Late assignments may not be graded. If they are graded you will get half credit.

Participation Policy

Participation is CRITICAL to this class. Please come prepared to discuss the content each week. Additionally, please **do not** bring your computers to class. We have very limited time together and so we will need to be present and focused.

Attendance Policy

There is no way to make up a missed class. If you miss a class you just miss the class. Please make arrangements so that you can be in class at 5:00 and remain in class until 6:50. You will be responsible to track your own attendance. If you neglect to make your attendance, you will not get credit for that class.

Assignments

Assignment Descriptions

Psychological Flexibility Journal #1

Jan 13 Due: Monday, Jan 13 at 4:00 pm

Did you make at least three entries in your psychological flexibility journal this week?

- Start a journal (paper or electronic) and begin to attend to any negative "internal chatter". You don't need to do anything about it. Simply record the situation (what was happening) and what you told yourself about the situation (internal chatter).

Readings 1 (Student Teaching Handbook)

Jan 13 Due: Monday, Jan 13 at 11:59 pm

Read Student Teaching Handbook pgs. 1-33 and submit a question from that reading

Psychological Flexibility Journal #2

Jan 27 Due: Monday, Jan 27 at 4:59 pm

Did you make at least three entries in your optimism journal this week?

Readings 2

Jan
27

Due: Monday, Jan 27 at 11:59 pm

Read Student Teaching Handbook pgs. 34-54 and submit a question from that reading.

Psychological Flexibility Journal #3

Feb
03

Due: Monday, Feb 03 at 4:59 pm

Did you make at least three entries in your optimism journal this week?

Readings 3

Feb
03

Due: Monday, Feb 03 at 11:59 pm

Read Student Teaching Handbook pgs. 55-105 and submit a question from that reading

Praxis

Feb
03

Due: Monday, Feb 03 at 11:59 pm

You must take the Praxis corresponding to you specialization before the semester is out:

Special Education: Core Knowledge and Severe to Profound Applications (5545)

Special Education: Core Knowledge and Mild to Moderate Applications (5543)

There is a very short time window in which you can take the exam (9.3.18 to 9.15.18). YOU NEED TO TAKE THE EXAM TO PASS THIS CLASS AND TO GRADUATE. Please plan accordingly.

Values Work

Feb
03

Due: Monday, Feb 03 at 11:59 pm

Psychological Flexibility Journal #4

Feb
10

Due: Monday, Feb 10 at 4:59 pm

Did you make at least three entries in your optimism journal this week?

Avoidance Work

Feb
10

Due: Monday, Feb 10 at 11:59 pm

Psychological Flexibility Journal #5

Feb
18

Due: Tuesday, Feb 18 at 4:59 pm

Did you make at least three entries in your optimism journal this week?

Psychological Flexibility Journal #6

Feb
24

Due: Monday, Feb 24 at 4:59 pm

Did you make at least three entries in your optimism journal this week?

Action plan

Mar
02

Due: Monday, Mar 02 at 11:59 pm

ACT Final Response Paper

Mar
02

Due: Monday, Mar 02 at 11:59 pm

In this paper you will summarize your experience working on improving your own optimism and psychological flexibility. You will identify the strategies that have been helpful and the strategies that have not been helpful. You will present a detailed plan for how you will continue to work on improving/maintaining your psychological flexibility throughout your first year of teaching.

Participation

Mar
02

Due: Monday, Mar 02 at 11:59 pm

Participation points will be earned by arriving on time for class, attending the entire class period, and contributing to class discussions.

Lead a discussion

You will be required to present a topic that is proving to be challenging to you as a student teacher/intern. You will then lead a 30 min discussion on how to address the challenge. You do not have to have the answer to the challenge. You do need to discuss a productive discuss on how to address the challenge.

Attendance.

Attendance

Point Breakdown

Categories	Percent of Grade
Readings	5%
ACT Journal	50%
Assignments	15%
Attendance.	30%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Schedule

Date	Topic	Reading	Assignments
Week 1			
M Jan 06 Monday	Class Introduction	The situation	<p>Class Discussion Schedule:</p> <p>https://docs.google.com/spreadsheets/d/1bPmEHUpUsl6BedRWro_me0z84wT3bEi2lkGlbLbIYU/edit?usp=sharing</p> <p>Link to Student Teaching Handbook:</p> <p>https://education.byu.edu/cpse/teaching-experience</p>
Week 2			
M Jan 13 Monday	Creating a life worth living (meaning and values) Discussion #1	The Illustrated Happiness Trap Chapters 12-14	<p>Psychological Flexibility Journal #1</p> <p>Readings 1 (Student Teaching Handbook)</p>
Week 3			
M Jan 20 Monday	Martin Luther King Jr Day		
Week 4			

M Jan 27 Monday	Understanding the trap	The Illustrated Happiness Trap Chapters Intro and Ch 1-3 (p. 1-45)	Readings 2 Psychological Flexibility Journal #2
Week 5			
M Feb 03 Monday	Transforming your inner world	The Illustrated Happiness Trap Chapters 4-7. Pres. Worthen on Joy https://www.youtube.com/watch?v=qMTE8CYkVnk Elder Bednar on Joy https://speeches.byu.edu/talks/david-a-bednar/that-they-might-have-joy/	Psychological Flexibility Journal #3 Readings 3 Values Work Praxis Avoidance work materials Avoidance and Defusion Work .pdf Download
Week 6			
M Feb 10 Monday	Transforming your inner world	The Illustrated Happiness Trap Chapters 8-11	Psychological Flexibility Journal #4 Avoidance Work
Week 7			
M Feb 17 Monday	Presidents Day		
T Feb 18 Tuesday	Monday Instruction Creating a life worth living (meaning and values)	The Illustrated Happiness Trap Chapters 15-17	Psychological Flexibility Journal #5
Week 8			
M Feb 24 Monday	Wrap-up		Psychological Flexibility Journal #6
Week 9			
M Mar 02 Monday	Job Application Coaching		ACT Final Response Paper Participation Action plan
Week 12			
Th Mar 26 Thursday	Instructor Ratings Open		
F Mar 27 Friday			Lead a discussion
Week 15			
T Apr 14 Tuesday	Attendance.		