

Learning Processes and Development

Psychology 300.03W

Texas A&M University-Commerce Summer II, 2014 Semester Rebecca
Stephens, Instructor

Please print out a hard copy of this syllabus and keep it near the computer that you will be using, so that you can reference it frequently!!!

Class Meeting Schedule

Mondays-Fridays, online

Monday, July 7-Thursdays, August 7, 2014

Required: You will need to sign online daily, seven days a week, to check your campus email. You will need to sign onto your course eCollege website at least five days a week, Mon-Friday, and you may choose to sign on during the weekends also*. New topics may be posted several times a week; however, this schedule of posting topics may vary some at the instructor's discretion. Basically, **you need to sign on daily (perhaps including weekends)**, and will be addressing new topics/discussions/assignments every several days. A more detailed day-by-day schedule appears later in this syllabus. ***Important note about weekends: You will not be required to sign on and do work for this class on weekends; however, depending upon your own personal schedule of work/school/home, you may choose to work on weekends. You will have the option to complete your weekly assignments before the weekend, or you will also be able to work on the weekends on your assignments. Even if you do complete your assignments before the weekends, you will still need to sign online and check your emails on the weekends, so that, if I send out an email on a weekend, you will be able to read that in a timely manner. This is because, in a summer course, the pace is busy, and sometimes I have to make adjustments to our schedule.**

All class components are completed online on our course website, or via email with other students and the instructor. There are no face-to-face class sessions, nor are students required to go to one of our campuses. Students are required to have access to a computer with internet access and email. Students are expected to **check the course website daily, Monday-Friday, and on weekends if you choose to do so, and are expected to check your email daily (every day)**. If students are unable to meet this requirement, or do not wish to adhere to this schedule requirement, then they are not able to be enrolled in this web-based section of the course. In general, you will not have assignments on the weekends; however, you will still need to sign online and check your email, and you'll likely want to also check the eCollege course website, in case anything is communicated to you on the weekends. If this web-based course is not a good match for your schedule, you may wish to check the schedule of classes for other departmental offerings.

Instructor:

Rebecca Stephens

Office: My office is located in Henderson 229 at Texas A&M University-Commerce. I am not on-campus this semester however, so all meetings will be via email or on the phone. If you wish to have a phone meeting, then please email me with your request, the reason for your request, and a phone number where you can be reached, and the date and time when you would like for me to call you. I will then call you based on that information, or, if I am unavailable at that time, then I will email you in follow-up so that an alternate date/time can be arranged. I am generally available to be in touch with you on Mondays-Fridays, between the hours of 8am-4pm, and on Wednesday evenings between the hours of 6pm-8pm. Additional times may also be available.

You may also want to contact the Psychology Office in Commerce if you have any questions that they may be able to answer. Also, if you are having trouble reaching me for any reason (you do not have online access at any time), please call the office in Commerce and request that they call me to notify me. Speak with Dana Sutherland or Aletha Poe. They can reach me at any time.

Commerce Office Phone: 903-886-5591

Psychology Office Phone: 903-886-5594, fax: 903-886-5510 (ALWAYS call psychology office to confirm BEFORE faxing). Ms. Dana Sutherland and Ms. Aletha Poe are the departmental secretaries in the Psychology Department Office, and students are encouraged to call and visit with her about any questions or concerns. Ms. Sutherland or Ms. Poe are able to be in touch with the instructor if you have any emergencies or need to reach the instructor, but are not able to email or get online.

Email: send email to Rebecca.Stephens@tamuc.edu.

Please limit emails to course related content, and please do not put my email address on your mass email forwarding list.

Formatting emails: *Always* type "Psy300.03W, Summer II, 2014, from _____", and then add your name, in the subject line/title of your emails! Otherwise, they are deleted. I only open emails that have identifying information in the subject line. **Also, please be sure to always put your name in the body of your emails**, even if you are replying to one that has been written, etc. **All communication should be professional and well-written. Your emails project and communicate your image---be sure that you do that appropriately.**

Office hours:

Again, office hours will be on via emails and on the phone, if necessary. Also, please keep in mind that students may communicate with the instructor via email **each and every day, at all times of the day.**

REQUIRED TEXTBOOK AND Recommended SUPPLEMENT:

Woolfolk, Anita E. (2013). Educational Psychology, (12th ed.).(MyEducationLab edition) Boston: Pearson Education, Inc./Allyn and Bacon:
ISBN-10: 0132613166

ALL STUDENTS ENROLLED IN PSY300 MUST PURCHASE OR LEASE THE TEXTBOOK FOR THIS COURSE.

ALSO, STRONGLY RECOMMENDED:

Access Code/Card for the NEW 2013 MyEducationLab / Anita Woolfolk's Educational Psychology (12th edition):
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Even though you will not be given specific assignments in the MyEducationLab supplement, you will find that the supplement is EXTREMELY helpful to you in helping you prepare for the quizzes and other course work. Students have reported that this is a key component their successful completion of the course, and, therefore, purchasing the Access Code to MyEducationLab is very, very encouraged.

Course Overview:

This course is designed to provide the student with information about the application of psychological theories to the learning processes, and provide information about the development of children and adolescents. Principles and procedures of measurement and evaluation are also included. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and development.

Course Objectives:

The following are the standard course objectives: The student is expected to be able to 1) distinguish age-appropriate behaviors as they relate to learning and teaching; 2) apply information regarding the theories of the teaching-learning processes to how people learn, what factors motivate them, and how they retain knowledge; and, 3) distinguish between measurement and evaluation and the implication of

each for assessing student progress. The four major areas that will be covered in this course are: 1) development; 2) learning and motivation; 3) measurement and evaluation; and, 4) professionalization issues, including critical thinking.

Attendance/Participation:

We cover a tremendous amount of information each week, therefore, participation at a high level is very critical to your performance in this course. ALL students are expected to be 100% active in participating throughout the course. You will **not** have the option of "going AWOL" for a few days. It's as simple (and demanding) as this: Check this [website](#) daily. Interact with your classmates and instructor frequently. Get your assignments done early and on time. If you are "absent"/not participating for an excused reason (see student handbook or instructor for detailed explanation of excused absences), you will be able to make up your work (daily participation assignment, projects, or exams). **You will have to produce documentation for your excused absence**, and make arrangements immediately upon missing class. You will have 3 days to make up any missed work if it's an excused absence and approved by the instructor. Assignments, projects, or exams that are missed due to an unexcused absence may not be made up. **If AT ANY POINT, the instructor perceives that you are not participating in full, then you may be dropped from the course. This can occur at any time during the semester, even if it's towards the end of the semester.** It is each student's responsibility to communicate honestly and frequently with the instructor about any circumstances that prevent the student from participating, and result in a temporary period of inactivity.. Do NOT simply stop participating or drop out of the course. If you are not actively involved every day, it needs to be for reasons that are serious and can not be avoided, and when that occurs, communicate **immediately** with your instructor by email(Rebecca.Stephens@tamuc.edu), or if you can not access email, then call and speak with Ms. Sutherland or Ms. Poe in the psychology office (903.886.5594).

Withdrawing from/dropping Psy300:

Students are responsible for following University procedures to drop a class. If you stop participating in the class for *any* reason, you must initiate the process of dropping, or you will receive a failing grade. **THE FINAL DAY TO DROP A CLASS IS Monday, July 28, 2014 , and the last day to withdraw from your classes (to withdraw is to withdraw from all of your classes) is Sunday, August 3, 2014. DO NOT wait until the last minute to drop the class.** Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc. If, in the very beginning of the Summer I session, you determine that you wish to drop, PLEASE DO SO IMMEDIATELY, since, if you do so in the first or second day of class, that would open up a space for another student to take the course.

Class Requirements:

You are expected to participate regularly, each day, each week. You will take **3 unit quizzes/exams** (quizzes are worth 100 points each, and each will count twice, for a total of 600 points). Additionally, you will post approximately 20 posts (approximately 10 Assignment Posts and 10 Response Posts) that will include doing some discovery research, posting to our website, reading classmates' posts, and responding in-depth to one of your classmate's posts (20 points each, total of 400 points. If a topic assignment only includes an Assignment Post, and no Response Post is required, then the Assignment Post will be worth the full 40 points). Please note that additional assignments may be given by the instructor at any time, and counted as a part of your total grade. **TOTAL: 1000 possible points for the semester**

There is no final exam in this course. You will have three quizzes during the semester.

The course is divided into numerous Topics. For most of the Topics, you will be given an assignment to complete and post in the discussion section of the website. Additionally, you are required to respond in depth to one of your classmate's posts in that topic section. Your **Assignment Post** is worth 20 points. Your **Response Post** is worth 20 points. This means that, for each of the Topics, you will receive 40 points for your participation (2 posts are required for most Topics). (If you choose to post more than 1 Response Post, I will randomly select one of them and grade that one. Posting more than one Response Post will not increase your grade for that topic, but you are welcomed to do so.) Your final semester grade will be based on 1000 points total: 400 for your Assignment and Response posts (~40%); and, 600 for your three exams-100 pts each and each counts twice (~60%).

90-100% = A
80-89 = B

70-79	=	C
60-69	=	D
0-59%	=	F

At the end of the semester, grades will be awarded on the actual percentage earned. **Additional percentage points are not 'given' to increase a grade. "Extra credit" assignments are not available.** A "79" is a "C". An "80" is a "B". (A "79.5" is rounded up to an 80 and is a B. A "79.4" is rounded down to a 79 and is a C.)

Exams/Quizzes:

Exams/quizzes will contain objective questions over material that is presented in the textbook **and** online lectures. Multiple choice format will be used. You will take your exams online, on our course website, and they will be timed exams. You will have a certain period of time in which you are able to take the exams, and you will have to complete the exam in the designated period. **You will be able to use your textbooks when you take the exam; however, because the exams are timed, you will find that you MUST read and learn the material thoroughly prior to taking the exams.** If you try to take the exam without having read and studied the material, you will run out of time as you try to look up each answer. You will find that you will fail the exams if you try to do that (trust me, and those who have gone before you on this!). The requirement to read and study the material is the same for both web-based courses and face-to-face classes. Even though the quizzes are "open book", they will be challenging, and you will not have much time to answer each question. Don't make the mistake of ignoring this requirement (to complete the readings prior to each quiz), or you will find that you start the semester with a low grade, and that will impact your overall semester average.

VERY IMPORTANT: For test security reasons, you will learn your score and the items that you missed; however, you will not be able to access online the correct answers for those items that you missed on the quiz. In other words, because of the nature of online testing and test security measures, you will know which items that you missed, but will not be given the correct answers for those items.

Materials needed to succeed:

You must purchase or lease the course textbook. You can NOT complete this course without use of the textbook. It is an outstanding text, and the textbook readings are the main component to this course.

It is *required* that you purchase a spiral notebook and keep it near your computer as you work. Take notes as you read online lectures. Take notes as you read your classmates' posts. No one can reasonably expect to keep all of the information and names and content in the memory--that would be a very poor study habit, and will keep you from doing well. Instead, use that spiral notebook as a study tool for success. Make notes as often as possible. Then, before and after each online session (an online session refers to each time you sign online), review what you have written in the spiral notebook, reminding yourself of what you have covered, posts to which you wish to respond, information that you have found on various course-related websites, etc. Your spiral notebook will then become a valuable resource for down the line as well...long after you have completed the course. If you pursue a career in teaching, then the spiral notebook is something to which you may refer for years to come.

More on Taking Notes : It is expected that ALL students will maintain a course spiral notebook containing notes that you take relating to all lectures, posts, etc. Maintain thorough notes that reflect the content of each lecture, and date each lecture. In addition to a critically important study aid, your notes provide documentation of your professional participation in this course.

ADDITIONAL AND VERY IMPORTANT NOTES RELATING TO THIS WEB-BASED COURSE:

1) This syllabus and course description is provided as a general guideline to assist in your planning. Various circumstances may result in changes to the syllabus or course schedule, and such changes are at the instructor's discretion. A reasonable attempt will be made to communicate such changes to students in advance; however, it is the student's responsibility to keep up with such changes.

2) Students with Disabilities: 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

3) NEVER fax anything to the instructor without first making arrangements to do so with the instructor. NEVER mail (U.S. Mail or overnight/express services) anything to the instructor without first making arrangements to do so with the instructor. Submitting assignments and projects ON TIME is the responsibility of the student. Taking exams during the designated times is the responsibility of the student.

4) **Please limit email to course related correspondence (no chain letters or joke lists, please!!!!).**

5) If you email instructor and do not receive an email response within 48 hours, most likely, your email was not received. Instructor will respond to all emails within a reasonable period of time. BE SURE THAT, WHEN YOU EMAIL ME, YOU EMAIL ME AT Rebecca.Stephens@tamuc.edu!!!

6) All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see current Student's Guidebook)

7) DAILY participation in this web-based course is required (with the exception of weekends, when participation is not required). Participation includes activities such as: reading classmates' posts, reading/studying/taking notes on the instructor's online lectures, researching topics that are introduced, taking the assigned quizzes, posting responses to the various required questions and topics, responding to classmates' posts, etc. Obviously, you will not do ALL of those activities every time you sign on; however, you need to be engaged daily in one or more of those activities each day. You will find your own rhythm and timing for the course. Generally, it is recommended that you will access the course website every day, Monday-Friday, and then, on some days, you will focus on reading the online lectures, and on other days, you will focus on responding to assignments, posting your contributions, reading your classmates' posts, and responding to your classmates' posts. It is suggested that, each day, you commit to one or more hours for this course. Even though I tried to establish a steady routine for the semester, there are some occasions when the schedule changes some, so please note the day by day schedule below and be sure that you understand how the various lectures, readings, assignments, and quizzes flow.

NOTE ON SUMMER TRIPS AND VACATIONS: I know that summer is a time when individuals and families like to travel, and I understand this. Unfortunately, the fast pace of our summer semesters does not allow for taking a summer class AND traveling, unless you are prepared to spend time working on your class while traveling. IF you plan to attempt this balancing act, just keep in mind that it will need to be seamless. Be sure that your laptop and modem/wireless works great....be sure that you can access the internet wherever you are. In other words, if you are traveling, it shouldn't be something that I or your classmates would even notice. Your

participation will need to be maintained at the same high level whether you are home or away from home. Being on a summer vacation or trip will not be an excused absence or reason for missing assignments or turning them in late. If you are planning an important trip or vacation during the Summer II semester, and you think that it could potentially interfere with this course, then do not take this course this semester (or don't take the vacation/trip). That is not meant to sound harsh--it's just the reality of scheduling. If you make the choice to take this course at this time, then you will have to have the full commitment to doing so according to our daily schedule, which is rigorous. I cannot schedule the course around your vacation. You'll have to schedule your vacation around the course ;)

8) Academic honesty: I cannot emphasize the following enough or too much. Far too many students are "finding out the hard way" that instructors and the university are *extremely serious* about our policies relating to academic integrity and honesty, and this is true in both web-based and face-to-face classes. Each environment has its own set of security needs, and these are addressed by instructors in various ways. In the most simple of terms, **NEVER** engage in *any* behavior or practice that is dishonest or misleading in any way. You must **ALWAYS** do your own work and only your own work. NEVER have another student do work for you and then present it as your own. NEVER agree to do another student's work, and NEVER do another student's work. NEVER copy information from an internet source or another source, online and otherwise, and present it as your own. NEVER print out any portion of an online exam for yourself, or anyone else. You are never to print out a quiz you're your course website. NEVER take an online quiz/exam with another student or individual present. You must take your exams by yourself, alone. You are NEVER to be in communication with another person during the time when you take a test, by any means (in person, or by any other method, such as cell phone, texting, instant messaging, paging, telephone, in person, or any other method). NEVER have another student take part or all of an online quiz/exam for you. You must always do your own work, no exceptions. NEVER have another student complete a part or all of an assignment for you. This is academic dishonesty, and you will not only be removed from this course, you will have additional consequences in terms of your enrollment, etc. What most students do not understand, but are beginning to understand, is that web-based instructional technology is advancing at a rapid rate, and the instructional software/delivery systems (such as e-College, what you are using right now) are VERY sophisticated in terms of being able to monitor student involvement, practices, etc. There are many "check systems" that exist within this learning environment, and therefore, you will want to take seriously the guidelines relating to academic honesty. This course is built so that, if you take your commitment to the course seriously, and read and study the required material, as well as participate in the online discussions and the ERIC database research components that are a part of each assignment, you should do very well in acquiring the information that you need not only to do well in this course, but also to prepare you for a a career in teaching or elsewhere. There is absolutely no room for unethical and unprofessional conduct in this class, and it will not be tolerated. Keep in mind that your quizzes in this course are open book, and therefore, you will be able to complete the exams on your own, with the help of your textbook (not another person!).

Topics, Readings, and Quizzes

(PRINT THIS PAGE AND KEEP IT HANDY FOR FREQUENT ACCESS)

Psychology 300.03W Summer II, 2014 Semester R.Stephens, Instructor

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Mon, 7/7-Tues, 7/8:	TOPIC 1: Read Topic 1, and Read Online "Course HOME" page and "Course Syllabus" thoroughly.	Post Personal Introduction in Topic 1 Discussion Section and respond, in depth, to a classmate's post.
Tues, 7/8-Thurs, 7/10:	TOPIC 1: Readings in Chapter 1 and online lecture: Expert Teaching & Research Issues: Chapter 1, pages 2-27	
Thurs, 7/10-Sun, 7/13:	TOPIC 2: Readings on No Child Left Behind, etc.	
Mon, 7/14-Tues, 7/15:	TOPIC 3: Readings in Chapters 2 and 3 and online lecture: Principles of Development: Chapter 2, pages 30-32. Physical and Social Development: Chapter 3, pages 68-99.	
Wed, 7/16-Thur, 7/17:	TOPIC 4: Readings in Chapter 3 (and some pages in 4) and online lecture: Social Development: Chapter 3, pages 99-113 AND <u>pages 144-149 in Chapter 4</u> (suicide and drug abuse and prevention).	
Fri, 7/18-Wed, 7/23:	TOPIC 5: Readings in Chapter 2 and online lecture: Cognitive Development: Chapter 2, pages 28-67	
Wednesday, 7/23:	QUIZ #1 (found in Topic 5) ALL of Chapters 1,2,3, and the few assigned pages in Chapter 4	
Thurs, 7/24-Sun, 7/27:	TOPICS 6, 7, and 8: Readings in Chapter 7 and online lecture: Behavioral Views of Learning Pages 244-279	
Mon, 7/28/2014:	LAST DAY TO DROP	
Mon, 7/28-Thurs, 7/31:	TOPIC 9: Readings in Chapter 8 and online lecture: Cognitive Views of Learning: Chapter 8: pages 280-315	
Fri, 8/1:	QUIZ#2 (found in Topic 9) Chapters 7,8	
Sat, 8/2-Wed, 8/6:	TOPIC 11: Readings in Chapter 15 and online lecture: Assessment and Grading: Chapter 15: pages 546-587	
Wed, 8/6:	QUIZ#3 (found in Topic 11) Chapter 15 (This is your last quiz for the semester. There is not a final exam in this course.)	

NOTE: The above schedule is tentative and may change at the discretion of the instructor.