

Psy 300 fall 2014

Welcome!

I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the syllabus to know the class content, quizzes, discussions, essays and course requirements. You should go ahead and begin the first assignment. (Scroll down to find topics.) I will be responding to questions sent to my email (william.masten@tamuc.edu).

Notice: Online versions of this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

Instructor: William G. Masten, Ph.D. Department of Psychology and Special Education, Texas A&M University-Commerce, Commerce, Texas 75429. E-mail address william.masten@tamuc.edu. Office hours: Tuesday and Thursday 3:00 to 5:00 pm, Friday 3 to 4 pm and by appointment.

Technical Troubles: If you need help, first send a message to technical support. If your problem cannot be solved there, phone for technical support for further clarification. If that does not work, send an email message to me. From time to time Ecollege may not work. When this happens, be sure to notify me.

Academic Misconduct

If I detect academic misconduct, you will automatically **FAIL** this course.

On independent work: everything you do in this course is done without the aid of others, except the Writing Lab. You may not have aid on essays or quizzes. You may not use books, notes or other help on the quizzes.

Honesty and Plagiarism: As an Internet class and there may be an opportunity to cheat (share exams, or perform other acts of academic dishonesty). Unless otherwise indicated, all of your work is completed independently. If you are suspected of academic dishonesty, you may be referred to the Dean of Students for disciplinary actions. I need to emphasize that there is the assumption that answers to Dropbox essays are your own. I welcome and encourage you to use the journal articles, and books. However, avoid independent websites that are not journal articles as resources to completing the Dropbox essays. You must provide a reference for every Dropbox essay. A simple statement such as "references included" will not be sufficient. No one cares if you get an idea from someone as long as you credit the source. Do not use sources without crediting the source. Another person's idea used without a reference is plagiarism.

Plagiarism: Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student

Code of Conduct (Texas A&M University-Commerce Code of Student Conduct). If it is determined, you committed plagiarism or cheating will get you an F in this course.

Plagiarism is a complicated issue. 1. If you use a direct quote without using quotation marks, the page number of the quote and the authors name and year of publication, this is definitely plagiarism. 2. Using someone's idea without crediting the source is plagiarism. This includes information from our textbook. 3. Using an essay you have used before is plagiarism. 4. Using a paper from a "paper mill" is plagiarism (i.e. term_papers_are_us.com). 5. Using a paper or essay someone wrote for you is plagiarism. Using a paper or essay for 2 courses is plagiarism. You may **not open or use another student's files.**

How to avoiding plagiarism: 1) Always cite the source. 2) Never use direct quotes. 3) You may not open or use another student's files.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, copying test items, printing test items or saving test items, or any other dishonest means of attempting to fulfill the requirements of a course. **You may not open, view, download, save or use another student's files or your work from another course.** If you do this is cheating and will fail this course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

On the use of direct quotes: Do not copy direct quotes from any source. Any use of direct quotes in a Dropbox essay will gain the user a grade of 0.

The virtual office is open for your use. You may ask any questions about the course. I will answer the questions so everyone may see the answers. This should save your time and prevent more than one student from asking the same question.

People First Language In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a D.S.M. diagnosis) in "people first" language as described in the federal special education law, I.D.E.A. 2004. We do this to focus on the individual first, not the disability. Always refer to the person first, and the disability second. For example, you would not discuss a person as "an A.D.H.D. student," but refer to them as "a student with A.D.H.D."

Diagnosis in Special Education We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. I am aware some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, I.D.E.A. used autism, not autism spectrum disorder. Outside of class, you may use the words you wish.

Required assignments: Read and learn all assigned chapters, **study all documents under doc sharing**, complete all assignments, Dropbox essays and quizzes under specific units.

Discussions, Dropbox essays, and quizzes. Always refer to this syllabus to know the due dates.

The quizzes. There will be three quizzes; the first one will be on A.P.A. style and the syllabus. The other two are on the textbook, PowerPoint and documents in doc sharing. All the quizzes will have multiple-choice questions. The quizzes must be taken at the time designated, **not before, not after** (Ecollege does not have the flexibility for students to take a quiz on different dates). At 11:00 pm on the quiz day, your ability to access the quiz will end. After you take a quiz, you will receive your score. The items are not provided because the quiz has not been designed to be a learning experience. Rather, they are designed to measure learning. If you want a learning activity, make up questions before you begin reading a chapter, go to the textbook web site, or use the study guide. The textbook website and the study guide may have practice quizzes to measure learning. If **you attempt to copy or print any items of the quiz, this is cheating and it is a violation of copyright.** I will set up the quizzes to determine which students do this.

Late quiz: if you miss a quiz for reasonable reason, or lose the internet during the quiz and wish to complete it, notify me on the day of the quiz and I will arrange things for you.

Study tips: Reading the assigned chapters, documents and PowerPoint presentations are crucial to academic success in this class.

Finding the Assignments Where is Assignment? Look under Course Home and you will see Week 1. Hit Week 1. Hit the "Assignment" tab. There will be a "drop down menu" then scroll to the appropriate Assignments. Assignment demarcations will obviously change with the assignment numbers, such as Assignment for units 2, 3, 4, etc. If you need help, first phone call to technical support may be necessary for further clarification. From time to time Ecollege may not work. When this happens, be sure to notify me. You will not lose points if you explain the problem, the time, and date of the problem

Criteria for Dropbox Essays: Type your Dropbox Essays in MS Word and use the spellcheck. **Do not use websites from the Internet. Use of websites = 0.** Use only journal articles and books. Two or three sentences do not constitute an essay.

On the use of direct or verbatim quotes. Do not cut and paste direct quotes from a book or an article (unless you want a 0). Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

On the use of websites: **Do not use websites from the Internet. No use of *Psychology Today, or Ladies Home Journal*** type popular magazines or **websites, blogs, Facebook, etc.** to answer Dropbox Essays. Use of these = 0. Use only journal articles and books.

Dropbox Essays will be graded as follows: Every Dropbox Essays for which factual information is required, **must** have a legitimate reference. No reference = 0. On **Dropbox**

Essays questions for which factual information is required, **do not put your personal beliefs, experiences, or opinions**. Save these for Discussion or your reaction to another student's response. I will read the **Dropbox Essays** and evaluate individual performance. This is a subjective evaluation.

Never, never use direct quotes from the textbook, journals, or books. **Always, always**, put the answer in your own words. It must be a "real" journal, Not *Psychology Today* or *Time*. Do not use websites from the Internet. Use only journal articles and books. Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

Questions Is it ok to submit an outline instead of an essay?

Answer: No, outlines = 0. Always submit a written Dropbox essay, not an outline.

What are the expectations for the Dropbox essays? The questions should be answered completely, accurately and in the greatest detail possible for the highest score.

On the use of abbreviated English or slang in Dropbox Essays. When you write your essays, avoid short hand English (i.e. R for are, U for you, cant for cannot, 5 mth for five months) or slang. This is fine in email messages or text messages to your friends, but not in a formal **Dropbox Essays** where you are graded. Think of these essays, as formal essays that you would type on white paper and hand in if this were a face-to-face course.

Grading Plan: If you go the extra mile on every Dropbox Essays, you will be rewarded. If you have everything "down pat" from the book, documents, PowerPoint, videos, etc. you will gain a higher score on the quizzes. Each time you post a **Dropbox Essays**, copy and paste the question. In this way, everyone will know which question you are answering. Always save the essay on your hard drive just in case you lose the essay in Ecollege. Each one of the **Dropbox Essays** has been designed to enhance your skills and abilities in various areas which correspond to the course objectives. I may make comments on the **Dropbox Essays**.

Dropbox essays will be graded as follows.

100-90%: Great job. No typos, the essay is beyond minimum requirements, additional references added, excellent knowledge of topic, essay is clearly completed with much forethought, the top paper in class, independent of class size, APA style is used appropriately, submitted on time, independent of excused or unexcused absence.

89-80%: Good job, writing good, although at times may not be too clear, offered basic understanding of major points, ideas may be choppy, few typos, top 25% in class, APA style requirements met, all questions answered. Met reference requirement.

79-70%: Average job, writing decent, although at times not too clear, offered basic understanding of major points, ideas at times choppy, few typos, top 50% in class, A.P.A. style requirements met, all questions answered, met reference requirement.

69-60%: Paper attempted but completed poorly, several typos, did not followed directions, part or the entire question not answered, if there is more than 1 question, part was just not answered; paragraphs are not paragraphs just sentences, no

independent thought, a collection of ideas from others. Did not meet the reference requirement.

Below 60%: Paper not completed with forethought, numerous typos, did not meet minimum requirements, not reflective of college-level performance, Paper turned in, but too many distractions. Did not meet reference requirements. Did not answer both parts of a question.

0 for assignments not answered by the due date.

0 for essays that have direct quotes from a book, an article, etc.

0 for essays that do not have a reference.

Final letter grade = average of all discussions, essays and quizzes, 100-90% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Notes on acceptable Dropbox essays: Your essays will be written at a college level. You must post your answers in Dropbox, not Doc Sharing, not, Discussion, do not send me the essay via email. You must submit essays using **12 font size, Arial font type**, and 1-inch margins on all four sides. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment.

Dropbox Essays grades will be based on quality of responses, not length of responses. Length is not the measure; completeness and accuracy are the measures.

Factual knowledge versus opinion: when a **Dropbox Essays** asks for factual knowledge, do not give your personal opinion. Save your personal opinions for Discussions. Other times, when **Dropbox Essays** ask students to support a specific view, some students think they can support the opposite of the view. Be sure you do not fall into these mistakes.

Using Discussion. All of your Discussion responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see Week 1. Hit the "Discussion" tab. Look for "Week 1 Discussion" and then scroll to appropriate Discussion. Do not forget to push "post response." Demarcations will obviously change with the Discussions, such as units 2, 3, 4, etc. Do not attach files in Discussion. All students must be able to see your Discussions. For every Discussion, be sure to respond to one of your fellow students about some aspect of the topic. If you neglect to post a response to at least one of your fellow students for every Discussion question, expect fewer points.

Email Policy: I will attempt to return emails with 48 hours. If you send a message on Friday night or the weekend do not expect a reply until Monday. Do not send a message on Saturday and expect it to be answered on Sunday. Please do not send second emails etc. Please, do not request grades be send via email. I will post grades only on Ecollege. From time to time, I will send you email messages so be sure to check your email messages daily. If there is a problem with a quiz, email me. I will fix it ASAP.

Students with disabilities: If you have a disability you should notify the instructor at least 6 weeks before the semester begins, (considerable time is necessary to prepare the course). 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, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 (903) 886-5150 or (903) 886-5835 (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu.

Assumptions Related to Successful Completion of this Course:

1. You have access to a computer with a reliable internet connection. There are a number of computer labs on campus.
2. Ability to use "MS Word" word processing.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.
5. These questions are listed as every semester students present numerous inquiries along the following lines of thought:
 - a. I do not have a computer and I did not know a computer was required for the course! Where should I go? Use the computers in the library.
 - b. I am not accustomed to writing essays. Can you prepare an alternative task for me? Unfortunately, No.
 - c. I am working 40 hours per week, taking 18 semester hours, and have three children. Can you reduce the course workload for my situation? Regrettably, No.
 - d. I just do not have the time to do all the requirements of the course. May I do less? Lamentably, No.
 - e. Can I take this course without reading the book or support materials? Regrettably, No.
 - f. You really do not expect me to read all the assignments, do you? Yes.
 - g. I do not like to read, may I avoid the readings? No, I do not see how.
 - h. I cannot take the test on the days indicated. Take another section of this course; there are many.

The previous quotes are taken from actual emails received in the past. Anything I do for one student, I must do for all students. Each student will receive 3 credits for Psy 300. There will not be an * next to the course indicating you did less than the requirements. If you are not able to meet the course requirements, then you are encouraged to drop this course.

Study Recommendations:

1. Study the syllabus and know the due dates.
2. Do not wait until the last minute to post your Discussions or essays. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence." The same laws apply to the quizzes.

Office preference: Since this is an online course, the expectation is that everything can be completed online. For that reason, if you have a general question about the class, post it under virtual office. For specific questions, use my email address. Thanks.

Late assignments: If the assignment is late, you may receive a 0 on that assignment. All assignments will be due at 11 pm on the designated deadline dates, as are the quizzes. However, I recognize things happen. **Even if late**, be sure to post your assignment. If

your response is there when I grade it, the essay will be graded. Do not wait weeks to post a discussion or Dropbox essays and expect your work to be graded. One student waited until after I posted final grades, and then asked if her late assignments could be graded. If you miss an assignment due to death, military, or reasonable excuse, please email me. If you miss an assignment without a legitimate excuse, you may receive 0 points. If you miss two (2) or more assignments without a valid excuse, you may be dropped from the course. If you cannot get in Ecollege, go to technical support and then contact me.

Respect for Others The topics of conversation may be emotional and controversial. I encourage you to disagree with me and other students. I may not agree with what you have to say, but you have a right to say it. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. This course has Discussions for your opinions. Do not confuse opinions with facts. If you make racist, sexist, ageist (Ageism), non-scholarly comments or derogatory statements, I will refer you to Dean of Students. I encourage you to offer your opinion, but be respectful to your classmates and your teacher.

APA Format: You are required to use A.P.A. format to cite the source of all ideas (including our textbook and journal articles). Any time you cite facts, you need a reference. If it is not your idea, then you must cite the source by using a reference. If you fail to list a reference, you will lose all possible points. If you improperly use A.P.A. format, then you will lose some points. Below are sites that discuss the A.P.A. Style. Reference List: Basic Rules: <http://owl.english.purdue.edu/owl/resource/560/05/>. Reference List: Author/Authors. Reference List: Articles in Periodicals. Reference List: Books. Online Bibliographies and Annotated Bibliographies. Jürgens, R. (2005). HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Conduct: The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:
Academic cheating and plagiarism.
Malicious destruction, damage, unauthorized possession, or misuse of University property, including library and laboratory materials, or of private property on the campus.
Abuse, whether physical, mental, or otherwise, of another person in the University community.
Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities.
Violation of local, state, and federal laws on or off campus.
Recurring incidents, which are in violation of University policies, and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.
Failure to respond to a summons by letter, telephone call, E-mail, or personal messenger from a University administrative official or faculty member.
Sexual or racial harassment.

Use of Discussion: The purpose of discussion is to provide students an opportunity to interact with each other. The discussion topics are your chance to give your opinion. For full credit, give your opinion and comment on another students post.

Learning Objectives

1. Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

2. Learning Objectives for Psy 300 (course objectives):

Upon completion of this course, the students will be able to:

- (1) Distinguish age-appropriate behaviors as they relate to teaching
- (2) Distinguish between measurement, evaluation, and the implications of each for assessing student progress;
- (3) Apply information regarding the theories of the teaching-learning processes to how people learn, what motivated them, and how they retain knowledge
- (4) Apply information on academic honesty and use of A.P.A. style for citing references.

Development:

- (1) Identify stages and developmental characteristics of student (includes cognitive, social, emotional, and physical development).
- (2) Interpret the interrelationships among cognitive, social, emotional, and physical development in students

Measurement and Evaluation:

- (1) Describe principles of testing and measurement. Includes the purpose of testing, the principles of reliability, validity, basic measurement statistics, and interpreting the results of standardized tests.
- (2) Apply principles for developing assessment instruments including advantages and limitations of various types of test questions, basic principles for developing different types of test questions and basic principles for developing student observation measures and other informal assessments
- (3) Apply procedures for scoring and interpreting assessment instruments. Includes types and uses of assessment instruments, scoring procedures for teacher made tests

Learning:

- (1) Apply knowledge of behaviorist learning theory, especially principles of reinforcement, to instruction.
- (2) Apply knowledge of information processing theory to instruction.
- (3) Apply knowledge of cognitive learning theory to instruction

Motivation:

- (1) Apply knowledge of humanistic approaches to instruction.
- (2) Apply principles of motivation to instruction.

Cultural Diversity:

- (1) Describe the effect of ethnicity on learning.
- (2) Describe the advantages of bilingual education.

Learning Objectives (from Teacher Competencies for Psy 300)

1. The student uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction
2. The student recognizes that students' developmental characteristics affect what and how they learn and that effective decision-making about instructional content and methods takes into account individual students' levels of development in the various domains (e.g., cognitive, social, emotional, aesthetic).
3. The student is aware of expected developmental progressions and ranges of individual variation in each domain, knows how to foster growth in each domain, and understanding how development in any one domain may affect performance in other domains.
4. The student applies knowledge of human development to design instruction that helps students at various developmental levels make connections between their current skills and understandings and those that are new to them.
5. The student considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.
6. The student understands how various external factors (e.g., conflict within students' families, peer relationships, gang-or drug- related community problems, malnutrition) may affect students' lives and their performance in school and knows how to create a learning environment that takes advantage of positive factors and minimize the effects of negative factors.
7. The student recognizes signs of stress in students (e.g., a sudden drop in grades, an increase in aggressiveness) and knows how to respond appropriately to help students deal with stress.
8. The student understands factors inside and outside the classroom that influence students' perceptions of their own worth and potential (e.g., grouping practices, parent and teacher expectations, prior experiences in school), recognizes the effects of these perceptions on learning, and knows how to plan instruction to enhance all students' self-esteem and to create an environment in which all students feel safe, accepted, competent, and productive.
9. The student appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both, the diversity of groups and the uniqueness of individuals are recognized and celebrated.
10. The student is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity, gender, language background, exceptionality, etc.
11. The student recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.
12. The student understands how learning occurs and can apply this understanding to design and implement effective instruction.

13. The student understands how students develop knowledge and skills and recognizes instructional strategies that promote student learning (e.g., linking new information to old, fostering a view of learning as a purposeful pursuit, promoting a sense of responsibility for one's own learning).
14. The student is aware of factors that affect learning (e.g., individual talents, learning styles, teaching styles, prior learning experiences) and can design instruction to facilitate learning in different situations and to help students learn how to learn and to monitor their own performance.
15. The student understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.
16. The student understands the importance of motivation to learning, knows how to help students become self-motivated, and is able to recognize factors and situations that are likely to promote or diminish motivation.
17. The student is aware of the characteristics and effects of intrinsic and extrinsic motivation and knows how to use a variety of techniques (e.g., relating lessons to students' personal interests, allowing students to have choices in their learning, giving students control over their learning experiences, leading individuals or groups of students to ask questions and pursue problems that are meaningful to them) to engage students in learning activities and to help them develop the motivation to achieve.
18. The teacher uses processes of informal and formal assessment to understand individual learners, monitors instructional effectiveness, and shape instruction.
19. The teacher understands the importance of ongoing assessment as an instructional tool and employs a variety of formal and informal assessment techniques (e.g., observation, portfolio, teacher-made classroom test, student self-assessment, peer assessment, standardized test) to enhance his or her knowledge of learners, monitor students' progress in achieving outcomes, and modify instructional delivery.
20. The teacher is aware of the characteristics, uses, advantages, and limitations of different types of assessments; understands assessment-related issues such as those related to bias, reliability, validity, and grading; and knows how to select or construct and use assessment instruments for various purposes.

Psy 300 Course Overview:

The following concepts and content are incorporated in this three-hour course designed primarily for prospective teachers, parents, and others working with school age children and adolescents. (1) child and adolescent development, social developmental theory, cognitive development, knowledge of age-level characteristics of children and adolescents; (2) measurement and evaluation of classroom learning; and (3) learning and cognition, behavioral learning, cognitive learning, humanistic aspects of learning, and perspectives on motivation.

Textbook Psychology 300: *Educational Psychology*, 12 Ed, Anita E. Woolfolk, ISBN-10: 0132613166, Pearson, 2013. This is the edition I requested. However, I never know which book will be in the bookstore. Save money; get the book used online, without the "MyEducation" extra.

Chapter 2: Cognitive Development
Chapter 3: The Self, Social, and Moral Development
Chapter 4: Learner Differences and Learning Needs
Chapter 5: Language Development, Language Diversity, and Immigrant Education
Chapter 6: Culture and Diversity
Chapter 7: Behavioral Views of Learning
Chapter 8: Cognitive Views of Learning
Chapter 9: Complex Cognitive Processes
Chapter 10: The Learning Sciences and Constructivism
Chapter 11: Social Cognitive Views of Learning and Motivation
Chapter 12: Motivation in Learning, and Teaching
Chapter 13: Creating Learning Environments
Chapter 14: Teaching Every Student
Chapter 15: Classroom Assessment, Grading, and Standardized Testing
See more at: <http://www.pearsonhighered.com/product?ISBN=0132613166#sthash.4c1AeWps.dpuf> Reading assignments Chapters 1 to 16, all documents under doc sharing. Additional requirements are below.

Psychology 300

Assignments, Dropbox essays, Discussions and quizzes. Review the due dates and do not make plans to be somewhere you cannot complete the assignments or quizzes. **Assignments may be posted early, but once graded one may not repost Dropbox essay and expect a new grade.**

Week 1 due 8/29/14 at 11:00 pm.

To begin this course there are 4 Dropbox assignments and 1 Dropbox Essay.

- 1) Ecollege tutorial,
- 2) Avoiding Plagiarism,
- 3) APA tutorial &
- 4) A.P.A. references.

1) Ecollege tutorial due 8/29/14 at 11:00 pm. When finished, post a statement under Dropbox essay Week 1, **saying you finished the Ecollege tutorial.**

Go to the Ecollege tutorial
Sign in to Ecollege from My Leo
Click on My courses
Go down to My Course List

My Course List

Special Courses

.NExT Student Orientation Tutorial - eCourse.NExT

Under special courses, you will find the tutorials
NExT Student Orientation Tutorial - eCourse.NExT **SOT Student Orientation Tutorial** - eCourse

2) Complete “Avoiding Plagiarism” tutorial. Due **8/29/14** at **11:00 pm**. Post your Recognizing Plagiarism Test: Confirmation Certificate: College-Level under Week 1. How to Recognize Plagiarism (<https://www.indiana.edu/~istd/>). You must complete your own Plagiarism tutorial and put your name on the Avoiding Plagiarism certificate. This tutorial is divided into sections. Complete each section, and then take the test. Copy the results and paste the results under Week 1 Dropbox essay. You may not view, open, or use another student’s files.

Definition

Overview: when and how to give credit; recommendations; decision flowchart

Plagiarism Cases: links to Web sites describing real plagiarism cases

Examples: word-for-word and paraphrasing plagiarism -- 5 examples each

Practice with feedback: identifying plagiarism -- 10 items

Test: when you pass, save the certificate, send the results (Avoiding Plagiarism, SmartMeasure, Ecollege tutorial) and post under Dropbox essay to get all possible points.

Resources: Web sites, books, dictionary links, references

3) Complete APA tutorial due 8/29/14 at 11:00 pm

(<http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html>); take this quiz. When you have 100% send it to william.masten@tamuc.edu

4) References to be put in A.P.A. style, due **8/29/14** at

11:00 pm. Put references in A.P.A. style, then copy the references list and paste them under Week 1 Dropbox essay.

Complete this tutorial Go to <http://owl.english.purdue.edu/owl/resource/560/18/>

Then complete these modules

Reference List: Basic Rules

Reference List: Author/Authors

Reference List: Articles in Periodicals

Reference List: Books

Review this tutorial.

[http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.121603741.1358988402.1358988402.1358988402.1&_utmb=185732729.12.10.1358988402&_utmc=185732729&_utmz=185732729.1358988402.1.1._utmsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&_utmv=-&_utmk=217676182](http://flash1r.apa.org/apastyle/basics/index.htm?_utma=185732729.121603741.1358988402.1358988402.1358988402.1&_utmb=185732729.12.10.1358988402&_utmc=185732729&_utmz=185732729.1358988402.1.1._utmsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmk=217676182)

On putting the references in APA style: Put the references below in A.P.A. style. Do not change the order of the authors’ names. Do not include [Journal Article] or (Book). These are to help you know what kind of a reference each citation is. Do not include the “pp.” Do not include the word “Vol.” Do not use references from someone else or from another course or a past semester; do not look at or copy another students list of references; this is cheating.

References

Assessment of positive psychology. Hernandez, Linda. Esso, David. *Journal of Psychological Research*, Vol 155(15), 2014. pp. 135-147. [Journal Article]

Relationship of Hanley Achievement Test scores and the WISC-IV Spanish scores. Lamberth, Walter. Kaley, John. *Journal of Intellectual and Psychological Assessment*, Vol 30(12), 2014. pp. 139-147. [Journal Article]

On the assessment of creative thinking. May, Jamie. Oakland, Dana. *Journal of Creativity Research Vol 124(13)*, 2014. pp. 135-142. [Journal Article]
Psychology Applied to Modern Life: Adjustment in the 21st Century, 10th Edition.
Wayne Weiten. Dana S. Dunn. & Elizabeth Y. Hammer. 2012. Belmont, CA.
(Book)
Educational Psychology, 12th Edition, Anita E. Woolfolk. Pearson, Boston MA. 2013.
(Book)

Week 1 due 8/29/14 at 11:00 pm.

Question to be posted under Dropbox: How can a teacher become prepared for an interconnected world? No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing.

Discussion question Due date 8/29/14. Why is Plagiarism something to be avoided at all costs? **Put under discussion.**

Week 1 Quiz: due 8/29/14 at 11:00 pm. No use of any aid during quiz. To be taken only on this date from 12:01 am to 11:00 pm. Do not make plans to be somewhere you cannot complete this quiz. In this quiz, you will be asked to choose the correct reference (A.P.A. style) from a number of alternatives. In addition, this quiz is on **many elements** from the syllabus and from the tutorials above. You will demonstrate your knowledge of information contained in the syllabus.

Week 2 Due date 9/5/14. Assignment: Read chapters 1 to 6 and the documents (under doc sharing) on Piaget, sensorimotor substages, Erickson, Heinz Dilemma, Kohlberg moral development, and moral development.

From chapters 2 & 3. Put your essay in 1 file under Dropbox.

No use of direct or verbatim quotes, no use of websites as references

1) **Question to be posted under Dropbox: Present a complete description of Piaget's views on cognitive development using and defining the following terms in your answer: schemas, organization, adaptation, assimilation, accommodation, and equilibration as well as other terms you will find. Include a description of his stages.** Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions. To quote Sargent Joe Friday, "Just the facts ma'am". No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing.

Discussion question. Due date 9/5/14. Some students there is too much emphasis on the theories of "dead white" men. What is your position on this issue?

Week 3 Due date 9/12/14

2) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your

essay in 1 file under Dropbox. For 3 of Erikson's stages (Autonomy vs. Shame, Initiative vs. Guilt, & Industry vs. inferiority), use the principles of Erikson's writing to describe what teachers can do to encourage positive resolution of Erikson's Developmental Crises. Hint, do not say reinforcement. Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions.

Discussion question **Due date 9/12/14**. What is your position on this issue?

Week 4 Due date 9/19/14

From chapter 1

3) Ninth-grade teachers at Farmington Junior High School are interested in knowing whether using cooperative learning will increase student understanding of mathematics. They would like to conduct a research study to investigate whether this is truly the case.

Question to be posted under Dropbox: No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox. Design an experimental study (basic elements, not detailed procedures) that could be used to answer the teachers' research question.

Discussion question **Due date 9/19/14**. What is your position on this issue?

Week 5 Due date 9/26/14

4) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox. How can teachers apply knowledge of global dynamics?

Discussion question **Due date 9/26/14**. According to Erikson children should have their needs met when they cry. What is your position on this issue?

Week 6 Due date 10/3/2014. 2 Questions under Dropbox.

Read Chapter 7

5) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox. Define each schedule of reinforcement: Fixed-interval, Fixed-ratio, Variable-interval, & Variable-ratio. Give an example of each schedule. Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions.

Discussion question **Due date 10/3/2014**. What is your position on this issue?

Week 7 Due date 10/10/2014

6) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put all your

essays in 1 file under Dropbox. Using a behavioral framework (Skinner), explain why breaking down a lesson into small discrete units may be used to increase a student's motivation? Use specific examples. (Hint shaping.) Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions.

Discussion question Due date **10/10/2014**. Some teachers believe using reinforcement to get students to do their work is "bribing" them. What is your position on this issue?

Week 8. Due date 10/17/2014.

Read chapters 4, 5, & 6

7) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox. Identify some of the factors that may lead low-income students to perform less well in school than middle-income students with the same abilities.

Discussion question Due date **10/17/2014**. What is your position on this issue?

Week 9. Due date 10/24/2014

8) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing.

Put all your essays in 1 file under Dropbox. As a general education teacher, you will be affected by the federal law that governs special education (now it is PL 99-457, the Individuals with Disabilities Act, IDEA 2004). Explain the effect on teachers of
(A) The least restrictive environment.
(B) Describe the major elements of an IEP.

Discussion question Due date **10/24/2014**. What is your position on this issue?

Week 10. Due date 10/31/2014

9) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox. Discuss how a classroom teacher will teach Limited English Proficient children to communicate fluently in English. Identify the schools', and the families' roles in helping these students achieve.

Discussion question Due date **10/31/2014**. What is your position on this issue?

Week 11. Due date 11/7/2014.

10) **Global Citizen Essay 100 words to be posted under Dropbox** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox.

Find and read some journal articles on the characteristics of a global citizen. The purpose of this question is to increase your ability to see yourself as a global citizen. Question to be posted. Using the Learning Outcome 3, (Students will be able to view

themselves as engaged citizens within an interconnected and diverse world) write a 100-word essay on why you believe you are a global citizen.

Discussion question Due date **11/7/2014**. Some teachers believe giving extra help to LEP students is unfair to the students that know English, because they do not get extra aid. What is your position on this issue?

Week 11 Quiz: Due date 11/7/2014. No use of any aid during quiz. To be taken only on this date from 12:01 am to 11:00 pm. Quiz 2 will include chapters 1-7. Quiz is based documents in Doc sharing that cover topics of the chapters and PowerPoint presentations. You will demonstrate your knowledge of information contained in the syllabus.

Discussion question **Due date 11/7/2014.** **What is your position on this issue?**

Week 12. Due date: 11/14/2014. Assignment for Week 5 to Week 7 read Ch. 4, Chapters 8 to 15. Read PowerPoint's motivation1 & motivation2. Read Alfred Binet: Background, Research, and Measurement of Children under doc sharing.

11) Question to be posted under Dropbox: No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Put your essay in 1 file under Dropbox. How well do Intelligence tests predict academic achievement? Give a correlation coefficient (i.e. .50) that shows the relationship between only intelligence tests and academic achievement tests. Do not put your personal beliefs, personal experiences, or personal opinions. Do not discuss practical or creative intelligence. Do not use our textbook to answer this question. Find some journal articles. **Factual information is required.**

Possible references

Shields, J., Konold, T., & Glutting, J. (2014). Validity of the Wide Range Intelligence Test: Differential Effects across Race/Ethnicity, Gender, and Education Level. *Journal of Psychoeducational Assessment*, 5(32).

Discussion question **Due date: 11/14/2014.** **What is your position on this issue?**

Week 13. Due date: 11/21/2014

12) Question to be posted under Dropbox: No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Explain why Intelligence tests are **not** biased against minority-group students. Put your essay in 1 file under Dropbox. Do not say they are biased. Do not put your personal beliefs, personal experiences, or personal opinions. Factual information is required. Do not use our textbook to answer this question. Use these articles:

Oakland, T. & Feigenbaum, D. (1979). Multiple sources of test bias on the WISC-R and Bender-Gestalt Test. *Journal of Consulting and Clinical Psychology*, 47(5), 968-974.)

Reschly, D. J. & Reschly, J. E. (1979). Brief reports on the WISC-R: Validity of WISC-R factor scores in predicting achievement and attention for four sociocultural groups. *Journal of School Psychology, 17*(4), 355-357.

Freberg, M. E., Vandiver, B. J., Watkins, M. W., & Canivez, G. L. (2008). Significant factor score variability and the Full Scale IQ in predicting later academic achievement. *Applied Neuropsychology, 15*(2), 131-139.

Discussion question Due date **11/21/2014**. Many students believe using intelligence test is unfair to all the students. What is your position on this issue?

Week 14 Due date **11/25/2014**. Put all essays in 1 file under Dropbox. Read the PowerPoint [info proc.ppt](#)

13). **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Identify and define the three types of memory in the information-processing model of learning (short term, long term, etc.) **Factual information is required.** Do not put your personal beliefs, personal experiences, or personal opinions.

14) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Why should teachers have knowledge of tests and measurement? **Factual information is required.** Do not put your personal beliefs, personal experiences, or personal opinions.

Discussion question Due date **11/25/2014**. Some students and parents want teachers to “spoon feed” (to present information so completely as to preclude independent thought) them. What is your position on this issue?

Week 15 Due date: **12/5/2014**. Read [measure.ppt](#)

Put your essay in 1 file under Dropbox.

15) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. Explain how you increased your knowledge of the interconnectedness of global dynamics?

16) **Question to be posted under Dropbox:** No use of direct or verbatim quotes, no use of websites as references even if they are in the syllabus or in Doc sharing. What was the significance of the Supreme Court decision in the Brown vs. Board of Education case (1954)? Your answer may be a combination of fact and opinion. You may use the sources below or find other sources. There is a list of sites about Brown v Board of Education under Doc Sharing. There is a timeline relating to this case under Doc Sharing.

Possible References for Brown v Board Of Education question.

Alston, R. J., Russo, C. J., & Miles, A. S. (1994). Brown v. Board of Education and the Americans with Disabilities Act: Vistas of equal educational opportunities for African Americans. *Journal of Negro Education, 63*(3), 349-357. doi:10.2307/2967186

Anderson, J. D. (2004). Crosses to Bear and Promises to Keep: The Jubilee Anniversary of Brown v. Board of Education. *Urban Education, 39*(4), 359-373. doi:10.1177/0042085904265150

- Benjamin, L. r., & Crouse, E. M. (2002). The American Psychological Association's response to Brown v. Board of Education: The case of Kenneth B. Clark. *American Psychologist*, 57(1), 38-50. doi:10.1037/0003-066X.57.1.38
- Birzer, M. L., & Ellis, R. B. (2006). Debunking the myth that all is well in the home of Brown v. Topeka Board of Education: A study of perceived discrimination. *Journal Of Black Studies*, 36(6), 793-814. doi:10.1177/0021934705278410
- Clark, K. B., Chein, I., & Cook, S. W. (2004). The Effects of Segregation and the Consequences of Desegregation A (September 1952) Social Science Statement in the Brown v. Board of Education of Topeka Supreme Court Case. *American Psychologist*, 59(6), 495-501. doi:10.1037/0003-066X.59.6.495
- Dancy, T., & Brown, M. (2008). Unintended consequences: African American male educational attainment and collegiate perceptions after Brown v. Board of Education. *American Behavioral Scientist*, 51(7), 984-1003. doi:10.1177/0002764207312001
- Ferri, B. A., & Connor, D. J. (2005). In the Shadow of Brown: Special Education and Overrepresentation of Students of Color. *Remedial And Special Education*, 26(2), 93-100. doi:10.1177/07419325050260020401
- Fine, M. (2004). The Power of the Brown v. Board of Education Decision: Theorizing Threats to Sustainability. *American Psychologist*, 59(6), 502-510. doi:10.1037/0003-066X.59.6.502
- Green, P. (2004). The Paradox of the Promised Unfulfilled: Brown v. Board of Education and the Continued Pursuit of Excellence in Education. *Journal Of Negro Education*, 73(3), 268-284. doi:10.2307/4129611
- Harvey, W. B., Harvey, A. M., & King, M. (2004). The Impact of the Brown v. Board of Education Decision on Postsecondary Participation of African Americans. *Journal Of Negro Education*, 73(3), 328-340. doi:10.2307/4129615
- Henderson, L. R. (2004). Brown v. Board of Education at 50: The Multiple Legacies for Policy and Administration. *Public Administration Review*, 64(3), 270-274. doi:10.1111/j.1540-6210.2004.00371.x
- Hughes, S. (2011). Justice for all or justice for just us? Toward a critical race pedagogy of hope through brown in urban education. *Urban Education*, 46(1), 99-110. doi:10.1177/0042085910377515
- Hunter, R. C. (2009). Public school administration and Brown v. Board of Education. *Education And Urban Society*, 41(5), 575-594. doi:10.1177/0013124509333784
- Jackson, J. r. (2004). The Scientific Attack on Brown v. Board of Education, 1954-1964. *American Psychologist*, 59(6), 530-537. doi:10.1037/0003-066X.59.6.530
- Lewis, J. B. (2005). Legal Challenges to Segregated Education in Topeka, Kansas, 1903-1941. *Educational Studies: Journal Of The American Educational Studies Association*, 37(1), 56-76. doi:10.1207/s15326993es3701_6
- McConnell, J., & Hinitz, B. F. (2005). In Their Words: A Living History of the Brown Decision. *Educational Studies: Journal Of The American Educational Studies Association*, 37(1), 77-82. doi:10.1207/s15326993es3701_7
- McNeal, L. R. (2009). The re-segregation of public education now and after the end of Brown v. Board of Education. *Education And Urban Society*, 41(5), 562-574. doi:10.1177/0013124509333578
- Moll, L. C. (2010). Sixth annual Brown lecture in education research: Mobilizing culture, language, and educational practices: Fulfilling the promises of Mendez and Brown. *Educational Researcher*, 39(6), 451-460. doi:10.3102/0013189X10380654
- Morris, J. E. (2008). Research, ideology, and the Brown Decision: Counter-narratives to the historical and contemporary representation of Black schooling. *Teachers College Record*, 110(4), 713-732.
- O'Brien, T. (2007). What happened to the promise of Brown? An organizational explanation and an outline for change. *Teachers College Record*, 109(8), 1875-1901.
- O'Brien, T. V. (2005). Review of Brown v. Board of Education: A Civil Rights Milestone and its Troubled Legacy. *Educational Studies: Journal Of The American Educational Studies Association*, 37(1), 91-96. doi:10.1207/s15326993es3701_10
- Pettigrew, T. F. (2004). Justice Deferred A Half Century After Brown v. Board of Education. *American Psychologist*, 59(6), 521-529. doi:10.1037/0003-066X.59.6.521
- Pickren, W. E. (2004). Fifty Years On: Brown v. Board of Education and American Psychology, 1954-2004 An Introduction. *American Psychologist*, 59(6), 493-494. doi:10.1037/0003-066X.59.6.493
- Richards, G. (2007). Review of Science for segregation. Race, law, and the case against Brown v. Board of Education. *Journal Of The History Of The Behavioral Sciences*, 43(2), 222-223. doi:10.1002/jhbs.20231
- Romero, D. W., & Romero, F. (2003). Precedent, Parity, and Racial Discrimination: A Federal/State Comparison of the Impact of Brown v. Board of Education. *Law & Society Review*, 37(4), 809-826. doi:10.1046/j.0023-9216.2003.03704004.x
- Ruck, M. D. (2005). Keeping our eyes on the prize: Beyond Brown v. Board of Education. *Journal Of Applied Developmental Psychology*, 26(6), 734-739. doi:10.1016/j.appdev.2005.08.006
- Smith, A., & Kozleski, E. B. (2005). Witnessing Brown: Pursuit of an Equity Agenda in American Education. *Remedial And Special Education*, 26(5), 270-280. doi:10.1177/07419325050260050201
- Smith, D., & Tutwiler, S. (2005). The Contradictions of the Legacy of Brown v. Board of Education. *Educational Studies: Journal Of The American Educational Studies Association*, 37(1), 2-5. doi:10.1207/s15326993es3701_2

- Spencer, M. (2008). Fourth annual Brown lecture in education research: Lessons learned and opportunities ignored since Brown v. Board of Education: Youth development and the myth of a color-blind society. *Educational Researcher*, 37(5), 253-266. doi:10.3102/0013189X08322767
- Stephan, W. G. (1978). School desegregation: An evaluation of predictions made in Brown v. Board of Education. *Psychological Bulletin*, 85(2), 217-238. doi:10.1037/0033-2909.85.2.217
- Walker, V. (2013). Black educators as educational advocates in the decades before Brown v. Board of Education. *Educational Researcher*, 42(4), 207-222. doi:10.3102/0013189X13490140
- Weinstein, R. S., Gregory, A., & Strambler, M. J. (2004). Intractable Self-Fulfilling Prophecies Fifty Years After Brown v. Board of Education. *American Psychologist*, 59(6), 511-520. doi:10.1037/0003-066X.59.6.511
- Wishon, P., & Geringer, J. (2005). Struggle and moral purpose in American education 50 years after Brown. *Early Child Development And Care*, 175(3), 243-247. doi:10.1080/0300443042000230429
- Zirkel, S. (2005). Ongoing Issues of Racial and Ethnic Stigma in Education 50 Years after Brown v. Board. *The Urban Review*, 37(2), 107-126. doi:10.1007/s11256-005-0004-4
- Zirkel, S., & Cantor, N. (2004). 50 Years After Brown v. Board of Education: The Promise and Challenge of Multicultural Education. *Journal Of Social Issues*, 60(1), 1-15. doi:10.1111/j.0022-4537.2004.00096.x

Discussion question Due date **12/5/2014**. In the 1970s, federal courts mandated “Busing” (the transporting of children by bus to a school outside their residential area to achieve racial balance in public schools). What is your position on this issue?

Week 15. Quiz: Due date **12/5/2014**. No use of any aid during a quiz. To be taken only on this day from 12:01 am to 11:00 pm. **Do not make plans to be somewhere you cannot complete this quiz.** This Quiz will cover chapters 8 to 15. The quiz is based on readings chapters 8 to 16, documents in Doc sharing that cover topics of the chapters and PowerPoint presentations. You will demonstrate your knowledge of information contained in the syllabus.

Undergraduate Graduation Checklist

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

1. Total Hours for degree met? (Must be at least 120 hrs.)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs.?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs.)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?