

PSY 300 - Learning Processes and Development
Spring 2016 – Online Course

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Office Hours: T/R 12:45-1:45 and 3:15-4:15 (Rockwall); W 10-11 (Virtual)

Required Textbook: Woolfolk, A. E. Educational Psychology (13th ed.). ISBN: 978-0134013527

Course Description:

Description from the Course Catalog: “A course designed to provide the student with information about the application of psychological theory to the learning processes and 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, dynamic processes of learning and development. This course is required as part of the teacher preparation program.”

Course Objectives:

1. Distinguish different views of learning and factors that influence learning
2. Recognize the importance of educational psychology research for evidence-based practices in the school setting
3. Relate knowledge learned in this course to the real world/classroom.

Course Format:

This is an online course through eCollege and will require a lot of reading and writing. Each week you will be assigned a chapter to read, and the instructor will provide an overview of some of the major issues related to the chapter. *Please note that these lectures are not exhaustive – you are responsible for reading the entire chapter and understanding the chapter content.* During the majority of the weeks there will be a discussion forum assignment for you to post a response related to the assigned reading. The postings will help to create an environment similar to a face-to-face course. Regular quizzes will be administered to assess your learning and promote retention of the assigned information. You will also be required to complete assignments related to educational psychology.

Course Philosophy:

This course should be educational and interesting to you. After all, this is a course that will directly apply to your career choice in education. I encourage you to really engage yourself in this course. If you have questions, please do not hesitate to contact me.

Course Assignments:

- I. **Discussion Postings** – Because this is an online course, discussion through written dialogue is critical. This helps students feel engaged in the course, and it also allows for students to enhance their writing skills. Students will participate in online

discussions via the Discussion Forum on eCollege. Specific instructions for each week's Discussion Forum will be posted for each week. *All discussion postings should be professionally written (i.e., proofread, grammatically correct, and formal tone) and provide textual evidence to back up claims.* In other words, you must relate the content of your posting to the textbook and/or scholarly journal articles. This will give you practice supporting your views with research-based evidence rather than opinions and/or anecdotes. ***Discussion postings are worth 25% of your grade.***

- II. **Quizzes** – Quizzes will be administered to provide an assessment of your knowledge of the assigned chapter reading for the week. These quizzes will be taken without aid – closed notes, closed book, and no Internet aid. You will have to retrieve from your memory your responses. Eleven quizzes will be administered, but only ten will count toward the final grade. Therefore, each student can drop one quiz grade. ***Quizzes are worth 20% of your course grade (2% each).***
- III. **Group PowerPoint** – Each student will be assigned to work with three-four other students on a group project. In this group project you will be asked to create a PowerPoint to further explain a topic covered in the Woolfolk text. As listed on the tentative schedule below, two Group PowerPoints are listed. However, each student will only complete one Group PowerPoint. If you are assigned to complete Group A PowerPoint, then you will not be assigned to complete the Group B PowerPoint assignment, and vice versa. ***The PowerPoint is worth 25% of your total grade.***
- IV. **Written Report** – Students will be required to write a final report demonstrates their knowledge of educational psychology. In this assignment, students will interview a teacher, and students will be asked to link the teacher's responses to the Woolfolk content. Guidelines for this assignment are posted on eCollege. ***The written report is worth 30%.***

** The gradebook in eCollege shows the total point and assigned weights per assignment. When assignments have been graded, the instructor or graduate teaching assistant will update the gradebook in eCollege so that students can access their grades.*

Grade Distribution:

<u>Grade</u>	<u>Percent</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Course Policies

University Codes of Conduct: A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (*Code of Student Conduct’ from online Student Guide Handbook*)

Plagiarism: Texas A & M University-Commerce views plagiarism as a serious offense. Plagiarism occurs when individuals take ideas and/or words from another source and claim these ideas as their own without giving credit to the original author(s). This can include copying words from an Internet website, reading an article and taking the authors ideas without giving them credit, or writing work that is remarkably similar to other written work (e.g., Changing words to synonyms is still plagiarism). If any written work contains ideas that are not your own, you need to give credit to the author(s) by including citations. Instructors are obligated to report instances of plagiarism to university officials. Please refer to the American Psychology Association (APA) manual for instructions on citing materials. When in doubt, ask me. ***Ignorance will not be tolerated as an excuse for plagiarism.*** Acts of plagiarism on any written assignment, including discussion postings, will result in severe consequences, including the possibility of receiving a zero in the course. Acts of plagiarism will be reported to the department head.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

Late Work: I have a very strict late work policy, and the penalty imposed depends on the course assignment. Quizzes and discussion postings: Quizzes and discussion postings must be completed on time. No late quizzes or posts will be graded. **Group PowerPoint and Written Report:** If the assignment is turned in within 24 hours of the due date, a 10-point penalty will be imposed. If they assignment is turned in between 24-48 hours of the due date, a 20-point penalty will be imposed. If the assignment is submitted more than 48 hours late, it will automatically be scored as a zero (i.e., no credit granted). ** Please note that computer issues will not be considered as an excuse for failing to submit any assignment on time. It is the student’s responsibility to make sure that assignments are turned in on time. Therefore, do not wait until the very end to complete an assignment. This will help ensure that you turn in the assignment on time if you are having a technology issue (i.e., you can find another computer, call the Help Desk for support, etc.).**

Netiquette: Offensive language and aggressive correspondence online will not be tolerated. Students are expected to be respectful of others’ opinions when communicating. See University Codes of Conduct section above.

Technical Support: This course is supported by Texas A&M University–Commerce through the eCollege course management system. There is a Student Orientation Tutorial in eCollege if you

are unfamiliar with it. If you have technology questions please contact the eCollege HelpDesk, available 24 hours a day, 7 days a week by clicking the HelpDesk link in the Help pages in eCollege or by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

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, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148; StudentDisabilityServices@tamuc.edu.**

TENTATIVE SCHEDULE

Unit	Week	Dates	Assigned Reading	Assignments
1 Introduction	Week 1	January 19- January 24	Ch. 1 & Testing Effect article posted on DocSharing	* Discussion Posting over content from Chapter 1 and/or Testing Effect article
2 Students	Week 2	January 25- January 31	Ch. 2 and Ch. 5	* Quiz over Ch. 2 and Ch. 5
	Week 3	February 1- February 7	Ch. 4	* Quiz over Ch. 4
	Week 4	February 8- February 14	Ch. 6	* Group A PowerPoints Due over a concept from Ch. 6
	Week 5	February 15- February 21	Ch. 3	* Quiz over Ch. 3 * Discussion Posting on a PowerPoint produced by a Group A in Week 4
3 Learning and Motivation	Week 6	February 22- February 28	Ch. 7	* Quiz over Ch. 7
	Week 7	February 29- March 6	Ch. 8	* Quiz over Ch. 8
	Week 8	March 7- March 13	Ch. 9	* Quiz over Ch. 9 * Discussion posting over Ch. 7, 8, or 9
	Week 9	March 14- March 20	None – Spring Break	None – Spring Break
	Week 10	March 21- March 27	Ch. 10	* Quiz over Ch. 10
	Week 11	March 28-	Ch. 11	* Group B PowerPoints Due

		April 3		over a concept from Ch. 11
	Week 12	April 4-April 10	Ch. 12	*Quiz over Ch. 12 * Discussion Posting on a PowerPoint produced by a Group B in Week 11
4 Teaching and Assessing	Week 13	April 11- April 17	Ch. 13	* Quiz over Ch. 13
	Week 14	April 18- April 24	Ch. 14	* Quiz over Ch. 14
	Week 15	April 25- May 1	Ch. 15	* Quiz over Ch. 15 * Discussion posting over Ch. 13, 14, or 15
5 Final Applications	Week 16	May 2-May 8	None	Written Report