Psy 300 syllabus
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 Units and 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.

Important Announcement

All quizzes in this course are timed, usually 1 minute per item. If you are a "slow reader" or have other problems taking tests, be sure contact Office of Student Disability Resources and Services or call Trio at 903-886-5833 or the Community Counseling & Psychology Clinic (903) 886-5660 or Texas A&M University-Commerce Counseling Center, Student Services Building, Room 204, Phone: 903-886-5145.

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: TBD.

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. If you have continued trouble you may need to go to the library of a computer lab.

Academic Misconduct
If I detect academic misconduct, you may automatically FAIL this course.

On independent work
Everything you do in this course is completed 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.

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 you 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. 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.

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

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

The quizzes

There will be a number of quizzes; the first one will be on A.P.A. style and the syllabus. The others 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). You may not enter a quiz early, to do so is cheating. 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 as 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. Otherwise, you may receive a 0.

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 Unit 1. Hit Unit 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 weeks 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 as references. No use of Psychology Today, or Ladies Home Journal type popular magazines or websites, blogs, Facebook, etc. as references for Dropbox Essays. Use of these = 0. Use only journal articles and books.

Questions
Is it ok to submit an outline instead of an essay?
Answer: No, no outlines, 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
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.

Guidelines for essays

Factual knowledge versus opinion
Every Dropbox Essays requires factual knowledge. Do not give your personal opinion, personal experience, etc. 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.

1. Put all your essays for a Unit in 1 file under Dropbox
2. Each essay should have at least 200 words.
3. Each essay should have at least 2 references
4. No use of direct or verbatim quotes, no use of videos, PowerPoints presentations or websites as references even if they are in the syllabus or in Doc sharing.
5. No use of websites as references.
6. No use of dissertations or thesis as references
7. No use of outlines instead of essays.
8. No use of screen shots.

Grading of Dropbox Essays

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.

Format for essays

Your Name, name of course
Unit #
Title of essay
      The essay

                References

Essay Scoring Criteria or Rubric

Essay Score = 100%-95%.
This essay is a highly effective response to the assignment, no errors were noticed, has more than 1 reference. It has the following additional characteristics:
• Good organization and overall coherence.
• Clear explanation and/or illustration of main ideas.
• Variety of sentence syntax.
• Facility in language usage.
• Complete freedom from mechanical mistakes.
• No Errors in word usage and sentence structure.

Essay Score = 90%-94%.
This essay shows competence in responding to the assigned topic but may have minor errors, has 1 reference. It has the following additional characteristics:
• Competent organization and general coherence.
• Fairly clear explanation and/or illustration of main ideas.
• Some variety of sentence syntax.
• Facility in language usage
• General freedom from mechanical errors.
• Minor errors in word usage and sentence structure.

Essay Score = 89%-80%
This essay displays competence in response to the assignment, has 1 reference. It has the following additional characteristics:
• Adequate organization and development.
• Explanation and illustration of some key ideas.
• Adequate language usage.
• Some mechanical but inconsistent errors and
• Mistakes in usage or sentence structure.

Essay Score = 79%-70%
This essay shows some competence but is plainly flawed, has 1 reference. Additionally, it has the following characteristics:
• Inadequate organization or incomplete development.
• Inadequate explanation or illustration of main ideas.
• A pattern of mechanical mistakes or errors in usage and sentence structure.

Essay Score = 69%-60%

This essay shows limited competence and is severely flawed. Additionally, it has the following characteristics:

• Poor organization and general lack of development.
• Little or no supporting detail.
• Serious mechanical errors and mistakes in usage, sentence structure, and word choice

Essay Score = 59%-50%

This essay shows a fundamental lack of writing skill. Additionally, it has the following characteristics:
• Practically nonexistent organization and general incoherence.
• Severe and widespread writing errors.

Essay Score = "0"

A "0" essay does not address the topic assigned.
A "0" essay does not have a reference.
A "0" essay did not complete the assignment.
A "0" for assignments not answered by the due date.
A "0" for essays that have direct quotes from a book, an article, etc.
A "0" essay used a website as a reference.
A "0" essay does not have in-text citations.

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.

Stereotyping

Stereotype: to believe unfairly that all people or things with a particular characteristic are the same. A **stereotype** is a thought that can be adopted about specific types of individuals or certain ways of doing things. In reality, there are very few characteristics of humans that we can say that is true for everyone. For example, we cannot say all human beings have 46 chromosomes. Most people do, but some have 47 chromosomes. In biology, we can accurately say that (biologically) men have a Y chromosome, because in biology maleness is defined as having a Y. Most males have an XY combination but not all. Some males have a XYY configuration. Another way of explaining stereotyping is "jumping to conclusions." You can quickly appreciate the danger of stereotyping! Educated people know the difference between stereotypical statements and facts.

Factual Knowledge Versus Opinion in Dropbox Essays

"I always support my statements with empirical data".

Every Dropbox Essays requires factual knowledge supported by scientific data. Therefore, do not give your personal opinion as if it were fact. Any statement of fact you make in a Dropbox Essays must be supported by **empirical data**. Empirical data does not mean your personal experience. For example, a student wrote in his essay "all students who are LEP have low academic self-concepts". He based this on observations he made in his classroom. The problem is that he is generalizing from his classroom to all LEP students. What about the student who comes from Mexico, both his parents have PhDs and are professors. He was an honors student (GPA=4.0) in Mexico, lettered in 3 sports, was captain of the baseball team, class president and was popular among his peers? Is his academic self-concept low?

Another example from ***my experience:*** about 80% of bilingual Mexican Americans referred for special education had low verbal intelligence tests scores compared nonverbal scores. However, I cannot say all bilingual Mexican Americans have low verbal intelligence tests scores. This simple is not proven by my small sample.

One student in class said "all crack heads don't have teeth". This statement cannot be made unless she had data to support this assertion. This student should have said "all crack heads I know don't have teeth." Or "some crack heads I have seen are missing a number of teeth." Part of this problem is stereotyping. We have a tendency to believe the entire world is congruent with our experience. Most of the time, it is not!

Use references such as books and journal article in your dropbox essays. 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.

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. To obtain the maximum points make sure your responses are ***more*** than simply agreeing or disagreeing with others' comments. Give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments.

All of your Discussion responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see Unit 1. Hit the "Discussion" tab. Look for "Unit 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.

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 this course. 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, units 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.

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.

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. Including 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.

Psy 300 Learning Objectives (from Teacher Competencies)
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.

Psychology 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, Enhanced Pearson eText -- Access Card, 13/E. Anita Woolfolk, ISBN-10: 0133551636 • ISBN-13: 9780133551631. ©2016 • Pearson Access Code Card, 672 pp. Published 12/24/2014 • Suggested retail price: $74.00; however the bookstore will charge much more than $74. Save money try for a used 12th edition online or find a student who had this course last semester. Pearson's new philosophy is to eliminate paper copies except the Loose-Leaf Version, and force students to purchase an Enhanced Pearson eText with Access Card Package. Some students loose pages from the Loose-Leaf Version and bookstores will not buy it from students at the end of the term.

I do not see the difference between 12th edition and the 13th edition. The 12 ed. is a paper copy.

Table of Contents Educational Psychology, 13/E.
1. Learning, Teaching, and Educational Psychology
2. Cognitive Development
3. The Self, Social, and Moral Development
4. Learner Differences and Learning Needs
5. Language Development, Language Diversity, and Immigrant Education
6. Culture and Diversity
7. Behavioral Views of Learning
8. Cognitive Views of Learning
9. Complex Cognitive Processes
10. The Learning Sciences and Constructivism
11. Social Cognitive Views of Learning and Motivation
12. Motivation in Learning and Teaching
13. Creating Learning Environments
14. Teaching Every Student
15. Classroom Assessment, Grading, and Standardized Testing

Reading assignments Chapters 1 to 15, all documents under doc sharing.

Undergraduate Graduation Checklist

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?

Office 2/26/16