Psy 300.03W,04W,05W Learning Processes and Development

COURSE SYLLABUS: Fall Semester, 2016

INSTRUCTOR INFORMATION

Instructor: Rebecca C. Stephens
Full time Clinical Instructor, Department of Psychology, Counseling, & Special Education

Office Location: Henderson 229 (Instructor will not be on campus this semester, but will be available to students via emails and phone conferences)
Office Hours: I am not on-campus this semester however, so **all meetings will be via email or on the phone.** If you wish to have a phone meeting, then please email me with your request, along with a phone number where you can be reached, and the date and time when you would like for me to call you. I will then call you based on that information, or, if I am unavailable at that time, then I will email you in follow-up so that an alternate date/time can be arranged. I am generally available to be in touch with you on Mondays-Fridays, between the hours of 12noon - 4pm, and on Wednesday evenings between the hours of 6pm-8pm.   Additional times may also be available.

You may also want to contact the Psychology Office in Commerce if you have any questions that they may be able to answer. Also, if you are having trouble reaching me for any reason (for example, if you do not have online access at any time), please call the office in Commerce and request that they call me to notify me. Speak with Dana Sutherland in Binnion 203, or at phone number 903.886.5940. You may also speak with our other departmental administrative assistant, Tabitha Triplett, in Binnion 201, phone number 903.886.5631.   Either of these departmental administrative assistants can reach me at any time.

Office Phone: 903.886.5940
Office Fax: 903.886.5510 (always call office before faxing)
903-886-5594, fax: 903-886-5510 (ALWAYS call psychology office to confirm BEFORE faxing).   Ms. Sutherland and Ms. Triplett are the departmental secretaries in the Psychology Department Office, and students are encouraged to call and visit with them about any questions or concerns. Both of the departmental secretaries are able to be in touch with the instructor if you have any emergencies or need to reach the instructor, but for any reason you are not able to email or get online.

University Email Address: Rebecca.Stephens@tamuc.edu
Please put **PSY300._____(fill in with YOUR course section number, Fall, 2016, _and your name_**, in the subject line of ALL emails that are sent to me.
Please limit emails to course related content, and please do not put my email address on your mass email forwarding list **;)**

Preferred Form of Communication: Email
Communication Response Time: Within 24 hours. If you do not hear back from me during that time, please re-send your email.

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:
Publisher's website: http://www.pearsonhighered.com/woolfolk-13e-info/

THE FOLLOWING TEXTBOOK IS <u>REQUIRED</u>:

Woolfolk, Anita E. (2016). Educational Psychology, (13th ed.). Boston: Pearson Education, Inc.
ISBN-13: 978-0-13-354992-8
ISBN-10: 0-13-354992-5

Keep in mind the following: If you are considering purchasing an eText (electronic version of the textbook) only, you need to remember that our online eCollege quizzes are 'open book' quizzes, and you will not be able to access your etext while taking a quiz. You will need to have a printed version of the textbook if you wish to be able to access your textbook while taking a quiz.

VERY IMPORTANT NOTE: If, for whatever reason, you are unable to lease or purchase your required textbook (your own copy) AND HAVE IT IN YOUR POSSESSION before Monday, September 5, 2016, you will need to drop Psy300 for the Fall semester and take the course during a semester when you will be able to have the textbook at the start of the semester. You are expected to have the textbook on the first day of class, which is 8/29/2016, and you will be using it the first week of classes. You MUST have it no later than 9/5/2016. If you do not have the textbook by 8/29, you are still required to submit your first week's course work, and will need to use alternative quality sources to do so.

Software Required:
A word processing program such as Microsoft Office Word, or similar software enabling you to compose assignments and save/open files.

Optional Texts and/or Materials:
While the MyEducationLab supplement is NOT *required*, it is HIGHLY RECOMMENDED. You may purchase the package that includes the loose-leaf version of the textbook, the eText, and the MyEducationLab supplement. This is an excellent option and I highly recommend this package/ bundle. The ISBN 13 number for the package/bundle is: 978-0-13-401352-7 (ISBN 10: 0-13-401352-2).
It is called:
Educational Psychology, Enhanced Pearson eText with Loose-Leaf Version—Access Card Package (13th Edition) by Anita Woolfolk.

IF you are able to find it, the following study resource might also be helpful. It is NOT a textbook, and is not a substitute for a textbook! It is simply a study guide that has some practice quizzes, etc. It is completely optional, and it relates to a previous edition of the textbook, and there have been numerous changes since the 10th edition; however, this study guide can be helpful, and if you can find

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it for a really low price (I've actually seen used copies on sale for a penny plus 3.99 shipping on Amazon.com), it might be worth the investment:
Study Guide for Woolfolk *Educational Psychology,10th edition.*
Prepared by Emilie Wright Johnson.
©2007 Pearson Education, Inc.
ISBN: 0-205-49852-3
It is a paperback book that is brown/maroon in color. It has 234 pages.
This is a resource that was published to accompany the 10th edition of the textbook, and it is no longer very easy to locate, but if you do find this, it'll be a good resource for you. It contains practice quizzes, concept maps, etc.

Also, you need to purchase a spiral notebook in which you write the notes that you take throughout the semester.

Course Description

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

Student Learning Outcomes

The following are the standard course objectives: The student is expected to be able to 1) distinguish age-appropriate behaviors as they relate to learning and teaching; 2) apply information regarding the theories of the teaching-learning processes to how people learn, what factors motivate them, and how they retain knowledge; and, 3) distinguish between measurement and evaluation and the implication of each for assessing student progress. The four major areas that will be covered in this course are: 1) development; 2) learning and motivation; 3) measurement and evaluation; and, 4) professionalization issues, including critical thinking.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system
Using Microsoft Word and PowerPoint
Using general Internet search engines (i.e. Google.com, Yahoo.com) to locate research related to topics
Accessing and using the Texas A&M University-Commerce Library electronic databases

Instructional Methods

Your course is delivered to you fully online, using the eCollege instructional system that is available to you through Texas A&M University-Commerce. There are no on-campus meetings of this class.

This is not a self-pace course. There is a very specific and scheduled format that you will follow for the course. All assignments and quizzes are to be completed according to the posted schedule. **You**

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are required to complete all assignments, quizzes, and other course requirements. You may not "skip" any assignments. Assignments that are submitted past the deadline dates that are listed in the eCollege topic assignment guidelines must still be submitted; however, they will be submitted for partial credit (half credit).

You will need to sign online daily, seven days a week, to check your campus email.
You will need to sign onto your course eCollege website at least five days a week, Mon-Friday, and you may choose to sign on during the weekends also*.

So….
Monday through Sunday: Sign online and check your campus email every day.
Monday through Friday: Sign onto eCollege and work on your Psy300 course, including composing your topic assignment posts; reading and reviewing the online lectures and any additional assigned materials, such as videos or assigned articles; reading classmates' topic posts; as well as reading your assigned readings in your course textbook.

New topics may be posted once a week, or sometimes, twice a week; however, this schedule of posting topics may vary some at the instructor's discretion. Basically, ***you need to sign on daily (perhaps including weekends***), and will be addressing new topics/discussions/assignments every several days or week. A more detailed day-by-day schedule appears later in this syllabus. Print out this syllabus and make several copies of the last page, so that you will know exactly what we are doing, and when we are doing it, throughout the semester. There is no reason to ever feel uninformed or 'lost' about your schedule of assignments, quizzes, and project ;)

Important note about weekends: You will not be required to sign on and do work for this class on weekends; however, depending upon your own personal schedule of work/school/home, you may choose to work on weekends. You will have the option to complete your weekly assignments before the weekend, or you will also be able to work on the weekends on your assignments. Assignments will generally be due at the end of each weekend, although this will vary some. Even if you do complete your assignments before the weekends, you will still need to sign online and check your emails on the weekends, so that, if I send out an email on a weekend, you will be able to read that in a timely manner.

All class components are completed online on our course website, or via email with other students and the instructor. There are no face-to-face class sessions, nor are students required to go to one of our campuses. Students are required to have access to a computer with internet access and email, and are required to have in their possession at all times the course textbook (purchase or lease). Students are expected to check the course website daily, Monday-Friday, and on weekends if you choose to do so, and are expected to check your email daily (every day). If students are unable to meet this requirement, then they are not able to be enrolled in this web-based section of the course. In general, you will not have assignments on the weekends; however, you will still need to sign online and check your campus email in case anything is communicated to you on the weekends (and it usually is). I realize that I am repeating this information several times, but it is very important, and I want to be clear about the requirement.

Attendance/Participation:

We cover a tremendous amount of information each week, therefore, participation at a high level is very critical to your performance in this course. ALL students are expected to be 100% active in participating throughout the course. You will ***not*** have the option of "going AWOL" for a few days. It's

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as simple (and demanding) as this: Check this website daily. Interact with your classmates and instructor frequently. Get your assignments done early and on time. If you are "absent"/not participating for an <u>excused</u> reason (see student handbook or instructor for detailed explanation of excused absences), you will be able to make up your work (daily participation assignment, projects, or exams). ***You will have to produce documentation for your excused absence***, and make arrangements immediately upon missing class. You will have a week to make up any missed work if it's an excused absence and approved by the instructor. **Assignments, projects, or exams that are missed due to an unexcused absence may not be made up. If AT ANY POINT, the instructor perceives that you are not participating in full, then you may be dropped from the course. This can occur at any time during the semester, *even if it's towards the end of the semester*.** It is each student's responsibility to communicate honestly and frequently with the instructor about any circumstances that prevent the student from participating, and result in a temporary period of inactivity.. Do NOT simply stop participating or drop out of the course. If you are not actively involved every day, it needs to be for reasons that are serious and can not be avoided, and when that occurs, communicate ***immediately*** with your instructor by email(Rebecca.Stephens@tamuc.edu), or if you can not access email, then call and speak with either Ms. Sutherland or Ms. Triplett.

IMPORTANT NOTE: ALL STUDENTS MUST COMPLETE ALL ASSIGNMENTS, and ALL PARTS OF ALL ASSIGNMENT, TO REMAIN ENROLLED IN PSY300! If you turn in an assignment after the stated deadline for that assignment, you will be submitting it for partial credit only, <u>but it must still be submitted</u>. Partial credit is better than a grade of zero. There are no assignments that are "optional". The sooner you submit the assignment after the deadline, the fewer points deducted for late submission. It is very important to submit every assignment before the stated deadline. If you are submitting an assignment more than a week after the original due date, then the assignment might not be accepted for any credit, and you will be at risk of being dropped from Psy300 for lack of participation. If you are submitting an assignment past the deadline, it is REALLY IMPORTANT to communicate with the instructor right away, at the point at which you realize that the assignment will be late, and then make arrangements for submitting it as soon as possible.

Additional note about participation:

Please keep in mind that this is NOT a self-pace course. The course has been developed with a very specific, deliberate, and thought-filled schedule in place, and this schedule is designed to support your progress throughout the semester, as well as your in-depth learning of the material. It is VERY important that you stay in track with all of your assignments. Even if your participation becomes an issue for reasons that are "excused" by university guidelines, this does not mean that you are able to remain enrolled in the course. **Excessive 'absences'/lack of participation can result in being dropped from the class, <u>whether those absences or excused or unexcused.</u>**

<u>All students must complete all course assignments, quizzes, and other course requirements. You may not "skip" any assignments. If you do not turn in your assignment by the due date, you will be required to turn it in late, and there is a significant penalty for late submission (50%). Be sure to turn in ALL assignments by the assignment deadlines. Assignment deadlines are listed on eCollege, in each topic's Assignment Guidelines.</u>

Tips for Success in the Course

    1) Be sure to always read all of the emails that you receive from your instructor.
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2) Keep a calendar in a location where you check it each day. On your calendar, write the course quiz dates, due date for the ERIC Project, and other topic assignment deadlines as you learn them each week.

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

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

GRADING

You are expected to participate regularly, throughout the semester.

Your grades will be as follows:
Quizzes: (~58% of total grade)
Quiz#1: 100 points (counts once, for a total of 100 points)
Quiz#2: 100 points (counts twice, for a total of 200 points)
Quiz#3: 100 points (counts twice, for a total of 200 points)
Quiz#4: 100 points (counts twice, for a total of 200 points)

Assignment and Response Posts: (~34% of total grade)
You will have a number of essays that you will write on your own relating to various topic assignments, and post on your eCollege Psy300 website. For some topics, instead of essays, you may be taking a topic practice quiz, which will include a series of multiple choice questions, much like those that are on your quizzes. Each of these topic assignments will be worth a total of 40 points possible. Sometimes your assignment will include both an Assignment Post and a Response Post. Sometimes, your assignment will include an Assignment Post only. Either way, for that particular topic, your assignment will be worth 40 points total. There will be ten topics for which you will compose assignment/response posts (or take a practice quiz), for a total of 400 points

ERIC project: (~8% of total grade)
You will complete one mini-research project for which you will be using the electronic database named the Education Resources Information Center, or "E.R.I.C." Your ERIC project assignment will follow very specific and prescribed assignment guidelines, and will be worth 100 points.

Total number of points for the semester: 1200

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1074-1200 points=(89.5-100%) A "Excellent" Work is of <u>exceptional</u> quality and merit.
954-1073 points=(79.5-89.4%) B "Good"   Work is generally high quality and above average.
834-953 points=(69.5-79.4%) C "Average" Work is average quality
714-833 points=(59.5-69.4%) D "Poor"   Work is below average, lacking merit, and indicates deficiencies
0-713 points=(0-59.4%)   F "Failing" Work fails to meet even minimal requirements for assignment

At the end of the semester, grades will be awarded on the actual points and percentage earned. **Additional points and percentage points are not 'given' to increase a grade. <u>"Extra credit" assignments are not available.</u>** A "79" is a "C". An "80" is a "B". (A "79.52" is rounded up to an 80 and is a "B" . A "79.44" is rounded down to a 79 and is a "C".)

Please note: Early intervention notices will be issued to those students who are failing or who are in danger of failing, following Quiz #1. Even though that Quiz #1 only represents around 8% of your overall course average, it will be one possible early indicator of anyone who is struggling, and names of those who have earned lower than a grade of "C" on Quiz #1 will be submitted for early intervention follow-up. Early Intervention notices may also be issued for any student who is struggling with other assignments as well, including students who are demonstrating deficiencies in writing, reading comprehension, etc.

Assessments

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

For test security reasons, you will learn your score, however, you will not have access to the questions that you missed or the correct answers for those items that you missed on the quiz.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    o 512 MB of RAM, 1 GB or more preferred
    o Broadband connection required courses are heavily video intensive
    o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

   In addition to your own computer and internet access, you will need to have a 'back up' plan for alternative computer and internet access, in case your own computer is not available for any

reason.   Make these arrangements at the beginning of the semester, so that you will know exactly how to put into place your 'back up plan' should you need to do so. Alternate arrangements might include: using a computer at a university or college computer lab, using a friend's or roommate's computer, using a relative's computer, using a computer at a public library, using a computer at an internet café or a business center. It is each student's responsibility to investigate various options and then make arrangements that might be appropriate for such back-up use as needed. I've had students contact in advance locations such as local hotels where they have business centers for registered guests, and after speaking with the manager, the student was able to use their business center for a set period of time, or other students have made arrangements with local public schools for use of a computer in their library, etc.   The key is to think about it in advance, develop a plan, make contact with the alternative location to determine hours of availability, etc., gain permission to use such facilities, and then, if the need arises, you are able to quickly pursue the computer use at the alternate location.

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.
    Pop-ups are allowed.
    JavaScript is enabled.
    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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- For additional information about system requirements, please see: System Requirements for LearningStudio   https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a

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backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone –** Pearson LearningStudio Courses for iPhone **Android** – LearningStudio Courses - Phone
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone	https://itunes.apple.com/us/app/pearson-learningstudio-

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App URL:	courses/id977280011?mt=8
Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

If you email instructor and do not receive an email response within 36 hours, most likely, your email was not received. Instructor will respond to all emails within a reasonable period of time.

- **Communicate, communicate, and communicate.** Email your instructor at Rebecca.Stephens@tamuc.edu whenever you have ANY problems, questions, concerns, or schedule conflicts. Failure to communicate with your instructor can have very negative

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consequences. When you communicate with your instructor, you place her in a much better position to assist you, if it's possible to do so. When you do not communicate with her, she has no way to assist you. Always read ALL of the emails that you receive from your course instructor, and be sure to read all of each email.   It is EXTREMELY IMPORTANT that the student contact the course instructor in the event of any circumstances that prevent the student from participating fully.

.COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance: The course attendance policy has been described in detail on Pages 4&5 of this Syllabus.

Late work: To remain enrolled in Psy300, all students must submit all assignments and all parts of all assignments. When an assignment is submitted past the deadline, it is being submitted for partial credit only, but it must still be submitted. Always email instructor upon submitting a late assignment to notify her that it has been posted.
No late ERIC Projects will be accepted for any reason, excused or unexcused.
No late topic assignments will be accepted for partial credit after Monday, 12/5/2016.

Missing an exam: The 4 quizzes must be taken on the dates on which they are scheduled. See the Course Syllabus time line on the last page to note the quiz dates. Make up quizzes will ONLY be administered to students who miss an exam for a university-approved reason (i.e. extreme illness requiring a visit to the doctor or hospital, death in the family, court-mandated appointment). Official documentation (i.e. doctor's or hospital note, funeral notice or obituary, court document) must be submitted to instructor before a make up quiz will be administered. If you miss a quiz, you are responsible for contacting the instructor on the day of or before the day of the quiz. Not feeling well, having a child who is not feeling well (except for extreme illness requiring doctor's visit, of course), having to work, having other course work or other course exams, forgetting to take the quiz, having technical or computer issues (always have a back up plan for computer and internet access), etc. are not university-approved reasons for missing a quiz, and a make up quiz will not be administered for these reasons.

Extra credit: "Extra credit" is not offered for Psy300.   During the course of the semester, every student will have the opportunity to receive "bonus (or "freebie") points" for various assignments and on each quiz.   Please do not contact instructor to request individual extra credit assignments or opportunities over and beyond those that are made available to all students during the course of the semester.

Dropping or Withdrawing from Psy300:
Contact the Registrar's Office to drop this or any class. Phone: 903.886.5068
The deadline to DROP Psy300 is 11/3/2016.
The deadline to WITHDRAW from all of your classes is 11/27/2016.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

The *syllabus/schedule are subject to change.*

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Instructor's Statement relating to Academic Integrity:

Academic Honesty and Integrity: I can not emphasize the following enough or too much. Far too many students are "finding out the hard way" that instructors and the university are extremely serious about our policies relating to academic integrity and honesty, and this is true in both web-based and face-to-face classes. Each environment has its own set of security needs, and these are addressed by instructors in various ways. In the most simple terms, NEVER engage in any behavior or practice that is dishonest or misleading in any way. You must ALWAYS do your work and only your own work. NEVER have another student do work for you and then present it as your own. NEVER agree to do another student's work, and NEVER do another student's work. NEVER copy information from an internet source or another source, online and otherwise, and present it as your own.

The *syllabus/schedule are subject to change.*

NEVER take an online quiz/exam with another student or individual present (in person or by phone, cell phone, online, or in any other way!). You must take your exams by yourself, alone. <u>You are NEVER to be in communication with another person during the time when you take a test, by any means (in person, or by any other method). NEVER have another student take part or all of an online quiz/exam for you. You must always do your own work, no exceptions</u>.

NEVER have another student complete a part or all of an assignment for you. This is academic dishonesty, and you will not only be removed from this course, you will have additional consequences in terms of your enrollment, etc. What most students do not understand, but are beginning to understand, is that web-based instructional technology is advancing at a rapid rate, and the instructional software/delivery systems (such as e-College, what you are using right now) are VERY sophisticated in terms of being able to monitor student involvement, practices, etc.   There are many "check systems" that exist within this learning environment, and therefore, you will want to take seriously the guidelines relating to academic honesty.   This course is built so that, if you take your commitment to the course seriously, and read and study the required material, as well as participate in the online discussions and the ERIC endeavor, you should do very well in acquiring the information that you need not only to do well in this course, but also to prepare you for a a career in teaching or elsewhere.

There is absolutely no room for unethical and unprofessional conduct in this class, and it will not be tolerated. Keep in mind that your quizzes in this course are open book, and therefore, you will be able to complete the exams on your own, with the help of your textbook (not another person!).

ADA Statement

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
Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

The *syllabus/schedule are subject to change.*

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOf EmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

The complete course time line for the Fall, 2016 semester is listed on the chart on the last page of this syllabus. This includes quiz dates, project due date, and weekly readings.

You will learn the deadlines for your weekly topic assignments in each topic's Assignment Guidelines in eCollege.

Please make multiple copies of the last page of the syllabus so that you can have the hard copy available to you for reference on a daily basis. Refer to it each day, so that you will always know exactly what we are doing, and when we are doing it. Mysteries are not a good thing when it comes to planning your course work and quizzes this semester <grin>.

The syllabus/schedule are subject to change.

Fall, 2016 Psy300 Topics, Readings, Quizzes, Project Timeline

Topic	Dates	Textbook Chapter(s)	Chapter Title	Pages
14	Mon., 8/29/16- Sun., 9/4/2016	Online lecture	Introductions, APA Writing Style, and Using the ERIC database	Online lecture
1	Mon., 9/5- Sun., 9/11	1	Learning, Teaching, and Educational Psychology	2-29 Online lecture
2	Mon., 9/12 Sun., 9/18	1	Learning, Teaching, and Educational Psychology, Globalization article	2-29 Online lecture
3	Mon., 9/19 Sun., 9/25	3	The Self, Social, and Moral Development	72-116 Online lecture
4	Mon., 9/26 Sun., 10/2	3	The Self, Social, and Moral Development	72-116 Online lecture
QUIZ #1	**MONDAY, OCT. 3**	**1,3,APA, ERIC Database, Globalization Topics 14,1,2,3,4 Online lectures**	**Quiz #1 is located in Topic 4 Score will appear in Topic 4 in eCollege Gradebook**	
12	Mon., 10/3- Tues., 10/4		Overview of ERIC Project: Read the ERIC Project guidelines described in the Topic 12 Introduction and Assignment VERY carefully.	
5	Wed., 10/5- Mon., 10/17	2	Cognitive Development	30-71 Online lecture
QUIZ #2	**TUESDAY, OCT.18**	**2 Topic 5 Online lectures**	**Quiz #2 is located in Topic 5 Scores will appear in Topics 5 & 6 in eCollege Gradebook (Q#2 counts twice)**	
6	Wed., 10/19- Mon., 10/24	7	Behavioral Views of Learning	250-287 Online lecture
7,8	Tues., 10/25- Sun., 10/30	7	Behavioral Views of Learning	250-287 Online lecture
9	Mon., 10/31- Sun., 11/6	8	Cognitive Views of Learning	288-325 Online lecture
DROP Deadline	**Thursday, 11/3/2016**		**TAMU-C deadline to DROP a class for Fall, 2016**	
13	Mon., 11/7- Tues., 11/15	9 10 11	Complex Cognitive Processes Learning Sciences and Constructivism Social Cognitive Views of Learning & Motivation	326-339, 350-367 368-383 410-422, 433-441 Online lecture
QUIZ #3	**WEDNESDAY, NOV.16**	**7,8, and assigned pages in 9,10,11. Topics 6,7,8,9,13 Online lectures**	**Quiz #3 is located in Topic 9. Scores will appear in Topics 9 and 10 in eCollege Gradebook (Q#3 counts twice)**	
10	Thurs., 11/17- Tues., 11/22	12	Motivation in Learning and Teaching	442-485 Online Lecture
ERIC PROJECT DUE	**MONDAY, NOVEMBER 21, 2016**	**ERIC Project Instructions are in Topic 12**	**ERIC PROJECT DUE before 11:59 p.m. to the eCollege DROP BOX. No late ERIC projects accepted for any reason, excused or unexcused.**	
	Wed., 11/23- Sun., 11/27		Thanksgiving Break	
11	Mon., 11/28-Wed., 12/7	15	Classroom Assessment, Grading, and Standardized Testing	568-609
QUIZ #4	**THURSDAY, DEC. 8**	**12, 15 Topics 10,11 Online lectures**	**Quiz #4 is located in Topic 11. Scores will appear in Topics 11 and 12 in eCollege Gradebook (Q#4 counts twice)**	

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