



Psy 300 Learning Processes and Development Online sections

COURSE SYLLABUS: fall 2016

INSTRUCTOR INFORMATION

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Preferred Form of Communication: email

Communication Response Time: during semester 48 hours; in between semesters: start of next semester

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook required Psychology 300

Educational Psychology, 12 Ed, Anita E. Woolfolk, ISBN-10: 0132613166, Pearson, 2013.

Reading assignment: read chapters 1 to 15

Table of Contents *Educational Psychology*, 12/ Ed, by Anita E. Woolfolk

Chapter 1: Learning, Teaching, and Educational Psychology

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

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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>

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. 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.

Software Required: none

Optional Texts and/or Materials: none

Student Learning Outcomes

Under Doc Sharing, review [PSY 300 Course Objectives.docx](#)

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:

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- (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, understandings, and those that are new to them.

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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

The syllabus/schedule are subject to change.

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.

Course description: 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.

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 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, IDEA used.

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.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using

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Instructional Methods

Delivery modalities: lectures, readings, course structure,

Getting Started: How to find this course. Go to the university web site, (<https://www.tamuc.edu/>). Click on the box My Leo at the bottom of the screen (<https://leo.tamuc.edu/>). This will take you to the My Leo sign in page (<https://leo.tamuc.edu/>). Enter your Username / CWID and password, then click login. This takes to where you may sign in to ecollege. Click on ecollege. Then find my courses, click on it, go the current semester, then click on this course.

Types of learning activities: reading, discussions, essays.

Assessments: tests, learning tutorials, essays, discussions.

Student Responsibilities or Tips for Success in the Course

All students should regularly log into the course website; amount of weekly study is 10 hours and participation time for discussions is 2 hours per week.

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.

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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.

**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 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, notify me on the day of the quiz. Otherwise, you may receive a 0. If you lose the internet during a 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 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 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

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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>).

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

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 as references.

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

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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 evaluation 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

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“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.

GRADING

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.

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.

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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, or used a website.

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 dissertations or thesis as references.

A 0 for no in text citations.

Notes on acceptable Dropbox essays

Your essays will be written at a college level. You must post your essays 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.

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.

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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

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.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments

The final grade is based on total points earned on all assignments.

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:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- 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](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](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.

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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/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](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 PowerPoint is the standard presentation software. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](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/](http://247support.custhelp.com/)

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

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- **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 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).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

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The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) 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.

| | | |
|---|--------------------------|---|
|  | 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 App URL: | https://itunes.apple.com/us/app/pearson-learningstudio-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.

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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

Communicate with the instructor via email and during the semester expect a response within 48 hours. Feedback on assessments require at least 1 week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness should attend each class on time

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 exams. However, I recognize things happen. Even if late, be sure to post your assignment. Let me know beforehand if you will be late. 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.

Missed Exams and Quizzes: if you miss an exam you should notify me by the day of the exam.

Extra Credit: none

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.

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>

Conduct:

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The following are 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.

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>

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.

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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, coping 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

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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.

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/)

<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.

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.

Prohibited Campus Premises

The syllabus/schedule are subject to change.

A license holder is also prohibited from carrying a concealed handgun on the following campus premises: (The prohibition is only for the identified rooms and not the building as a whole unless otherwise indicated.)

3.3.1

The Campus Counseling Center, Room 204, Halladay Student Services Building (B17)

3.3.2

Psychology & Community Counseling Clinic, Rooms 106 -125 and 231-242, Binnion Hall (B5)

3.3.3

The Children's Learning Center (B8) 3.3.4 Student Health Services, Lobby and Connected Rooms, Henderson Hall (B19)

3.3.5

Nuclear Storage, Room 115, Keith D. McFarland Science Building (B34)

34.06.02.R1

3.3.6 Nuclear Magnetic Resonance Laboratory, Room 314, Keith D. McFarland Science Building (B34)

3.3.7

Student Assessment & Evaluation Testing Lab, Room 172, Student Access & Success Center (One Stop Shop) (B38)

3.3.7.1

Other campus premises where standardized exams (ACT, CLEP, LSAT, THEA, etc.) are administered per the third party examination standards.

3.3.8

United States Post Office, Room 123A, Postal Services Building (B3)

3.3.9

The President's home during events where the President deems it appropriate. (2900 Highway 24 South, Commerce, Texas).

3.3.10

Campus premises during events heavily attended by minors as deemed appropriate by the President. (Camps/Programs for Minors, Pre-K through Grade 12 educational activities, etc.)

3.3.11

Any premises where the University, as directed or approved by the President as necessary for campus safety, gives effective notice on a temporary basis pursuant to Section 30.06, Penal Code. For this rule, the term "owner of the property" in Section 30.06(b), Penal Code, means the President of the University. No university employee is "someone with apparent authority to act for the owner" for purposes of Section 30.06(b), Penal Code. All notices under Section 30.06, Penal Code, will be institutional notice, conform to Sections 46.03 and 46.035, Penal Code, and apply equally to all handgun license holders.

3.3.12

Any portion of campus leased by the University to a third party, if the third party determines to prohibit the concealed carry of handguns on the premises and provides effective notice pursuant to Sec 30.06, Penal Code;

3.3.13

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Assigned offices, as approved by the President, for which the employee has demonstrated that the carrying of a concealed handgun by a license holder in the office presents a significant risk of substantial harm due to a negligent discharge; and

3.3.14

On the following premises where a collegiate sporting event is taking place, so long as effective notice is given under Section 30.06, Penal Code:

3.3.14.1

Memorial Stadium (B25)

3.3.14.2

Bleacher Area Inside the University Field House (B39)

3.3.14.3

John Cain Family Softball Field

3.3.14.4

Lion Soccer Field

3.4

At all premises where concealed carry is prohibited, A&M-Commerce will give effective notices under Section 30.06, Penal Code. Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/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

Due Dates fall 2016 Psy 300

Each Unit's tasks are due at 11 pm on the due date. Assignments in this course will include quizzes, Dropbox Essays and Discussions. There will be 3 multiple choice quizzes.

Due dates

Unit 1 due 9/1/2016

Unit 2 due 9/8/2016

Unit 3 due 9/15/2016

Unit 4 due 9/22/2016

Unit 5 due 9/29/2016

Unit 6 due 10/6/2016

Unit 7 due 10/13/2016

Unit 8 due 10/20/2016

Unit 9 due 10/27/2016

Unit 10 due 11/3/2016

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Unit 11 due 11/10/2016
Unit 12 due 11/17/2016
Unit 13 due 11/22/2016
Unit 14 due 11/27/2016
Unit 15 due 12/8/2016

Dropbox essays

Each Dropbox essay requires at least 200 words and at least 2 references. References may include our textbook and journal articles. Dropbox Essays require facts supported by references. Therefore, do not give your personal opinion, experience, philosophy, etc. Save your opinions (experience, philosophy, etc.) for the Discussions. Discussions are specifically designed for you to give your personal opinions. There will be many opportunities to give your personal opinions.

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