



Psychology 300: Learning Processes and Development (Educational Psychology)
Course Syllabus: Fall 2020
Class meets asynchronously (online)

Instructor: Hugh H. Riley, PhD (*Neuroscience, Baylor University*)

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Woolfolk, A.E., (2020). *Educational Psychology (14th Ed.)*, Allyn & Bacon; ISBN10: 0135206065.

Course Description: This course is primarily designed for prospective teachers, parents, and others working with school age children and adolescents, and the following topics will be discussed: (1) Child and adolescent development (*social developmental theory, cognitive development, and age-level characteristics of children and adolescents*), (2) Measurement and evaluation of classroom learning, and (3) Learning and cognition influences on the learning process (*behavioral & cognitive learning, humanistic aspects of learning, and perspectives on motivation*).

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

- Distinguish age-appropriate behaviors as they relate to development and teaching.
- Distinguish between measurement and evaluation and understand the implications of each with respect to assessing student progress.
- Apply information regarding the theories of the teaching-learning process (*i.e., how people learn, what motivates them, and how they retain knowledge*).
- Identify states and developmental characteristics of student (*includes cognitive, social, emotional, and physical development*).
- Understand the interrelationships among the cognitive, social, emotional, and physical developmental influences that affect students.
- Describe the principles of testing and measurement, including the purpose of testing, the principles of reliability, validity, basic measurement statistics, and interpretation of the results of standardized tests.

- Apply principles of developing assessments instruments, including the advantages and limitations of various types of test questions, basic principles for developing different types of test questions, and the basic principles for developing student observation measures and other informal assessments.
- Apply knowledge of behaviorist learning theory, especially the principles of reinforcement, to instruction.
- Apply knowledge of information processing theory, cognitive learning theory, humanistic approaches, and principles of motivation to instruction.
- Be aware of the effect of ethnicity on learning, including the influence of bilingualism and bilingual education.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments: In our class, we will discuss the course material through active participation and dialogue in an online format. In other words, I will use video-enhanced lectures of the course textbook material, and I strongly encourage you to play an active participant role in these discussions by sending comments to me via email.

As previously stated, I will post these video-enhanced publisher's slides for each chapter to MyLeo.

A word of caution about the video-enhanced PowerPoint slides: They are insufficient with respect to helping you prepare for our exams. In other words, you cannot make an A or B in this course if you do nothing more than read the slides. The slides are not actually for students; they help me remember what to discuss; they are nothing more than a short outline of the chapter content.

Grading:

1. **Exams and their Construction:** All exams are closed book and you are not allowed to use the internet to answer these questions. The exams might have multiple choice, fill-in-the-blank, true/false, and/or short answer questions and will be conducted online. We will discuss two specific chapters each week (*see calendar*) and then conduct an exam over the last two chapters. That is, every exam will cover the last two chapters discussed in the online lectures.
2. **A word of warning:** If you do not **thoroughly read and study** the chapters after I have discussed it, you will probably not pass these exams and you will not be adequately prepared for the comprehensive final exam. The questions for all exams, including the final, can cover any of the material in the textbook, lectures, films, and learning activities, regardless of whether the material was specifically discussed online or not. **Make-up exams will not be given without sufficient cause (*medical, legal, or familial; see below for more information*).** Lastly, all approved make-up exams must be completed prior to the last day of class (*see calendar*).
3. **Final Exam:** The final exam is also conducted online and it is comprehensive, which means that it will test you over every chapter in the textbook that we have discussed in lecture.

Course Letter Grade: Your course letter grade will be determined by your percent earned of the total points available. Your grade is independent of the other students in the course, and your course letter grade will be assigned as follows:

Percent of Possible	Grade	Performance Requirements
> 88.5%	A	Well exceeds all course requirements with superior academic distinction in all areas
78.5 - 88.4%	B	Meets course requirements with good performance in most areas
68.5 - 78.4%	C	Meets course requirements with average performance in most areas
59.5 - 68.4%	D	Meets course requirements, but with inadequate performance in some or most areas
< 59.4%	F	Does not meet the course standards and requirements

Exam scheduling and other exam-related issues:

- Early exams: No exam will be available to take early.
- Make-up exams: At my discretion, a make-up exam can be scheduled if your absence meets the criteria for an excused absence (*see “Missed Exam Policy” below*).
- Unless I authorize otherwise, you cannot keep a copy of the exam, write down any information from any exam, or view old exams from previous semesters.
- Final exam: The final exam is comprehensive. If you are absent for the final, you will receive an F for the course if you do not have a university-approved excuse. If you do have an appropriate excuse, you will be given an Incomplete for the course until this deficiency has been corrected.
- Problems: Everyone has had or will have some problem they need help with. There are resources to handle almost any problem, so don’t hesitate to let me know if you have some special need or requirement. However, please understand that most issues are more easily addressed if you let me know about them before they cause a problem.

Honor code and exam conduct: By taking this class, you agree to uphold the highest standards with respect to academic honesty. To ensure this, the following rules will apply during exams:

- The exams are closed book and you are not allowed to use the internet or other resources. Therefore, all books, other people, notebooks, electronic devices, and other computers must be out of your reach and area while you are taking these exams.
- Cellular phones, pagers, and other ringing and/or alarm devices must be muted, out of your sight, and out of your reach.
- See below for more information.

Missed Exam Policy: Preferably, students should notify me before an exam is missed. If a student misses an exam, then the score for that examination is zero unless the student has an excusable absence and provides timely written documentation (*no more than 2 days after the absence*). In the case of an emergency, students should notify me as soon as possible after the missed exam. In all cases, written documentation must be provided no later than 2 days after an exam is missed. Written documentation **must** consist of one of the following: (1) a note from a physician stating that the student could not have taken the exam; (2) notification from an appropriate official that there has been a death or serious injury in the family; or (3) a note from a university official for a university-sponsored event. If the student fails to provide written documentation within 2 days of the missed exam, the absence will be considered unexcused and the student will not be allowed to make up the exam. All approved make-up exams must be completed by no later than the last day of class. These makeup exams will not be the same exam taken by classmates.

TECHNOLOGY REQUIREMENTS

You must have a stable and reliable internet connection to take this course.

LMS: All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements: <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support: https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

Video-enhanced PowerPoint slides of the chapters will be accessible online thru MyLeo.

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: 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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: As stated above, please bring to my attention any special needs or requirements or concerns that you might have.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

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>

Students with Disabilities-- ADA Statement: 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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@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.

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/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 Specific Procedures:

Attendance: Even though this is an asynchronous (*online*) course, your regular attendance and attention to the video-enhanced lectures is expected. Further, students are responsible for learning about and complying with the attendance policy as stated in the TAMU Student Catalog (<http://catalog.tamu-commerce.acalog.com/>) and in the Student Guidebook (<http://www.tamu-commerce.edu/studentlife/guidebook.htm>). As stated in the student guidebook, faculty members can provide details on requirements and guidelines for attendance in their course syllabi and they will keep students' attendance records since certain financial assistance and other programs might require these attendance records.

The student is responsible for providing me with a reason(s) for his/her absence, and I will then determine whether the absence is excusable and therefore whether an opportunity for making up the work will be provided. In our class, the following reasons for an absence are generally considered excusable:

- Participation in a required/authorized university activity
- Verified illness (*via a note from a physician*)
- Death or serious illness in the student's immediate family
- Obligation of a student at legal proceedings to fulfill their responsibility as a citizen

Whenever requested, I will inform a student who has been absent whether make-up work will be allowed and whether their absence jeopardizes their standing in the class. If the student is denied the opportunity for makeup work because their absence was determined to be inexcusable and their final course letter grade is negatively impacted as a result, appeals can be made through

normal administrative channels. This appeal process is explained in the Student's Appeal of Instructor's Evaluation, Procedure 13.99.99.R0.05 (<http://www.tamu-commerce.edu/administration/Rules%26Procedures/>).

As stated in the TAMU catalog, it is the prerogative of the faculty to recommend to the department head and college dean to drop any student from a course when they have accrued excessive absences as defined in the course syllabus. In our class, I will exercise this option whenever a student has missed more than 50% of our scheduled meetings. Students who wish to drop a course or withdraw from the university are responsible for initiating this action. See below for more information.

Dropping the Class: I hope that you won't need to drop this class, but I understand that circumstances can require this action on occasion. According to TAMU policy, students may drop a class with a full refund (*if remaining enrolled*) until the twelfth class day during the fall and spring semesters and until the fourth class day during the summer terms (*drop dates vary for sub-term and ten-week courses*).

A *Course Drop Request Form* (<http://www.tamu-commerce.edu/registrar/pdfs/dropform.pdf>) may be obtained at the Office of the Registrar. The student must obtain approval from the department/instructor. The drop/add sheet is then returned to the Office of the Registrar.

A course dropped after census date in a term that is being passed may be dropped with a grade of "DP", which will not calculate into the students' Grade Point Average (*GPA*). See the *Academic Calendar* (<http://www.tamu-commerce.edu/registrar/calendar.asp>) for specific dates.

As stated by TAMU policy, after the first twelve days of class of any semester or after the first four days of class of any summer term, the instructor may permit a student to officially drop a class in which the student is not passing (*for other shortened format or sub-term classes, drop dates vary*). A grade of "DF" may be reported at the end of the semester for students who are failing at the time of the drop. A course dropped resulting in a "DF" will be included in the GPA calculation as an "F".

Withdrawal refunds for students receiving federal funds is based on how much Title IV aid a student has received and not earned at the time of withdrawal. The amount of aid earned is calculated on a pro rata basis through 60% of the term. Contact the TAMU *Financial Aid Office* (<http://www.tamu-commerce.edu/home/finaidnew/>) **BEFORE** withdrawing for additional information about this issue.

Internship requirements: The TAMU Navarro Partnership staff has asked that I also include the following internship information in this syllabus:

"All students applying for internship must attend a mandatory meeting the semester prior to internship beginning. If you are interning in the fall, the meeting will be in January. If you are interning in Spring, the meeting will be in August. All students must complete an application for internship. Students must meet the following requirements:

- *Reading THEA Score of 250 or Accuplacer Reading score of 88 or COMPASS reading score of 90 or ACT score of 23 or SAT score of 550.*
- *Math THEA of 230, C or better in College Algebra*
- *Writing THEA of 220, C or better in College English*
- *GPA Requirements*

- *Completion of all of the following courses: ELED 200, 300, RDG 350, 360, 370, PSY 300, 310, SPED 346, IS 351 or 352, Math 350.*
- *Students may not lack more than 9 hours entering internship. The following may be lacked. Mus Art The 305, one of the IS courses, Math 351, 1 specialization course. All other courses must be complete.*
- *Failure to meet the above requirements will result in not entering internship on time.*
- *Students will not be permitted to take the generalist exam if they are missing content courses.*
- *Graduation- All students should meet with their advisor one semester prior to graduation to ensure all requirements are met.*
- *Completion of all requirements for degree (check degree evaluation for errors).*
- *Successful completion of JLE (see advisor).*

COURSE OUTLINE / CALENDAR		
Date (week of)	Class	Topic / Event
08/24/20	1	Chapter 01: Learning, Teaching, & Educational Psychology
08/30/20	2	Chapter 02: Cognitive Development
09/06/20	3	Chapters 01 and 02 Exam Chapter 03: The Self, Social & Moral Development
09/13/20	4	Chapter 03: The Self, Social & Moral Development
09/20/20	5	Chapters 01 and 02 Exam Chapter 04: Learner Differences & Learner Needs
09/27/20	6	Chapters 03 and 04 Exam Chapter 05: Language Development & Diversity, and Immigrant Education
10/04/20	7	Chapter 06: Culture and Diversity
10/11/20	9	Chapters 05 and 06 Exam Chapter 07: Behavioral Views of Learning
10/18/20	10	Chapter 08: Cognitive Views of Learning
10/25/20	11	Chapters 07 and 08 Exam Chapter 09 : Complex Cognitive Processes
11/01/20	12	Chapter 10: Constructivism and Designing Learning Environments
11/08/20	13	Chapters 09 and 10 Exam Chapter 11: Social Cognitive Views of Learning & Motivation
11/15/20	14	Chapter 12: Motivation in Learning & Teaching
11/22/20	15	Chapters 11 and 12 Exam Chapter 13: Managing Learning Environments
11/29/20	16	Chapter 13 Exam Comprehensive Final Exam