



# Learning Processes & Development PSY 300 – 03W

## COURSE SYLLABUS: Spring 2024

### Online

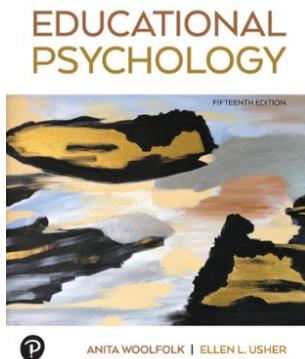
#### INSTRUCTOR INFORMATION

**Instructor:** Reynolds Ballotti, M.S.  
**Classroom Location & Time:** Online  
**Office Location:** Online  
**Office Hours:** By appointment  
**Office Phone:** 903.886.5940 (department, not direct)  
**University Email Address:** Reynolds.Ballotti@tamuc.edu  
**Preferred Form of Communication:** Email  
**Communication Response Time:** Most cases within 48 hours.

#### COURSE INFORMATION

##### Materials – Textbooks, Readings, Supplementary Readings

Woolfolk, A. & Usher, E.L. (2019) Educational psychology. (14th Edition) Pearson.  
ISBN 978-0-13-477432-9



In addition, video lectures, handouts and/or reading materials may be placed on D2L.

## 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.

The four major areas that will be covered in this course are:

1. Development
2. Learning and motivation
3. Measurement and evaluation
4. Professionalization issues, including critical thinking.

## Student Learning Outcomes

1. Distinguish age-appropriate behaviors as they relate to learning and teaching.
2. Apply the theories of the teaching-learning processes to how people learn, what factors motivate them, and how they retain knowledge.
3. Distinguish between measurement and evaluation and the implications of each for assessing student progress.
4. Apply the theories of learning processes and development in real-world scenarios.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

You will need availability to a computer with internet access. Basic computer skills include the ability to use university systems such as D2L and email. Microsoft Word is also used.

### Instructional Methods

This is an in-person course with supplemental on-line material available via D2L and the textbook. Students are encouraged to check D2L and email on a regular basis.

### Student Responsibilities or Tips for Success in the Course

- Check and read class emails promptly for announcements, updates, clarifications, etc.
- Actively engage with the material. Can you define a concept in your own words?
- Actively engage with your peers' posts.
- Use the available study materials in D2L. This includes reading your peers' posts and multiple-choice questions. Study quizzes will also be available for you to take. These will not count toward your grade; rather, they are there to help you learn via the testing effect. Make flashcards. Print out material.
- Study the materials on a regular basis. Consider the Pomodoro technique. Set aside 20-25 minutes for active study and learning daily.
- Use university resources such as the writing center and library.
- Use outside resources such as time management tools to manage deadlines.

- Do not wait until the last minute to complete deliverables. Life happens.
- I have an open-door policy. If you have a concern, please reach out.

## GRADING

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

### Quizzes

Quizzes will contain objective questions over material that is presented in the textbook. Multiple-choice questions will predominate, but there will be some short answer questions as well. Quizzes are cumulative. On each quiz, there will be questions relating to material covered on the previous quiz(zes).

You will take your quizzes in D2L, and they will be timed. You will have a certain period to take the quizzes, and you will have to complete the quiz in the designated period (e.g., from 12am to 11:59pm on a Friday). You will be able to use your textbook when you take the quiz; **however**, because the quizzes are timed, you must read the material thoroughly prior to taking each quiz. If you try to take a quiz without having read and studied the material, you will run out of time as you try to look up each answer. You will fail the quizzes if you try to do that. 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. Do not 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 affect your overall semester average.

### Informational Posts (150 points)

For each section an information post, multiple-choice question (M.C.), and response is due. Your informational post is specific to your selected chapter from that section and your multiple-choice question should be over the material you presented in your post. Your reply post can relate to a post by a peer in any chapter covered in that section. (For example, in Section One if I am interested in Learner Differences, I would post both an informational post and multiple-choice question under Ch. 5 in D2L. A peer's post regarding Cultural Diversity interests me so my reply would be to that post under Ch. 2 in D2L.)

- Your post must connect a current information source to one of the topics covered in the section. This can be a research article, case study, or a reputable current news source.

- To receive full credit for your original post ensure you include both an in-text citation and a reference in APA format (this is in line with the course objective). Helpful APA resources are in D2L.
- At the beginning of your informational post cover the top 1-2 things you learned from your information source regarding the topic and the related book/PowerPoint material. (Hint: 2-3 paragraphs)
- Leave another blank line and add one multiple choice question (4 answer choices) related to your information with the correct answer clearly noted.
  - This is important as I draw from these questions for the Exams.
- Leave another blank line and add a link to your source. Remember to use current sources (2019-2024) and APA formatting.
- Next, reply to one of your peers' posts with depth and insight.
- Each post is worth 50 points:
  - 20 points → Original post (connection of research source with course material)
  - 15 points → Multiple choice question with 4 choices and correct answer
  - 7.5 points → Citations of source (in-text and full citation)
  - 7.5 points → Reply to a peer's post.
- Some key points:
  - Resources for finding an article and providing proper citation can be found in D2L under Content > Article Summary
  - Posts or multiple-choice questions using your peers' ideas, sources, or verbiage will receive a firm 0. Using others information as your own work constitutes plagiarism. Please do not plagiarize, it is not a pleasant process for the student or the instructor (see academic integrity links below). It is your responsibility to review your peers' posts before you post to ensure you are not inadvertently covering the same topic/source and/or question. This is an interesting course with much material to draw from so originality should not be an issue.
  - You may use AI as a brainstorming source. If you do so cite your source noting source, date, and prompt used. You may use the same source as a peer here. However, your prompt, output, and observations should be unique and written by you, not AI.
  - Use Google Scholar or the TAMUC library for your research source, or other reputable sources. Your research source is unique to you, using a source found in a post prior to yours will result in a 0. Please be aware AI often provides false references. I spot check these as part of grading, and because I am intrigued by student's ideas and want to read the full article. If the source does not exist a 0 is obtained for the citation. If the post is based on inaccurate or false information your original post grade will also likely be impacted.
  - Please type your post in Microsoft Word to catch grammar and spelling issues and then cut and paste into D2L.
  - Place your information post in the appropriate chapter so your peers can review it for testing purposes.

- You can post in more than one chapter per section; however, I will only assign credit to one.
- Late posts are accepted with a grade deduction of 50%. Posts are not accepted after 11:59 PM on 5 May 2024.
- You may work ahead on posts; and I encourage you to do so. Also, please note, in any organization professionalism is an essential skill. Unprofessional, poorly written, or off topic posts will receive a deduction.

### **Final Project (50 points)**

You have two options for a final project totaling 50 points. The project should relate to material covered in the course. It is due no later than 11:59 PM on 21 April 2024. All work must be original. Any copied or plagiarized work will receive a firm zero. I strongly encourage you to complete this component of your coursework early. Late work is not accepted. The goal is to demonstrate your knowledge of the material we covered. One can demonstrate knowledge regarding the psychology of death and dying in many interesting ways, to that end I am allowing some leeway on how you complete this deliverable.

Options include:

- A traditional research paper. The paper length is 3-4 pages (not including the title and references). The paper should follow current APA formatting and include at minimum 2 peer reviewed research articles as references.
- A PowerPoint presentation. The presentation should last 3-5 minutes. This option includes a video of you presenting the material. Options include delving deeper into a concept covered in class, detailing a specific research article, or providing a detailed synopsis of a current book or movie related to classroom learning.

### **Extra Credit**

Extra credit is available via research participation or article summaries. The total amount of points offered is 40. The points are awarded as 10 points per research credit or 10 points per two-page double spaced article summary. Details are under the sections titled 'Article Summary' and 'Research Participation' in D2L. No extra credit is accepted after 11:59 PM on 3 May 2024. Please note there is no double-dipping on extra credit. This means you cannot submit an article summary used for another course nor may you use the same research credit in multiple courses.

## **TECHNOLOGY REQUIREMENTS**

### **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 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](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

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](mailto: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

If you have any questions or are having difficulties with the course material, please contact your instructor.

### Interaction with Instructor Statement

- You are welcomed and encouraged to email me and/or schedule an appointment.
- Include your course number and name in the email attention line (PSY300)
- If you contact me and do not receive an email response within 48 hours, most likely, your email was not received. You are invited to send a “friendly reminder” email to ensure that you get a response.
- If you are having issues, please note how you have tried to resolve the situation.
- It is helpful if you use the attention line and avoid acronyms.
- Send emails from your university account.

### Technical Support

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**

### **Course Specific Procedures/Policies**

- Late work is accepted for informational posts as noted under grading details. Late exams and final projects may be considered only in exceptional circumstances. Late extra credit is not accepted.
- Extra credit is allowed. See grading section for details.
- Rude, disruptive, or immature behavior is not professional in organizational settings. Unprofessional interactions on a reaction post, or in reply to another's reaction post, may lead to a score of 0 for that section. Ongoing issues may lead to dismissal from the course.
- Plagiarized items receive a firm 0. Be aware I spot check submitted work including posts, multiple choice questions, and article summaries. Plagiarism may also lead to further consequences as outlined by the University. Your writing and work should be your own creation and not created by someone or something else. If you use AI as a tool, remember to cite carefully. If you use AI generated prose include quotation marks with in-text citation.
- Note that all course materials prepared by the instructor are the property of the instructor.
- Audio and video recording is prohibited unless (student specific) prior approval is granted by the Student Disability Services Office. Accommodation related recordings can only be used as a study aid for the student receiving accommodations and may not be modified, copied, published, or distributed to others, whether in the course or not enrolled. Distribution without permission may also be a violation of educational privacy law, known as FERPA, as well as copyright laws. Any recordings not related to Disability Services must receive prior written consent of the instructor.

### **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 will be announced in advance. I will communicate any changes in writing. Reading this syllabus is a good first step to succeeding in the course. You can provide proof of your efforts by sending me a picture of a fish with "PSY300 Fish" listed in the attention line. I will provide 10 extra credit points.

## **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/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

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](mailto: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.

## A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. **Students have 24/7 access** to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## COURSE OUTLINE / CALENDAR

Week	Dates	Modules & Lecture Topic	Items Due
1	1/10-1/14	Syllabus Ch. 1: Learning, teaching & educational psychology	
2	1/15-1/21 (Campus Closed 1/15, MLK, Jr. Day)	Ch. 2: Who are you? Who are your students? Culture and Diversity	
3	1/22-1/28	Ch. 3: Cognitive Development	Exam 1 (Ch. 1-3) 1/28 11:59 PM
4	1/29-2/4	Ch. 4: The self, social, and moral development	
5	2/5-2/11	Ch. 5: Learner differences and learning needs	Section 1 (Ch. 1-5) Post, M.C.? & Response 2/11 11:59 PM
6	2/12-2/18		
7	2/19-2/25	Ch. 6: Language development, language diversity, and immigrant education	
8	2/26-3/3	Ch. 7: Behavioral views in learning	Exam 2 (Ch. 1-7)- mostly ch.7 material 3/3 11:59 PM
9	3/4-3/10	Ch. 8: Cognitive views of learning Ch. 9: Complex cognitive processes	Exam 3 (Ch. 1-8)- mostly ch.8 3/10 11:59 PM
	3/11-3/17	SPRING BREAK	
10	3/18-3/24	Ch. 10: Constructivism and interactive learning	Section 2 (Ch. 5-10) Post, M.C.? & Response 3/24 11:59 PM
11	3/25-3/31		
12	4/1-4/7	Ch. 11: Social cognitive views of learning and motivation	
13	4/8-4/14	Ch. 12: Motivation in learning and teaching	
14	4/15-4/21	Ch. 13: Creating supportive learning environments	Final Project 4/21 11:59 PM
15	4/22-4/28	Ch. 14: Teaching every student	Section 3 (Ch. 10-14) Post, M.C.? & Response 4/28 11:59 PM Extra Credit 4/28 11:59 PM Exam 4 (Ch. 12-14)- cumulative
16	4/29-5/3 (Last day of class is 5/3) Note: 5/1-5/3 are flex study days.		
	5/4-4/10	Finals Week	