PSY 300.01E – Learning Processes & Development
COURSE SYLLABUS: Spring 2026 (In-person)
David Talbot Hall Room 201

INSTRUCTOR INFORMATION

Instructor: Shifang Tang, Ph.D.
Office Location: Henderson 202A
Office Hours: [Office hours] T/TH: 10:30 am to 1:00 pm
　　　　　　***In-person/Zoom meetings by appointment
　　　　　　Changes to office hours announced on D2L
Email Address: shifang.tang@etamu.edu
Preferred Form of Communication**:** Email; please allow 2 business days for response.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Woolfolk, A. (2023). *Educational psychology* (15th ed.). Pearson.

ISBN-13: 9780136945116

Course Description
This course explores the application of psychological theories to the learning processes and the development of children and adolescents. It provides a comprehensive understanding of learning, development, and evaluation, with an emphasis on fostering critical thinking and professional growth.
For teacher candidates, course concepts are emphasized through elementary classroom applications aligned with the Core Subjects EC-6 certification pathway.

Course Objectives:

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1. To examine the development of children and adolescents, focusing on key stages and factors influencing growth.
2. To explore the principles of learning and motivation, emphasizing their role in educational settings.
3. To introduce the principles and procedures of measurement and evaluation in psychology, with a focus on their application to learning and development.
4. To address professionalization issues in psychology, including the development of critical thinking skills and their application to real-world scenarios.

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 implication 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

Be able to use
- the learning management system
- Microsoft Word, Excel, and PowerPoint
- Windows system or Mac system.

Instructional Methods

This is an in-person course supported by D2L (myLeo Online). Class sessions include brief lectures, guided practice, collaborative activities, and structured discussion grounded in the assigned readings and classroom-based applications. D2L is used for announcements, instructional materials, assignment submission, quizzes, and feedback.
Quizzes are administered through D2L and are available for a limited window (typically 2-3 days) as indicated in the course calendar. If you anticipate a conflict during a quiz window, please contact me in advance to discuss options.

Student Responsibilities and Tips for Success in the Course

Attend and participate: Because this section meets face-to-face, regular attendance and active participation are essential. Come prepared having completed assigned readings and activities. In-class learning tasks (e.g., exit tickets, small-group work) are a core part of how you will practice applying educational psychology to elementary classroom contexts.

Read the text: Read the chapter we are covering when it is assigned. This prepares you to complete the assigned work.

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Ask questions: If there is something you do not understand, ask questions. You may email me directly! **Ask questions as early as you can! – The most important!**

Please feel free to contact me anytime you have questions. I make a rule for myself, and I would like for you to follow it. ***If I spend an hour on something and really give it my all, but I still can't get it, it's time to ask for help.*** Don't be afraid to ask for help! Don't just sit there getting frustrated!

Take notes: Take GOOD notes while you read. It is a good study habit to go over your notes at the end of each week, filling in the blanks from the supplemental video(s) and assignment. It is also a good idea to make friends in the course and get the phone numbers of a couple of people with whom you can clarify notes.

Utilize D2L: All instructions, due dates, and submission of graded material are to be completed in D2L. **Email submission will not be accepted**. Please take some time to familiarize yourself with the system and contact me or IT with questions in advance.

Research Participation:

Research Participation: A goal of this class is to help you familiarize yourself with research methods. One way to obtain this goal is to have you participate in research studies. Participating in research studies contributes to students and faculty at ETAMU, your understanding of how research is conducted, and human knowledge in general. All students in this class will be required to participate in the psychology department's participant pool or complete alternative assignments (see me for more information on alternative assignments).

Students must complete a total of 6 experiment credits. However, if you complete your first 4 experiment credits without any "no-shows" you will receive 2 free *punctual participant credits*. In other words, if you show up to your experiments on time you will only need to complete 4 experiment credits. When you first sign into the experiment management system (EMS) you will be asked to take a prescreen. The prescreen takes about 20 minutes to complete. If you complete the prescreen in the first two weeks of the semester you will receive ½ free experiment credit. This can be combined with later experiments that are worth ½ credit.

If you fail to complete this portion of the class your grade will be lowered by one full grade. In effect, if you have an 'A' in the class but fail to complete your research participation (either through participating in research studies, alternative assignments, or a mixture of both) your final grade in the class will be a 'B.' More information about participating in research, such as how to log in to the EMS, is given at the end of this syllabus.

GRADING

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

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A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

%

Assessments

Projects (2 × 100 pts) .... 200 points
Peer Evaluations on Project Presentations (2 × 50 pts) .... 100 points
Exit Tickets (24 × 5 pts) .... 120 points
Quizzes (13 × 20 pts) .... 260 points
Total points possible .... **680 points**

1.) Projects (2 Projects; total 200 points)
Each project is worth **100 points** and is designed to promote active engagement with course readings and concepts. Projects require you to apply educational psychology principles to authentic classroom scenarios and to communicate instructional decisions clearly. Detailed project prompts, grading criteria, and submission instructions are provided in D2L.

2.) Quizzes (13 quizzes; total 260 points)
Each quiz is worth **20 points** and consists of approximately **30 multiple-choice questions**. Quizzes assess your understanding of the chapter/topic identified in the course calendar (quizzes are numbered to correspond to the textbook chapter sequence). **Quizzes are due by 11:59 p.m. on Sundays**, as posted in D2L.

3.) Peer Evaluations on Project Presentations (2 × 50 points; total 100 points)
For each project presentation round, you will complete a peer evaluation of other groups' presentations. This assignment assesses your ability to apply course concepts to judge the quality of instructional planning and communication, and it provides structured feedback to presenters.

4.) Exit Tickets (24 × 5 points; total 120 points)
Exit tickets are short responses tied to the in-class activity prompts on Tuesdays and Thursdays. They function as formative checks for understanding and provide documentation of your participation and application of course concepts during class activities.

TECHNOLOGY REQUIREMENTS

LMS

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

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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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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.

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 East Texas A&M campus open computer lab, etc.

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

COMMUNICATION AND SUPPORT

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

Interaction with Instructor Statement

Since this course meets in person, I strongly encourage you to utilize my office hours for individual questions, clarification, or guidance. You are welcome to meet with me in my office during the scheduled office hours listed above without an appointment. If you are

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unable to attend during those times or prefer to meet via Zoom, please email me to arrange an alternative meeting time. Email is the best way to contact me. On weekdays, please allow up to two business days for a response. If you do not receive a reply within two business days, please kindly resend your message.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Plagiarism: East Texas A&M University views plagiarism as a serious offense. Plagiarism occurs when individuals take ideas and/or words from another source and claim these ideas as their own without giving credit to the original author(s). This can include copying words from an Internet website, reading an article and taking the authors ideas without giving them credit, or writing work that is remarkably similar to other written work (e.g., Changing words to synonyms is still plagiarism). If any written work contains ideas that are not your own, you need to give credit to the author(s) by including citations. Instructors are obligated to report instances of plagiarism to university officials. Please refer to the American Psychology Association (APA) manual for instructions on citing materials. When in doubt, ask me. Acts of plagiarism on any written assignment, including discussion postings, will result in severe consequences, including the possibility of receiving a zero in the course. Acts of plagiarism will be reported to the department head.

Writing Assignments: All written assignments (exams and literature critique paper) must be formatted according to the APA Manual (7th ed.), as appropriate. You can access information regarding basic APA formatting style via: http://owl.english.purdue.edu or the Learning Center located on the main floor of the library.

Late work: On-time submission of all discussion posts, presentation, and exam are required and expected. The due date and time are provided in the course calendar. However, given the nature of the times we are in, students will have up to 24 hours after the deadline before points are taken off for late submission. Ten points will be deducted from each late submission if submitted after 24 hours after the deadline. Any submissions after 48 hours of the deadline will not be accepted unless prior arrangements have been made. No make-up exam is allowed unless prearranged 48 hours prior to the actual exam date and time.

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.

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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 can be found at https://www.tamuc.edu/student-code-of-conduct/.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

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

Academic Integrity

Students at East Texas A&M 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 student academic dishonesty policy
Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate student academic dishonesty policy
Undergraduate Student Academic Dishonesty Form

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

East Texas A&M Attendance

For more information about the attendance policy please visit the Attendance webpage.

Artificial Intelligence

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East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

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 Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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**

Nondiscrimination Notice

East Texas A&M 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 East Texas A&M 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Department or Accrediting Agency Required Content

Alignment to Texas Educator Standards (Core Subjects EC-6)

This course supports preparation for the Texas Teacher Standards and the Pedagogy and Professional Responsibilities (PPR) EC-12 standards by applying educational psychology theories to instructional planning, learning environments, learner development and differences, motivation, and assessment-informed decision making. Throughout the semester, candidates demonstrate these competencies through performance-based group projects, in-class applications (including exit tickets), and quizzes aligned to the course calendar. Detailed assignment prompts and rubrics are provided in D2L.

Texas Teacher Standard 1: Instructional Planning and Delivery

PPR Domain I - Designing Instruction and Assessment
Candidates examine major learning theories (behavioral, cognitive, constructivist, and social cognitive) and apply them to instructional planning, scaffolding, and selection of evidence-based strategies that promote understanding and retention.

Texas Teacher Standard 2: Knowledge of Learners

PPR Domain I - Designing Instruction and Assessment
Candidates develop an understanding of cognitive, social, emotional, moral, and language development, and analyze learner differences (including cultural and linguistic diversity) to inform developmentally appropriate instruction and supports.

Texas Teacher Standard 3: Learning Environment

PPR Domain II - Creating a Positive, Productive Classroom Environment
Candidates explore psychological principles related to motivation, engagement, behavior, and social interaction. Course applications emphasize strategies for establishing supportive, well-managed learning environments that promote student self-regulation and belonging.

Texas Teacher Standard 4: Assessment and Data-Driven Instruction

PPR Domain I & III - Designing Instruction and Implementing Effective Instruction
Candidates learn foundational principles of measurement and evaluation, including formative and summative assessment, grading, and standardized testing. Emphasis is placed on using assessment information to interpret learner progress and make instructional decisions.

Evidence of Standards Alignment in Course Assessments

Standard / Domain	How Addressed in PSY 300	Primary Evidence in This Course
Texas Teacher Standard 1 PPR Domain I	Learning theory and instructional design principles are applied to planning, scaffolding, and	Group Project 1; in-class applications/exit tickets; quizzes aligned to course calendar.

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	selecting strategies that support understanding and retention.	
Texas Teacher Standard 2 PPR Domain I	Learner development and individual differences are used to interpret student needs and plan developmentally appropriate instruction and supports.	Group Project 1; group presentations; in-class applications/exit tickets; quizzes.
Texas Teacher Standard 3 PPR Domain II	Motivation, engagement, and behavior principles are connected to classroom management and supportive learning environments.	In-class applications/exit tickets; Group Project 2; quizzes.
Texas Teacher Standard 4 PPR Domain I & III	Measurement and evaluation concepts are used to design and interpret formative and summative assessments and to inform instructional decisions.	Group Project 2; in-class applications/exit tickets; quizzes (including classroom assessment content).

COURSE OUTLINE / CALENDAR

Week	Start Date	End Date	Tuesday Topic	Thursday Topic	Graded Work
1	1/12/2026	1/18/2026	Syllabus Review and SONA Chapter 01: Learning, Teaching, & Educational Psychology	Chapter 01: Learning, Teaching, & Educational Psychology	**Quiz 1** due Sun **1/18**, 11:59 pm
2	1/19/2026	1/25/2026	Chapter 02: Who Are You? Who Are Your Students?	Chapter 02: Who Are You? Who Are Your Students?	**Quiz 2** due Sun **1/25**, 11:59 pm
3	1/26/2026	2/1/2026	Chapter 03: Cognitive Development	Chapter 03: Cognitive Development	**Quiz 3** due Sun **2/1**, 11:59 pm
4	2/2/2026	2/8/2026	Chapter 05: Learner Differences & Learner Needs	Chapter 05: Learner Differences & Learner Needs	**Quiz 5** due Sun **2/8**, 11:59 pm
5	2/9/2026	2/15/2026	Group project (No in-person class)	Presentations of the Group Project	**Group Project 1 Report** and **Peer Evaluation** due Sun **2/22**, 11:59 pm
6	2/16/2026	2/22/2026	Chapter 07: Behavioral Views of Learning	Chapter 07: Behavioral Views of Learning	**Quiz 7** due Sun **3/1**, 11:59 pm
7	2/23/2026	3/1/2026	Chapter 08: Cognitive Views of Learning	Chapter 08: Cognitive Views of Learning	**Quiz 8** due Sun **3/8**, 11:59 pm
8	3/2/2026	3/8/2026	Chapter 09: Complex Cognitive Processes	Chapter 09: Complex Cognitive Processes	**Quiz 9** due Sun **3/15**, 11:59 pm

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9	3/9/2026	3/15/2026	Chapter 10: Constructivism and Designing Learning Environments (Spring Break; no in-person class)	Chapter 10: Constructivism and Designing Learning Environments (Spring Break; no in-person class)	**Quiz 10** due Sun **3/22**, 11:59 pm
10	3/16/2026	3/22/2026	Chapter 11: Social Cognitive Views of Learning & Motivation	Chapter 11: Social Cognitive Views of Learning & Motivation	**Quiz 11** due Sun **3/29**, 11:59 pm
11	3/23/2026	3/29/2026	Chapter 12: Motivation in Learning & Teaching	Chapter 12: Motivation in Learning & Teaching	**Quiz 12** due Sun **4/5**, 11:59 pm
12	3/30/2026	4/5/2026	Chapter 13: Creating Supportive Learning Environments	Chapter 13: Creating Supportive Learning Environments	**Quiz 13** due Sun **4/12**, 11:59 pm
13	4/6/2026	4/12/2026	Group project (No in-person class)	Group project (No in-person class)	**Group Project 2 Report** and **Peer Evaluation** due Sun **4/19**, 11:59 pm
14	4/13/2026	4/19/2026	Presentations of the Group Project	Chapter 14: Teaching Every Student	**Quiz 14** due Sun 4/26, 11:59 pm
15	4/20/2026	4/26/2026	Chapter 14: Teaching Every Student	Chapter 15: Classroom Assessment, Grading, & Standardized Testing	**Quiz 15** due Sun **5/1**, 11:59 pm
16	4/27/2026	5/1/2026	Chapter 15: Classroom Assessment, Grading, & Standardized Testing	Course Wrap-Up and Review (online via Zoom)	Any submissions must be in D2L by 5/1/2026.

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