



PSY 505—Introduction to Educational Psychology

COURSE SYLLABUS: Fall 2020

Web-based Course

INSTRUCTOR INFORMATION

Instructor: Dr. Kelly M. Carrero, BCBA, LBA-TX; Associate Professor, Department of Psychology & Special Education

Office Location: Henderson 227

Office Hours: By appointment

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Preferred Form of Communication: Virtual Office Hours (VOH) through D2L or University Email.

Communication Response Time:

Using VOH through D2L = within 48 hours Monday – Friday, weekends and holidays may take up to 48 hours;

Using University Email = within 72 hours Monday – Friday, weekends and holidays may take longer.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

There are no required textbooks for this course. However, for students who do not have a background in psychology—specifically, educational psychology, it is strongly recommended your review one of these texts for your own reference:

Seifert, K., & Sutton, R. (2009). *Educational psychology*. Author.

(Note: This text is licensed under a Creative Commons Attribution 3.0 License and can be downloaded here: <https://open.umn.edu/opentextbooks/textbooks/educationalpsychology>)

Woolfolk, A. (2019). *Educational psychology* (14th ed.). New York, NY: Pearson.

ISBN: 9780134774329

Ormrod, J. E., & Jones, B. (2018). *Essentials of educational psychology: Big ideas to guide effective teaching* (5th ed.). New York, NY: Pearson.

ISBN: 9780134523330

It is EXPECTED that you write in APA, 7th edition format while in this course and likely the remainder of your graduate education. I STRONGLY URGE you to purchase a copy of the APA, 7th edition manual:

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association*. (7th Ed.). Washington, D.C.

The class discussion is based on journal articles. Required readings will be announced/accessed on D2L and Gee Library's online database.

Other resources. Texas A&M University—Commerce's Gee Library provides access to thousands of online journals. Of particular interest to this class are resources found in the ERIC and PsychInfo databases. You may access these resources on campus or from home by using your CWID and password at <http://www.tamuc.edu/library/>

Course Description

This class is designed to introduce the student to the basic principles of educational psychology with an emphasis on the cognitive aspects of modern pedagogy. Topics that will be covered include a historical introduction to theory, research, and issues in educational psychology through both classic and contemporary readings in the areas of instructional psychology, motivation, measurement, learning, technology, and socialization.

Student Learning Outcomes

Students will demonstrate an understanding of:

1. Theories and empirical research findings on learning processes at different stages of development.
2. Theories and practice of creating optimal learning environments.
3. Theories and practice of educational measurement.
4. Strategies for conducting and evaluating empirical research.
5. Ethical and legal considerations related to human learning and development.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel. If you use the program PAGES, you will need to convert your file to a Word document or PDF before submitting to Dropbox. **I will not serve as technical support.** TAMUC has multiple professionals (e. g., Instructional Technology, CITE, library) who will be able to help you troubleshoot and/or teach you how to navigate the necessary technical requirements for this course.

Instructional Methods

Each week, you will be responsible for completing an online module. In the module, you will have Background Information, Assignments, and Discussions. Each week, you will be responsible for completing a module. In the module, you will have Background Information, Assignments, and Discussions. Weekly modules will be released on Monday and will close on Sundays at 11:59 pm.

The course is conducted through readings, student presentation, and online discussions. Students are expected to join the discussion prepared (i.e., complete all assigned readings) and fully engage in online discussions.

Student Responsibilities or Tips for Success in the Course

In general, students are expected to invest six to nine hours into each topic. To successfully complete the course, students should complete the assigned readings, prepare a quality presentation, and fully engage in online discussion on D2L. Reviewing the course material thoroughly is essential for

preparing for the exams. Submitting the exams on time through D2L is critical. Students are welcome to contact the instructor when needed.

GRADING

The instructor reserves the right to make subjective judgments about the quality of student participation and products. In other words, quantity does not equate to quality nor does effort equate to quality. Moreover, a grade of A will be reserved for only the highest achieving students. If you need to receive an A in this course, I suggest you work hard to submit stellar products. My office hours are listed on the first page of this syllabus if you need to come and speak with me DURING the semester regarding your grades. Please do not wait until the semester is over to discuss grades. In both undergraduate and graduate school, grades are earned according to individual student performance on described activities. Effort is important but the outcome of your effort is the product upon which grades are based. Final grades are assigned as follows using a weighted percentage points earned scale:

- ✓ Grades of A are reserved for students whose products are consistently exemplary and commensurate with the work of an accomplished graduate student. A products provide clarity of thoughts and ideas with no grammatical, structural, or spelling errors.
- ✓ Grades of B are earned by students whose products are good but not outstanding. B products provide detail and explanation; may have a few grammatical, structural, or spelling errors.
- ✓ Grades of C are earned by students whose products are limited but display sufficient understanding; may have major grammatical, structural, or spelling errors.

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

Doctoral-Level Students

Percentage toward final grade	Assignment/Activity
40%	Weekly Assignments
20%	Literature Review
10%	Presentation
20%	Exam
10%	Professionalism and Good Conduct

Master-Level Students

Percentage toward final grade	Assignment/Activity
40%	Weekly Assignments

30%	Presentation
20%	Exam
10%	Professionalism and Good Conduct

Assessments

Weekly assignments will be graded periodically throughout the semester and will be evaluated based on either accuracy or simple completion. The requirements for the presentation and literature review (doctoral students only) are described below. Major exams will be graded by the instructor. Professionalism and good conduct will be evaluated using the Rules of Netiquette (see D2L) and basic behavioral expectations explicitly stated throughout this syllabus and D2L (e.g., “use Virtual Office Hours to ask general course questions”).

Presentation: Partially based on interest, students will be assigned one of the topics covered in this course and deliver a presentation in any format (e.g., PowerPoint slides, Prezi, technical reports, video presentation, podcast). In the presentation, students are expected to: A. Summarize the chapter(s) and the assigned readings of the topics the student is assigned to (50%), B. Propose **two** questions or two themes for debate related to the assigned readings (10%), and C. Provide an argument or statement of the aforementioned questions (40%)

Each presentation should be posted on D2L before the start date of each unit (see the course calendar for details), and has to address all the three parts listed above.

Literature review paper (doctoral students only). The goal of this paper is to help students critically evaluate different, sometimes even contrasting, theories and research findings covered in this course throughout the semester, based on a topic of students' interest. In 10 pages (excluding the title page and the list of references), the paper should consist of three parts: a statement of the significance of this topic in research and practice in developmental psychology (i.e., problem statement; 20%), a critical summary of relevant theories and recent empirical research (50%), and a proposal for future research and practice (20%). The rest 10% of the points go to the mechanics (e.g., grammar, punctuation) and APA style formatting. Students are encouraged to discuss a proper topic and scope with the instructor.

Exam: There will be one exam at the conclusion of the course. The exam resembles the format of comprehensive exams and consist of essay questions. Details will be provided on D2L.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <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 Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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 TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click **Chat** or click on the words “[click here](#)” to submit an issue via



please on the **Live** email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. Professionalism: It is expected that you demonstrate professionalism. For the purposes of this course, professionalism will be exhibited by the student: (a) completing all assigned readings, (b) submitting assignments by the deadline, and (c) adhering to the university student code of conduct (e.g., plagiarism, cheating).

2. Writing Assignments: Prepare all written assignments according to the APA Publications Manual (7th ed.), as appropriate. You can access information regarding basic APA style at <http://owl.english.purdue.edu> or the Learning Center located on the main floor of the library.

a. ***ALL WRITTEN WORK WILL BE SUBMITTED TO TURNITIN TO CHECK FOR PLAGIARISM (Turnitin will provide a score of the percentage of the paper that has been directly lifted from other sources). SCORES OF 30% OR MORE WILL BE IMMEDIATELY RETURNED TO THE STUDENT FOR REVISIONS. AFTER SECOND SUBMISSION, IF THE SCORE REMAINS 30% OR MORE, THE PAPER WILL AUTOMATICALLY RECEIVE A ZERO. The BEST way to avoid any potential confusion is to get very good at stating things in multiple ways--but most importantly, in a way that is different than the original source(s). Papers in this

class will likely not require direct quotes. We will discuss when it is appropriate to use direct quotes in a paper (and it isn't very often).

b. I STRONGLY encourage you take advantage of the student resources TAMUC offers you. I will reward students with bonus points if you can provide documentation that you have utilized the Writing Center to help you improve the quality of your written work. Here is a link to the Online Writing Lab:

3. On-time Submission of Assignments: Course assignments and projects will receive 2 points off for each day that they are late; after 3 days, it will go down by a letter grade for each day that it is late.

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.

COVID-19 Statements

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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/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: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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

Academic Integrity

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

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

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

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

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

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 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 OUTLINE / CALENDAR

Date unit opens and closes	Unit	Topic	Presentation Deadline
8.24-8.30	1	Foundational theories in educational psychology: Constructivism, social cognitive theory	NA
8.31-9.6	2	Research methodology in educational psychology: RCT; evidence-based practice in education	NA
9.7-9.13	3	Biological foundation of learning: Neuroscience, genetics, and learning	9.6
9.14-9.20	4	Development of learning I: Cognitive development and learning	9.13
9.21-9.27	5	Development of learning II: Language development and learning	9.20
9.28-10.4	6	Critical topics in learning I: Multiple intelligence and learning styles	9.27
10.5-10.11	7	Critical topics in learning II: Motivation	10.4
10.12-10.18		EXAM 1 DUE AT 11:59 PM ON 10.18.2020	
10.19-10.25	8	Critical topics in learning III: Metacognition & self-regulated learning	10.18
10.26-11.1	9	Critical topics in learning IV: Grit & mindset	10.25
11.2-11.8	10	Instructional methods I: Educational technology	11.1
11.9-11.15	11	Instructional methods II: Active learning & problem-based learning	11.8
11.16-11.22	12	Learning environment: Teacher expectation, parental involvement, & school climate and belongingness	11.15
11.23-11.29	13	Special population: Immigrant and refugee students	11.22
11.30-12.6	14	Assessment: Using assessment data to make decisions & large-scale standardized testing LITERATURE REVIEW DUE BY 11:59 PM ON 12.6	11.29
12.7-12.9		EXAM 2 DUE AT 11:59 PM ON 12.9	

COURSE OUTLINE / CALENDAR Date	Unit	Topic	Presentation deadline	Discussion deadline
8/26-8/30	1	Foundational theories in educational psychology: Constructivism, social cognitive theory	N/A	8/30
9/2-9/6	2	Research methodology in educational psychology: RCT; evidence-based practice in education	N/A	9/6
9/9-9/13	3	Biological foundation of learning: Neuroscience, genetics, and learning	9/11	9/13
9/16-9/20	4	Development of learning I: Cognitive development and learning	9/18	9/20
9/23-9/27	5	Development of learning II: Language development and learning	9/25	9/27
9/30-10/4	6	Critical topics in learning I: Multiple intelligence and learning styles	10/2	10/4
10/7-10/11	7	Critical topics in learning II: Motivation	10/9	10/11
10/14-10/18 10/21-10/25	8	Critical topics in learning III: Metacognition & self-regulated learning	10/23	10/25

Exam 1 (due at 11:59 PM, 10/18)

The syllabus/schedule are subject to change.

10/28-11/1	9	Critical topics in learning IV: Grit & mindset	10/30	11/1
11/4-11/8	10	Instructional methods I: Educational technology	11/6	11/8
11/11-11/15	11	Instructional methods II: Active learning & problem-based learning	11/13	11/15
11/18-11/22	12	Learning environment: Teacher expectation, parental involvement, & school climate and belongingness	11/20	11/22
11/25-11/27	13	Special population: Immigrant and refugee students	N/A	11/27
12/2-12/6	14	Assessment: Using assessment data to make decisions & large-scale standardized testing	12/4	12/6
12/11		Literature critique paper due (11:59 PM, 12/6)		
			Exam 2 due at 11:59 PM	

The syllabus/schedule are subject to change.