Instructor
Michelle Buss-DeLaGarza, PhD, LSSP

E-Mails: mibuss@msn.com

NOTE: I promise to respond to all e-mails within 24 hours during weekdays unless I notify the class that I will not have access to email for a short period of time.

Telephone: (214) 264-7245

NOTE: Please use e-mail as the main form of communication for this course, but if there are personal issues you would like to discuss, please feel free to contact me.

Required Texts and Readings

This book is available as an ebook.

To order your textbook, please go to the university bookstore at: http://www.amcbookstore.com/

or any other online textbook site—for example:
www.CampusBooks.com
www.CheapestTextbooks.com
www.booksamillion.com

Course Overview

The purpose of this course is to provide the student with information necessary to apply psychological theories to the processes of teaching and learning.
Course Learning Outcomes

Upon completion of this course, the student will be able to:

1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

3. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

Student Standards of Conduct: Students are responsible for knowing and adhering to the TAMU-Commerce policies and procedures outlined in the TAMU-Commerce Graduate Catalog, including but not limited to TAMU-Commerce’s principles of academic integrity (see Academic Honesty). In addition, students must demonstrate fitness to practice in the field of clinical psychology/special education. At minimum, classroom behaviors, discussion, professionalism, and coursework may be used to evaluate fitness to practice.

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct.

Plagiarism is representing another’s work as one’s own. You may use the ideas and words of another author so long as you give the appropriate credit, typically via citation. If you are going to use another’s words, present it as a quotation. If you are going to use any person’s ideas, provide credit to that person. Always cite, in the text, ideas drawn from other author’s work. Plagiarism is a serious academic violation. It is listed as the first, in a long list of offenses, in the Student Handbook. University policy provides that the professor determines whether plagiarism has occurred. Plagiarism will result in a grade of F for the assignment and possibly the course. If the professor and the department head agree, the issue can be referred to the University Discipline Committee. For graduate students, plagiarism commonly results in dismissal from the program.
Ignorance is no excuse. Please see: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

When referencing the work of others, please cite your references in APA format. If you do not have an APA Manual 6th edition, there are many resources available on the Internet without having to purchase the book. www.apastyle.org

Support Services for On-line Students:
A help desk is available 24 hours a day, 7 days a week. Please call 1-866-656-5511 or email helpdesk@online.tamuc.edu.

Inclusion: Students requesting accommodations for disabilities must go through the Office of Student Disability and Services. For more information, please contact the Director of Disability Resources & Services, Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148. E-mail: StudentDisabilityServices@tamucommerce.edu.

**Online Class Expectations:**
This class is a web-based class. Online courses are a lot of work, as are summer classes due to their fast pace. You have to be disciplined to be successful. If you are not, this may not be the course for you. Do not get behind in this course. If you do, you will not succeed.

**Computer Competencies:**
To participate in this course, you will need to have access to a computer that is connected to the Internet. The University can also act as an ISP for students that are in the DFW area or live near Commerce, but there are some limitations to this service (primarily, online time limits). Students should know how to send and receive email, access the internet, send and receive files, and use software needed to produce research, papers, and instructional presentations. You must also possess the computer skills necessary to attach Word documents into the Dropbox, access websites, navigate eCollege, and spend the time needed to complete all assignments. If you are having technical difficulties, you need to get it corrected ASAP. Do not wait until the last minute to complete your assignments as you will not be able to do an adequate job. In addition to the chapters, we will also be looking at other multimedia selections. Please refer to the course shell for those links.

**Attendance:**
It is expected that you attend all classes. If you are to miss a class for any reason you must contact me prior to the class start time either by email or phone call. Failing to do this will result in not being allowed to make up the work/assignment. If you have excessive absences you will be dropped from the class. Excessive absences will negatively
impact your grade. More than three absences will automatically result in losing the opportunity to receive an A regardless of your other grades.

Dropping or Withdrawing from School:
Please check with me regarding these procedures.

Grade Requirements

Assignments and Grading:

Each class session there will be an assignment that will contain all the tasks that are due. Please note there are two components to each class assignment: a discussion post and questions. It is very important that you complete every assignment. I am a very understanding person and I know illnesses occur. You may submit late assignments to me with no penalty if you have a documented University excuse (death in the family, serious accident/injury, or significant illness or medical emergency). We will work together to establish a new deadline. If you do not inform me/discuss with me that an assignment is going to be submitted late, however, I will deduct points for each day the assignment is not submitted.

Hint: A good practice is to not submit assignments at the last minute. One of the advantages of online classes is that you can complete your work in advance.

Explanation of assignments

Class discussion--Asynchronous group discussion, as described in the class day assignment. Your discussion comments should be substantive and civil, as different viewpoints will be expected and encouraged. You will be asked to post your comments in the threaded discussion section. The purpose of the discussion post is to get you focused on the content and to establish a hook on which to hang the content. The grading criteria for discussion posts are located at the end of the syllabus and online in Document Sharing. Worth 50 points each. Posts are due each assigned day by 5:00 p.m. 10 points will be deducted for each day late. Anything posted after 5pm is considered late.

Q&A--based upon assigned readings and assignments, you will be required to respond to questions involving discussion and evaluation of the content. The responses should be substantive, detailed, and reveal a depth of understanding and inquiry. The Q&A will be evaluated based on how well you communicate your understanding of the questions. You should provide support for your reasoning and accurate and detailed responses that show an in-depth understanding and connection to other material and concepts. If you answer the questions with simply a yes or no and provide no additional support, the response will not be evaluated favorably. A variety of instructional strategies will be used for you to provide your answers. Worth 100 points each. All answers are due each assigned day.
by 5:00 p.m. 20 points will be deducted for each day it is late. Any assignment turned in after 5 pm is considered late.

Other assignments

Research Paper—because the purpose of this course is to prepare you to be an effective teacher, you will be asked to prepare a research paper (five pages minimum/ten pages maximum) on a topic that will improve your effectiveness. We will work together to select a topic that will improve your individual knowledge and skills. As the semester progresses, I will be able to determine a topic that will enhance your professional development. Worth 200 points.

Course Grade

Your course grade will be determined by averaging the numerical ratings for the following assignments: class discussions, Q & A’s, Quizzes, and the Research Paper. The scale conversion to letter grades is (please reference University Grading Policy):

A=90-100
B=80-89
C=70-79
D=60-69

Dropping or Withdrawing from School

If, for any reason, you feel you must drop this course or withdraw from school, please email me.

Course Schedule

Please note this schedule is tentative and subject to revision; therefore be advised that you should review it and the specific assignments frequently for changes. All assignments will be due prior to the next scheduled class period after their initial assignment, unless otherwise noted. You may access new assignments each Monday evening. You should refer to the schedule below and to the assignments for specific details regarding due dates. Please note that since this is a summer session course we will be moving through the material quickly.
TENTATIVE TIMELINE: Will be updated prior to the first day of class.

July 9 All Class 1 assignments completed; begin Class 2
July 11 All Class 2 assignments completed; begin Class 3
July 13 All Class 3 assignments completed; begin Class 4
July 16 All Class 4 assignments completed; begin Class 5
July 18 All Class 5 assignments completed; begin Class 6
July 20 All Class 6 assignments completed; begin Class 7
July 23 All Class 7 assignments completed; begin Class 8
July 25 All Class 8 assignments completed; begin Class 9 & 10
July 27 All Class 9 & 10 assignments completed; begin Class 11
July 30 All Class 11 assignments completed; begin Class 12
August 1 All Class 12 assignments completed; begin Class 13
August 3 All Class 13 assignments completed; begin Class 14/Research Paper Due
August 6 All Class 14 assignments completed; begin Class 15
August 8 All Class 15 assignments completed
## Indicators of critical (+) and uncritical (-) thinking within online discussion forums

<table>
<thead>
<tr>
<th>Indicator</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Relevant statements</td>
<td>Irrelevant statements, diversions</td>
</tr>
<tr>
<td>Importance</td>
<td>Important points/issues</td>
<td>Unimportant, trivial points/issues</td>
</tr>
<tr>
<td>Novelty. New info, ideas, solutions</td>
<td>· New problem-related information</td>
<td>· Repeating what has been said</td>
</tr>
<tr>
<td></td>
<td>· New ideas for discussion</td>
<td>· False or trivial leads</td>
</tr>
<tr>
<td></td>
<td>· New solutions to problems</td>
<td>· Accepting first offered solution</td>
</tr>
<tr>
<td></td>
<td>· Welcoming new ideas</td>
<td>· Squashing, putting down new ideas</td>
</tr>
<tr>
<td></td>
<td>· Bringing new things in</td>
<td>· Dragged into discussion by instructor</td>
</tr>
<tr>
<td>Bringing outside knowledge/experience to bear on problem</td>
<td>· Drawing on personal experience</td>
<td>· Sticking to prejudice or assumptions</td>
</tr>
<tr>
<td></td>
<td>· Refer to course material</td>
<td>· Squashing attempts to bring in outside knowledge</td>
</tr>
<tr>
<td></td>
<td>· Use relevant outside material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Evidence of using previous knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Course related problems brought in (e.g. students identify problems from lectures and texts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Welcoming outside knowledge</td>
<td></td>
</tr>
<tr>
<td>Ambiguities: clarified or confused</td>
<td>· Clear, unambiguous statements</td>
<td>· Confused statements</td>
</tr>
<tr>
<td></td>
<td>· Discuss ambiguities to clear them up</td>
<td>· Continue to ignore ambiguities</td>
</tr>
<tr>
<td>Linking ideas, interpretation</td>
<td>· Linking facts, ideas and notions</td>
<td>· Repeating information without making inferences or offering an interpretation</td>
</tr>
<tr>
<td></td>
<td>· Generating new data from information collected</td>
<td>· Stating that one shares the ideas or opinions stated,</td>
</tr>
</tbody>
</table>
### Discussion Forum Rubric – Online Weeks

For each discussion you will begin with a total of 50 points. Your responses will be graded for evidence of the 10 critical thinking skills indicators +/– 10 points for each indicator present and/or absent within the course of your discussion.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td></td>
</tr>
<tr>
<td>Importance</td>
<td></td>
</tr>
<tr>
<td>Novelty. New info, ideas, solutions</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bringing outside knowledge/experience to bear on problem</td>
<td></td>
</tr>
<tr>
<td>Ambiguities: clarified or confused</td>
<td></td>
</tr>
<tr>
<td>Linking ideas, interpretation</td>
<td></td>
</tr>
<tr>
<td>Justification</td>
<td></td>
</tr>
<tr>
<td>Critical assessment</td>
<td></td>
</tr>
<tr>
<td>Practical utility (grounding)</td>
<td></td>
</tr>
<tr>
<td>Width of understanding (complete picture)</td>
<td></td>
</tr>
<tr>
<td>Timeliness</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

Instructor Comments: