

Syllabus
Cognition, Learning, and Development
Psychology 500.01W/500.02W
Summer II 2012
Web-based Class

Instructor: Michelle De La Garza, PhD

Email: mibuss@msn.com

Note: there are issues with my commerce email: please use mibuss@msn.com

Office Hours: by appointment

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

Woolfolk, A. E. (2010). *Educational Psychology*, (11th ed.). Boston: Allyn and Bacon.

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@tamuc.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, on-line 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 5pm 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*

Indicator	+	-
Relevance	Relevant statements	Irrelevant statements, diversions
Importance	Important points/issues	Unimportant, trivial points/issues
Novelty. New info, ideas, solutions	<ul style="list-style-type: none"> • New problem-related information • New ideas for discussion • New solutions to problems • Welcoming new ideas • Bringing new things in 	<ul style="list-style-type: none"> • Repeating what has been said • False or trivial leads • Accepting first offered solution • Squashing, putting down new ideas • Dragged into discussion by instructor
Bringing outside knowledge/experience to bear on problem	<ul style="list-style-type: none"> • Drawing on personal experience • Refer to course material • Use relevant outside material • Evidence of using previous knowledge • Course related problems brought in (e.g. students identify problems from lectures and texts) • Welcoming outside knowledge 	<ul style="list-style-type: none"> • Sticking to prejudice or assumptions • Squashing attempts to bring in outside knowledge
Ambiguities: clarified or confused	<ul style="list-style-type: none"> • Clear, unambiguous statements • Discuss ambiguities to clear them up 	<ul style="list-style-type: none"> • Confused statements • Continue to ignore ambiguities
Linking ideas, interpretation	<ul style="list-style-type: none"> • Linking facts, ideas and notions • Generating new data from information collected 	<ul style="list-style-type: none"> • Repeating information without making inferences or offering an interpretation • Stating that one shares the ideas or opinions stated,

		without taking these further or adding any personal comments
Justification	<ul style="list-style-type: none"> · Providing proof or examples · Justifying solutions or judgments · Setting out advantages and disadvantages of situation or solution 	<ul style="list-style-type: none"> · Irrelevant or obscuring questions or examples · Offering judgments or solutions without explanations or justification · Offering several solutions without suggesting which is the most appropriate
Critical assessment	<ul style="list-style-type: none"> · Critical assessment/evaluation of own or others' contributions · Instructor prompts for critical evaluation 	<ul style="list-style-type: none"> · Uncritical acceptance or unreasoned rejection
Practical utility (grounding)	<ul style="list-style-type: none"> · Relate possible solutions to familiar situations · Discuss practical utility of new ideas 	<ul style="list-style-type: none"> · Discuss in a vacuum (treat as if on Mars) · Suggest impractical solutions
Width of understanding (complete picture)	<ul style="list-style-type: none"> · Widen discussion (problem within a larger perspective. · Intervention strategies within a wider framework.) 	<ul style="list-style-type: none"> · Narrow discussion. (Address bits or fragments of situation. · Suggest glib, partial, interventions)

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.

Indicator	Accomplished
Relevance	
Importance	

Novelty. New info, ideas, solutions	
Bringing outside knowledge/experience to bear on problem	
Ambiguities: clarified or confused	
Linking ideas, interpretation	
Justification	
Critical assessment	
Practical utility (grounding)	
Width of understanding (complete picture)	
Timeliness	
Total Points:	

Instructor Comments: