

Psychology 300

Tentative syllabus

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Statement on how to answer Discussion questions:

The questions you will answer are for the most part, not designed to illicit your personal opinion unless otherwise indicated. Nor are they designed to get you to talk about your personal experiences. For example, research indicates premature babies (babies born under 5 lbs.) are high-risk for many kinds of problems such as learning disabilities or *respiratory* problems. However, one student had a premature child and because her child was in the GT program, she marked "not of the above" which was wrong. She reasoned because her child did not have problems the research must be incorrect. Another student made a similar mistake on a question where the correct answer was there is a relationship between achievement test scores and intelligence test scores. This student had poor scores, but high grades so she reasoned the correct answer was incorrect. To avoid confusion, always answer the discussion first before you respond to another student.

On-Line Instruction:

Taking a university course on-line is not for everyone! Ask yourself: do you enjoy learning and working with technology, the internet and computer applications; are you a self-starter, disciplined, focused and task orientated; have e-mail; and do you have sufficient time and energy to complete the assignments? If the answers to these questions are yes, on-line instruction might be for you. An on-line course is not just an electronic "extension course". You will be required to go on-line on a regular basis and throughout the course in addition to the typical preparation activities required for university instruction. My email address is: william_masten@hotmail.com, and my address is Psychology & Special Education, Texas A&M University-Commerce, Commerce, Texas, 75429.

Students with disabilities

Requests from students with disabilities for reasonable accommodations go through the Student Disability Resources and Services (SDRS) office, in Gee Library, Room 132, Fax Number: (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu Leigh Ann Powell, Coordinator, Leigh_Powell@TAMU-Commerce.edu, (903) 886-5835.

Policy regarding dropping a class (beginning January 2009)

Undergraduate students are now limited to a total of six dropped courses. The drop limit will not be impacted for students dropping during the first 12 class days in a fall or spring semester (and during the first four class days in a summer session). A grade of Q will now be the assigned grade for all drops rather than a DP or DF. The last day to drop a course has been moved to Friday of the ninth week of classes.

COURSE OVERVIEW:

The following concepts and content are incorporated in this three hour course designed primarily for prospective teachers, parents, and others working with school age children and adolescents: (1) child and adolescent development - social developmental theory, cognitive development, knowledge of age-level characteristics of children and adolescents; (2) measurement and evaluation of classroom learning; and (3) learning and cognition - behavioral learning, cognitive learning, humanistic aspects of learning, and perspectives on motivation.

Grading

Criteria for Discussion Essays: I will read the Discussions and evaluate individual performance. This is a subjective evaluation. Below is a section "Discussions will be graded as follows." For every Discussion, **be sure to respond to one of your fellow students** about some aspect of their answer. **If you neglect to post a response to at least one of your fellow students for every Discussion question, expect no more than half the possible points.**

Use this as a general idea of how papers will be graded. Discussion essays will be graded as follows

Never, never use direct quotes from the textbook, web site or books. Always, always, put the answer in your own words.

What are the expectations for the Discussion responses?

The Discussion questions should be answered completely, accurately and in the greatest detail possible for the highest score. your answer will be in formal English. For example, no use of U for you, OMG, or LOL. Keep informal language to your email messages.

My philosophy

If you go the extra mile on every Discussion assignment you, will be rewarded. If you have everything "down pat" from the book, PowerPoint, etc. you will gain a higher score on the quizzes.

Below is the grading criterion. it is based on the percentage of points earned.

100%: Absolutely perfect, There will probably be 1 or 2 of these per discussion question. Here 100 means absolutely perfect. This grade will be rare during the semester. If everyone gets a perfect score, soon this will have no meaning! No typos, beyond minimum requirements, additional references added, excellent knowledge of topic, clearly project completed with much forethought, the top paper in class, independent of class size, APA style is used appropriately, submitted on time, independent of excused or unexcused absence. All references is present and in APA style.

90%: Great job, no typos, built upon minimum requirements, met reference requirements, good knowledge of topic, completed with forethought, good paper not one of the best in class, top 10% in class, APA style requirements met.

80%: Good job, writing good, although at times not too clear, offered basic

understanding of major points, ideas at times choppy, few typos, top 25% in class, APA style requirements met, all questions answered.

70%: Paper attempted but completed poorly, several typos, not followed directions, more than one question not answered; paragraphs are sentences, not paragraphs, no independent thought or a collection of quotes from others.

Less than or equal to 60%: Paper not completed with forethought, numerous typos, student no meeting minimum requirements, not reflective of college level performance, numerous questions not answered. Paper turned in, but too many distractions, not meeting minimum requirements.

0% for no discussion question answered by the due date.

Each time you post a Discussion essay, copy and paste the chapter number and the question. In this way, everyone will know which question you are answering. If the question has more than one part, post all of your answer in a single post.

Finding the Discussion

Where is this Discussion? Look under Course Home and you will see Week 1. Hit Week 1. Hit the "Discussion" tab. There will be a "drop down menu" then scroll to appropriate Discussion. Discussion demarcations will obviously change with the assignment numbers, such as Discussion 2, 3, 4, etc. If you need help, first send a response to my email address. If your problem cannot be solved, a phone call to technical support may be necessary for further clarification. From time to time Ecollege may not work. When this happens, be sure to notify me. You will not lose points if you explain the problem, the time, and date of the problem. You get 1 hour for the quizzes, so sign-on at least one hour before the deadline.

Using Discussion

All of your essays and responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see Week 1, underneath the Assignments Hit the "Discussion" tab. Look for "Week 1 Discussion" and then scroll to appropriate Discussion. For example, your first Discussion will be APA style. All sources even the textbook, are cited by using the APA style. Do not forget to push "post response". Essay demarcations will obviously change with the Discussions, such as Discussion 2, 3, 4, etc. If you need help, first send go to technical support. If that does not work send me email message, and if your problem cannot be solved there, phone for further clarification. From time to time Ecollege may not work. When this happens, be sure to notify me.

Each time you post a Discussion essay, copy and paste the chapter number and the question. In this way, everyone will know which question you are answering. The easiest is to simple paste the response into Discussion.

Every source (including web sites and the textbook by Woolfolk) that you use for an idea or knowledge to answer a Discussion question must have the reference. It would be good to study how to make a reference in APA style. Only the references must be in APA style. You do not need to master other parts of APA style.

Basic Form

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized or underlined.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages.

Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology, 55*, 893-896.

Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(30), 5-13.

Some journal articles:

Baloglu, M., Abbasi, A., & Masten, W. G. (2007). A cross-cultural comparison of anxiety among college students. *College Student Journal, 41*(4, Pt A), 977-984.

Karagözoglu, C., Masten, W. G., & Baloglu, M. (2005). Evidence for differentiating between anxiety and depression in Turkish college students. *Social Behavior and Personality, 33*(6), 579-586.

Basic Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Note: For "Location," you should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

Here is an edited book that the writer is using one chapter in the book. Notice the title of the book is in italics, and you do use the pp for books.

Katovich, M. A., Miller, D. E., & Stewart, R. L. (2003). The Iowa School. In L. T. Reynolds, N. J. Herman-Kinney, L. T. Reynolds, N. J. Herman-Kinney (Eds.), *Handbook of symbolic interactionism* (pp. 119-139). Walnut Creek, CA US: AltaMira Press.

Here is another book. Does it look familiar?

Woolfolk, A. E. (2010). *Educational psychology (11th Ed.)*. Columbus, OH: Pearson/Allyn & Bacon.

Article from an online periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number(issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

Here is an example:

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>

Why do we use APA style to cite our sources?

1. APA style is the most widely used method in the social sciences.
2. When we use APA style, we “speak in a common language”. That is, everyone knows if your reference is a book, a journal, a website, etc.
3. Using a consensually validated method to cite sources reduces charges of plagiarism!
4. If students are found guilty of plagiarism, this could end their academic career.

At the end of the semester, you will be asked to complete an evaluation of this course. Each one of the “Discussions” has been designed to enhance your skills and abilities in various areas. These goals are listed above the questions.

GRADING:

Your final grade will be based on the average of all quizzes and online written Discussions.

Students must complete ALL quizzes.

Grading scale: **In order to obtain full credit on the Discussions (to be posted), you need to post your answer and a response to 1 other student by the due date. There are correct answers to the questions when factual information is required.**

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = less than 60%

Text: Woolfolk, A. E. (2010). *Educational psychology (11th Ed.)*. Columbus, OH: Pearson/Allyn & Bacon. ISBN-10: 0-13-714454-7

Required assignments:

Here are sites that discuss the APA Style
(<http://www.uwp.edu/departments/library/guides/apa.htm>) (<http://www.apastyle.org/apa-style-help.aspx>).

A number of PowerPoint files have been uploaded into "Doc Sharing". These files correspond to the various topics under "Discussion". To access these files go to Discussion and choose the desired topic (file).

Use the site to study APA style.docx

motivation2.ppt

motivation1.ppt

measure.ppt

info proc.ppt

human natureP300.ppt

behavior.ppt

piaget.ppt

kohlberg.ppt

erikson.ppt

Erikson

Read chapters 2, 3, 4, 5, 6, 7, 8, 10, 11, 14. You should "taste, chew and digest each chapter". The textbook has a web site that you may use.

Online assignments and quizzes:

For all of the questions, post your answers and interact with at least 1 other student about their responses by the due date. Copy the question number and the question at the beginning of your answer so everyone will know which question you are answering.

Assignments and quizzes must be completed by 11:00 pm on the date indicated. Late assignments may not be accepted. Communicate with the instructor, before the due date, if you have problems meeting the deadlines. Always post an answer, even if is late.

After you take a quiz you will receive your score, the test items are not provided because the quiz has not been designed to be a learning experience. Rather, they are designed to measure learning. If you want a learning activity make up questions before you begin a chapter or go to the textbook web site. It will have practice quizzes where you can see where your mistakes are. **Factual information is required on most discussion questions.**

Discussion questions and quizzes these will be assigned at the beginning of the semester

On-Line Instruction:

Taking a university course on-line is not for everyone! Ask yourself: do you enjoy learning and working with technology, the internet and computer applications; are you a self-starter, disciplined, focused and task orientated; have e-mail; and do you have sufficient time and energy to complete the assignments? If the answers to these questions are yes, on-line instruction might be for you. An on-line course is not just an electronic "extension course". You will be required to go on-line on a regular basis and throughout the course in addition to the typical preparation activities required for university instruction. My email address is: william_masten@hotmail.com, and my address is Department of Psychology & Special Education, TAMU-Commerce, Commerce, Texas, 75429.

COURSE OBJECTIVES:

Upon completion of this course the students will be able to:

- (1) Distinguish age-appropriate behaviors as they relate to teaching
- (2) Distinguish between measurement and evaluation and the implications of each for assessing student progress.
- (3) Apply information regarding the theories of the teaching-learning processes to how people learn, what motivated them, and how they retain knowledge

Development:

- (1) Identify stages and developmental characteristics of student (includes cognitive, social, emotional, and physical development).
- (2) Interpret the interrelationships among cognitive, social, emotional, and physical development in students

Measurement and Evaluation:

- (1) Describe principles of testing and measurement. Includes the purpose of testing, the principles of reliability, validity, basic measurement statistics, and interpreting the results of standardized tests.
- (2) Apply principles for developing assessment instruments including advantages and limitations of various types of test questions, basic principles for developing different types of test questions and basic principles for developing student observation measures and other informal assessments
- (3) Apply procedures for scoring and interpreting assessment instruments. Includes types and uses of assessment instruments, scoring procedures for teacher made tests

Learning:

- (1) Apply knowledge of behaviorist learning theory, especially principles of reinforcement, to instruction.
- (2) Apply knowledge of information processing theory to instruction
- (3) Apply knowledge of cognitive learning theory to instruction

Motivation:

- (1) Apply knowledge of humanistic approaches to instruction.
- (2) Apply principles of motivation to instruction

Cultural Diversity:

- (1) Be aware of the effect of ethnicity on learning
- (2) Be aware of the advantages of bilingual education

ExCET Course Competencies

1. The student uses an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction
2. The student recognizes that students' developmental characteristics affect what and how they learn and that effective decision-making about instructional content and methods takes into account individual students' levels of development in the various domains (e.g., cognitive, social, emotional, aesthetic).
3. The student is aware of expected developmental progressions and ranges of individual variation in each domain, knows how to foster growth in each domain, and understanding how development in any one domain may affect performance in other domains.
4. The student applies knowledge of human development to design instruction that helps students at various developmental levels make connections between their current skills and understandings and those that are new to them.
5. The student considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.
6. The student understands how various external factors (e.g., conflict within students' families, peer relationships, gang-or drug- related community problems, malnutrition) may affect students' lives and their performance in school and knows how to create a learning environment that takes advantage of positive factors and minimize the effects of negative factors.
7. The student recognizes signs of stress in students (e.g., a sudden drop in grades, an increase in aggressiveness) and knows how to respond appropriately to help students deal with stress.
8. The student understands factors inside and outside the classroom that influence students' perceptions of their own worth and potential (e.g., grouping practices, parent and teacher expectations, prior experiences in school), recognizes the effects of these perceptions on learning, and knows how to plan instruction to enhance all students' self-esteem and to create an environment in which all students feel safe, accepted, competent, and productive.
9. The student appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creating a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.
10. The student is aware that each student brings to the classroom a constellation of personal and social characteristics related to a variety of factors such as ethnicity,

gender, language background, exceptionality, etc.

11. The student recognizes the instructional implications of student diversity and knows how to turn the diversity within and beyond the classroom to advantage by creating an environment that nurtures a sense of community, respects differences, fosters learning, and enhances students' understanding of the society in which they live.

12. The student understands how learning occurs and can apply this understanding to design and implement effective instruction.

13. The student understands how students develop knowledge and skills and recognizes instructional strategies that promote student learning (e.g., linking new information to old, fostering a view of learning as a purposeful pursuit, promoting a sense of responsibility for one's own learning).

14. The student is aware of factors that affect learning (e.g., individual talents, learning styles, teaching styles, prior learning experiences) and can design instruction to facilitate learning in different situations and to help students learn how to learn and to monitor their own performance.

15. The student understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

16. The student understands the importance of motivation to learning, knows how to help students become self-motivated, and is able to recognize factors and situations that are likely to promote or diminish motivation.

17. The student is aware of the characteristics and effects of intrinsic and extrinsic motivation and knows how to use a variety of techniques (e.g., relating lessons to students' personal interests, allowing students to have choices in their learning, giving students control over their learning experiences, leading individuals or groups of students to ask questions and pursue problems that are meaningful to them) to engage students in learning activities and to help them develop the motivation to achieve.

18. The teacher uses processes of informal and formal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.

19. The teacher understands the importance of ongoing assessment as an instructional tool and employs a variety of formal and informal assessment techniques (e.g., observation, portfolio, teacher-made classroom test, student self-assessment, peer assessment, standardized test) to enhance his or her knowledge of learners, monitor students' progress in achieving outcomes, and modify instructional delivery.

20. The teacher is aware of the characteristics, uses, advantages, and limitations of different types of assessments; understands assessment-related issues such as those related to bias, reliability, validity, and grading; and knows how to select or construct and use assessment instruments for various purposes.

Conduct

The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:
Academic cheating and plagiarism.

Malicious destruction, damage, unauthorized possession or misuse of University property, including library and laboratory materials, or of private property on the campus. Abuse, whether physical, mental or otherwise, of another person in the University community.

Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities.

Violation of local, state, and federal laws on or off campus.

Recurring incidents, which are in violation of University policies, and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.

Failure to respond to a summons by letter, telephone call, E-mail or personal messenger from a University administrative official or faculty member.

Sexual or racial harassment.

Psychology 300 Quiz Review

Be Able To List, From Memory, the stages, age ranges and characteristics of Erikson, Piaget and Kohlberg.

Erikson

What Are The Eight Stages

What Is The Conflict Of Each Stage

Negative And Positive Resolution Of Each Stage

How Can Teachers Help With Each Stage

Primary Characteristics Of Each Stage

Erikson Interprets Development From The Perspective Of What Theory?

The Emphasis In Erikson's Stage Theory Is

Erikson's Notion of Developmental Crises

According To Erikson, Failure To Resolve A Crisis

Identity: Foreclosure, Moratorium, Diffusion, Achievement

Erikson's Stages of Adulthood All Involve Crises Of

Generativity, Self-Absorption, Isolation, Integrity

PIAGET AND KOHLBERG

Sensorimotor.

Conventional.

Postconventional.

Object Permanence.

Goal-Directed Actions.

Operations.

Pre-Operational.

Semiotic Function.

Reversible Thinking.

Conservation.

Moral Development At All Levels

Kohlberg's Theory Has Been Accused Of Showing what kind of bias

Kohlberg's Theory: Social Conventions And Moral Issues

Motivation--

Research On The Effectiveness Of Cooperative Learning For Achievement

Thomas Gordon: The First Step In Solving A Problem

If You Use Empathetic, Or Active Listening

If You Are Given Descriptions Of How To Motivate Students Be Able To Choose Which Level According To Maslow's Hierarchy Best Fits The Description.

Know Maslow's Hierarchy By Heart

Know What Students Attribute To Success Or Failure

Students Feel Pride In Completing Their Assignments Because They Believe That Success Or Failure Is Due To Their Own Efforts. This Is An Example Of?

When We Succeed Or Fail At A Task, In What Ways Can We Think About Who Or What Was Responsible.

What Indicates What A Controllable Or Uncontrollable Attribution Is?

Behavioral Theories

Social Learning.

Classical Conditioning.

Operant Conditioning

Unconditioned Stimulus.

Conditioned Stimulus.

The Premack Principle

Negative Reinforcement

Positive Reinforcement

Punishment

Social Isolation

The "Ripple Effect"

A Common Criticism Of Behavioral Methods

Extinction

The Four Reinforcement Schedules

Fixed Interval (FI)

Variable Interval (VI)

Fixed Ratio (FR)

Variable Ratio (VR)

Study techniques

Make and know note cards

Test with study partner

Organize time for study

Break material into sections

Study, break, and review

Use mnemonics & rote memorization

Study past mastery

Complete study guide for each chapter

Do tests (study guide & website)

Explain how children's thinking differs at each of Piaget's four stages of development.

Summarize the implications of Piaget's theory for teaching students of different ages.

Identify the Vygotsky's Sociocultural Perspective of cognitive development.

Contrast Piaget's and Vygotsky's ideas about cognitive development.

Give implications of Vygotsky's theory for teaching students of any age.

What are Erikson's stages of psychosocial development and are there any implications of his theory for teaching?

How can teachers foster genuine and appropriate self-esteem in their students?

What are the roles of peers, cliques, and friendships in students' lives?

What are Kohlberg's stages of moral reasoning and the challenges to his work?

What encourages cheating and aggression in classrooms and how can teachers respond to each?

What are the similarities and differences among contiguity, and operant conditioning?

What are examples of four different kinds of consequences that can follow any behavior, and what effect each is likely to have on future behavior?

How could you use applied behavior analysis (group consequences, token economies, contingency) to solve common academic or behavior problems?

What is cognitive behavior modification, and how does it apply to teaching?

What are intrinsic and extrinsic motivation and motivation to learn?

How is motivation conceptualized in the behavioral, cognitive, humanistic, and sociocultural perspectives?

What are the possible motivational effects of success and failure, and how do these effects relate to beliefs about ability?

Measurement

Types of Tests

Norm-referenced
Criterion-referenced

Mode

Median

Mean

Normal Distribution

Types of validity

construct validity

Types of reliability

confidence interval

predictive validity

standardized test scores

T scores

z scores

standard scores

correlation between IQ and school achievement

Diagnostic tests

Mentally retarded students

Norm-referenced and criterion referenced grading

Aptitude tests

The Wechsler Intelligence Scale for Children

Learning disabled students

Authentic assessment

Information Processing

components of memory

Short-term

Episodic

Long-term

Top-down processing

short-term memory

capacity of the short-term memory

memory system

Cognitive theorists and memory

metacognition

peg-type mnemonics

the serial-position effect

Acronym

Keyword

Peg-type

chunking

the loci method
