

SpEd 553.401 – Spring 2013
Cognition, Learning, and Development

Thursday 4:30 – 7:10 pm – Mesquite Metroplex Center

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Office Hours: Tuesday & Thursday 9:00 – 10:30am; Tuesdays 1:00 – 3:00 pm or by appt.

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

Course Description:

This course is designed for professionals providing learning and transition services to students with special needs. Consideration will be given to cognitive abilities, cognitive styles, information processing, memory, and development.

Text: Bruning, R. H., Schraw, G. J., Norby, M. M. (2011). *Cognitive Psychology and Instruction* (5th. Ed.). Boston: Pearson.

Course Objectives:

- 1) To understand and apply information processing theory,
- 2) To recognize the impact of belief systems on cognitive functioning,
- 3) To identify means of fostering cognitive growth,
- 4) To apply knowledge of cognitive processes to instruction in classroom content areas.

Associated TExES Competencies--Generic Certification. The special education teacher...

002 understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

003 understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

005 knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

008 promotes students' performance in English language arts and reading.

Associated TExES Competencies--Educational Diagnostician

The educational diagnostician...

003 understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. (light emphasis)

005 applies skills for interpreting formal and informal assessments and evaluations.

006 understands appropriate curricula and instructional strategies for students with disabilities.

007 understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

Course Requirements

Course Attendance and Participation:

Attendance: Regular and punctual attendance is required. This class is being conducted as a graduate seminar. The activities in the class require class participation with the instructor and with your fellow students to learn and to demonstrate your learning. **Therefore, for the sessions that meet in-class, your punctual and regular attendance is important to your success in the class.**

Participation: Active involvement is the key to learning! Your participation is important and required to do well in this course, whether the session is in-class or held on-line. Students are expected to be well prepared to engage in scholarly discussion of the scheduled subject matter and to fully participate in all class activities. On-line sessions may include on-line discussion groups where your entries and responses will be judged on substance of the entry/response and not solely if the entry is present and/or timely. Students are expected to respect (not necessarily agree with) opinions of classmates. Become an active participant by extending ideas presented by sharing new information, innovative ideas, and new resources on the subject area. Ask questions and demonstrate interest and being prepared (having read assigned materials). Personal experiences are welcome as used to make a point or extend discussion on a particular topic, but should not be the sole source of your entry.

Grading: Attendance and Participation are mandatory. Points may be deducted from final grade for failure to attend and participate at sufficient levels.

Modules, Activities and Case Studies: Four times during the semester, assignments such as *reflections, case studies, study assignments, IRIS Star Legacy Modules, or exploration of assigned reading* will be assigned to provide you the opportunity to demonstrate your understanding of the assigned readings. Module / activities will be scheduled for weeks that class does not meet.

Date Due: Activities tentatively scheduled for the January 31, February 14, March 28 and April 4

Grading: 4 @ 50 points each = 200 total points

Exams: Two exams will be given on the scheduled dates. Each exam will consist of some combination of multiple choice, true/false, short answer, and essay items.

Due: Exams are tentatively scheduled for Feb 28 and May 2

Maximum points: 100 for 2 exams = 200 points

Chapter Presentations: In small groups (2 or 3), each group will a chapter from chapters 6 – 10 and develop a teaching module based on the selected chapter. Each group will make a brief introduction to the class of the module focus and activities required to complete it. Your teaching module should highlight the *key information* from the chapter but you do not have to cover all of the details in the chapter, but do *make as many practical connections* to Chs. 1-10 as possible when applying your learning to these different content areas. Groups are encouraged to be creative using videos (self-made or accessed), interviews, case studies, interactive games, avatars/vokis, etc. A sign-up sheet will be provided.

Due: Teaching modules due with review for the class on March 21

Maximum points: 50 (*It is intended for all members of the group to receive the same score. However, the professor has discretion in grading depending on participation, collaboration, etc.*).

Action Research Project and Paper: For this assignment, each student is to design and implement a basic research project and write a research paper of a minimum of seven (7) to 10 double spaced pages of text (excluding abstract and reference page) on cognition in the classroom based on a topic from chapters 11 to 15: Learning to Read, Reading to Learn, Writing, Cognitive Approaches to Mathematics or Cognitive Approaches to Science. Your project must include design and implementation of a research project, but can use any type of research methodology fitting your topic (e.g., single subject design, qualitative analysis using survey or interview, etc.). **Your topic must be approved by the instructor in advance.** Your research paper should report on both a literature review of your topic, the methodology and results of your project suitable for professional publication or presentation. Your research paper should be in APA style and include an abstract and reference list –but these do NOT count in your page limit. Citations of all your reference must be included in the text. A minimum of 5 journal articles must be cited. Feel free to use other citations (web pages, your text book, etc.) as long as each is correctly cited per APA, 6th Ed. Research papers must be posted to the designated drop box where it will be reviewed by “turn-it-in” for plagiarism and excessive use of your source material or excessive direct quotations. If, after review, the professor feels that your paper is unduly used material from other sources, it will be returned to you for correction or not graded. How do you avoid this? Make sure the majority of your paper is your original thought. Limit your use of direct or verbatim quotations. Note that only changing a few words in a passage of text does NOT constitute “original thought”. Make sure that any use of someone else’s work MUST be cited appropriately.

DUE DATE: Research reports due May 2nd.

In addition to the research project and report, you are highly encouraged to turn in an outline of your project with your preliminary list of references.

DUE DATE: Outline and preliminary reference list due March 7th

The last class meeting, each person should plan to share the project results in a round table discussion.

DUE DATE: Round Table Discussion May 9th

Research Report Reminders and Helpful Hints:

- Include a cover page and abstract summarizing your topic. Both must be in APA format. The abstract should be approximately 100 words.
- Include 7 to 10 pages of text *with citations throughout* the text
 - Narrow your topic in order to sufficiently cover your focus. For example, “teaching reading” is much too broad to cover in 10 pages. To narrow your topic, you could focus on teaching reading using a specific technique or approach. Be sure that you are able to relate your technique back to a theoretical model of cognitive processing.
- Include a reference page
 - Must use 5 journal articles. You can use any number of additional references (your text, websites, etc.).
 - All references cited in the paper must be included in the reference list and all references included in the reference list must be cited in the paper

- Double space your paper and put your name on it
- Turn your paper in to the appropriate drop box

GRADING: Total Project: 150 Points

- **Research Report 100**
- **Outline 25 points**
- **Round Table discussion 25**

Grading and Evaluation

Exams (2 @ 100 points each)	200 points
Modules 4 @ 25	200
Group Module Presentation	50
Action Research Report	100
Action Research Outline	25
Action Research Discussion	25
Total Possible Points	600

Grading Criteria:

A = 90%; B = 80%; C = 70%; D = 60%; F = < 60%

Technology Requirements & Support

Communication & Support:

If you have a question that others in the class may have, please post those questions to my Virtual Office on eCollege. Please consult virtual office to see if a question has already been answered before sending me an e-mail. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to virtual office posts or emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please post early in the week.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via **MyLeo**. **ALL class emails from your instructor will be sent from eCollege (and all other university emails) and WILL GO TO YOUR MyLeo ACCOUNT.** Please be sure to check this account frequently and regularly.

Technology Requirements:

The web-based (on-line) part of this course will be conducted within eCollege. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (not dial-up). This means you should use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also supports the Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You

will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu.

Contacting eCollege for Technical Support:

The following support options are available 24 hours a day / 7 days a week

- Help: Click on the “help” button on the toolbar for information regarding working with eCollege (i.e., “How do I submit to dropbox?”, “How do I post to discussion board?”, etc.
- Chat Support: Click on the “Live Support” on the toolbar within your course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (toll free) to speak with an eCollege Technical Support Representative
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative

Other Important Notes

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 132
Phone (903) 886-5150 or (903) 886-5835 - Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

- All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)
 - All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
 - Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another’s work as one’s own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
 - Plagiarism occurs at any time that another’s ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (“..”). Paraphrasing of another’s ideas must also be cited (although this does not require quotation

marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.

- For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.
- All assignments must be turned in on the assigned due date. *Unexcused assignments turned in after the due date will be returned ungraded. If work is accepted late, it will carry a substantial penalty. No work will be accepted more than one week past the due date.*
- Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. *Failure to do so will result in an ungraded assignment or a lower evaluation.*
- Make/Up exam. There will be NO make/up activities or exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.
- Written Assignments. Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

APA style. It is highly recommended that each student purchase an APA style manual, 6th edition, as it will be used throughout your graduate career in the Department of Psychology, Counseling & Special Education. On-line APA support can be obtained from many sources (google, APA format or APA style format). Two useful sites are:

- owl.english.purdue.edu/owl/resource/560/01/
- citationmachine.net/
- Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).
- Use of Cell Phones and other electron devices: Common courtesy and professional behavior prohibit the use of cell phones (including for texting) during class. It is expected that all cell phones will be turned “off” during class time. If there is a personal emergency that necessitates keeping your cell phone on “vibrate” during class, notify the instructor prior to class that you may receive a call during the class period.

If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.