

# Psy 300 fall 2013 face to face section

## Welcome! Syllabus is tentative.

I am excited about this new semester and the additional students that I will. I encourage you to view the syllabus to know the class content, objectives quizzes, and required course requirements. I will be responding to questions sent to my email. I reserve the right to add to or change this syllabus. revised 8/16/2013

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**Email Policy:** Usually, I will attempt to return emails with 48 hours. Please do not send second emails etc. Please, do not request grades be send via email. From time to time, I will send you email messages so be sure to check your email messages.

### **Psychology 300 course objectives** (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, monitors 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.

### **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
- (4) Apply information on academic honesty and use of APA style for citing references.

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

### **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.

**Textbook Psychology 300:** Educational Psychology, 12/ E, Anita E. Woolfolk, ISBN-10: 0132613166, Pearson, 2013. This is the edition I requested. However, my experience dictates the publisher has "a mind of its own". In other words, I never know what book will be in the bookstore. The publisher may send a more recent edition or sometimes an older edition. Most recently a completely different book with a similar title was sent. Unfortunately, they do not contact me regarding the book that will appear on the shelf. Not my fault, not the bookstore's fault.

### **Table of Contents**

- Chapter 1: Learning, Teaching, and Educational Psychology
- Chapter 2: Cognitive Development
- Chapter 3: The Self, Social, and Moral Development
- Chapter 4: Learner Differences and Learning Needs
- Chapter 5: Language Development, Language Diversity, and Immigrant Education
- Chapter 6: Culture and Diversity
- Chapter 7: Behavioral Views of Learning

Chapter 8: Cognitive Views of Learning  
 Chapter 9: Complex Cognitive Processes  
 Chapter 10: The Learning Sciences and Constructivism  
 Chapter 11: Social Cognitive Views of Learning and Motivation  
 Chapter 12: Motivation in Learning, and Teaching  
 Chapter 13: Creating Learning Environments  
 Chapter 14: Teaching Every Student  
 Chapter 15: Classroom Assessment, Grading, and Standardized Testing  
 See more at: <http://www.pearsonhighered.com/product?ISBN=0132613166#sthash.4c1AeWps.dpuf>

### Quizzes, required readings, Course Outline, & Schedule

Required Assignments & Required readings: Students should read each of the readings listed below, all documents under doc sharing, all PowerPoint presentations. The quizzes are limited to material discussed in class, videotapes viewed in class and the assigned reading.

**Quizzes** There will be two quizzes. Please bring 2 green Scantrons for each quiz. If you need to erase, use the second Scantron. The quizzes will be multiple-choice questions. The quizzes must be taken at the time designated. If you will miss, notify me before hand and you must take the quiz before the next scheduled class!! Everyone must take both quizzes or expect a grade of F. The test items are not provided because the quiz is not a learning experience. Rather, they measure learning. If you want a learning activity, make up questions before you begin reading a chapter, go to the textbook web site, or use the study guide. The textbook web site and the study guide will have practice quizzes so you can measure learning. Study tips: Reading the assigned chapters, documents, and PowerPoint presentations are crucial to academic success in this class.

**Final letter grade** = average of percentage: 100-90% = A; 80-89% = B; 70-79%=C; 60-69%=D; below 60% = F. Final grade = average of percentage of all quizzes.

**Quiz 1** will cover Development: (**Chapter 1** — Learning, Teaching, and Educational Psychology, **Chapter 3** — The Self, Social, and Moral Development, **Chapter 2** — Cognitive Development and Language ) and Motivation (**Chapter 10**- Social Cognitive Views of Motivation and Learning, **Chapter 6** - Behavioral Views of Learning and **Chapter 13**- Teaching Every Student). Date \_\_\_\_\_

**Quiz 2** will cover Measurement. (**Chapter 4**— Learner Differences and Learning Needs, **Chapter 5** — Culture and Diversity, Chapter 14 - Classroom Assessment, Grading, and Standardized) and Information Processing (Chapter 7 - Cognitive Views of Learning, Chapter 8 - Complex Cognitive Processes). Date: final exam period. Grading: Your final grade is based on the average of all quizzes. Students must complete ALL quizzes.

### Grading scale:

A = 100% - 90%  
 B = 89% - 80%  
 C = 79% - 70%  
 D = 69% - 60%  
 F = less than 60%

### Academic Misconduct

If I detect any form of academic misconduct, you will automatically FAIL this course.

**Plagiarism:** Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student Code of Conduct (Texas A&M University-Commerce Code of Student Conduct. If it is determined, you committed plagiarism or cheating will get you an F in this course.

Plagiarism is a complicated issue. 1. If you use a direct quote without using quotation marks, the page number of the quote and the authors name and year of publication, this is definitely plagiarism. 2. Using someone's idea without crediting the source is plagiarism. This includes information from our textbook. 3. Using an essay you have used before is plagiarism. 4. Using a paper from a "paper mill" is plagiarism (i.e. term\_papers\_are\_us.com). 5. Using a paper or essay someone wrote for you is plagiarism. Using a paper or essay for 2 courses is plagiarism. You may not open or use another student's files.

How to avoiding plagiarism: 1) Always cite the source. 2) Never use direct quotes.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, coping test items, printing test items or saving test

items, or any other dishonest means of attempting to fulfill the requirements of a course. You may not open, view, download, save or use another student's files. If you do, this is cheating and you will fail this course.

**Collusion** is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

**People First Language** In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a DSM diagnosis) in "people first" language as described in the federal special education law, IDEA 2004. We do this to focus on the individual first, not the disability. Always refer to the person first, and the disability second. For example, do not discuss a person as "an ADHD student", but refer to them as "a student with ADHD".

**Diagnosis in Special Education** We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. I am aware some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, IDEA used mental retardation and autism. Outside of class, you may use the words you wish.

**Students with disabilities:** The Americans with Disabilities Act (ADA) and section 504 are federal anti-discrimination statutes 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 (903) 886-5150 or (903) 886-5835 (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu

**Respect for others.** The topics of discussion or lecture may be emotional and controversial. However, that does not mean students can "go off" on each other or the instructor. I may not agree with what you have to say, but I will fight for your right to say it (Voltaire). I encourage you to disagree with me and other students. However, there is a difference between academic discourse and rudeness. If you "cross the line" or if you make racial, sexist, non-scholarly comments or derogatory statements, I will refer you to Dean of Students with the recommendation to be dropped from the course. Refrain from putting forth opinions or personal experience as statements of fact! Before I say something, I usually will express it in as fact, demonstrated by empirical data or opinion. In God, we trust. All others must have data. Our experiences are bias and limited. I encourage you to offer your opinion, or disagree with me or other students, or even offer your opinion strongly, be respectful to your classmates and your teacher. An example of what not to say is "MMA is the best sport in the world." What should be said is "I think MMA is a great sport." Another example a "premature child cannot be learning disabled. Wrong! Considerable research demonstrates premature children have learning problems. That does not mean every premature child has learning problems or your premature child has a learning disability. Some terms such as "mental retardation, autism or emotionally disturbed" are not liked. Remember, these terms are not an inditement of someone's worth as a person.

**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.

### Review for quizzes

Be able to list, from memory, the stages, age ranges and characteristics of the stages of Erikson, Piaget and Kohlberg as discussed in class and in your textbook.

### Review 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

### Review Piaget

Sensorimotor.

Conventional.

Postconventional.

Object Permanence.

Goal-Directed Actions.

Operations.

Pre-Operational.

Semiotic Function.

Reversible Thinking.

Conservation.

### Review Kohlberg

Moral Development At All Levels

Kohlberg's Theory Has Been Accused Of Showing

Kohlberg's Theory: Social Conventions And Moral Issues

### Review Motivation--

Research On The Effectiveness Of Cooperative Learning For Achievement

Thomas Gordon: What is the First Step In Solving A Problem

If You Use Empathetic, Or Active Listening what happens

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.

Know What Indicates What Is A Controllable Or Uncontrollable

Attribution.

### Review 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 Ratio (FR), Variable

Ratio (VR), Fixed Interval (FI), Variable Interval (VI)

### Review 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

Norm-referenced and criterion referenced grading

Aptitude tests

The Wechsler Intelligence Scale for Children

### Review Disabilities & special education

Disabilities under IDEA; students with Mentally retardation or

Learning disability

Authentic assessment

### Review Information Processing

What is the human information processing model of memory?

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

To help students become better learners what can teachers do?

What is the role of knowledge in learning?

What are declarative, procedural, and conditioned knowledge?

How do perception, attention, schemas, and scripts influence learning and remembering?

What is the role of metacognition in learning and remembering?

### Review Culture

Why does the school achievement of low-income students often fall below that of middle- and upper income students?

What is effective teaching in bilingual education classrooms?

What are examples of culturally relevant pedagogy that fit the grades and subjects you will teach?