

# Psychology 300

## Welcome!

I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the syllabus to know the class content, quizzes, discussions, and course requirements. You should go ahead and begin the first assignment. (Scroll down to find topics.) I will be responding to questions sent to my email ([william.masten@tamuc.edu](mailto:william.masten@tamuc.edu)).

Notice: online versions of Psychology 300 have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

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## 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, 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 A.P.A. 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.

## Academic Misconduct

If academic misconduct is detected, you will automatically **FAIL** this course.

**Honesty and Plagiarism:** As an Internet class and there may be an opportunity to cheat (share exams, or perform other acts of academic dishonesty). Unless otherwise indicated, all of your work is completed independently. If you are suspected of academic dishonesty, you may be referred to the Dean of Students for disciplinary actions. I need to emphasize that there is the assumption that answers to Discussion questions and assignments are your own. I welcome and encourage you to use the journal articles, and books. However, avoid independent websites that are not journal articles as resources to completing the assignments or Discussions. You must provide a reference for every Discussion question that uses any idea borrowed from a source. A simple statement such as "references included" will not be sufficient. No one cares if you get an idea from someone as long as you credit the source. Do not use sources without crediting the source. Another person's idea used without a reference is plagiarism.

**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](http://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. 3) You may not open or use another student's files.

**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, copying 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 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.

**On the use of direct quotes:** Be advised do not copy direct quotes from any source. Any use of direct quotes in a discussion essay will gain the user a grade of 0.

**The virtual office** is open for your use. You may ask any questions about the course. I will answer the questions so everyone may see the answers. This should save your time and prevent more than one student from asking the same question.

**People First Language** In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a D.S.M. diagnosis) in "people first" language as described in the federal special education law, I.D.E.A. 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, you would never discuss a person as "an A.D.H.D. student", but refer to them as "a student with A.D.H.D."

**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, I.D.E.A. used mental retardation and autism. Outside of class, you may use the words you wish.

**Required assignments:** Read and learn all assigned chapters, **study all documents under doc sharing**, complete all assignments, discussions and quizzes under specific units.

**Discussions, questions, and quizzes.** Always refer to this syllabus to know the due dates.

**The quizzes.** There will be three quizzes; the first one will be on A.P.A. style and the syllabus. The other two are on the textbook, PowerPoint and documents in doc sharing. All the quizzes will have multiple-choice questions. The quizzes must be taken at the time designated, **not before, not after** (ecollege does not have the flexibility to all students to take a quiz on different dates). At 11:00 pm on the quiz day, your ability to

access the quiz will end. After you take a quiz, you will receive your score. The 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 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. If **you attempt to copy or print any items of the quiz, this is cheating and it is a violation of copyright.** I will set up the quizzes to determine which students do this.

**Study tips:** Reading the assigned chapters, documents and PowerPoint presentations are crucial to academic success in this class.

**Criteria for Discussion Essays:** Type your Discussion Essays in MS Word and use the spellcheck. **Do not use websites from the Internet. Use of websites = 0.** Use only journal articles and books.

**On the use of direct (or verbatim) quotes.** Do not cut and paste direct quotes from a book or an article (unless you want a 0). Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

**On the use of websites:** No use of **websites, *Psychology Today*, or *Ladies Home Journal* type magazines** to answer questions. **Do not use websites from the Internet. Use of websites = 0.** Use only journal articles and books.

**Essays will be graded** as follows: Every Discussion essay for which factual information is required must have a reference. No reference = 0. On Discussion questions for which factual information is required **do not put your personal beliefs, experiences, or opinions.** I will read the Discussion essays and evaluate individual performance. This is a subjective evaluation.

For every Discussion, be sure to respond to one of your fellow students about some aspect of the topic. If you neglect to post a response to at least one of your fellow students for every Discussion question, expect fewer points.

**Never, never** use direct quotes from the textbook, journals, or books. **Always, always,** put the answer in your own words. It must be a “real” journal, Not *Psychology Today* or *Time*. Do not use websites from the Internet. Use only journal articles and books. Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

**Questions** Is it ok to submit an outline instead of an essay?

Answer No. outlines = 0. Always submit a written essay, not an outline.

What are the expectations for the Discussion responses? The questions should be answered completely, accurately and in the greatest detail possible for the highest score.

**On the use of abbreviated English or slang in Discussion essays.** When you write your essays, avoid short hand English (i.e. R for are, U for you, cant for cannot, 5 mth for five months) or slang. This is fine in email messages or text messages to your friends, but not in a formal Discussion essay where you are graded. Think of the essays, as formal essays that you would type on white paper and hand in if this were a face-to-face course.

**Grading Plan:** If you go the extra mile on every Discussion essay, you will be rewarded. If you have everything “down pat” from the book, documents, PowerPoint, videos, etc. you will gain a higher score on the quizzes. Some students indicate they do not have enough time to study. In that case, wait to take the course until you have enough time.

**Discussions will be graded as follows.**

**100 Absolutely perfect.** Here 100 means absolutely perfect. No typos, the essay is beyond minimum requirements, additional references added, excellent knowledge of topic, essay is clearly completed with much forethought, the top paper in class, independent of class size, A.P.A. style is used appropriately, submitted on time, independent of excused or unexcused absence.

**99-90: 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, A.P.A. style requirements met.

**89-80: 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, A.P.A. style requirements met, all questions answered, met reference requirement.

**79-70: Paper attempted but completed poorly,** several typos, did not followed directions, part or the entire question not answered, if there is more than 1 question, part was just not answered; paragraphs are not paragraphs just sentences, no independent thought, a collection of ideas from others. Did not meet the reference requirement.

**Below 70: Paper not completed with forethought,** numerous typos, student barely meeting minimum requirements, not reflective of college-level performance, Paper

turned in, but too many distractions. Did not meet reference requirements. Did not answer both parts of a question.

**0 for assignments not answered** by the due date;

**0 for essays** that have direct quotes from a book, an article, etc.

Each essay has a value of 90 points. Your response to another student is 10 points (90 + 10=100).

**Final letter grade** = average of percentage of all discussions and quizzes, not the total number of "points". 100-90% = A; 80-89% = B; 70-79%=C; 60-69%=D; below 60% = F.

**Notes on acceptable essays:** I expect your essays to be written at a college level. You must post your answers in Discussion, not Doc Sharing, not Dropbox, do not send me the essay via email. Do not attach files in Discussion. All students must be able to see you essays. You must submit essays using **12 font size, Arial font type**, and 1-inch margins on all four sides. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment.

**Grades will be based on quality of responses**, not length of responses. Length is not the measure; completeness and accuracy are the measures.

**Factual knowledge versus opinion:** when questions ask for factual knowledge do not give your personal opinion. Save your personal opinions for responses to other students. Other times, when questions ask students to support a specific view, some students think they can support the opposite of the view. Be sure you do not fall into these mistakes.

**Finding the Assignments** Where is Assignment? Look under Course Home and you will see Unit 1. Hit Unit 1. Hit the "Assignment" tab. There will be a "drop down menu" then scroll to the appropriate Assignments. Assignment demarcations will obviously change with the assignment numbers, such as Assignment for units 2, 3, 4, etc. If you need help, first 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

**Using Discussion.** All of your Discussion responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see unit 1. Hit the "Discussion" tab. Look for "unit 1 Discussion" and then scroll to appropriate Discussion. Do not forget to push "post response". Essay demarcations will obviously change with the Discussions, such as units 2, 3, 4, etc.

Each time you post an essay, copy and paste the question. In this way, everyone will know which question you are answering. Always save the essay on your hard drive just in case you lose the essay in ecollege. The easiest way is to simple paste your

response from Word to Discussion. Each one of the “Discussions” has been designed to enhance your skills and abilities in various areas that correspond to the course objectives. I may make comments on the Discussion answers. You cannot see these comments from the Gradebook. It will be necessary to open the Discussion to view the comments.

**Troubles:** If you need help, first send a message to technical support. If your problem cannot be solved there, phone for technical support for further clarification. If that does not work, send an email message to me. From time to time Ecollege may not work. When this happens, be sure to notify me.

**Email Policy:** 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. I will post grades only on Ecollege. From time to time, I will send you email messages so be sure to check your email messages.

**Students with disabilities:** If you have a disability you should notify the instructor at least 6 weeks before the semester begins, (considerable time is necessary to prepare the course). 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 (903) 886-5150 or (903) 886-5835 (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu

#### **Assumptions Related to Successful Completion of this Course:**

1. You have reliable access to a computer with an internet connection. There are a number of computer labs on campus.
2. Ability to use “MS Word” word processing.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.
5. These questions are listed as every semester students present numerous inquiries along the following lines of thought:
  - a. I do not have a computer and I did not know a computer was required for the course! Yes the computers in the library.

- b. I am not accustomed to writing essays. Can you prepare an alternative task for me?  
No.
- c. I am working 40 hours per week, taking 18 semester hours, and have three children.  
Can you reduce the course workload for my situation? No.
- d. I just do not have the time to do all the requirements of the course. May I do less? No.
- e. Can I take this course without reading the book or support materials? No.
- f. You really do not expect me to read all the assignments, do you? Yes.
- g. I do not like to read, may I avoid the readings? No.
- h. I cannot take the test on the days indicated. Take another section of this course;  
there are many.

The previous quotes are taken from actual emails received in the past. Anything I do for one student, I must do for all students. Each student will receive 3 credits for Psy 300. There will not be an \* next to the course indicating you did less than the requirements. If you are not able to meet the course requirements, then you are encouraged to drop this course.

### Study Recommendations:

1. Study the syllabus and know the Discussion due dates.
2. Do not wait until the last minute to post your Discussions. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence." The same laws apply to the quizzes.

**Office preference:** Since this is an online course, the expectation is that everything can be completed online. For that reason, if you have a general question about the class, post it under virtual office. For specific questions, use my email address. Thanks.

**Late assignments:** If the assignment is late, you may receive a 0 on that assignment. Assignments will be due at 11 pm on the designated deadline dates, as are the quizzes. I recognize things happen. Even if late, be sure to post your assignment. If your response is there when I grade it, the essay will be graded. Do not wait weeks to post a discussion and expect your work to be graded. One student waited until after I posted final grades, and then asked if her late assignments could be graded. If you miss an assignment due to death, military, or reasonable excuse, please email me. If you miss an assignment without a legitimate excuse, you may receive 0 points. If you miss two (2) or more assignments without a valid excuse, you may be dropped from the course. If you cannot get in Ecollege, go to technical support and then contact me.

**Respect for Others** The topics of conversation may be emotional and controversial. Loosely quoting Voltaire, I may not agree with what you have to say, but I will fight to the death for your right to say it. 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, I will counsel you on the matter. If you make racial, sexist, or non-scholarly comments or derogatory statements, I will refer you to Dean of Students. 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. At the end of the semester you will be asked, "If you were provided with a safe and caring online "class environment" that was open for learning." I expect all will answer yes, If not, you should contact me during the semester to tell me why you did not see the class environment as safe and caring.

**APA Format:** You are required to use A.P.A. format to cite the source of all ideas including our textbook and journal articles. If you fail to list references for a source, then you will lose all possible points. If you improperly use A.P.A. format, then you will lose a few points. If it is not your idea, then you must cite the source by using a reference. Below are sites that discuss the A.P.A. Style. Reference List: Basic Rules: <http://owl.english.purdue.edu/owl/resource/560/05/>. Reference List: Author/Authors. Reference List: Articles in Periodicals. Reference List: Books. Online Bibliographies and Annotated Bibliographies.

Jürgens, R. (2005). HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from [http://www.hc-sc.gc.ca/ahc-asc/alt\\_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral\\_e.pdf](http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf)

**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.

## Assignments, Discussion questions and quizzes.

Reading assignments: Chapters 1-15. Read all documents (under doc sharing).

Review the due dates and do not make plans to be somewhere you cannot complete the assignments. If you do not complete a quiz, you should tell me. Students who do not complete a quiz or discussion will receive a 0.

**Unit 1:** To begin this course there are 4 Assignments. 1) **Ecollege tutorial**, 2) **SmartMeasure**, 3) **A.P.A. references** & 4) **Avoiding Plagiarism**.

**1) Ecollege tutorial due \_\_\_\_.** When finished, post a statement under discussion unit 1, **saying you finished the ecollege tutorial.**

Go to the ecollege tutorial

Sign in to ecollege from My Leo

Click on My courses

Go down to My Course List

## My Course List

Special Courses

**.NExT Student Orientation Tutorial** - eCourse.NExT

Under special courses, you will find the tutorials

NExT Student Orientation Tutorial - eCourse.NExT **SOT Student Orientation Tutorial** - eCourse

**2) Complete SmartMeasure due \_\_\_\_.** You must complete your own SmartMeasure tutorial and put your name on the SmartMeasure Summary Report. Copy the SmartMeasure Summary Report and paste the certificate under Unit 1 Discussion. SmartMeasure (Formally known as READI) is a web-based tool, which assesses a learner's likelihood for succeeding in an online course/program. The tool indicates an individual student's skills, attributes, and knowledge of technical skills as well as time-management and motivation. You may not open or use another student's files.

1. Click on this link: <http://tamuc.readi.info/>
2. Log in at "First Time User Login"
3. User name: **tamuc**
4. Password: **online**
5. Click Login
6. Upon logging in, you will be required to complete a personal information page, which will send you a unique password "pin".
7. Click on Finish

**3) Complete Avoiding Plagiarism tutorial. Due \_\_\_\_.** How to Recognize Plagiarism (<https://www.indiana.edu/~istd/>). You must complete your own Plagiarism tutorial and put your name on the Avoiding Plagiarism certificate. Copy the

certificate and paste the certificate under Unit 1 discussion. **You may not view, open, or use another student's files.**

This tutorial is divided into sections: Complete each section, and then take the test.

Definition

Overview: when and how to give credit; recommendations; decision flowchart

Plagiarism Cases: links to Web sites describing real plagiarism cases

Examples: word-for-word and paraphrasing plagiarism -- 5 examples each

Practice with feedback: identifying plagiarism -- 10 items

Test: when you pass, save the certificate, send the results (Avoiding Plagiarism, SmartMeasure, ecollege tutorial) in one posting under discussion to get all possible points.

Resources: Web sites, books, dictionary links, references

## 4) References to be put in A.P.A. style, due \_\_\_\_.

Complete this tutorial

[http://flash1r.apa.org/apastyle/basics/index.htm?\\_\\_utma=185732729.121603741.1358988402.1358988402.1358988402.1&\\_\\_utmb=185732729.12.10.1358988402&\\_\\_utmc=185732729&\\_\\_utmz=185732729.1358988402.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&\\_\\_utmvl=-&\\_\\_utmk=217676182](http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.121603741.1358988402.1358988402.1358988402.1&__utmb=185732729.12.10.1358988402&__utmc=185732729&__utmz=185732729.1358988402.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&__utmvl=-&__utmk=217676182)

Put the references below in A.P.A. style. Do not change the order of the authors' names. **Do not view or copy another students references; this is cheating.**

**Put in A.P.A. style, then copy the references list and paste them under Unit 1 discussion.**

Record: 1

A shifting paradigm: Preservice teachers' multicultural attitudes and efficacy. Nadelson, Louis S. Boham, Mikaela D. Education, Vol 47(6), Nov, 2012. 1183-1208. [Journal Article]

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Record: 2

Attitudes of student teachers in Chile towards the presence of immigrant children in schools: Differential analysis. Navas, Leandro. Sánchez, Alejandra. Journal of Psicología, Vol 19(1), May, 2010. 47-60. [Journal Article]

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Record: 3

Effect of multicultural music experience of preservice elementary teachers' attitudes. Teicher, Judith M. Journal of Research in Music Education, Vol 45(3), fall, 1997. 415-427. [Journal Article]

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Record 4

Psychology Applied to Modern Life: Adjustment in the 21st Century, 10th Edition. Wayne Weiten, Dana S. Dunn, Elizabeth Y. Hammer. Wadsworth Cengage Learning. Belmont, CA. 2012. (Book)

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Record 5

Educational psychology (12th ed.). Woolfolk, Anita E. Pearson, Boston, MA 2013. (Book)

**Unit 1 Quiz:** Due date \_\_\_\_\_. To be taken only on this date from 12:01 am to 11:00 pm. Do not make plans to be somewhere you cannot complete this quiz. On this quiz, you will be asked to choose the correct reference (A.P.A. style) from a number of alternatives. In addition, this quiz is on **many elements** from the syllabus. You will demonstrate your knowledge of information contained on the syllabus.

**Beginning Unit 2,** post all your essays to Discussion. After you answer the questions, use Discussion to interact with at least one fellow student. You need only respond to one student's essay. For each Discussion question, copy and paste the questions so all know which question you are answering.

**Unit 2** Due date \_\_\_\_\_. **3 Questions.** Read chapters 1 to 6 and the documents (under doc sharing) on Piaget, sensorimotor sub stages, Erickson, Heinz Dilemma, Kohlberg moral development and moral development.

From chapters 2 & 3

**A)** Question to be posted: Present a complete description of Piaget's views on cognitive development using and defining the following terms in your answer: schemas, organization, adaptation, assimilation, accommodation, and equilibration as well as other terms you will find. Include a description of his stages. Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions. To quote Sargent Joe Friday, "Just the facts ma'am".

**B)** Question to be posted: For 3 of Erikson's stages (Autonomy vs. Shame, Initiative vs. Guilt, & Industry vs. inferiority), use the principles of Erikson's writing to describe what teachers can do to encourage positive resolution of Erikson's Developmental Crises. Hint, do not say reinforcement. Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions.

From chapter 1

**C)** Ninth-grade teachers at Farmington Junior High School are interested in knowing whether using cooperative learning will increase student understanding of mathematics. They would like to conduct a research study to investigate whether this is truly the case. Question to be posted: Design an experimental study (basic elements, not detailed procedures) that could be used to answer the teachers' research question.

After you answer these questions, use Discussion to interact with your fellow students.

**Unit 3** Due date \_\_\_\_ . **2 Questions.**

Read Chapter 7

**A)** Define each schedule of reinforcement: Fixed-interval, Fixed-ratio, Variable-interval, & Variable-ratio. Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions.

**B)** Using a behavioral framework (Skinner), explain why breaking down a lesson into small discrete units of study affects a student's motivation? (Hint shaping.) Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions. After you answer the question, use Discussion to interact with your fellow students.

**Unit 4.** Due date \_\_\_\_ . **3 Questions.**

From chapters 4, 5 & 6

A) Identify some of the factors that may lead low-income students to perform less well in school than middle-income students with the same abilities.

B) As a general education teacher, you will be affected by the federal laws that govern special education (was called PL 94-142, now it is PL 99-457, the Individuals with Disabilities Act, {IDEA} in the areas of (A) the notion of least restrictive environment. (B) Describe the major elements of an IEP.

C) Discuss how a classroom teacher will teach Limited English Proficient children to communicate fluently in English. Identify the schools, and the families' roles in helping these students achieve.

**Unit 4 Quiz:** Due date \_\_\_\_\_. To be taken only on this date from 12:01 am to 11:00 pm. Quiz 2 will include chapters 1-7. Quiz is based documents in Doc sharing that cover topics of the chapters and PowerPoint presentations.

**Unit 5.** Due date: \_\_\_\_\_. **2 Questions.** For units 5 to 7 review chapter 4, Read Ch. 8 to 15. Read PowerPoint's motivation1 & motivation2. Read Alfred Binet: Background, Research, Measurement of Children under doc sharing.

A) Intelligence tests predict academic achievement better than any other technique currently available. Give a correlation coefficient (i.e. .50) that shows the relationship between intelligence tests (WISC) and academic achievement tests. Do not discuss relationship of the Bender, practical or creative intelligence. Do not use our textbook to answer this question. Find some journal articles. Do not put your personal beliefs, personal experiences, or personal opinions. **Factual information is required.** Read this article: Freberg, M. E., Vandiver, B. J., Watkins, M. W., & Canivez, G. L. (2008). Significant factor score variability and the Full Scale IQ in predicting later academic achievement. *Applied Neuropsychology*, 15(2), 131-139.

B) Question to be posted: Intelligence tests are **not** biased against minority-group students. Explain why. Do not say they are biased. Do not use our textbook to answer this question. Factual information is required. Do not put your personal beliefs, personal experiences, or personal opinions. Use these articles (Oakland, T. & Feigenbaum, D. (1979). Multiple sources of test bias on the WISC-R and Bender-Gestalt Test. *Journal of Consulting and Clinical Psychology*, 47(5), 968-974.). Reschly, D. J. & Reschly, J. E. (1979).

Brief reports on the WISC-R: Validity of WISC-R factor scores in predicting achievement and attention for four sociocultural groups. *Journal of School Psychology, 17(4), 355-357.*)

**Unit 6** Due date \_\_\_\_ . **1 Question.** Read info proc.ppt

**A.** Identify and define the three types of memory in the information-processing model of learning. **Factual information is required.** Do not put your personal beliefs, personal experiences, or personal opinions. After you answer these questions, use Discussion to interact with your fellow students.

**Unit 7** Due date: \_\_\_\_ . **1 Question.** Read measure.ppt

A) Why should teachers have knowledge of tests and measurement? **Factual information is required.** Do not put your personal beliefs, personal experiences, or personal opinions. After you answer the question, use Discussion to interact with your fellow students.

**Unit 7. Quiz:** Due date \_\_\_\_ . To be taken only on [this day](#) from 12:01 am to 11:00 pm. **Do not make plans to be somewhere you cannot complete this quiz.** Quiz 3 will cover chapters 8 to 15. The quiz is based on readings chapters 8 to 16, documents in Doc sharing that cover topics of the chapters and PowerPoint presentations.

**Textbook Psychology 300:** *Educational Psychology*, 12 ed, 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. This is not the bookstore’s fault! The publisher may send a more recent edition or sometimes an older edition. Unfortunately, they do not contact me regarding the book that will appear on the shelf.

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See more at: <http://www.pearsonhighered.com/product?ISBN=0132613166#sthash.4c1AeWps.dpuf>

### **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 Whom 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 Mentally retardation

Learning disabled students

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