



**Psychology 300: Learning Processes and Development (Educational Psychology)**  
**Course Syllabus: Spring 2014**  
**Class meets on Monday evenings from 7:30 to 10:00 pm**

**Instructor:** Hugh H. Riley, PhD (*Baylor University – Neuroscience*)

**Office Location:** Baylor University, Baylor Sciences Building, A-Wing, Room 331

**Office Hours:** Monday through Friday, 1:00 to 2:00 pm

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<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

Textbook Required: Woolfolk, A.E., (2012). *Educational Psychology (12<sup>th</sup> Ed.)*, Allyn & Bacon.

**Course Description:** This course is primarily designed for prospective teachers, parents, and others working with school age children and adolescents, and the following topics will be discussed: (1) Child and adolescent development (*social developmental theory, cognitive development, and age-level characteristics of children and adolescents*), (2) Measurement and evaluation of classroom learning, and (3) Learning and cognition influences on the learning process (*behavioral & cognitive learning, humanistic aspects of learning, and perspectives on motivation*).

**Student Learning Outcomes:** Upon completion of this course, the students will be able to:

- Distinguish age-appropriate behaviors as they relate to development and teaching.
- Distinguish between measurement and evaluation, and understand the implications of each with respect to assessing student progress.
- Apply information regarding the theories of the teaching-learning process (*i.e., how people learn, what motivates them, and how they retain knowledge*).
- Identify states and developmental characteristics of student (*includes cognitive, social, emotional, and physical development*).
- Understand the interrelationships among the cognitive, social, emotional, and physical developmental influences that affect students.
- Describe the principles of testing and measurement, including the purpose of testing, the principles of reliability, validity, basic measurement statistics, and interpretation of the results of standardized tests.

- Apply principles of developing assessments instruments, including the advantages and limitations of various types of test questions, basic principles for developing different types of test questions, and the basic principles for developing student observation measures and other informal assessments.
- Apply knowledge of behaviorist learning theory, especially the principles of reinforcement, to instruction.
- Apply knowledge of information processing theory, cognitive learning theory, humanistic approaches, and principles of motivation to instruction.
- Be aware of the effect of ethnicity on learning, including the influence of bilingualism and bilingual education.

<b>COURSE REQUIREMENTS</b>
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**Instructional / Methods / Activities Assessments:** In our class, we will discuss the course material through active participation and dialogue. I will lecture on the course textbook material, but I strongly encourage you to play an active participant role in these discussions.

**Grading:**

- 1. Exams and their Construction:** All of the exams might have multiple choice, fill-in-the-blank, true/false, and/or short answer questions. We will discuss a specific chapter each week (*see calendar*) and then conduct an exam over that material/chapter the following week. **A word of warning:** If you do not **thoroughly study** the chapter after we have discussed it, you will probably not pass these weekly exams and you will not be adequately prepared for the comprehensive final exam. The questions for all exams, including the final, can cover any of the material in the textbook, lectures, films, and learning activities, regardless of whether the material was specifically discussed in class or not. **Make-up exams will not be given without sufficient cause (medical, legal, or familial; see below for more information).** Lastly, all approved make-up exams must be completed prior to the last day of class (*see calendar*).
- 2. Final Exam:** The final exam is comprehensive, which means that it will test you over every chapter in the textbook that we have discussed in lecture.

**Course Letter Grade:** Your course letter grade will be determined by your percent earned of the total points available. Your grade is independent of the other students in the course, and your course letter grade will be assigned as follows:

Percent of Possible	Grade	Performance Requirements
> 88.5%	A	Well exceeds all course requirements with superior academic distinction in all areas
78.5 - 88.4%	B	Meets course requirements with good performance in most areas
68.5 - 78.4%	C	Meets course requirements with average performance in most areas
59.5 - 68.4%	D	Meets course requirements, but with inadequate performance in some or most areas
< 59.4%	F	Does not meet the course standards and requirements

**Exam scheduling and other exam-related issues:**

- Early exams: No exam will be available to take early.
- Showing up late: When the first exam is submitted, admission to the exam is closed.
- When our regular class period has ended, I will pick up the exams and leave the room. If your exam has not been turned in before I leave the room, it will not be accepted.
- Make-up exams: At my discretion, a make-up exam can be scheduled if your absence meets the criteria for an excused absence (see *"Missed Exam Policy" below*).
- Unless I authorize otherwise, you cannot keep a copy of the exam, write down any information from any exam, or view old exams from previous semesters.
- Final exam: The final exam is comprehensive. If you are absent for the final, you will receive an F for the course if you do not have a university-approved excuse. If you do have an appropriate excuse, you will be given an Incomplete for the course until this deficiency has been corrected.
- Problems: Everyone has had or will have some kind of problem they need help with. There are resources to handle almost any problem, so please don't hesitate to let me know if you have some special need or requirement. However, please understand that most issues are more easily addressed if you let me know about them before they cause a problem.

**Honor code and exam conduct:** By taking this class, you agree to uphold the highest standards with respect to academic honesty. To ensure this, exams will be monitored and the following rules will apply during exams:

- If you must wear a hat, the brim must be worn in the back.
- If possible, seating during exams will be with an empty seat between each student.
- All books, notebooks, electronic devices, and computers must be out of sight.
- Please use the restroom before the exam begins.
- Cellular phones, pagers, and other ringing and/or alarm devices must be muted, out of your sight, and out of your reach. The use of headphones or other electronic devices during exams is prohibited. If you have one of these devices in your hand while the exam is in progress, it must be assumed that you are acting inappropriately.
- Roving eyes, wearing sunglasses, talking to a neighbor, passing notes, and all other suspicious behaviors are prohibited.
- All class materials must be placed out of sight or left at the front of the room.

**Missed Exam Policy:** Preferably, students should notify me before an exam is missed. If a student misses an exam, then the score for that examination is zero unless the student has an excusable absence and provides written documentation at the first attended class meeting after the absence. In the case of an emergency, students should notify me as soon as possible after the missed exam. In all cases, written documentation should be provided at the first class meeting after the absence has occurred. Written documentation **must** consist of one of the following: (1) a note from a physician stating that the student could not have taken the exam; (2) notification from an appropriate official that there has been a death or serious injury in the family; or (3) a note from a university official for a university-sponsored event. If the student fails to provide written documentation immediately upon his or her return to class, the absence will be considered unexcused and the student will not be allowed to make up the exam. All approved make-up exams must be completed by no later than the last day of class.

## TECHNOLOGY REQUIREMENTS

None

## ACCESS AND NAVIGATION

Not applicable

## COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:** As stated above, please bring to my attention any special needs or requirements or concerns that you might have.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Attendance:** Your attendance in this course is expected for all class meetings. Further, students are responsible for learning about and complying with the attendance policy as stated in the TAMU Student Catalog (<http://catalog.tamu-commerce.acalog.com/>) and in the Student Guidebook (<http://www.tamu-commerce.edu/studentlife/guidebook.htm>). As stated in the student guidebook, faculty members will provide details on requirements and guidelines for attendance in their course syllabi and they will keep students' attendance records since certain financial assistance and other programs might require these attendance records.

Students are responsible for requesting makeup work whenever they are absent and they will be permitted to make up work for any absences that are excusable. In our class, students can makeup these excusable missed classes by demonstrating oral or written competency over the material that was covered during their absence.

The student is responsible for providing me with a reason(s) for his/her absence, and I will then determine whether the absence is excusable and therefore whether an opportunity for making up the work will be provided. In our class, the following reasons for an absence are generally considered excusable:

- Participation in a required/authorized university activity
- Verified illness (*via a note from a physician*)
- Death or serious illness in the student's immediate family
- Obligation of a student at legal proceedings to fulfill their responsibility as a citizen

Whenever requested, I will inform a student who has been absent whether make-up work will be allowed and whether their absence jeopardizes their standing in the class. If the student is denied the opportunity for makeup work because their absence was determined to be

inexcusable and their final course letter grade is negatively impacted as a result, appeals can be made through normal administrative channels. This appeal process is explained in the Student's Appeal of Instructor's Evaluation, Procedure 13.99.99.R0.05 (<http://www.tamu-commerce.edu/administration/Rules%26Procedures/>).

As stated in the TAMU catalog, it is the prerogative of the faculty to recommend to the department head and college dean to drop any student from a course when they have accrued excessive absences as defined in the course syllabus. In our class, I will exercise this option whenever a student has missed more than 50% of our scheduled meetings. Students who wish to drop a course or withdraw from the university are responsible for initiating this action. See below for more information.

**Dropping the Class:** I hope that you won't need to drop this class, but I understand that circumstances can require this action on occasion. According to TAMU policy, students may drop a class with a full refund (*if remaining enrolled*) until the twelfth class day during the fall and spring semesters and until the fourth class day during the summer terms (*drop dates vary for sub-term and ten-week courses*).

A *Course Drop Request Form* (<http://www.tamu-commerce.edu/registrar/pdfs/dropform.pdf>) may be obtained at the Office of the Registrar. The student must obtain approval from the department/instructor. The drop/add sheet is then returned to the Office of the Registrar.

A course dropped after census date in a term that is being passed may be dropped with a grade of "DP", which will not calculate into the students' Grade Point Average (*GPA*). See the *Academic Calendar* (<http://www.tamu-commerce.edu/registrar/calendar.asp>) for specific dates.

As stated by TAMU policy, after the first twelve days of class of any semester or after the first four days of class of any summer term, the instructor may permit a student to officially drop a class in which the student is not passing (*for other shortened format or sub-term classes, drop dates vary*). A grade of "DF" may be reported at the end of the semester for students who are failing at the time of the drop. A course dropped resulting in a "DF" will be included in the GPA calculation as an "F".

Withdrawal refunds for students receiving federal funds is based on how much Title IV aid a student has received and not earned at the time of withdrawal. The amount of aid earned is calculated on a pro rata basis through 60% of the term. Contact the TAMU *Financial Aid Office* (<http://www.tamu-commerce.edu/home/finaidnew/>) **BEFORE** withdrawing for additional information about this issue.

**Internship requirements:** The TAMU Navarro Partnership staff has asked that I also include the following internship information in this syllabus:

*"All students applying for internship must attend a mandatory meeting the semester prior to internship beginning. If you are interning in the fall, the meeting will be in January. If you are interning in Spring, the meeting will be in August. All students must complete an application for internship. Students must meet the following requirements:*

- *Reading THEA Score of 250 or Accuplacer Reading score of 88 or COMPASS reading score of 90 or ACT score of 23 or SAT score of 550.*
- *Math THEA of 230, C or better in College Algebra*
- *Writing THEA of 220, C or better in College English*
- *GPA Requirements*
- *Completion of all of the following courses: ELED 200, 300, RDG 350, 360, 370, PSY 300, 310, SPED 346, IS 351 or 352, Math 350.*
- *Students may not lack more than 9 hours entering internship. The following may be lacked. Mus Art The 305, one of the IS courses, Math 351, 1 specialization course. All other courses must be complete.*
- *Failure to meet the above requirements will result in not entering internship on time.*
- *Students will not be permitted to take the generalist exam if they are missing content courses.*
- *Graduation- All students should meet with their advisor one semester prior to graduation to ensure all requirements are met.*
- *Completion of all requirements for degree (check degree evaluation for errors).*
- *Successful completion of JLE (see advisor).*

#### **University Specific Procedures:**

*ADA Statement:* 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 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

*Student Conduct:* All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Students' Guide Handbook: Policies, Procedures, and Conduct for more information (<http://www.tamu-commerce.edu/studentlife/guidebook.htm>).

<b>COURSE OUTLINE / CALENDAR</b>
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**Calendar of Events**

<b>Date</b>	<b>Class</b>	<b>Topic / Event</b>
01/13/14	1	Chapter 01: Learning, Teaching, & Educational Psychology
<b>01/20/14</b>	<b>2</b>	<b>Martin Luther King Holiday – No Class</b>
01/27/14	3	<b>Chapter 01 Exam;</b> Chapter 02: Cognitive Development
02/03/14	4	<b>Chapter 02 Exam;</b> Chapter 03: The Self, Social & Moral Development
02/10/14	5	<b>Chapter 03 Exam;</b> Chapter 04: Learner Differences & Learner Needs
02/17/14	6	<b>Chapter 04 Exam;</b> Chapter 05: Language Development & Diversity, and Immigrant Education
02/24/14	7	<b>Chapter 05 Exam;</b> Chapter 06: Culture and Diversity
03/03/14	8	<b>Chapter 06 Exam;</b> Chapter 07: Behavioral Views of Learning
<b>03/10/14</b>	<b>9</b>	<b>Spring Break – No Class</b>
03/17/14	10	<b>Chapter 07 Exam;</b> Chapter 08: Cognitive Views of Learning
03/24/14	11	<b>Chapter 08 Exam;</b> Chapter 09: Complex Cognitive Processes
03/31/14	12	<b>Chapter 09 Exam;</b> Chapter 10: The Learning Sciences & Constructivism
04/07/14	13	<b>Chapter 10 Exam;</b> Chapter 11: Social Cognitive Views of Learning & Motivation
04/14/14	14	<b>Chapter 11 Exam;</b> Chapter 12: Motivation in Learning & Teaching
04/21/14	15	<b>Chapter 12 Exam;</b> Chapter 14: Teaching Every Student
04/28/14	16	<b>Chapter 14 Exam;</b> Chapter 15: Classroom Assessment, Grading, & Standardized Testing
05/05/14	17	<b>Chapter 15 Exam;</b> <b>Comprehensive Final Exam</b>