

Learning Processes and Development

(Educational Psychology)

Psychology 300.05W

Spring 2014

Dr. Maria Carlson, Instructor

Class Meeting Schedule

Mondays-Fridays, online; Starting January 13 and ending May 2, 2014

You will need to log in to eCollege at least once per week because a new topic will be posted each week. A more detailed schedule appears later in this syllabus.

All class components are completed online in eCollege, or via email with other students and the instructor. There are no face-to-face class sessions, nor are students required to go to one of our campuses. Students are required to have access to a computer with internet access and email. Students are expected to check the course website weekly, and are expected to check their email daily.

Required Textbook: Woolfolk's *Educational Psychology, 12th Edition* (9780132900157)

Email: Send email to maria.carlson@tamuc.edu only.

Formatting emails: Please put PSY300.05W and your name in the subject line of ALL emails that are sent to me. All communication should be professional and well-written. Your emails project and communicate your image---be sure that you do that appropriately.

Online/web-based Resources:

Allyn/Bacon-Longman, the previous textbook publisher, has a companion website for the 10th edition of our textbook. It is located at:

http://wps.ablongman.com/ab_woolfolk_edpsych_10

You can access this website and then go to each chapter to review learning objectives, as well as use the online flashcards. This may be a very helpful review tool for you to use, and there is no charge for doing so.

Course Overview:

This course is designed to provide you with information about the application of psychological theories to learning processes, and provide information about the development of children and adolescents. Principles and procedures of measurement and evaluation are also included. The primary objective is to facilitate a clear understanding of the complex and dynamic processes of learning and development within the context of educational psychology.

Course Objectives:

The student is expected to be able to 1) distinguish age-appropriate behaviors as they relate to learning and teaching; 2) apply information regarding the theories of the teaching-learning processes to how people learn, what factors motivate them, and how they retain knowledge; and, 3) distinguish between measurement and evaluation and the implication of each for assessing student progress. The four major areas that will be covered in this course are: 1) development; 2) learning and motivation; 3) measurement and evaluation; and, 4) professionalization issues, including critical thinking.

Attendance/Participation:

We cover a large amount of information each week, therefore, participation at a high level is very critical to your performance in this course. All students are expected to be 100% active in participating throughout the course. Get your assignments done early and on time. If you are "absent"/not participating for an excused reason (see student handbook for examples), you will be able to make up your work (participation assignments, projects, or quizzes), but **you will have to produce documentation for your excused absence**, and make arrangements to make up the work within two days from your absence. Assignments, projects, or quizzes that are missed due to an unexcused absence may not be made up. If AT ANY POINT, the instructor perceives that you are not participating in full, then you may be dropped from the course. This can occur at any time during the semester, even if it is towards the end of the semester. It is each student's responsibility to communicate honestly and frequently with the instructor about any circumstances that prevent the student from participating, and result in a temporary period of inactivity. Do NOT simply stop participating or drop out of the course. If you are not actively involved, it needs to be for reasons that are serious and can not be avoided, and when that occurs, email your instructor **immediately**.

Withdrawing from/dropping PSY 300:

Students are responsible for following University procedures to drop a class. If you stop participating in the class for *any* reason, you must initiate the process of dropping, or you will receive a failing grade.

Class Requirements:

You are expected to participate regularly, each week. You will take **4 quizzes**. Additionally, you will have **10 assignments** that will include posting to the course in eCollege, reading classmates' posts, and responding to the required number of classmates' posts. Please note that **additional assignments** may be given by the instructor at any time, and counted as a part of your total grade. Your quizzes and participation grades will be graded on a 100% scale. Quiz #1,2,3, and 4 will count as 10 points each. Assignments will be based on the point values on the assignment. **The course is divided into 11 Topics. For the first ten Topics, you will be given an assignment to complete and post in the discussion section of the website. Additionally, you are required to respond in depth to one of your classmates' posts. Your original assignment post each week is worth four points. Your response post each week is worth two points. This means that, for each of the first 10 Topics, you will receive six points for your participation. (If you have more than one response post, I will select one of them at random to grade. Posting more than one response post will not increase your grade for that topic, but you may certainly do so.) Your final semester grade will be based on 100 points total: 60 for your Assignment and Response posts (60%), and 40 for your four quizzes-10 pts each (40%). Note: You will not have an assignment relating to Topic 11. Instead, you will be required to read**

Chapter 14 and the online lecture, and then prepare for Quiz #4, which will cover Chapters 10 and 14.

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F

Quizzes:

Quizzes will contain objective questions over material that is presented in the textbook and online lectures. Multiple choice questions will predominate, but there will be some short answer questions as well. Quizzes are cumulative. On each quiz, there will be questions relating to material covered on the previous quiz(zes). **PLEASE DO NOT FORGET THIS!!!!!!!** You will take your quizzes in eCollege, and they will be timed. You will have a certain period of time in which you are able to take the quizzes (all-day on certain Fridays), and you will have to complete the quiz in the designated period (**from 12am to 11:59pm that Friday**). You will be able to use your textbook when you take the quiz; however, because the quizzes are timed, you will find that you **MUST** read the material thoroughly prior to taking each quiz. If you try to take a quiz without having read and studied the material, you will run out of time as you try to look up each answer. You will find that you will fail the quizzes if you try to do that. The requirement to read and study the material is the same for both web-based courses and face-to-face classes. Even though the quizzes are "open book", they will be challenging, and you will not have much time to answer each question. Don't make the mistake of ignoring this requirement (to complete the readings prior to each quiz), or you will find that you start the semester with a low grade, and that will impact your overall semester average.

Additional Notes:

- 1) This syllabus and course description is provided as a general guideline to assist in your planning. Various circumstances may result in changes to the syllabus or course schedule, and such changes are at the instructor's discretion. A reasonable attempt will be made to communicate such changes to students in advance; however, it is the student's responsibility to keep up with such changes.
- 2) Academic Honesty Policy: Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.
- 3) 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

[Student Disability Resources & Services](#)

COURSE OUTLINE / CALENDAR

This schedule is to be used as a guide. It is possible that it will change.

1/13 – 1/17	Topic 1 - Read Online "Course HOME" page and "Course Syllabus" thoroughly. Post Introduction.
1/20 – 1/24	Topic 2 - Readings in Chapter 1 and online lecture: Expert Teaching and Research Issues
1/27 – 1/31	Topic 3 - Readings in Chapter 3 and online lecture: Overview of Development and Social Development, Erik Erikson, James Marcia, and Urie Bronfenbrenner
2/3 – 2/7	Topic 4 - Readings in Chapter 3 and online lecture: Issues of Socialization; Self Concept, Self Esteem, and Moral Development
2/10 – 2/14	Topic 5 - Readings in Chapter 2 and online lecture: Jean Piaget and Cognitive Development
2/14	Quiz 1 (located in Topic 5) on Chapters 1, 2, 3, and online lectures open at 12:01am Friday and due by 11:59pm CDT Friday.
2/17 – 2/21	Topic 6 - Readings in Chapter 7 and online lecture: Ivan Pavlov and Classical Conditioning
2/24 – 3/28	Topic 7 - Readings in Chapter 7 and online lecture: B.F. Skinner and Operant Conditioning
3/4 - 2/28	Topic 8 - Readings in Chapter 7 and online lecture: Behavior Modification
2/28	Quiz 2 (located in Topic 8) on Chapter 7 and online lectures (and retro questions) open at 12:01am Friday and due by 11:59pm CDT Friday.
3/10 - 3/14	Spring Break
3/17 – 3/21	Review
3/24 – 3/28	Topic 9 - Readings in Chapter 8: Cognitive Views of Learning
3/31 – 4/4	Topic 9 continued - Chapter 8: Cognitive Views of Learning
4/4	Quiz 3 (located in Topic 9) on Chapter 8 and online lectures (and retro questions) open at 12:01am Friday and due by 11:59pm CDT Friday.
4/7 – 4/11	Topic 10 - Readings in Chapter 12: Motivation
4/14 – 4/18	Topic 10 continued - Chapter 12: Motivation
4/21 – 4/25	Topic 11 - Readings in Chapter 15: Standardized Testing
4/28 – 5/2	Topic 11 continued - Chapter 15: Standardized Testing
5/2	Quiz 4 (located in Topic 11) on Chapters 12 and 15 and online lectures (and retro questions) open at 12am Friday and due by 11:59pm CDT Friday.