

SpEd 553.001 – Summer II 2014 (CRN 50079)
Cognition, Learning, and Development

Instructor: Dr. Harvetta Robertson Henry

Office: Henderson 205 **Office Hours:** TR 2:30-5:00 or by appointment

Telephone: (903) 886-5648 **Fax:** (903) 886-5510

Email: Harvetta.Henry@tamuc.edu (preferred method of contact)

Course Description:

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

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

Student Learning Objectives:

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

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

- 002** understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
- 003** understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
- 005** knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
- 008** promotes students' performance in English language arts and reading.

Associated TExES Competencies--Educational Diagnostician. The educational diagnostician...

- 003** understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. (light emphasis)
- 005** applies skills for interpreting formal and informal assessments and evaluations.
- 006** understands appropriate curricula and instructional strategies for students with disabilities.
- 007** understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

Tentative Schedule

July 8	Introduction to course and classmates; Begin Ch. 1-5 highlights
July 10	Research topics identified; Begin literature review
July 15-22	Ch. 1-5 continued
July 24	Ch. 1-5 exam; Begin Ch. 6-9 highlights
July 29-Aug. 5	Ch. 6-9 continued; Ch. 6-9 exam
Aug. 7	Research presentations; Research reports due

Course Requirements

Course Attendance and Participation:

Attendance and Participation: Class discussions and activities require participation with the instructor and with your fellow students to learn and to demonstrate your learning. Therefore, your punctual and regular attendance is important to your success in the class. Active involvement is the key to learning! Your participation is important and required to do well in this course. Students are expected to be well prepared to engage in scholarly discussion of the scheduled subject matter and to fully participate in all class activities. Students are expected to respect (not necessarily agree with) opinions of classmates. Plan to become an active participant by extending ideas presented. You can do this by sharing new information, innovative ideas, and new resources on the topics discussed. Ask questions, demonstrate interest, and be prepared (having read assigned materials). Personal experiences are welcome as used to make a point or extend discussion on a particular topic, but should not be the sole source of your contributions.

Exams: Two exams will be given on the scheduled dates. Each exam will consist of some combination of multiple choice, true/false, short answer, and essay items. Students will have at least half of a class period to complete each exam.

Research Report and Presentation: Each student will complete a research report on cognition in the classroom based on a topic from chapters 10 to 15 or another approved topic related to the course objectives. **Your topic must be approved by the instructor.** Your research report should be written in APA style. It is highly recommended that each student purchase an **APA style** manual, 6th edition, as it will be used throughout your graduate career in the Department of Psychology, Counseling & Special Education. On-line APA support can be obtained from many sources (Google, APA format or APA style format). Two useful sites are:

- owl.english.purdue.edu/owl/resource/560/01/
- citationmachine.net/

Research reports must be posted to the designated eCollege dropbox where it will be reviewed by “turn-it-in” for plagiarism and excessive use of your source material or excessive direct quotations. Make sure the majority of your report reflects your original thoughts. Limit your use of direct or verbatim quotations. Note that only changing a few words in a passage of text does NOT constitute “original thought.” Make sure that any use of someone else’s work has been cited appropriately. In addition, work submitted should reflect a professional quality in terms of scope, depth, and writing mechanics. Proofread all assignments carefully as only materials with minimal or no errors will receive high scores.

On Aug. 7, students will make a *formal presentation* of their research in class. Plan for a 20-25 minute presentation and allow time for questions and comments from your audience. You will be provided with a rubric for your research report and your class presentation.

Research Report Checklist:

- All components of report are in APA style
- Cover page included
- Abstract included (~100 words)
- Body of report is 7 to 10 pages in length (excluding cover page, abstract, and reference list)

- Alphabetized reference list included
 - At least 5 journal articles are included
 - Additional references (text, websites, etc.) are appropriately cited
 - All references cited in the report are included in the reference list and all references included in the reference list are cited in the report
- Report does not include excessive direct quotes from source material
- Report is double-spaced
- Report is presented with few or no mechanical, grammatical, or other presentation errors
- Report is submitted to the appropriate eCollege dropbox by 5:00 PM on Aug. 7

Grading and Evaluation

Point Distribution:

Exams (2 @ 50 points each)	100	A = 224-250
Research Report	100	B = 199-223
Research Presentation	50	C = 174-198
Total Possible Points	250	D = 149-173
		F = 148 or lower

Technology Requirements & Support

Communication & Support: If you have questions between class meetings that others in the class may have, please post those questions to my Virtual Office on eCollege. I will post a response in the eCollege shell. Please make it a habit to consult my Virtual Office for questions and responses.

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

Technology Requirements: The web-supported part of this course will be conducted within eCollege. It is strongly recommended that you perform a “Browser Test” prior to the start of the course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamuc.edu.

Contacting eCollege for Technical Support: The following support options are available 24 hours a day / 7 days a week:

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

Other Important Notes

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835 - Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

- All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)
 - All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with your colleagues, the professor, and communities at all times. This includes such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
 - Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during examinations, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
 - Plagiarism occurs at any time that another's ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (".."). Paraphrasing of another's ideas must also be cited (although this does not require quotation marks). Copying from other students also constitutes plagiarism.
- Posted exam and presentation dates will be honored. Excused absences will be considered in emergency situations and make-up arrangements must be made within two days of the class period missed.
- Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic" or "students with disabilities" and not "disabled students." In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead). Lastly, the special education community supports using the term "general education" instead of "regular education."