Learning Processes and Development (PSY 300.001)

T, TR 9:30 - 10:45 am
Spring 2015
3 credits

Instructor: Dr. DeMarquis Hayes
Office: Binnion 219
Office Hours: Tuesday 2:00 – 4:00
Wednesday 6:00 – 7:00 (MPLX)
Thursday 11:00 – 1:00
or by appointment

Telephone: 903-886-5418
Email: demarquis.hayes@tamuc.edu

Class: Henderson 206

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

Course description: This course is designed to provide the student with information about the application of psychological theories to the 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.

Course Objectives: The following are the standard 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) professional issues.

Administrative Policies and Requirements:

**Attendance.** Students are expected to attend all classes unless they have excused absences as described in the Student’s Handbook (Policies and Procedures, Academics). **Appropriate documentation must be provided in order for the absence to be excused.** Students that have more than 3 unexcused absences will have their final grade reduced by one full letter grade (If you have 4 unexcused absences and you have a final grade of A your grade will be reduced to a B). Students that have 3 additional unexcused absences (total of 7) will have their final grades reduced by another letter grade (If final grade was previously reduced to a B it will now be reduced to a C). Students that have 10 or more unexcused absences will automatically receive a grade of F in the course. In addition, students that are 10 or more minutes late for class will be considered absent.

**Late Assignments:** Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused. Also, students **WILL NOT** be allowed to make up exams unless the absence is considered excused. If students have an unexcused absence on an exam day they will receive a grade of 0 on that exam. In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of the original due date.

**Professional Conduct.** “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook.

Students engaging in unacceptable behavior will be directed to leave the classroom. Finally, please turn off all phones or put them on silent. Laptops and tablets are permitted in class but should be used to enhance learning only.

**Academic Integrity.** All students are expected to conform to the Texas A&M University-Commerce’s Code of Student Conducted Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. **Students who cheat or plagiarize any material in this course will earn a grade of F for the course.** In addition, students will be reported the Chair of the Department of Psychology, Counseling, & Special Education and the Dean of the College of Education & Human Services and could face additional disciplinary actions.

**Email.** All Students should activate and regularly check their Leo Mail and eCollege accounts associated with this class. All class communication will be done through eCollge. I **WILL NOT** send communication about the class to personal email accounts. I will make an effort to respond to all emails within 24 hours during weekdays. If you do not receive an email response within 48
hours, most likely, your email was not received so send an email directly to demarquis.hayes@tamuc.edu and put the course number (PSY 300) in the subject line.

**Drop Policy.** Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of F. Please refer to the academic calendar in order to be aware of drop dates.

**Requirements & Grading:** Students are expected to complete all readings and attend each class prepared to ask questions and/or contribute to class discussions. Course grades will be determined by performance in the following areas:

1. **Exams** – Exams will constitute a portion of the grade. There will be four exams, three regular exams and one cumulative final, worth 100 points each. Exams will vary in terms of format, but are likely to include both multiple-choice and short answer questions.  
   **Total: 400 points**

2. **Take-home activities** – Five take-home activities will be distributed in class and are due the week after they are discussed. Each activity will be worth 50 points and writing mechanics such as grammar and spelling will be taken into account when assigning a grade. All responses must be typed using a 12-point font, double-spaced, unless otherwise noted.  
   **Total: 250 points**

3. **Sharing of the Media’s View of Education/Learning** - A grade will be assigned for sharing two examples from the media related to education/learning (e.g., newspaper clippings, magazine articles, cartoons, etc.). I will accept video clips from news outlets but not websites. At the end of each class I will ask for people to share what they have found with the class (about five minutes about the item). While sharing, give us your opinion about the material. You will receive 25 points for each of the two examples you share with the class. I would encourage you to begin this early because we will not be able to fit them all in at the end of the semester. There are 9 days allocated for this activity (approximately 4 students per day). Please see syllabus. Students can sign up for days on the 1st day of class. Also, I do not want students to use the same examples so going early is to your advantage. Please turn in a quick reference page so I can know where your material came from (for ex. give author name, year, title, and outlet or if a video clip provide website, title of clip, and year if provided). This will also help me ensure that students do not duplicate material.  
   **Total: 50 points**

4. **Participation** – Throughout the semester students will be asked to complete short quizzes or other activities either in class or online. These assignments will be graded as participation activities and also serve as a check to determine if students are staying current with their readings.  
   **Total: 50 points**

5. **Research participation** - A goal of this class is to help you familiarize yourself with research methods. One manner to obtain this goal is to have you participate in research
studies. Participating in research studies contributes to students and faculty at TAMUC, your understanding of how research is conducted, and human knowledge in general. All students in this class will be required to participate in the psychology department’s participant pool or complete alternative assignments (see me for more information on alternative assignments).

Students must complete a total of 6 experiment credits. However, if students complete their first 4 experiment credits without any “no-shows” you will receive 2 free punctual participant credits. In other words, if you show up to your experiments on time you will only need to complete 4 experiment credits. When you first sign into the experiment system (SONA) you will be asked to take a prescreen. The prescreen takes about 20 minutes to complete. If you complete the prescreen in the first two weeks of the semester you will receive ½ free experiment credit. You are only allowed to complete 2 experiment credits with online studies, the remaining experiment credits will need to be obtained by participating in laboratory studies.

If you fail to complete this portion of the class your grade will be lowered by one full grade. In effect, if you have an ‘A’ in the class but fail to complete your research participation (either through participating in research studies, alternative assignments, or a mixture of both) your final grade in the class will be a ‘B.’

Please attempt to complete all hours by Thursday, April 30.

Evaluation:

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<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (4 worth 400 pts. each)</td>
<td>400 pts</td>
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<tr>
<td>Take-home Activities (worth 50 pts. each)</td>
<td>250 pts</td>
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<tr>
<td>Sharing of Media’s View of Education</td>
<td>50 pts</td>
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<tr>
<td>Participation</td>
<td>50 pts</td>
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<td><strong>Total points possible</strong></td>
<td>750 pts</td>
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+ Research Participation

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<th>Grades</th>
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<tr>
<td>A</td>
<td>90% and above</td>
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<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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***Please Note: Some class periods may have to be done online and not as a Face-to-Face class. Therefore the bellow syllabus will serve as a guideline for the course and is subject to change as necessary. Students will be given notice of changes to the syllabus and if/when classes will be online.***
# Proposed Class Schedule PSY 300 (Subject to Change)

**Week 1**  
**January 20**
- Introduction & Class Overview  
  Ch. 1 Learning, Teaching, and Educational Psychology

**January 22**
- **Online Class Meeting (Participation Assignment on eCollege)**

**Week 2**  
**January 27**  
- Ch 2 Cognitive Development

**January 29**  
- Ch 2 Continued  
  Media’s View  
  Give Assignment #1

**Week 3**  
**February 3**  
- Ch 3 The Self, Social, and Moral Development

**February 5**  
- Ch 3 Continued  
  Media’s View  
  Assignment #1 Due

**Week 4**  
**February 10**  
- Ch 4 Learner Differences and Learning Needs

**February 12**  
- Ch 4 Continued  
  Exam Review

**Week 5**  
**February 17**  
- EXAM 1

**February 19**  
- Review Exam 1  
  Ch 5 Language Development, Language Diversity, & Immigrant Education  
  Give Assignment #2

**Week 6**  
**February 24**  
- Ch 5 Continued  
  Ch 6 Culture and Diversity

**February 26**  
- Ch 6 Continued  
  Media’s View  
  Assignment #2 Due
<table>
<thead>
<tr>
<th>Week 7</th>
<th>March 3rd</th>
<th>Ch 7 Behavioral Views of Learning</th>
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<tr>
<td></td>
<td>March 5th</td>
<td>Ch 7 Continued</td>
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<td><strong>Media’s View</strong></td>
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<tr>
<th>Week 8</th>
<th>March 10th</th>
<th>Ch 8 Cognitive Views of Learning</th>
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<tr>
<td></td>
<td>March 12th</td>
<td><strong>EXAM 2</strong></td>
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<td></td>
<td>March 17th</td>
<td>Spring Break: NO CLASS</td>
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<td></td>
<td>March 19th</td>
<td>Spring Break: NO CLASS</td>
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<tr>
<th>Week 9</th>
<th>March 24th</th>
<th>Review Exam 2</th>
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<tr>
<td></td>
<td>March 26th</td>
<td>Ch 9 Cognitive Views of Learning</td>
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<td><strong>Give Assignment #3</strong></td>
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<tr>
<th>Week 10</th>
<th>March 31st</th>
<th>Ch 10 Cognitive Views of Learning</th>
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<tr>
<td></td>
<td>April 2nd</td>
<td>Ch 10 Continued</td>
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<td><strong>Media’s View</strong></td>
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<tr>
<th>Week 11</th>
<th>April 7th</th>
<th>Ch 11 Social Cognitive Views of Learning and Motivation</th>
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<tr>
<td></td>
<td>April 9th</td>
<td>Ch 11 Continued</td>
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<td><strong>Media’s View</strong></td>
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<td><strong>Give Assignment #4</strong></td>
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<th>Week 12</th>
<th>April 14th</th>
<th>Ch 12 Motivation in Learning, and Teaching</th>
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<tr>
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<td>April 16th</td>
<td>Ch 12 Continued</td>
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<td></td>
<td><strong>Exam Review</strong></td>
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<td><strong>Assignment #4 Due</strong></td>
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Week 13
April 21st  EXAM 3
April 23rd  Review Exam 3
            Ch 13 Creating Learning Environments

Week 14
April 28th  Ch 13 Continued
            Ch 14 Teaching Every Student
            Give Assignment #5
April 30th  Ch 14 Continued
            Media’s View

Week 15
May 5th    Ch 15 Classroom Assessment, Grading, and Standardized Testing
            Assignment #5 Due
May 7th    Ch 15 Continued
            Media’s View
            Review for Final Exam

Finals Week
            EXAM 4 (Cumulative)
            Thursday May 14th
            8:00 – 10:00 am
Research Participation Alternative Assignment

You may earn research credits by writing journal article review papers. You can mix and match, such that some of your research credits are earned by participating in research and others by writing these journal article reviews. Thus, if you have not participated in any research studies, you could review four (4) journal articles. Or if you have 3 research credits, you could write a review paper instead of participating in another study.

**FORMATTING:** The paper must be minimum 2 pages, 12-point Times New Roman font, double-spaced, 1-inch margins.

**CONTENT:** The paper should begin with an overview of what the authors did (i.e., question being researched, how they researched it, and what they found), and then give your thoughts, opinions, reactions, implications for your life. As such, you may use first-person for this, but still write with a formal voice.

**ARTICLES:** You can pick whatever article you want from any of these journals (so browse the titles of some articles and choose one that interests you):

- American Psychologist
- Child Development
- Journal of Abnormal Psychology
- Journal of Cognitive Psychology
- Journal of Sport Psychology
- Journal of Educational Psychology
- Journal of Social Psychology
- Journal of Personality and Social Psychology
- Journal of School Psychology
- Journal of Research on Adolescence
- School Psychology Review
- School Psychology Quarterly
- Urban Education
- Journal of Black Psychology
- Journal of Early Adolescence
- Journal of Learning Disabilities

Articles from other peer-reviewed journals are acceptable as long as they are psychological journals and are about an empirical study.

**GRADING:** You may earn *up to 1 research credit* for each review paper. Quality papers will receive a full credit, however anything else will be ‘graded’ accordingly, and it would be possible to not get any credit.

**DUE:** Alternative assignment journal article review papers must be submitted in the appropriate Dropbox in eCollege no later than **Thursday, April 30, at 11:59 p.m.**

**NOTE:** These papers will go through Turn-It-In. As always, **ANY PLAGIARISM WILL RESULT IN THE PREVIOUS PENALTIES DISCUSSED IN THE SYLLABUS.**