

# **Psychology 300**

## **Spring 2015**

Meets 1/20/2015 through 5/15/2015

## **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, essays and course requirements. You should go ahead and begin the first assignment. (Scroll down to find Week 1.) I will be responding to questions sent to my email ([william.masten@tamuc.edu](mailto:william.masten@tamuc.edu)). However Virtual office is better.

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

### **Instructor:**

William G. Masten, Ph.D. Department of Psychology and Special Education, Texas A&M University-Commerce, Commerce, Texas 75429. E-mail address [william.masten@tamuc.edu](mailto:william.masten@tamuc.edu). Office hours: by appointment.

### **Technical 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.

### **Screen shots**

They will not be accepted.

### **Academic Misconduct**

If I detect academic misconduct, you may automatically FAIL this course.

**On independent work**

Everything you do in this course is done without the aid of others, except the Writing Lab. You may not have aid on essays or quizzes. You may not use books, notes or other help on the quizzes.

### **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 Dropbox essays 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 Dropbox essays. You must provide a reference for every Dropbox essay. 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). 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 or your work from another course. 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**

Do not copy direct quotes from any source. Any use of direct quotes in a Dropbox 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 you 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 not 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. 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 autism, not autism spectrum disorder.

### **Required assignments**

Read and learn all assigned chapters, study all documents under doc sharing, complete all assignments, Dropbox essays and quizzes under specific units.

## 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 for 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 website and the study guide may have practice quizzes to 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.

### Late quiz

If you miss a quiz for reasonable reason, or lose the internet during the quiz and wish to complete it, notify me on the day of the quiz and I will arrange things for you.

### Study tips

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

## Finding the Assignments

Where is Assignment? Look under Course Home and you will see Week 1. Hit Week 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 weeks 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

## Criteria for Dropbox Essays

Type your Dropbox 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. Two or three sentences do not constitute an essay.

### **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**

Do not use websites from the Internet. No use of Psychology Today, or Ladies Home Journal type popular magazines or websites, blogs, Facebook, etc. to answer Dropbox Essays. Use of these = 0. Use only journal articles and books.

### **What Can Be Used For References**

Use journal articles and books for references.

## **Q&A**

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

**Answer:** No, no outlines, outlines = 0. Always submit a written Dropbox essay, not an outline.

**Question:** What are the expectations for the Dropbox essays?

**Answer:** 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**

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 Dropbox Essays where you are graded. Think of these essays, as formal essays that you would type on white paper and hand in if this were a face-to-face course.

## **Grading of Dropbox Essays**

If you go the extra mile on every Dropbox Essays, 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. Each time you post a Dropbox Essays, 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. Each one of the Dropbox Essays has been designed to enhance your skills and abilities in various areas which correspond to the course objectives. I may make comments on the Dropbox Essays.

### **Appropriate references**

Online references, dissertations, and theses are not appropriate references in this course. No use of videos, PowerPoints presentations or websites as references even if they are in the syllabus or in Doc sharing.

### **Essay Scoring Criteria or Rubric**

#### **Essay Score = 100%-95%.**

This essay is a highly effective response to the assignment, no errors were noticed, has more than 1 reference. It has the following additional characteristics:

- Good organization and overall coherence.
- Clear explanation and/or illustration of main ideas.
- Variety of sentence syntax.
- Facility in language usage.
- Complete freedom from mechanical mistakes.
- No Errors in word usage and sentence structure.

#### **Essay Score = 90%-94%.**

This essay shows competence in responding to the assigned topic but may have minor errors, has 1 reference. It has the following additional characteristics:

- Competent organization and general coherence.
- Fairly clear explanation and/or illustration of main ideas.
- Some variety of sentence syntax.
- Facility in language usage
- General freedom from mechanical errors.
- Minor errors in word usage and sentence structure.

#### **Essay Score = 89%-80%**

This essay displays competence in response to the assignment, has 1 reference. It has the following additional characteristics:

- Adequate organization and development.
- Explanation and illustration of some key ideas.
- Adequate language usage.
- Some mechanical but inconsistent errors and
- Mistakes in usage or sentence structure.

### **Essay Score = 79%-70%**

This essay shows some competence but is plainly flawed, has 1 reference. Additionally, it has the following characteristics:

- Inadequate organization or incomplete development.
- Inadequate explanation or illustration of main ideas.
- A pattern of mechanical mistakes or errors in usage and sentence structure.

### **Essay Score = 69%-60%**

This essay shows limited competence and is severely flawed. Additionally, it has the following characteristics:

- Poor organization and general lack of development.
- Little or no supporting detail.
- Serious mechanical errors and mistakes in usage, sentence structure, and word choice

### **Essay Score = 59%-50%**

This essay shows a fundamental lack of writing skill. Additionally, it has the following characteristics:

- Practically nonexistent organization and general incoherence.
- Severe and widespread writing errors.

### **Essay Score = “0”**

A “0” for essays that have direct quotes from a book, an article, etc.

A “0” essay used a website as a reference or used a PowerPoint presentation as a reference.

A “0” essay does not have a reference.

A "0" essay does not address the topic assigned.

A "0" essay did not complete the assignment.

A "0" for assignments not answered by the due date.

**Final letter grade** = average of all discussions, essays and quizzes, 100-90% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

## Notes on Acceptable Dropbox Essays

**Every essay must have at least 1 reference.** Essays will be in Word format, not PDF or other file types. Essays will be written at a college level. Essays will be at least 150 words. Post your essays in Dropbox, not Doc Sharing, not Discussion, not sent via email. Submit essays using 12 font size, Arial font type, and 1-inch margins on all four sides. Utilize spell-check and grammar-check software prior to submitting your assignment.

Dropbox Essays 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 a Dropbox Essays asks for factual knowledge, do not give your personal opinion. Save your personal opinions for Discussions. Other times, when Dropbox Essays 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.

## Use of Discussion

The purpose of discussion is to provide students an opportunity to interact with each other. The discussion topics are your chance to give your opinion. For full credit, give your opinion and comment on another student's post. To obtain the maximum points make sure your responses are **more** than simply agreeing or disagreeing with others' comments. Give the logic of reacting to others' ideas and demonstrate your critical thinking in your Discussion comments.

All of your Discussion responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see Week 1. Hit the "Discussion" tab. Look for "Week 1 Discussion" and then scroll to appropriate Discussion. Do not forget to push "post response." Demarcations will obviously change with the Discussions, such

as units 2, 3, 4, etc. Do not attach files in Discussion. All students must be able to see your Discussions. 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.

### **Email Policy**

I will attempt to return emails with 48 hours. If you send a message on Friday night or the weekend do not expect a reply until Monday. Do not send a message on Saturday and expect it to be answered on Sunday. 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 daily. If there is a problem with a quiz, email me. I will fix it ASAP.

### **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](mailto:StudentDisabilityServices@tamuc.edu).

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

1. You have access to a computer with a reliable 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! Where should I go? Use the computers in the library.

b. I am not accustomed to writing essays. Can you prepare an alternative task for me? Unfortunately, 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? Regrettably, No.

d. I just do not have the time to do all the requirements of the course. May I do less? Lamentably, No.

e. Can I take this course without reading the book or support materials? Regrettably, 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, I do not see how.

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 this course. 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 due dates.
2. Do not wait until the last minute to post your Discussions or essays. 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. All assignments will be due at 11 pm on the designated deadline dates, as are the quizzes. However, 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 or Dropbox essays 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. I encourage you to disagree with me and other students. I may not agree with what you have to say, but you have a right to say it. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. This course has Discussions for your opinions. Do not confuse opinions with facts. If you make racist, sexist, ageist (Ageism), non-scholarly comments or derogatory statements, I will refer you to Dean of Students. I encourage you to offer your opinion, but be respectful to your classmates and your teacher.

## **APA Format**

You are required to use A.P.A. format to cite the source of all ideas (including our textbook and journal articles). Any time you cite facts, you need a reference. If it is not your idea, then you must cite the source by using a reference. If you fail to list a reference, you will lose all possible points. If you improperly use A.P.A. format, then you will lose some points. 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.

## Learning Objectives

### 1. Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

### 2. Learning Objectives for Psy 300 (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. Including 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) Describe the effect of ethnicity on learning.

(2) Describe the advantages of bilingual education.

### **Psy 300 Learning Objectives (from Teacher 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.

## **Psychology 300 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.

## **Textbook Psychology 300**

*Educational Psychology*, 12 Ed, Anita E. Woolfolk, ISBN-10: 0132613166, Pearson, 2013. This is the edition I requested. However, I never know which book will be in the bookstore. Save money; get the book used online, without the "MyEducation" extra.

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Chapter 1: Learning, Teaching, and Educational Psychology

Chapter 2: Cognitive Development  
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Chapter 4: Learner Differences and Learning Needs  
Chapter 5: Language Development, Language Diversity, and Immigrant Education  
Chapter 6: Culture and Diversity  
Chapter 7: Behavioral Views of Learning  
Chapter 8: Cognitive Views of Learning  
Chapter 9: Complex Cognitive Processes  
Chapter 10: The Learning Sciences and Constructivism  
Chapter 11: Social Cognitive Views of Learning and Motivation  
Chapter 12: Motivation in Learning, and Teaching  
Chapter 13: Creating Learning Environments  
Chapter 14: Teaching Every Student  
Chapter 15: Classroom Assessment, Grading, and Standardized Testing  
See more at <http://www.pearsonhighered.com/product?ISBN=0132613166#sthash.4c1AeWps.dpuf>  
Reading assignments Chapters 1 to 15, all documents under doc sharing.

### Test review questions psychology 300

#### Chapter 1

- 1.1: Describe the key elements and requirements of the No Child Left Behind Act.
- 1.2: Discuss the essential features of effective teaching.
- 1.3: Describe the methods used to conduct research in the field of educational psychology.
- 1.4: Recognize key theories of development and learning that influence educational practice.

#### Chapter 2

- 2.1: Provide a definition of development that takes into account three agreed-upon principles.
- 2.2: Discuss three continuing debates about development.
- 2.3: Summarize some current research on the physical development of the brain and possible implications for teaching.
- 2.4: Explain how the principles and stages presented in Piaget's theory of cognitive development influence current educational research and practice.
- 2.5: Explain how the principles presented in Vygotsky's theory of development influence current educational research and practice.

2.6: Describe the processes underlying development of language and the consequences of learning a second language.

### Chapter 3

3.1: Discuss how the components of Bronfenbrenner's bioecological model influence development.

3.2: Discuss the relationship between parenting styles and children's development.

3.3: Explain how positive peer relations (friendships) and negative peer relations (aggression) affect children's social development.

3.4: Describe general trends and group differences in physical development through childhood and adolescence.

3.5: Describe general trends and group differences in the development of self-concept and identity.

3.6: Explain current theories of moral development.

### Chapter 4

4.1: Describe current hierarchical and multiple theories of intelligence.

4.2: Explain how intelligence is measured and what these measurements tell teachers.

4.3: Discuss the values and limitations of considering students' learning styles and intellectual styles.

4.4: Discuss the implications of the IDEA and Section 504 protections for contemporary education.

4.5: Consider the special educational needs of students with learning challenges.

4.6: Consider the special educational needs of students who are gifted and talented.

### Chapter 5

5.1: Understand how language develops.

5.1a: Know how to support emergent literacy.

5.2: Discuss what happens when children develop two languages.

5.3: Address whether dialect differences affect learning and discuss what teachers can do.

5.4: Discuss whether English immersion or bilingual instruction is better for English language learners.

5.5: Explain who the Generation 1.5 students are and describe their learning characteristics.

5.6: Define sheltered instruction and explain how it works.

5.7: Discuss how teachers can recognize special learning needs and talents when they do not speak their students' first language.

### Chapter 6

6.1: Describe how social class, race, ethnicity, and gender influence teaching and learning in a diverse society.

6.2: Explain the meaning of stereotype threat and possible effects on student achievement.

6.3: Discuss how dialect differences and bilingualism affect learning and how these language differences are addressed in contemporary education.

6.4: Define multicultural education.

6.5: Apply research on diversity to the creation of culturally compatible classrooms.

#### Chapter 7

7.1: Define learning, and distinguish among the processes involved in learning through contiguity, classical conditioning, and operant conditioning.

7.2: Distinguish between positive and negative reinforcement and presentation and removal punishment.

7.3: Apply behavioral approaches to modifying behavior in and out of the classroom.

7.4: Describe newer approaches to applied behavioral analysis, including functional behavioral assessment and self-management.

7.5: Discuss contemporary challenges to behavioral theories of learning and concerns about their application.

#### Chapter 8

8.1: Differentiate between behavioral and cognitive views of learning.

8.2: Explain early information processing models of memory and recent cognitive science

models, including working memory and cognitive load theory.

8.3: Discuss the role of different kinds of knowledge in learning and remembering.

8.4: Describe the processes involved in storing and retrieving different types of information from long-term memory.

8.5: Describe processes and strategies involved in becoming knowledgeable.

8.6: Identify some individual, developmental, and cultural differences in memory.

#### Chapter 9

9.1: Discuss the roles of metacognition in learning and remembering.

9.2: Describe several learning and study strategies that help students be more metacognitive.

9.3: Explain the processes involved in problem solving and the factors that can interfere with successful problem solving.

9.4: Explain how creativity is defined, assessed, and encouraged in the classroom.

9.5: Identify factors that influence students' abilities to think critically and form and support arguments.

9.6: Discuss how, why, and when knowledge learned in one situation might be applied to new situations and problems.

#### Chapter 10

10.1: Describe the collaborative approach that led to the interdisciplinary field of learning sciences.

10.2: Explain different perspectives on constructivism as a theory of learning and teaching.

10.3: Identify the common elements in most contemporary constructivist theories.

10.4: Apply constructivist principles to classroom practice.

10.5: Evaluate the use of community-based activities/service learning.

10.6: Describe positive and negative influences of technology on the learning and development of children and adolescents.

#### Chapter 11

11.1: Define the basic principles of social cognitive theories of learning and motivation including triarchic reciprocal causality, self-efficacy and agency, and modeling.

11.2: Discuss the roles of observation and self-efficacy in learning.

11.3: Describe important components of self-regulated learning.

11.4: Apply self-regulated learning principles to teaching.

#### Chapter 12

12.1: Define motivation and differentiate among five theoretical explanations for learner motivation.

12.2: Explain how learners' needs influence their motivation to learn.

12.3: Describe the different kinds of goal orientations and their influences on motivation.

12.4: Discuss how students' beliefs and attributions can influence motivation.

12.5: Describe the roles of interests, curiosity, and anxiety in motivation.

12.6: Explain how teachers can influence and encourage students' motivation to learn.

#### Chapter 13

13.1: Relate academic learning time and student cooperation to creating and maintaining a classroom climate conducive to academic achievement and socio-emotional well-being.

13.2: Summarize the research on the roles of rules, procedures, and consequences in classroom management.

13.3: Explain how the physical environment can support or interfere with learning and plan an arrangement of your classroom.

13.4: Identify strategies for preventing and addressing student misbehaviors, including bullying.

13.5: Characterize successful teacher-student communication.

#### Chapter 14

14.1: Identify the characteristics of effective teachers and effective classroom climates.

14.2: Develop learning objectives using Bloom's taxonomy.

14.3: Describe the processes involved in planning a lesson and differentiate among basic formats for putting plans into action.

14.4: Discuss the appropriate uses of direct instruction, homework, questioning, and group discussion.

14.5: Define differentiated instruction and adaptive teaching, and apply the approach to teaching a diverse group of students.

14.6: Explain the possible effects of teacher expectations and how to avoid the negative implications.

#### Chapter 15

15.1: Distinguish between evaluation, measurement, and assessment, including the functions of each.

15.2: Distinguish between norm-referenced and criterion-referenced assessments.

15.3: Describe how reliability, validity, and absence of bias are used to understand and judge assessments.

15.4: Describe two kinds of traditional classroom testing, and how authentic assessment can be used as an alternative to traditional assessments.

15.5: Describe the effects of grading on students and the types of strategies teachers can use to communicate to parents about grades.

15.6: Explain how to interpret common standardized test scores (percentile rank, stanine, grade equivalent, scale score).

15.7: Identify some of the current issues in standardized testing.

## **Undergraduate Graduation Checklist**

1. Total Hours for degree met? (Must be at least 120 hrs.)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs.?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs.)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?