# Learning Processes and Development
## Psychology 300 (03W, 04W, 05W)

## Texas A&M University-Commerce
## Spring, 2015 Semester
## Rebecca Stephens, Instructor

**Please PRINT OUT a hard copy of this course syllabus to have as a ready-reference so that you can refer to it frequently throughout the semester, even when you are not online.**

**Class Meeting Schedule**
Mondays-Fridays, online
Tuesday, January 20, 2015 – May 15, 2015

Your course is delivered to you fully online, using the eCollege instructional system that is available to you through Texas A&M University-Commerce. There are no on-campus meetings of this class.

**This is not a self-pace course.** There is a very specific and scheduled format that you will follow for the course. All assignments and quizzes are to be completed according to the posted schedule**. You are required to complete all assignments, quizzes, and other course requirements. You may not "skip" any assignments. Assignments that are submitted past the deadline dates that are listed in the eCollege topic assignment guidelines must still be submitted; however, they will be submitted for partial credit (half credit).**

**You will need to sign online daily, seven days a week, to check your campus email.**
**You will need to sign onto your course eCollege website at least five days a week, Mon-Friday, and you may choose to sign on during the weekends also*.**

**So….**
**Monday through Sunday: Sign online and check your campus email every day.**
**Monday through Friday: Sign onto eCollege and work on your Psy300 course, including composing your topic assignment posts; reading and reviewing the online lectures and any additional assigned materials, such as videos or assigned articles; reading classmates' topic posts; as well as reading your assigned readings in your course textbook.**

New topics may be posted once a week, or sometimes, twice a week; however, this schedule of posting topics may vary some at the instructor's discretion. Basically, ***you need to sign on daily (perhaps including weekends***), and will be addressing new topics/discussions/assignments every several days or week. A more detailed day-by-day schedule appears later in this syllabus. Print out this syllabus and make several copies of the last page, so that you will know exactly what we are doing, and when we are doing it, throughout the semester. There is no reason to ever feel uninformed or 'lost' about your schedule of assignments, quizzes, and project ;)

**Important note about weekends: You will not be required to sign on and do work for this class on weekends; however, depending upon your own personal schedule of work/school/home, you may choose to work on weekends. You will have the option to complete your weekly assignments before the weekend, or you will also be able to work on the weekends on your assignments. Assignments will generally be due at the end of each weekend (Sunday nights). Even if you do complete your assignments before the weekends, you will still need to sign online and check your emails on the weekends, so that, if I send out an email on a weekend, you will be able to read that in a timely manner.**

All class components are completed online on our course website, 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, and are required to have in their possession at all times the course textbook (purchase or lease). Students are expected to ***check the course website daily, Monday-Friday, and on weekends if you choose to do so, and are expected to check your email daily (every day)***. If students are unable to meet this requirement, then they are not able to be enrolled in this web-based section of the course. In general, you will not have assignments on the weekends; however, you will still need to sign online and check your campus email in case anything is communicated to you on the weekends (and it usually is). I realize that I am repeating this information several times, but it is very important, and I want to be clear about the requirement.

**Instructor:**
**Rebecca Stephens**

Office: My office is located in Henderson 229 at Texas A&M University-Commerce. I am not on-campus this semester however, so all meetings will be via email or on the phone. If you wish to have a phone meeting, then please email me with your request, along with a phone number where you can be reached, and the date and time when you would like for me to call you. I will then call you based on that information, or, if I am unavailable at that time, then I will email you in follow-up so that an alternate date/time can be arranged. I am generally available to be in touch with you on Mondays-Fridays, between the hours of 12noon - 4pm, and on Wednesday evenings between the hours of 6pm-8pm. Additional times may also be available.

You may also want to contact the Psychology Office in Commerce if you have any questions that they may be able to answer. Also, if you are having trouble reaching me for any reason (for example, if you do not have online access at any time), please call the office in Commerce and request that they call me to notify me. Speak with Dana Sutherland in Binnion 203, or at phone number 903.886.5940. You may also speak with our other departmental administrative assistant, Aletha Poe, in Binnion 201 or 202. Either of these departmental secretaries can reach me at any time.

Commerce Office Phone: 903-886-5591

Psychology Office Phone: 903-886-5594, fax: 903-886-5510 (ALWAYS call psychology office to confirm BEFORE faxing). Ms. Sutherland and Ms. Poe are the departmental secretaries in the Psychology Department Office, and students are encouraged to call and visit with them about any questions or concerns. Both of the departmental secretaries are able to be in touch with the instructor if you have any emergencies or need to reach the instructor, but for any reason you are not able to email or get online.

**Email:** send email to **Rebecca.Stephens@tamuc.edu**. Please put **PSY300._____(fill in with YOUR course section number, Spring, 2015, *and your name***, in the subject line of ALL emails that are sent to me.
**Your name, course, and section number:**

**Please reference your MyLeo course schedule to learn your course and section number (then write it down and place it somewhere near your computer where you can always find it. It will be Psy300, but will be followed by 03W, 04W, or 05W. You will need to put your name, course, and section number on ALL assignments and emails. This is very important. When you write anything for the course, whether it is an email or an essay that you post on eCollege, please put your name, course, and section number at the top of that email or assignment. When you email, please include your name, course, and section number both in the subject line of the email, as well as in the body of the email. Please do not forget to do this—it is of great importance and very helpful to me.**

***Please limit emails to course related content, and please do not put my email address on your mass email forwarding list*** ;)

**Formatting emails:** ***Always*** type "**Psy300, then your course section number**,Spring, 2015, from_____" ,and then add your name, in the subject line/title of your emails! Otherwise, they are deleted. I only open emails that have identifying information in the subject line. Please be sure to always put your name in the body of your emails, even if you are replying to one that has been written, etc. ***All communication should be professional and well-written. Your emails project and communicate your image---be sure that you do that appropriately.***

**Office hours:**
Again, office hours will be on via emails and on the phone, if necessary. Also, please keep in mind that students may communicate with the instructor via email **each and every day, at all times of the day**.

**REQUIRED TEXTBOOK AND SUPPLEMENT:**

Woolfolk, Anita E. (2013). Educational Psychology, (12th ed.).(MyEducationLab edition) Boston: Pearson Education, Inc./Allyn and Bacon:
ISBN-10: 0132613166

ALSO **Highly Recommended:**

Access Code/Card for the NEW 2013 MyEducationLab / Anita Woolfolk's Educational Psychology (12th edition): ©2013 |

**IF you are able to find it, the following study resource might also be helpful. It relates to a previous edition of the textbook, and there have been numerous changes since the 10th edition; however, this study guide is also helpful, and if you can find it for a really low price, it might be worth the investment:**
**Study Guide for Woolfolk *Educational Psychology,10th edition.***
Prepared by Emilie Wright Johnson.
©2007 Pearson Education, Inc.
ISBN: 0-205-49852-3
It is a paperback book that is brown/maroon in color. It has 234 pages.
This is a resource that was published to accompany the 10th edition of the textbook, and it is no longer very easy to locate, but if you do find this, it'll be a good resource for you. It contains practice quizzes, concept maps, etc.

**Course Overview:**
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) professionalization issues, including critical thinking.

**Attendance/Participation:**
We cover a tremendous 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. You will ***not*** have the option of "going AWOL" for a few days. It's as simple (and demanding) as this: Check this website daily. Interact with your classmates and instructor frequently. Get your assignments done early and on time. If you are "absent"/not participating for an excused reason (see student handbook or instructor for detailed explanation of excused absences), you will be able to make up your work (daily participation assignment, projects, or exams). ***You will have to produce documentation for your excused absence***, and make arrangements immediately upon missing class. You will have a week to make up any missed work if it's an excused absence and approved by the instructor. **Assignments, projects, or exams 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's 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 every day, it needs to be for reasons that are serious and can not be avoided, and when that occurs, communicate ***immediately*** with your instructor by email(Rebecca.Stephens@tamuc.edu), or if you can not access email, then call and speak with either Ms. Sutherland or Ms. Poe.

**IMPORTANT NOTE: ALL STUDENTS MUST COMPLETE ALL ASSIGNMENTS TO REMAIN ENROLLED IN PSY300!!!!!! If you turn in an assignment after the stated deadline for that assignment, you will be submitting it for partial credit only, but it must still be submitted. Partial credit is better than a grade of zero. There are no assignments that are "optional". The sooner you submit the assignment after the deadline, the fewer points deducted for late submission. It is very important to submit every assignment before the stated deadline. If you are submitting an assignment more than a week after the original due date, then the**

**assignment might not be accepted for any credit, and you will be at risk of being dropped from Psy300 for lack of participation. If you are submitting an assignment past the deadline, it is REALLY IMPORTANT to communicate with the instructor right away, at the point at which you realize that the assignment will be late, and then make arrangements for submitting it as soon as possible.**

**Additional note about participation:**

Please keep in mind that this is NOT a self-pace course. The course has been developed with a very specific, deliberate, and thought-filled schedule in place, and this schedule is designed to support your progress throughout the semester, as well as your in-depth learning of the material. It is VERY important that you stay in track with all of your assignments. Even if your participation becomes an issue for reasons that are "excused" by university guidelines, this does not mean that you are able to remain enrolled in the course. **Excessive 'absences'/lack of participation can result in being dropped from the class, whether those absences or excused or unexcused.**

**All students must complete all course assignments, quizzes, and other course requirements. You may not "skip" any assignments. If you do not turn in your assignment by the due date, you will be required to turn it in late, and there is a significant penalty for late submission (50%). Be sure to turn in ALL assignments by the assignment deadlines. Assignment deadlines are listed on eCollege, in each topic's Assignment Guidelines.**

**Withdrawing from/dropping Psy300:**
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. **THE FINAL DAY TO DROP A CLASS (without withdrawing from all of your classes) is Sunday, April 5, 2015, and the last day to withdraw from your classes (to withdraw is to withdraw from *all* of your classes) is Sunday, May 3, 2015. DO NOT wait until the last minute to drop the class.** Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc. Keep in mind that withdrawing means that you are withdrawing from all of your classes. Dropping means that you are dropping a specific class. Be sure that you familiarize yourself with the university's policies relating to dropping classes, since there are limits to the number of classes that may be dropped, potential effects on financial arrangements, etc. It is your responsibility to know the consequences of dropping or withdrawing, so be sure you learn about this before making your decision. You may call the Registrar's Office (903.886.5071) to discuss it further, or you may want to discuss it with someone at the Office for Student Access and Success.

## Class Requirements:

You are expected to participate regularly, throughout the semester.

Your grades will be as follows:
**Quizzes: (~57% of total grade)**
Mini-Quiz: 100 points (counts once, for a total of 100 points)
Quiz#1: 100 points (counts twice, for a total of 200 points)
Quiz#2: 100 points (counts twice, for a total of 200 points)
Quiz#3: 100 points (counts twice, for a total of 200 points)

**Assignment and Response Posts: (~35% of total grade)**
You will have a number of essays that you will write on your own relating to various topic assignments, and post on your eCollege Psy300 website. For some topics, instead of essays, you may be taking a topic practice quiz, which will include a series of multiple choice questions, much like those that are on your quizzes. Each of these topic assignments will be worth a total of 40 points possible. Sometimes your assignment will include both an Assignment Post and a Response Post. Sometimes, your assignment will include an Assignment Post only. Either way, for that particular topic, your assignment will be worth 40 points total. There will be eleven topics for which you will compose assignment/response posts (or take a practice quiz), for a total of 440 points

**ERIC project: (~8% of total grade)**
You will complete one mini-research project for which you will be using the electronic database named the Education Resources Information Center, or "E.R.I.C." Your ERIC project assignment will follow very specific and prescribed assignment guidelines, and will be worth 100 points.

**Total number of points for the semester: 1240**

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| **1110-1240 points=(89.52-100%)** | **A** | **"Excellent"** | **Work is of exceptional quality and merit.** |
| **986-1109 points=(79.52-89.44%)** | **B** | **"Good"** | **Work is generally high quality and above average.** |
| **862-985 points=(69.52-79.44%)** | **C** | **"Average"** | **Work is average quality, level with what most students are producing** |
| **738-861 points=(59.52-69.44%)** | **D** | **"Poor"** | **Work is below average, lacking merit, and indicates deficiencies** |
| **0-737 points=(0-59.44%)** | **F** | **"Failing"** | **Work fails to meet even minimal requirements for assignment** |

At the end of the semester, grades will be awarded on the actual points and percentage earned. **Additional points and percentage points are not 'given' to increase a grade. "Extra credit" assignments are not available.** A "79" is a "C". An "80" is a "B". (A "79.52" is rounded up to an 80 and is a "B" . A "79.44" is rounded down to a 79 and is a "C".)

Please note: Early intervention notices will be issued to those students who are failing or who are in danger of failing, following the "Mini Quiz". Even though that Mini Quiz only represents around 8% of your overall course average, it will be one possible early indicator of anyone who is struggling, and names of those who have earned lower than a grade of "C" on that Mini-Quiz will be submitted for early intervention follow-up. Early Intervention notices may also be issued for any student who is struggling with other assignments as well, including students who are demonstrating deficiencies in writing, reading comprehension, etc.

**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

**Exams/Quizzes:**

Exams/quizzes will contain objective questions over material that is presented in the textbook ***and*** online lectures. Multiple choice format will be used. You will take your exams online, on our course website, and they will be timed exams. You will have a certain period of time in which you are able to take the exams, and you will have to complete the exam in the designated period. ***You will be able to use your textbooks when you take the exam; however, because the exams are timed, you will find that you MUST read and learn the material thoroughly prior to taking the exams.*** If you try to take the exam 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 exams if you try to do that (trust me, and those who have gone before you on this!). 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.

For test security reasons, you will learn your score and the items that you missed; however, you will not be able to access online the correct answers for those items that you missed on the quiz.

**Materials needed to succeed:**

**You must purchase the course textbook.**

**The new MyEducationLab access code is also highly recommended.**

**You may want to also purchase the paperback *Study Guide for Woolfolk Educational Psychology, 10th edition.* You can NOT complete this course without the use of the course textbook, *Educational Psychology*, by Anita Woolfolk. The New MyEducationLab supplement is very helpful and has practice tests in it. The textbook is an outstanding text, and the textbook readings are the main component to this course. Specific information relating to the textbook, access code, and study guide is given near the beginning of the syllabus.**

**It is *also required that* you purchase a spiral notebook and keep it near your computer as you work.** Take notes as you read online lectures. Take notes as you read your classmates' posts. No one can reasonably expect to keep all of the information and names and content in the memory--that would be a very poor study habit, and will keep you from

doing well. Instead, use that spiral notebook as a study tool for success. Make notes as often as possible. Then, before and after each online session (an online session refers to each time you sign online), review what you have written in the spiral notebook, reminding yourself of what you have covered, posts to which you wish to respond, information that you have found on various course-related websites, etc. Your spiral notebook will then become a valuable resource for down the line as well...long after you have completed the course. If you pursue a career in teaching, then the spiral notebook is something to which you may refer for years to come.

**More on Taking Notes : It is expected that *ALL* students will maintain a course spiral notebook containing notes that you take relating to all lectures, posts, etc. Maintain thorough notes that reflect the content of each lecture, and date each lecture. In addition to a critically important study aid, your notes provide documentation of your professional participation in this course.**

## ADDITIONAL AND VERY IMPORTANT NOTES RELATING TO THIS WEB-BASED COURSE:

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) **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

3) NEVER fax anything to the instructor without first making arrangements to do so with the instructor. NEVER mail (U.S. Mail or overnight/express services) anything to the instructor without first making arrangements to do so with the instructor. Submitting assignments and projects ON TIME is the responsibility of the student. Taking exams during the designated times is the responsibility of the student.

4) **Please limit email to course related correspondence** (no chain letters or joke lists, please ;).

5) If you email instructor and do not receive an email response within 36 hours, most likely, your email was not received. Instructor will respond to all emails within a reasonable period of time.

### 6) Student Conduct:

- **All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive online learning environment. (See Student Handbook for additional guidelines)**

- **Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.**

- **Students will contact the course instructor in the event of any circumstances that prevent the student from participating fully.**

- **Students will follow carefully all of the guidelines relating to Academic Integrity and Honesty as outlined below in #9.**

7) DAILY participation in this web-based course is required (with the exception of weekends, when participation is not required). Participation includes activities such as: reading classmates' posts, reading/studying/taking notes on the instructor's online lectures, researching topics that are introduced, taking the assigned quizzes, posting responses to the various required questions and topics, responding to classmates' posts, etc. Obviously, you will not do ALL of those activities every time you sign on; however, you need to be engaged daily in one or more of those activities each day. You will find you own rhythm and timing for the course. Generally, it is recommended that you will access the course website every day, Monday-Friday,and then, on some days, you will focus on reading the online lectures, and on other days, you will focus on responding to assignments, posting your contributions, reading your classmates' posts, and responding to your classmates' posts. Even though I tried to establish a steady routine for the semester, there are some occasions when the schedule changes some, so please note the day by day schedule below and be sure that you understand how the various lectures, readings, assignments, and quizzes flow.

**8) Communicate, communicate, and communicate.** Email your instructor at Rebecca.Stephens@tamuc.edu whenever you have ANY problems, questions, concerns, or schedule conflicts. Failure to communicate with your instructor can have very negative consequences. When you communicate with your instructor, you place her in a much better position to assist you, if it's possible to do so. When you do not communicate with her, she has no way to assist you. Always read ALL of the emails that you receive from your course instructor, and be sure to read all of each email.

**9) Academic Honesty and Integrity: I can not emphasize the following enough or too much. Far too many students are "finding out the hard way" that instructors and the university are extremely serious about our policies relating to academic integrity and honesty, and this is true in both web-based and face-to-face classes. Each environment has its own set of security needs, and these are addressed by instructors in various ways. In the most simple terms, NEVER engage in any behavior or practice that is dishonest or misleading in any way. You must ALWAYS do your work and only your own work. NEVER have another student do work for you and then present it as your own. NEVER agree to do another student's work, and NEVER do another student's work. NEVER copy information from an internet source or another source, online and otherwise, and present it as your own.**

**NEVER take an online quiz/exam with another student or individual present (in person or by phone, cell phone, online, or in any other way!). You must take your exams by yourself, alone. <u>You are NEVER to be in communication with another person during the time when you take a test, by any means (in person, or by any other method). NEVER have another student take part or all of an online quiz/exam for you. You must always do your own work, no exceptions</u>.**

**NEVER have another student complete a part or all of an assignment for you. This is academic dishonesty, and you will not only be removed from this course, you will have additional consequences in terms of your enrollment, etc. What most students do not understand, but are beginning to understand, is that web-based instructional technology is advancing at a rapid rate, and the instructional software/delivery systems (such as e-College, what you are using right now) are VERY sophisticated in terms of being able to monitor student involvement, practices, etc. There are many "check systems" that exist within this learning environment, and therefore, you will want to take seriously the guidelines relating to academic honesty. This course is built so that, if you take your commitment to the course seriously, and read and study the required material, as well as participate in the online discussions and the ERIC endeavor, you should do very well in acquiring the information that you need not only to do well in this course, but also to prepare you for a a career in teaching or elsewhere.**

**There is absolutely no room for unethical and unprofessional conduct in this class, and it will not be tolerated. Keep in mind that your quizzes in this course are open book, and therefore, you will be able to complete the exams on your own, with the help of your textbook (not another person!).**

# Topics and Readings

**(Please print several copies of this page)**

**Psychology 300 Spring, 2015 Semester Rebecca Stephens, instructor**

**Date Topic Assignment**

Tues, 1/20/2015-Sun,1/25: TOPIC 1: Read Topic 1, and Read Online "Course HOME" page and "Course Syllabus" thoroughly. Post Personal Introduction in Topic 1 Discussion Section and respond, in depth, to a classmate's post.

Mon, 1/26-Sun,2/1: TOPIC 2: Readings in Chapter 1 and online lecture: Expert Teaching & Research Issues: Chapter 1, pages 2-27

Mon, 2/2-Sun,2/8: TOPIC 3: Readings in Chapters 2 and 3 and online lecture: Principles of Development: Chapter 2, pages 30-32. Physical and Social Development: Chapter 3, pages 68-99.

Mon, 2/9-Wed,2/18: TOPIC 4: Readings in Chapter 3(and some pages in 4) and online lecture: Social Development: Chapter 3, pages 99-113 AND pages 144-149 in Chapter 4 (suicide and drug abuse and prevention).

**Thurs, 2/19: Mini Quiz:Development (The Mini Quiz will be located in Topic 4; The Mini Quiz score will be listed in Topic 4 under "Quiz"). Mini Quiz content: all of Chapter 1 and all of Chapter 3, and pages 144-149 in Chapter 4; Topics 1,2,3,4**

Fri, 2/20-Tues, 2/24: TOPIC 12: OVERVIEW OF THE ERIC PROJECT: Read the ERIC project guidelines described in the Topic 12 Introduction and Assignment VERY carefully.

**Note: If you choose an ERIC research question that is different from any of those that I have listed in your ERIC project guidelines/overview, that is fine; however, you will need to email me with your proposed ERIC research question on or before Monday, March 9th for approval of that topic. If you use one of the listed topics in the ERIC assignment guidelines described in Topic 12, then you do not have to email me for approval of the topic--those listed topics are already approved.**

Tues, 2/24-Tues, 3/3: TOPIC 5: Readings in Chapter 2 and online lecture: Cognitive Development: Chapter 2, pages 28-67

**Wednesday, 3/4: QUIZ #1: Development (Quiz located in Topic 5; Quiz #1 scores will be listed in Topics 5 and 6 under "Quiz") Quiz #1 content: ALL of Chapters 1,2,3 and pages 144-149 in Chapter 4; Topics 1,2,3,4,5**

Thurs, 3/5- Sun, 3/15: TOPIC 6: Readings in Chapter 7 and online lecture: Behavioral Theories of Learning: pages 244-279

Mon, 3/16-Sun, 3/22: **SPRING BREAK**

Mon, 3/23-Sun, 3/29: TOPICS 7 and 8: Readings in Chapter 7 and online lecture: Behavioral Theories of Learning: pages 244-279

Mon, 3/30-Sun, 4/5: TOPIC 9: Readings in Chapter 8 and online lecture: Cognitive Views of Learning: Chapter 8, pages 280-315.

Sunday, 4/5: **Last day to drop (no refund) a class for Fall, 2013 semester. Contact the Registrar's Office at 903.886.5071 so that they can assist you with this process.**

**WEDNESDAY, 4/8: ERIC PROJECT DUE to instructor, via eCollege Drop Box, by 12 MIDNIGHT. *No late ERIC projects will be accepted for any reason, excused or unexcused. Please submit your project IN DOC file format (not DOCX file format) well in advance of the deadline ;)***

Mon, 4/6-Mon, 4/13: TOPIC 13: Readings in Chapters 9, 10, and 11: Complex Cognitive Processes (pages 316-353); Learning Sciences and Constructivism (pages 354-365); and, Social Cognitive Views of Learning and Motivation (pages 396-409, 423)

**Tuesday, 4/14: QUIZ#2: Theories of Learning (Quiz #2 is located in Topic 9; Quiz #2 scores will be listed in Topics 9 and 10 under "Quiz) Quiz #2 content: All of Chapter 7 and the assigned pages in Chapters 8,9,10, and 11; Topics 6,7,8,9,13**

Wed, 4/15-Tues, 4/21: TOPIC 10: Readings in Chapter 12 and online lecture: Motivation and Teaching: Pages 428-468

Wed, 4/22-Wed, 5/6: TOPIC 11: Readings in Chapter 15 and online lecture: Classroom assessment, Grading, and Standardized Testing, pages 546-586

**Thurs, 5/7 : QUIZ#3: Motivation and Assessment (Quiz #3 located in Topic 11; Quiz #3 scores will be listed in Topics 11 and 12) Quiz #3 content: Assigned pages and online lectures relating to Chapters 12 and 15; Topics 10,11 (This is your last quiz for the semester. There is not a final exam.)**

*NOTE: The above schedule is tentative and may change at the discretion of the instructor.*