

SpEd 553.41E – Spring, 2015
Cognition, Learning, and Development

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Office Hours: Tuesday & Thursday 1:00-3:30 or by appointment

Course Description:

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

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

Course Objectives:

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

Associated TExES Competencies--Generic Certification

The special education teacher...

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

Associated TExES Competencies--Educational Diagnostician

The educational diagnostician...

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

Anticipated Schedule:

Jan. 21-Feb. 18	Review course syllabus and requirements; Highlight Chs. 1-5
Feb. 25	Exam 1
Mar. 4-Apr. 1	Review Exam 1; Highlight Chs. 6-9
*Mar. 18	<i>Class will not meet – Spring Break</i>
Apr. 8	Exam 2
Apr. 15	Review Exam 2; Chapter 10 & 11 presentations
Apr. 22	Chapter 12 & 13 presentations
Apr. 29	Chapter 14 & 15 presentations
May 6	Research presentations & discussions; Submit research reports

Course Requirements:

Exams: Two exams will be given on the scheduled dates. Each exam will consist of some combination of multiple choice, true/false, short answer, and essay items. Posted exam and presentation dates will be honored. Excused absences will be considered in *emergency situations only* and make-up arrangements must be made within two days of the class period missed.

Research Report and Presentation: Each student will complete a research report on cognition in the classroom based on a topic from chapters 10 to 15 or another approved topic related to the course objectives. All topics must be approved by the instructor. Reports should follow APA style (6th Ed.) and be from five to seven pages in length. On-line APA support can be obtained from many sources (Google, APA format or APA style format). Two useful sites are:

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

Research reports must be posted to the designated eCollege dropbox by May 6 where they will be reviewed by “Turnit-in” for plagiarism and excessive use of source material or direct quotations. Make sure the majority of your report reflects your original thoughts. Limit your use of direct or verbatim quotations. Note that only changing a few words in a passage of text does NOT constitute “original thought.” Make sure that any use of someone else’s work has been cited appropriately. Hard copies of the research reports are also due in class on May 6.

On May 6, students will also make a formal presentation of their research in class. Plan for a 15-20 minute presentation and allow time for questions and comments from your audience. You will be provided with a rubric for your research report and class presentation.

Research Report Checklist:

- All components of report are in APA style
- Cover page included
- Abstract included (~100 words)
- Body of report is 5 to 7 pages in length (excluding cover page, abstract, and reference list)
- Alphabetized reference list included
 - o At least 5 journal articles are included
 - o Additional references (text, websites, etc.) are appropriately cited
 - o All references cited in the report are included in the reference list and all references included in the reference list are cited in the report
- Report does not include excessive direct quotes from source material
- Report is double-spaced
- Report is presented with few or no mechanical, grammatical, or other presentation errors
- Report is submitted to the appropriate PLS dropbox by May 6.

Chapter Presentations: Individually or in pairs, select one of the last six chapters in the text. In a 45-60 minute presentation, share the *key information* from the chapter with the class. You do not have to cover all of the details in the chapter, but do *make as many practical connections* to Chs. 1-9 as possible when applying your learning to these different content areas. A rubric will be provided in class for this presentation.

Grading:

Exams (2 @ 100 points each)	200 pts	<u>Point Distribution:</u>	314-350	A
Chapter Presentation	50 pts		279-313	B
Research Report and Presentation	100 pts		244-278	C
Total Possible Points	350		209-243	D
			208 or lower	F

Important Notes:

***Course Attendance and Participation:**

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

• Professional Dispositions:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see current Student's Guidebook). Students are expected to present themselves in a professional manner and make appropriate contributions to our course learning community. All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.

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 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

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

• Communication & Support:

This course will meet face-to-face (F2F) according to the Schedule of Classes. Additionally, a Pearson Learning Studio (PLS) (formerly eCollege) course shell will be used to make supporting materials available and communicate between class meetings. Students should plan to check the course shell at least weekly to access information related to the course, but recognize that the bulk of information will be shared in the F2F class meetings. As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLEO. ALL class email messages from your instructor WILL GO TO YOUR myLEO ACCOUNT.

• Technology Requirements:

While this is a F2F class, you will need to access Pearson Learning Studio (PLS) (formerly eCollege) regularly. This system works best within a Microsoft Windows environment, and requires a high speed internet

connection (not dial-up). This means you should use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). PLS also supports the Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, log in to PLS and click on the “myCourses” tab. Then select the “Browser Test” link under Support Services.

You will need your campus-wide identification number (CWID) and password to log in to the course. Contact Technology Services at 903-468-6000 or helpdesk@tamuccommerce.edu if you do not know your CWID or have forgotten your password.

• Contacting PLS for Technical Support:

The following support options are available 24 hours a day / 7 days a week:

1. Help: Click on the “help” button on the toolbar for information regarding working with PLS.
2. Chat Support: Click on the “Live Support” on the toolbar within your course to chat with a PLS representative.
3. Phone: 1-866-656-5511 (toll free) to speak with a PLS Technical Support Representative.
4. Email: helpdesk@online.tamuc.org to initiate a support request with PLS Technical Support Representative.

• Academic Dishonesty:

To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes and exams, (iii) representing another’s work as one’s own (i.e., plagiarism), or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.

• Plagiarism:

Plagiarism occurs at any time another’s ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (“...”). Paraphrasing of another’s ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turn in the exact same work (unless it is an assigned group project) also constitute plagiarism.

• Written Assignments:

Written assignments MUST be typed using double-spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. All assignments must be submitted by the stated due dates. Unexcused assignments submitted after the due date will be returned ungraded.

• Person-First Language:

Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people-first” language at all times. “People-first” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students.” In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair for mobility” instead). Lastly, practice using the term “general education” in place of “regular education.”