

INSTRUCTOR AND CONTACT INFORMATION:

Instructor: Sanfrenà Britt

Office: Founder's Hall, 429E

Phone: 254-519-5790

Email: sanfrena.britt@tamuct.edu

Office Hours: *By Appointment Only*

Mode of instruction and course access: This is a blended course, meaning this course contains both face-to-face and online components. Texas A&M University-Central Texas (A&M Central Texas) uses the Canvas Instructor System and can be accessed using your A&M Central Texas username and password at: <https://tamuct.instructure.com>

Student-instructor interaction: The normal interaction time for questions emailed via Canvas or tamuct.edu email is 24 hours on weekdays (weekends may be as long as 48 hours). The preferred method of email correspondence is: sanfrena.britt@tamuct.edu

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

An application of psychological theories and principles to teaching and learning. Topics will include theories of human development, learning, and motivation, and how they impact the processes of teaching and learning.

The course will also include the impact of cultural diversity on the learning process and standardized testing. Students seeking teacher certification must be admitted to the Teacher Education Program. Prerequisite(s): PSYC 2301 or approval of the Department Chair.

Course Objective:

Student Learning Outcomes (SLO):

- *SLO 1: Demonstrate factual knowledge (terminology, classifications, methods, trends).* Have content-specific knowledge about the models, research studies, and history of educational psychology.
- *SLO 2: Apply course material (to improve thinking, problem solving, and decisions).* Students should learn to apply principles of educational psychology to their own learning and/or teaching. Students should also learn how these principles and theories can apply to current educational practice (such as standardized testing procedures).
- *SLO 3: Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.* Students should gain understanding regarding the impact of cultural diversity on the learning process.

Competency Goals Statements

Student Mastery:

1. Students will use critical thinking to evaluate interpersonal perspectives of education and the learning process
2. Students will research various stages of human development and the cognitive process and use social statistics to analyze similarities and differences among various groups.
3. Students will build comprehensive dialogs with their peers through class projects, PowerPoint presentations a writing assignment on education and psychology.
4. Students will develop online dialogs through weekly discussion questions and interactions utilizing Canvas as a virtual classroom setting.

Required Reading and Textbook:

Woolfolk, A. (2014). Educational Psychology (13th ed.). Boston, MA: Pearson. (ISBN: 0134013522)

Course Requirements

- 1) Reading assignments, Team Building, and weekly online folders: Readings from the textbooks are listed in the course schedule below. Please complete the weekly readings before you attempt to take a quiz or reply to a discussion posting. **Additional readings will be assigned during class. Please treat these as you would textbook chapters.** We will have one team project to enhance your learning experience in the course. It will entail breaking into teams and choosing a topic to explore, then creating a team experiment and reporting the results to the class.
- 2) Weekly Journals: A total of five journals, worth 10 points each, are due by the end of the course to create an area to discuss your thoughts about your classroom and online conversations. Only you and I will see your submissions, they are completely private. Your

journals must contain reflections of at least three of your classmates' responses or information you learned during my lectures on the topics of the preceding weeks and how your opinion of these responses pertain to the text. You must be specific and include complete concepts from each discussion you choose.

- 3) Discussion postings: There will be six discussion postings due (30 pts each). You will be required to submit your initial post to the discussion question provided by me that week and then respond to **TWO** of your classmates' posts.
 - a) Initial, Primary Response (10 pts)—due Fridays at Noon
 - b) Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). You should inspect the Course Calendar and see readings assigned for that week. **Please devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. You should then be ready toward the middle (Wed/Thurs) of the week to post your initial response.** The discussion question will be made available on Sunday.
 - c) The *initial response* must reflect familiarity with the readings and answer the question completely. Responses must have substance beyond agreement with a statement or the mere expression of opinions. Students must support responses with references to the assigned reading. **Under no circumstances should a student block quote from the textbook.**
 - d) Additional Secondary Response (10 points each/totaling 20points)—due by Sunday at Noon
 - e) After initial responses, you **must** make *additional secondary responses to classmates' posts*. The secondary response must entail a substantive comparison or contrast to the post to which the response is given. This secondary response must also support the readings. *Your response is primarily to enrich the conversation using your classmates' responses to substantiate my original post.* Simply stating that you agree with someone is unacceptable: you must provide some reasons for this agreement. Also remember that *your primary task is not to agree but to analyze response to the topic with constructive and critical thinking.*
 - f) After posting three discussions for the week, you have complied with the requirements of the course. However, you may continue to post responses to other students.

There are no makeups for discussions from previous weeks.

Please avoid procrastinating on your posts. Post as early as possible. If your post is inadequate, I or someone else may tell you, and you should have time to revise your post for credit before the deadline. If you wait until the last minute to post and your post is inadequate, you may not have time to resubmit your post. ***You will not receive credit for deficient posts.***

This type of interaction should foster a critical evaluation and understanding of concepts. In conjunction with classroom discussions, this type of activity will provide a forum for the expression of ongoing ideas among students.

Points are awarded to students, based on the quality and content of their participation in these threaded discussions. Quality participation pertains to students responding in relevant, meaningful ways, based upon the assigned readings for that week.

My Responses

I will grade and respond to discussions progressively, meaning you will receive points for each post up to the total number of points allowable for the week. It is the student's responsibility to read my responses and respond accordingly. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some of my response is to alert the class to such information. You may ask relevant questions regarding my responses within the discussion to clarify information however **my intent is to make sure the concept has been covered adequately not to engage in a debate on the topic.**

Netiquette

All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may wish to refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Inappropriate or offensive messages or remarks may result in expulsion from the course.

1. **Online Quizzes:** Reading quizzes are assigned at regular intervals throughout the course. You will find these quizzes under the tab in blackboard. These quizzes will cover the same material as the discussion postings and they will auto grade/auto post to the Grades tab. Questions from the quizzes will help you prepare for the exam.
2. The first quiz (Q0) is a practice quiz for extra credit to make sure you are familiar with the quiz taking format. It will cover the syllabus material.
3. **There are no makeup quizzes:** You must ensure you have a secure Internet connection. Once you begin an assessment you must complete it in one sitting or the submission will be graded as is. It will not be reset or retaken due to outages or interruptions with the Internet unless you are in the University Library and technical difficulties are documented by a librarian. I will make arrangements with the testing center for those who would like to use University computers. Two weeks prior notice is required.
4. **Mid-Term Exam:** One mid-term exam will cover readings, quizzes, and discussion posts from the prior weeks. The mid-term will be completed during class. Students will have three hours to complete the exam. *A make-up exam will be made available for students who miss the mid-term and have a documented excuse such as illness or injury (see full policy below).*
5. The same rules apply for the midterm as for quizzes: You must ensure you have a secure Internet connection. Once you begin the exam you must complete it in one sitting or the

submission will be graded as is. It will not be reset or retaken due to outages or interruptions with the Internet unless you are in the University Library and technical difficulties are documented by a librarian. I will make arrangements with the testing center for those who would like to use University computers.

6. Final paper: The final/only paper is due Sunday, **December 2, 2018 at NOON** in Canvas. This paper is a literature review of either qualitative or quantitative research referencing an education issue in P-12. Students will include at least six peer reviewed journal articles according to the American Psychological Association, Sixth Edition formatting guidelines.

Two fundamental manners to fail this assignment are plagiarism and failure to write on a college level befitting an upper level student. Your *Turnitin* percentages should not be above 15% with only insignificant grammatical errors- we will discuss this in class).

This paper should be no less than four (4) pages and no longer than seven (7) pages in length; double-spaced; and 12pt. Times New Roman font. Please use APA formatting guidelines for margins and spacing.

Coursework	Points
Exam (1 @ 100pts)	100
Weekly Journals (5 @ 10pts)	50
Discussion postings and Team Experiment (6 @ 30pts)	180
Quizzes (4 @ 75pts)	300
Literature Review	370
<i>Total:</i>	1000

Makeup policy

This is a hybrid course, meaning you will have online and face-to-face components for successful learning. You are responsible for managing your time to make sure you complete all assignments on time. **There are no makeups for discussion posts or quizzes.** Students may make-up the mid-term exam if illness or an injury occurs. Other excuses must be approved through a meeting with me and all excuses must be documented. If the mid-term is missed due to illness, injury or something out of the student's control three contingencies must occur:

1. The student must provide documentation (doctor's note, police report, etc.),
2. The student must notify me as soon as possible of intent to take the make-up exam, and
3. The student must prepare to take the makeup exam within 1 week of the excused absence, if possible.

Students who miss the mid-term exam with no excused absence will receive a zero on the exam. If circumstances dictate an inability to complete the course, the course should be dropped and only the student can initiate this action. Otherwise the posted grade must be accepted.

Instructor's Personal Statement

Psychological research is a fundamental component in understanding human behavior and assisting those who suffer dysfunction in mental and emotional processing. Multi-Variate analysis assists with understanding underlying issues that contribute to not only dysfunction, but also to maladjustment to societal norms and underachievement in areas fundamental to economic success, such as education and vocation. Each individual who seeks to address the various differences in how the world is perceived should have the assurance that a label of dysfunction does not identify the totality of successful outcomes and possibilities. Research assists in preparing society to adjust and to explore various initiatives and approaches tailored to individuals who need assistance; and should not merely follow a path identified by a systematic diagnosis as the map for successful assimilation.

Therefore, thorough exploration of cognitive processing, detailed psychological assessment, family and community history, and innumerable research connections to similar societal situations offer the elemental foundation for understanding how we learn and what hinders the successful transition of knowledge to wisdom. There must be a bridge built that connects experience with understanding and understanding with application.

Seek to find these connections and offer assistance for those who have not yet found their voice and continue to seek their purpose.

Course Calendar

Week/Date	Topic(s)	Readings/Assignments
10/15/2018- 10/20/2018	Course Overview Cluster 1: Learning, Teaching, & Educational Psychology <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Read syllabus and complete Syllabus Quiz <input type="checkbox"/> Group: Read Cluster 1 & Complete Review on page 26 <input type="checkbox"/> Online discussion begins. See Canvas for question/prompt. <i>Initial post due NOON, Friday. Last post due by <u>NOON</u> on Sunday</i>
10/21/2018- 10/27/2018	Cluster 2: Cognitive Development <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Group: Read Cluster 2 & Complete Review on page 69 <input type="checkbox"/> New discussion begins. See Canvas for question/prompt. <i>Initial post due NOON, Friday. Last post due by <u>NOON</u> on Sunday</i>
10/28/2018- 11/03/2018	Cluster 3: The Self, Social and Moral Development <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Read Cluster 3 & Complete Review on page 118 <input type="checkbox"/> New discussion begins. See Canvas for question/prompt. <i>Initial post due NOON, Friday. Last post due by <u>NOON</u> on Sunday</i>
11/04/2018- 11/10/2018	Cluster 6: Culture and Diversity <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Group: Read Cluster 6 & Complete Review on page 248 <input type="checkbox"/> New discussion begins. See Canvas for question/prompt. <i>Initial post due NOON, Friday. Last post due by <u>NOON</u> on Sunday</i> <i><u>Mid-Term in class on Wednesday evening!</u></i>
11/11/2018- 11/17/2018	Cluster 7: Behavioral Views of Learning <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Group: Read Cluster 7 & Complete Review on page 286 <input type="checkbox"/> New discussion begins. See Canvas for question/prompt. <i>Initial post due NOON, Friday. Last post due by NOON on Sunday</i>
11/18/2018- 11/24/2018	Cluster 10: The Learning Sciences and Constructivism <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Group: Read Cluster 10 & Complete Review on page 409 <input type="checkbox"/> New discussion begins. See Canvas for question/prompt. <input type="checkbox"/> <i>Initial post due NOON, Friday. Last post due by NOON on Sunday</i>
11/25/2018- 12/01/2018	Cluster 11: Social Cognitive Views of Learning and Motivation <i>SLO: 1, 2, and 3</i>	<input type="checkbox"/> Group: Read Cluster 11 & Complete Review on page 441 <input type="checkbox"/> New discussion begins. See Canvas for question/prompt. <i>Initial post due NOON, Friday. Last post due by NOON on Sunday</i>
12/02/2018- 12/08/2018	Course Overview	<input type="checkbox"/> Group: Review course outline and summarize clusters <input type="checkbox"/> Discuss Final Paper <input type="checkbox"/> Group Experiment Presentations on Wednesday

Literature Review Rubric

Score Levels	Content	Conventions	Organization
Grade: A	<ul style="list-style-type: none"> • Is well thought out and supports the literature • Reflects application of critical thinking • Has clear goal that is related to the topic • Is pulled from a variety of peer-reviewed and professional journals • Is accurate 	<ul style="list-style-type: none"> • No spelling, grammatical, or punctuation errors • High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> • Information is clearly focused in an organized and thoughtful manner • Information is constructed in a logical pattern to support the literature
Grade: B	<ul style="list-style-type: none"> • Is well thought out and supports the literature • Has application of critical thinking that is apparent • Has clear goal that is related to the topic • Is pulled from several sources • Is accurate 	<ul style="list-style-type: none"> • Few (1 to 3) spelling, grammatical, or punctuation errors • Good use of vocabulary and word choice 	<ul style="list-style-type: none"> • Information supports the literature

<p>Grade: C</p>	<ul style="list-style-type: none"> • Supports the literature • Has application of critical thinking that is apparent • Has no clear goal • Is pulled from a limited number of sources • Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> • Minimal (3 to 5) spelling, grammatical, or punctuation errors • Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> • Review has a focus but might stray from it at times • Information appears to have a pattern, but the pattern is not consistently carried out in the review • Information loosely supports the literature
<p>Grade: D</p>	<ul style="list-style-type: none"> • Provides inconsistent information for literature • Has no apparent application of critical thinking • Has no clear goal • Is pulled from few sources • Has significant factual errors, misconceptions, or misinterpretations 	<ul style="list-style-type: none"> • More than 5 spelling, grammatical, or punctuation errors • Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> • Content is unfocused and haphazard • Information does not support the literature to the challenge or question • Information has no apparent pattern

Course and University Procedures and Policies

Technology requirements and support.

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to

follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division

of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

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