

Course Syllabus – Spring 2023

Course Information

Course Prefix, Number, Section
Course Title

ED 3339.001
Educational Psychology for Teachers

Term
Days & Times

Spring 2023
Monday & Wednesday 11:30am-12:45pm

Professor Contact Information

Professor
Office Phone
Email Address
Office Location

Dr. Michele McNeel
972-883-4406
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HH 2.814

Office Hours

Wednesday 1:30-3:30 via MS Teams
Thursday 4:00-6:00 via MS Teams
Monday, Tuesday, & Friday via MS Teams by appointment

Faculty Resources

[Registrar's Intranet](#): please log in with your UTD NetID and password to access this site. Information that faculty need about grading, scheduling, and other essential aspects of our responsibilities related to teaching are made available and updated regularly in the Registrar's Intranet. This source of information can only be accessed by logging in with your UTD NetID and password. Many important faculty questions are answered here, and this is information that faculty members are expected to know and understand.

[FERPA Guidelines](#): you will be asked to log in before you access the FERPA Guidelines webpage on the Registrar's Intranet. If faculty have additional questions about FERPA guidance, please contact the Office of the Registrar at records@utdallas.edu for the proper student consent forms and further instructions. NOTE: Class recordings from prior semesters may be used as long there are no identifiable student information due to [FERPA](#) because instructors will need students' written consent first. Please review your previous class recordings for identifiable student information before using them in the current term. For additional guidance, contact the [Office of the Registrar](#).

[Honorlock](#): Online proctoring tool will be available for fully online courses and for classes with enrolled international students who are not yet in the United States.

[UT System Resources for Creating Accessible Course Content](#): designed to assist faculty with developing course content

Course Pre-requisites, Co-requisites, and/or Other Restrictions Check with your advisor or The Teacher Development Center for information on Pre-requisites, Co-requisites, and/or Other Restrictions

Course Description

Educational psychology is a theory class rather than a methods class. The emphasis in class will be on the rationale behind various educational approaches rather than hands-on experiences. The class is grounded in the belief that an instructor's decisions in a classroom should be based on knowledge of student's psychological development, both cognitive and social, as well as a firm theoretical foundation. The student will be introduced to approaches in psychology, such as: Theories about Learning and Theories about Learners (including cognitive, personality, and developmental).

Student Learning Objectives/Outcomes

- Students will apply learning theories and developmental theories to instruction and behavior beyond the classroom.
- Students will analyze the relationship between the basic organization of the brain and learning.
- Students will assess, compare, contrast, and evaluate the different theories presented.

Required Texts

Snowman, J. & McCown, R. (2015). *Psychology applied to teaching. (14th ed)* New York: Cengage.

ISBN-10: 1-285-73455-6

ISBN-13: 978-1-285-73455-2

Suggested Materials

TEExES Standards

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

Using the above link, you can access the Pedagogy & Professional Responsibilities Standards (PPR) for EC-3, EC-6, 4-8, & 7-12.

TEKS

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

Using the above link, you can access the Texas Essential Knowledge and Skills (TEKS).

InTASC Standards

[InTASC Standards - Department of Education | Montana State University](https://www.montana.edu/education/in-tasc-standards/)

Using the above link, you can assess the InTASC Standards.

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

Assignments

- A. Reflection (40 pts.)** The focus of this assignment is for you to engage in a self-reflection of who you are as a learner and a student. You will compile that information and then share how you can use that knowledge to inform your teaching practices. Your assignment will be submitted in the form of a PowerPoint presentation. Ch. 4 in your textbook, *Understanding Student Differences*, can provide you with some necessary background information. Specific guidelines will be posted on eLearning.
- B. Leading a Group Discussion (25 pts.)** This assignment will involve learning about elements of leading a group discussion and practicing those elements. More information will be provided in class.
- C. Philosophy of Teaching (30 pts.)** After learning about different theories of teaching and learning, you will be responsible for developing your own philosophy of teaching.
- D. Journal (42 pts.)** You will be responsible for maintaining an eLearning journal of your class readings. Using the journal link on eLearning, you will be required to post journal entries after reading each chapter in your textbook. These entries will help guide our discussions each week. Note that they are due on the night before we discuss the chapter in class. Specific dates are listed in the assignment calendar. Please include the information below in each of your journal entries.
- Use your own words to list five important pieces of information from the chapter.
 - Choose at least one of the important pieces of information listed and tell how you will use that information as a classroom teacher/in the future.
 - List and define at least three new or important terms or concepts from the chapter.
 - List any questions you have about the material covered in the chapter.
- E. Quizzes: (50 pts.)** You will have 5 scheduled quizzes throughout the semester. The quizzes will reflect your required readings and discussions. The quizzes will be taken in eLearning.
- F. Modules: (30 pts.)** You will complete 3 modules during the semester. These modules will add to your learning about the weekly topics. Each module will be completed and posted to eLearning. Please refer to the Assignment Calendar for the due dates of the modules.

Academic Calendar

| Date | Topic | Assignments | Date | Topic | Assignments |
|------------------------------|--|---|--------------------------|--|--|
| Week 1: Jan. 16/18 | Wed. Introductions, Syllabus, Course Requirements | | Week 2: Jan. 23/25 | Mon. Ch. 1: Applying Psychology to Teaching Wed. Metacognition Lesson | Ch. 1 Journal Entry (Jan. 22) Assignment Due: Module 1 Metacognition Lesson Exit Ticket (Jan. 27) |
| Week 3: Jan. 30 Feb. 1 | Mon. Ch. 2: Theories of Psychosocial and Cognitive Development Wed. Leading a Group Discussion Introduction | Ch. 2 Journal Entry (Jan. 29) | Week 4: Feb. 6/8 | Mon. Ch. 3: Age-Level Characteristics Wed. No class meeting – take Quiz 1 in eLearning | Ch. 3 Journal Entry (Feb. 5) Quiz 1 (Covers content from weeks 2, 3, &4) (Feb. 8) |
| Week 5: Feb. 13/15 | Mon. Ch. 4: Understanding Student Differences Wed. Leading a Group Discussion Part 1 | Ch. 4 Journal Entry (Feb. 12) | Week 6: Feb. 20/22 | Mon. Ch. 5: Addressing Cultural and Socioeconomic Diversity & Cultural X-Ray Wed. Leading a Group Discussion Part 1 Continued | Ch. 5 Journal Entry (Feb. 19) Assignment Due: Module 2 (Feb. 24) |
| Week 7: Feb. 27 Mar. 1 | Mon. Ch. 6: Accommodating Student Variability Wed. Ch. 6: Accommodating | Ch. 6 Journal Entry (Feb. 26) Assignment Due Reflection (Mar. 3) | Week 8: Mar. 6/8 | Mon. No class meeting – take Quiz 2 in eLearning Wed. Ch. 7: Behavioral Learning Theory: | Quiz 2 (Covers content from weeks 5, 6, & 7) (Mar. 6) Ch. 7 Journal Entry (Mar. 7) |

| | Student Variability | | | Operant Conditioning | |
|---------------------------|---|--|---------------------------|--|---|
| Week 9: Mar. 13/15 | (Spring Break) | (Spring Break) | Week 10: Mar. 20/22 | Mon. Ch. 8: Information Processing Theory Wed. Leading a Group Discussion Part 2 | Ch. 8 Journal Entry (Mar. 19) |
| Week 11: Mar. 27/29 | Mon. Ch. 9: Social Cognitive Theory Wed. No class meeting – take Quiz 3 in eLearning | Ch. 9 Journal Entry (Mar. 26) Quiz 3 (Covers content from weeks 8, 10, & 11) (Mar. 29) | Week 12: Apr. 3/5 | Mon. Ch. 10: Constructivist Learning Theory, Problem Solving, and Transfer Wed. Leading a Group Discussion Part 3 | Ch. 10 Journal Entry (Apr. 2) |
| Week 13: Apr. 10/12 | Mon. Ch 13: Approaches to Instruction Wed. Leading a Group Discussion Part 3 Continued | Ch. 13 Journal Entry (Nov. 13) | Week 14: Apr. 17/19 | Mon. Ch. 11: Motivation and Perceptions of Self Wed. No class meeting – take Quiz 4 in eLearning | Ch. 11 Journal Entry (Nov. 27) Quiz 4 (Covers content from weeks 12, 13, & 14) (Apr. 19) |
| Week 15: Apr. 24/26 | Mon. Ch 14: Assessment of Classroom Learning Wed. Leading a Group Discussion Part 4 | Ch. 14 Journal Entry (Apr. 24) Assignment Due: Leading a Group Discussion (Apr. 28) | Week 16: May 1/3 | Mon. Ch. 16: Learning from Teaching Wed. No class meeting – take Quiz 5 in eLearning | Ch. 16 Journal Entry (May 1) Quiz 5 (Covers content from weeks 15 & 16) (May 3) |

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| | | | | | Assignment Due: Philosophy of Teaching (May 5) |
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Grading Policy

- You are responsible for determining and making up any work that you miss due to an absence. You should arrange to have a "class buddy" communicate information and inform you about the material covered.
- The instructor will not "pre-grade" assignments. Pre-grading gives some students an unfair advantage and should not be necessary for upper-level or post-graduate students. The writing lab in the library can provide assistance. (Please check for online hours). Also, peer review and study groups can be very helpful.
- Quality, neat work is expected. Work will be graded based upon the instructor's evaluation of the quality of the work as well as completion of the work. Average work will result in average grades.

Grading Information

Weights

| | | |
|----------------------------|------------|------|
| Reflection | 40 points | 18% |
| Leading a Group Discussion | 25 points | 12% |
| Philosophy of Teaching | 30 points | 14% |
| Journal | 42 points | 19% |
| Quizzes | 50 points | 23% |
| Modules | 30 points | 14% |
| Total Points | 217 points | 100% |

To calculate your grade:

X = your total points

Y = 217 total points possible

$(X/Y) \times 100 =$ percentage score

A \geq 94%, A- \geq 90%, B+ \geq 88%, B \geq 84%, B- \geq 80%, C+ \geq 78%, C \geq 74%, C- \geq 70%, D+ \geq 68%, D \geq 64%, D- \geq 60%, F \leq 59%

For example, if you have a total of 200 points, divide 200 by 217 to get .92. Then to convert to a percentage; multiply by 100. This is 92% (A-). If you have a total of 210 points, the equation is $(210/217) \times 100 = 97\%$ (A).

Course Policies

Accessing Grades

Students can check their grades by clicking “My Grades” on the course menu in eLearning after the grade for each assessment task is released.

Group Projects

None

Assignment submission instructions

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s). For additional information on how to submit assignments, view the [Submitting An Assignment video tutorial](#).

Please Note: Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

Participation/Discussions

- Professionalism, respect, positive participation, and timely fulfillment of the assignments are expected. Completion of all assignments is essential. A student’s grade could be raised or lowered based on the instructor’s subjective evaluation of overall performance in the aforementioned areas.
- Read the assigned material and complete homework assignments before class. Take part in discussions, online assignments, and group work. Be prepared to ask questions about material you do not understand.

Make-up quizzes

Students are expected to complete the quizzes during the designated time. If a student fails to complete a quiz, the ability to make up the quiz is left up to the discretion of the instructor.

Extra Credit

Opportunities to earn extra credit may be announced during the semester.

Assignment Policies

1. All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organization, structure, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a deduction of your score. Letters and materials written by you as a professional must be virtually perfect. Begin that practice now.
2. All assignments will be graded and returned at the same time.
3. All assignments are to be posted to eLearning by 11:59 pm on the due date. Acceptance of late assignments is at the discretion of the instructor. If late work is accepted, points may be deducted. Technology problems (other than eLearning system problems) are

- NOT acceptable reasons for an assignment to be late. Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, eLearning, etc. All assignments should be submitted through eLearning.
4. All assignments must be typed. No handwritten assignments will be accepted.

Late Work

All assignments are to be posted to eLearning by 11:59 pm on the due date. Acceptance of late assignments is at the discretion of the instructor. If late work is accepted, points may be deducted. Technology problems (other than eLearning system problems) are NOT acceptable reasons for an assignment to be late. Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, eLearning, etc. All assignments should be submitted through eLearning.

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

There are twenty-four scheduled meetings of this course. Six classes represent about 25% of the course. You may not have more than six absences. Every absence over six will result in your grade being lowered by one letter grade. For example, if your points add up to an A-, a seventh absence will cause your grade to be lowered to a B-. There is not a designation of "excused" absences except for university approved absences that must be requested ahead of time. This policy will be strictly adhered to, but an individual situation could be resolved due to extreme circumstances. Please note: If class is moved online (asynchronously) due to illness or inclement weather, there will be an assignment to complete in order to be counted present.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Classroom Citizenship

- Respectful, positive interaction is expected in class.
- Professionalism is shown by bringing necessary materials to each class and by participating in class learning opportunities. Textbooks are a necessary material. Please be sure your textbook is available at each class session. Bring other materials designated in the calendar and assignments or requested by the instructor.
- As a student in this course, you are expected to comply with the [Code of Ethics and Standard Practice for Texas Educators](#) and the Fitness to Teach Policy.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.