

The University of Texas at Dallas

Course Syllabus

Course Information

Course number: PSY/CLDP 3339.0u1

Course title: **EDUCATIONAL PSYCHOLOGY**

Term: SUMMER 2009

Meeting times: Tuesdays & Thursdays, 1-3pm, GR 4.428

www.turnitin.com

Class ID: 2735138

Password: teaching

Professor Contact Information

Professor's name: Dr. Huxtable-Jester

Phone number: 972-883-6434

Email: drkarenhj@utdallas.edu

Office location: GR 4.714

Office hours: I will be available before and after classes, or roughly Mondays 5-6pm, Tues & Thurs 9-10am, 3-4pm and by appointment (and you are always welcome to just stop by!)

Other information: The fastest and best way to reach me is direct email. It will take much longer to reach me if you use WebCT or phone. Please put the course name in your **subject line [EDPSY]** and **sign your message** with your **first and last name**. **I cannot reply to anonymous telephone or email messages because I can't help you if I don't know who you are.** Also, I do not have caller ID.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Required prior knowledge or skills: none

Course Description

In this study of teaching, learning, and the teaching-learning process we will examine the development of cognitive functions, language and personality, gender and cultural differences, and research on teaching, tests, measurement and evaluation. Concepts to be covered in the course include learning theories, developmental theories, motivation, measurement and assessment, including the concept of intelligence, guidance and discipline, role of the teacher, teaching and learning and how they interrelate, teaching and learning styles, issues of gender, special needs, and diversity. This class is expected to be beneficial to students in psychology, education, and other professions involving teaching and learning.

Student Learning Objectives/Outcomes

School of Behavioral and Brain Sciences Learning Objectives

After completing the course, students will:

- 1.2 Describe and analyze major theoretical perspectives and overarching themes of educational psychology.
- 1.3 Understand, apply, and analyze educational psychology as a specific content area within psychology.
- 2.1 Identify and explain different research methods psychologists use to study teaching and learning.
- 2.2 Locate, accurately summarize, and evaluate bodies of scientific literature in psychology.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.3 Engage in critical thinking, evaluating new ideas with an open but critical mind.
- 4.1 Demonstrate effective writing skills in various formats and for various purposes.
- 4.3 Demonstrate basic computer skills, proper etiquette, and security safeguards.
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.2 Identify appropriate applications of psychology to education.

5.3 Demonstrate how psychological principles can explain social issues and inform public policy relevant to education.

Specific Competencies of the TExES addressed—not *how* but *why*?:

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 0010: The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Competency 0011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

Competency 0012: The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

Required Textbooks and Materials

- 1.Ormrod, J. E. (2006). *Educational psychology: Developing learners* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.
2. The **STUDY GUIDE** designed to accompany this text also is required. The optional textbook website appears at <http://www.prenhall.com/ormrod>.
3. Create a user profile at www.turnitin.com using your Class ID and password. Your Research Paper is the only assignment that you will upload to turnitin.com, but you must submit it to the website 1-2 days ahead of time so that you can print and attach your originality report to your paper. **SUBMIT YOUR PAPER TO TURNITIN.COM AT LEAST ONCE ON OR BEFORE THE DAY IT IS DUE. PRINT AND SAVE YOUR FIRST ORIGINALITY REPORT.** If you have trouble with this, you can have until the second chance day to turn in, in class, your paper and originality report with your plagiarism tutorial quiz attached.
4. Use the website http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html to complete your plagiarism tutorial and quiz, due with your Research Summary.
5. Refer to the APA style guide at <http://www.wisc.edu/writing/Handbook/DocAPA.html> to write your Research Summary.
6. Read the article about how to read journal articles at <http://arts.uwaterloo.ca/~sspencer/psych253/readart.html>.
7. Pick up 4 *Exam System II #229630* answer sheets for exams, available free at the off-campus bookstore. You must bring your answer sheet (and your #2 pencils, of course) to each scheduled exam.
8. A stapler is required for this course. For your protection, papers submitted for a grade or for review must be stapled.
9. **Keep a copy** of every paper and assignment you submit for a grade. If something happens to it, YOU will be responsible for replacing it.

10. You will be assigned a SORTING NUMBER corresponding to the position of your name in the gradebook. **Please write your Sorting Number, by hand, very clearly in the top right corner of the cover page for every assignment you submit for a grade.** After the first exam, assignments submitted without your name and Sorting Number written on the cover page may not be graded.
 11. We will be using WebCT throughout the semester. Use your UTDallas NetID to log in to Galaxy and WebCT. WebCT is a web-based student service that allows students to receive information from instructors and monitor their grades. Be sure that your grades have been recorded correctly. Report any discrepancies within THREE WEEKS of the day the grade was posted. It becomes much more difficult to help you if you wait until the semester is over.
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Suggested Course Materials:

12. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
 13. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
 14. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
 15. Hole, S., & McEntee, G. H. (1999, May). Reflection is at the heart of practice. *Educational Leadership*, pp. 34-37.
 16. Try this website: <http://www.howtostudy.org/resources/read/>. I think that you will find the site interesting and useful both from the perspective of an educator and as a student. If you find that you are having difficulty in this class or in any of your other classes, definitely take a look at www.howtostudy.org.
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Undergraduate Teaching Internship Opportunity

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

Assignments & Academic Calendar

Topics, Reading Assignments, Due Dates, Exam Dates: See calendar on next page.

IMPORTANT: I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind.

Please do not make video and/or audio recordings of class sessions without my explicit permission. Video and/or audio recordings of class sessions made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, WebCT, or email.

"Learning is not the product of teaching. Learning is the product of the activity of the learners."

—John Holt

MY job is to support your learning activity.

PSY 3339.0u1 ♦ EDUCATIONAL PSYCHOLOGY ♦ Summer 2009

TUESDAYS	THURSDAYS
<u>MAY 26</u> Course overview & how to write the research summary Ch. 1: Introduction to educational psychology	<u>MAY 28</u> Ch. 2: Cognitive and linguistic development <i>Journal entry for Chapter 2 accepted today.</i>
<u>JUNE 2</u> Ch. 2 & Ch. 3: Personal, social, and moral development <i>Journal entry for Chapter 3 accepted today.</i>	<u>JUNE 4</u> Ch. 3 & Ch. 4: Individual and group differences <i>Journal entry for Chapter 4 accepted today.</i>
<u>JUNE 9</u> 1-2:20 EXAM 1: Chs. 1-4 2:25-3:00 review Exam 1	<u>JUNE 11</u> Ch. 5: Students with special educational needs <i>Journal entry for Chapter 5 accepted today.</i>
<u>JUNE 16</u> Ch. 5 & Ch. 6: Learning and cognitive processes <i>Journal entry for Chapter 6 accepted today.</i> <i>Optional: give me your Research Summary for early feedback</i>	<u>JUNE 18</u> Ch. 6 & Ch. 7: Knowledge construction <i>Journal entry for Chapter 7 accepted today.</i> Upload your Research Summary to www.turnitin.com today
<u>JUNE 23</u> Ch. 7 & Ch 8: Higher-level thinking skills <i>Journal entry for Chapter 8 accepted today.</i> RESEARCH SUMMARY DUE in class and online	<u>JUNE 25</u> 1-2:20 EXAM 2: Chs. 5-8 2:25-3:00 review Exam 2
<u>JUNE 30</u> Ch. 9: Behaviorist views of learning <i>Journal entry for Chapter 9 accepted today.</i> LAST CHANCE: RESEARCH SUMMARY DUE in class at 1pm	<u>JULY 2</u> Ch. 9 & Ch. 10: Social cognitive views of learning <i>Journal entry for Chapter 10 accepted today.</i>
<u>JULY 7</u> Ch. 10 & Ch. 11: Motivation and emotions <i>Journal entry for Chapter 11 accepted today.</i>	<u>JULY 9</u> Ch. 12: Cognitive factors in motivation <i>Journal entry for Chapter 12 accepted today</i>
<u>JULY 14</u> 1-2:20 EXAM 3: Chs. 9-12 2:25-3:00 review Exam 3	<u>JULY 16</u> Ch. 13: Instructional strategies <i>Journal entry for Chapter 13 accepted today</i>
<u>JULY 21</u> Ch. 14: Classroom management <i>Journal entry for Chapter 14 accepted today.</i>	<u>JULY 23</u> Ch. 15: Basic concepts and issues in assessment <i>Journal entry for Chapter 15 accepted today.</i>
<u>JULY 28</u> Ch. 16: Classroom assessment strategies <i>Journal entry for Chapter 16 accepted today</i>	<u>JULY 30</u> 1-2:20 EXAM 4: Chs. 13-16 2:25-3:00 review Exam 4

*I want to help you be successful in this course in every way I can BEFORE the end of the semester.
After July 30, the course is over. I will NOT be able to give you extra credit.
Course grades will be ready August 20.*

Grading Policy

The basis for assigning grades in this course will be as follows:

	<u>Points</u>	<u>% of final grade</u>
Exams (4 @ 50 pts each)	200	74%
Journal entries (10-15 @ 3 pts each)	30	11%
Research Summary	25	9%
Plagiarism Tutorial Quiz & Originality Report	5	2%
In-class activities	10	4%
TOTAL	270	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
250-270	93-100%	A
242-249	90-92%	A-
237-241	88-89%	B+
223-236	83-87%	B
215-222	80-82%	B-
210-214	78-79%	C+
196-209	73-77%	C
188-195	70-72%	C-
183-187	68-69%	D+
175-182	65-67%	D
0-174	0-64%	F

Course & Instructor Policies

Extra credit: Absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency.

Late work: All assignments must be handed in when class begins on the day they are due. **Late assignments will not be accepted.** Please note that journal entries may not be submitted early and can NOT be made up for any reason.

Class attendance: Class attendance is required, and is assessed in a variety of ways (extra credit opportunities, in-class exercises, etc.). Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook. Notice in the grading policy that missing two classes for any reason will not necessarily impact your grade. Missing more than two classes for any reason will negatively impact your grade. There is no such thing as an “excused” absence.

Classroom citizenship: Please come to class on time and stay for the duration of the class session. You should be seated and ready to begin **on time**. Coming in late or leaving early is disruptive and distracting. **Cell phones must be turned OFF and PUT AWAY during class time! Use of cell phones for ANY purpose during class will result in your expulsion from the class for the rest of that day** (and of course, you forfeit that day’s attendance). Similarly, **the use of laptops for any purpose other than taking notes for the current class session will result in your expulsion from the class**. Basically, if I have to compete for your attention with any object you have brought to class, the object goes.

Etc.: Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here and that I tell you in class.

Field Trip Policies

Off-campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.

No travel and/or risk-related activity is associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources (among others) of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students

through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Please note that privacy regulations prohibit me from emailing your grades to you. Grades will be returned in class on designated days. If you miss one, please come to my office.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student, even though your paperwork may require my signature. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed (that's everything but ONE exam). An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes of enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations.

Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor in advance and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

NOTE: It is **YOUR RESPONSIBILITY** to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me**. You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.*

Detailed Descriptions of Course Assignments

Exams

1. **Four non-cumulative exams** focusing on the assigned readings and lecture material will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice, based on materials from the readings, lectures, videos, and class discussions.
2. See me or a TA early if you need help preparing for an exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong. *Coming to ask me what you can do to improve your grade makes sense if you come early in the semester, but is pointless if you come late in the semester (e.g., after the 4th exam)—at that point there is nothing you can do.*
3. Preparing for an exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the exams. Keeping up with the readings pays off. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
4. **Make-up exams: You must be present for exams.** If you might miss an exam, notify me at 972-883-6434 **IMMEDIATELY**. I must hear from you **before** the scheduled time of the exam. **If you wait to talk to me at the next class meeting, you will not be able to make up the exam.** Make-up exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the exam to attend an urgent family affair (e.g., funeral, NOT family vacation, wedding, reunion, etc.)

supported by verifiable documentation (e.g., obituary or funeral notice). In any of these cases, you must notify me in advance of the scheduled time of the exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive 0 points. It is your responsibility to make sure that the exam is made up **before the next class** session. If you do not show up for your makeup exam at the scheduled time, you will receive 0 points (you get ONE chance to make up the exam). Beware, make-up exams are designed to be more difficult to compensate for having more study time.

Plagiarism Tutorial & Quiz

1. Use the website http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html to complete your plagiarism tutorial and quiz.
2. Review the tutorial and retake the quiz as many times as is necessary to earn a grade of 100% correct on the quiz.
3. Print your quiz results and submit your print-out with your Research Summary.
4. You must complete the tutorial and quiz successfully in order to be allowed to submit your Research Summary.

Reflection Journal

1. You will have 15 opportunities to earn up to 30 points toward your final grade by submitting, *in person and on the day they are due*, a personal experience journal entry corresponding to each of the assigned readings. Each entry will demonstrate how some event from your personal experience can be understood using a **specific theory or concept from the chapter (bold-faced terms)**. BE SURE TO UNDERLINE THE CONCEPT (e.g., elaboration) IN YOUR PAPER THE FIRST TIME IT APPEARS. Important Note: Select a concept relevant to a MAIN IDEA of the chapter (in Chapter 1 do not choose “visual-spatial thinking” or “educational psychology” and do not choose “mnemonic” for Chapter 5).
2. The goal of the journal is to provide you with an opportunity to opportunity to reflect on the relationship between chapter concepts and specific things that you have done in the past or that you might do in the future, as a teacher or learner. In the process of doing this you might *also* share your reactions to the reading material, critically evaluate an issue, or relate a personal concern or experience to course content. Journals will be graded on thoughtfulness and thoroughness, but not on the specific views you express. About one-half to one full page, double-spaced, will be sufficient—please do not write more than one page. You can receive 1-3 points per entry (0=incorrect or incomplete; 1=complete but lacking depth or organization; 2=adequate; 3=complete, organized, and demonstrates insight/critical thinking). The quality of your writing DOES COUNT. Please use correct grammar and punctuation, and a clear, coherent writing style. You will lose points for failing to proof-read (and correct!) your work. A paper with errors cannot earn more than 1 point.
3. **Each entry must be typed. Handwritten entries will receive zero credit** (part of the assignment is that you must plan ahead and type your entry in advance). Late (or early) entries, whether submitted in person or via e-mail, will receive NO credit (don't try to e-mail me attached files—I won't download them). This is true for all late (or early) entries, regardless of the excellence of the reason why they were late (or early). After all, you only have to do 10 out of 16—that gives you more than enough opportunities to take into account any unavoidable delays. Turn them in IN CLASS, IN PERSON, ON TIME.
4. Note: Dropping off your paper at the beginning or end of class, but not staying for a full class period, also will receive zero credit. If you are late on the day that papers are accepted, your paper cannot be accepted for that day. To receive full credit for this assignment, you need to arrive for class prepared and on time—i.e., seated when I ask for journals to be turned in.
5. I understand that sometimes, things happen that you cannot possibly predict or control. Because of this reality, you may skip up to five journal entries before your grade is affected.
6. **Journal entries cannot be accepted** if they are late, early, longer than one page, single-spaced, handwritten, typed in very large or very small font (use 12-point Times Roman or equivalent font), or in any way difficult to read.
7. You may submit as many journal entries as you wish until you have your full 30 points.

Reflection Journal Grading Rubric

Points earned	Criteria
3	<input type="checkbox"/> Complete, organized, and demonstrates insight/critical thinking <input type="checkbox"/> Specific key term is underlined <input type="checkbox"/> Example illustrates the selected term <input type="checkbox"/> Explains how the example is an example of the term
2	<input type="checkbox"/> Adequate, but lacks depth; superficial <input type="checkbox"/> Correct application of concept
1	<input type="checkbox"/> Complete but lacking depth or organization <input type="checkbox"/> Key term not underlined or too many underlined <input type="checkbox"/> Errors in grammar, spelling, punctuation, or any combination of these
0	<input type="checkbox"/> Incorrect application of selected concept <input type="checkbox"/> no sorting number (after first exam) <input type="checkbox"/> late <i>or</i> early <input type="checkbox"/> longer than one page <input type="checkbox"/> single-spaced <input type="checkbox"/> handwritten <input type="checkbox"/> typed in very large or very small font <input type="checkbox"/> difficult to read

Research Summary

1. In place of a traditional term paper, you will evaluate an original report of educational research by writing a one-page critical review of research literature. Additional details appear later in this syllabus and will be discussed further in class.
2. The References page and citation format for this summary will follow the format approved by the American Psychological Association as described in the APA Publication Manual. Use of the website <http://www.wisc.edu/writing/Handbook/DocAPA.html> is **REQUIRED**. I suggest that you acquaint yourself with the information to be found here early in the semester—waiting until you have finished writing your paper is likely to be too late.
3. In addition to submitting a hard copy of each written assignment in class, you will **submit your research summary in class AND online** at www.turnitin.com. Details about how to set up your account will be discussed in class. Notice that the originality report is different from the digital receipt! *Journal entries will not be submitted to turnitin.com.*

In-class Activities (1 point each)

Occasionally, I will ask you to write short essays or complete other activities in class. These essays are designed to prompt you to organize your thoughts on a given topic. They are graded on a credit/no credit basis. In short, if you are there on the day I ask for a minute paper and write something intelligible and thoughtful that is related to the question I've asked, you get credit. These papers are not intended to "test" your knowledge as much as they are to get you thinking about the topic at hand and to facilitate class discussion. Being prepared for class earns you credit on the in-class activities.

Detailed Instructions for the Research Summary Assignment

This writing assignment is intended to help you to refine your ability to summarize and critically evaluate reports of original research in educational psychology. You also will learn how to cite your sources and list your references using APA style. Select from the list below the one article that looks most interesting to you. **You must choose one of the articles listed on this page.** The articles are listed here exactly as they should appear in your paper's References page—notice that this is in 12-point Times Roman font with 1-inch margins, and the journal title and volume number both are italicized:

References

Stright, A. D., Herr, M. Y., & Neitzel, C. (2009). Maternal scaffolding of children's problem solving and children's adjustment in Kindergarten: Hmong families in the United States. *Journal of Educational Psychology, 101*(1), 207-218.

Syvertsen, A. K., Flanagan, C. A., & Stout, M. D. (2009). Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan. *Journal of Educational Psychology, 101*(1), 219-232.

Trautwein, U., Niggli, A., Schnyder, I., & Ludtke, O. (2009). Between-teacher differences in homework assignments and the development of students' homework effort, homework emotions, and achievement. *Journal of Educational Psychology, 101*(1), 176-189.

Reading and understanding reports of original research

Make a photocopy or printout of the entire article. Just as if you were planning to write a traditional term-paper using this article as one of your sources, you will need to take notes to help you remember and organize what you read. Use the **guidelines for organizing your research summary** (listed below) to take notes on this research report.

Write a brief critical summary of the research investigation you read about. Remember, you are not writing about an *article*, you are writing about someone's research, about their attempt to ask and then answer an interesting or important question. Anyone reading your one-page paper should know exactly what the study was about without having to read it. Your summary should be one double-spaced page in length, using 12-point font (Times Roman) and 1-inch margins, with the page number appearing in the top right corner ½ inch from the top of the page, and probably will have 3-4 paragraphs. You are writing in APA style, so please **do not use first person**.

Learning objective: Identify, summarize, and evaluate the main sections of a research report, and cite your source appropriately

In one double-spaced page, summarize the research that was done. Cite the source you are discussing using APA style (check the APA format website again if you are unsure of how to do this—using a correct citation and references page is worth 25% of the grade on this assignment—if you omit them or have errors, you will not earn more than a C for this paper). If your paper is longer than one double-spaced page, you will not earn more than a C for this paper. If your paper consists of a single paragraph, you will not earn more than a C.

Citing your source means that you indicate where your information comes from. You do this as part of your paper (in the body of the text) instead of using footnotes or endnotes. All APA style in-text citations must include

the authors' last names and the work's date of publication. If you were to use a direct quotation you also would give the page number, but do not use any quotations in this paper. *Do not copy from the article, either—you summarize the research by paraphrasing it—put it in your OWN words.* Also, because this paper is only one double-spaced page in length, and you are only using one source, it will be sufficient to cite your source one time only, near the beginning of your summary. Examples of the three possible APA style citation formats (with the matching reference, which would go on a separate page) look like this—notice that this is in 12-point Times Roman font with 1-inch margins:

Researchers investigated whether children enrolled in didactic, highly academic preschools and kindergartens demonstrate negative outcomes on several measures of motivation as compared to children in child-centered programs (Stipek, Feiler, Daniels, & Milburn, 1995).

Stipek, Feiler, Daniels, and Milburn (1995) conducted a correlational study of the relationship between type of instructional programming (didactic vs. child-centered) and the achievement of basic skills and the motivation of 227 4- to 6-year-olds.

In 1995, Stipek, Feiler, Daniels, and Milburn examined the impact of two types of instructional approaches on the academic achievement and motivation of children in preschool and kindergarten.

References

Stipek, D., Feiler, R., Daniels, D., & Milburn, S. (1995). Effects of different instructional approaches on young children's achievement and motivation. *Child Development*, 66, 209-223.

Use one of these three possible APA style citation formats—don't name the article or the journal in which it appears (or the authors' first names, initials, or affiliation...) in your summary. Also, be sure to paraphrase your source without using direct quotations. Your organization guidelines will be very handy, here. Do not write a title on your summary page, and do not use subheadings (you won't have room).

The purpose of this exercise is to help you learn how to include discussion of others' research in the papers you write (and, ultimately, in the decisions you make!). **Very briefly and clearly, you should be able to explain the purpose of the study, how it was conducted, what was found, and what it means.** When you are writing a critical review of research literature, you need to be able to discuss the research in terms of examining the question that the investigators asked and how they went about answering it, rather than simply accepting their results (or worse, their conclusions) as the only part of the article worth reading.

Listing references

Create a References page for the article that you are evaluating. At the top of the page, write the word “References,” but without the quotation marks (or bold type, or italics, or underlining, or fancy font). **On the next line**, begin your list of references (in this paper, only one reference will be listed). Use APA style, as indicated in this syllabus (described in greater detail at <http://www.wisc.edu/writing/Handbook/DocAPA.html>).

For the source information for the article you read for this assignment, list the original primary source as indicated on the first page of the article (don’t worry about the format for electronic sources, for example, even if you retrieve the article online). Notice that only authors’ last names and initials are needed. The author element ends with a period. The year of publication is placed in parentheses, and this element also ends with a period. **Capitalize only the first word of the title of the article** and end the article title element with a period. Use capital letters for the title of the journal, followed by a comma, the volume number and issue (if the issue number is needed), and the pages on which the article appears, and end this element with a period. **The title of the journal and the volume number both should be italicized**, but the issue number (the number in parentheses) is not italicized. Remember, the references should appear in your list in alphabetical order when you have more than one reference—for this assignment you only have one—but **don’t change the original order in which authors appear on each article**.

THIS ASSIGNMENT MUST BE SUBMITTED AS A COMPLETE PACKET What to turn in, stapled together in this order:

1. Title page—this should include the name of the assignment (e.g., Research Summary), your name, course name, my name, semester and year. Write your sorting number clearly (by hand is best) in the top right corner of your title page.
2. One-page research summary with one-inch margins, double-spaced, 12-pt Times Roman font
3. References page (number your title page, summary page, and references page in the top right corner) with one-inch margins, double-spaced, 12-pt Times Roman font
4. Originality report from www.turnitin.com (this is NOT the digital receipt!)
5. Plagiarism quiz results (CERTIFICATE OF COMPLETION) from http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html

Note: To earn the 5 points for your plagiarism quiz and originality report, both must be submitted with your paper, stapled as a complete packet, by the last chance date they are due. If one or both are missing or not stapled with your paper, you will not earn the 5 points. If one or both are missing when you submit your paper, you still must submit both by the next class session, or your paper will not be graded.

The penalty for plagiarizing any part of your paper may include *but is not limited to* earning zero credit for that assignment. If you have been found to have plagiarized your paper and don't get credit for it, then the penalty extends to the plagiarism tutorial and the originality report. The logic is that those assignments were intended to prevent you from turning in a plagiarized paper, but if you didn't benefit either from what you learned by taking the tutorial or by seeing the high percentage in turnitin, then you can't earn credit for those either.

Guidelines for Organizing your Research Summary

To organize your summary of the research, make note of the following (by paraphrasing):

1. **ARTICLE TYPE:** For example, is this a correlational study, a descriptive study, a review of the literature, a survey, an experiment? You don't need to mention this in your summary (it should already be obvious from your description of the study), but you should be aware of it as you interpret and evaluate the research.
2. **PROBLEM:** What was the purpose of this investigation? What issue was addressed? You'll find this in the introduction.
3. **HOW INVESTIGATED:** How did they go about answering their question? You'll find this in the method section. (Not how did you locate this article.)
4. **RESULTS:** What did they find out? Look in the results section.
5. **INTERPRETATION:** What does it mean? What are the implications for practical application to real-world problems? You'll find this in the discussion section.
6. **CRITICISM:** What are the limitations of this study? What do the authors say about this, for example?
7. **DIRECTIONS FOR FUTURE RESEARCH:** What should be done in the future either to try again to answer the initial question posed here, or what questions were raised by these findings that should be answered next?

NOTE: I will discuss sample research summaries in class.

Please notice in particular that the quality of your writing DOES COUNT. Please use correct grammar and punctuation, and a clear, coherent writing style. More details about grading criteria will be discussed in class. The rubric on the following page serves as a useful guideline.

How to find articles in the library when you already know what you want:

1. Go to www.utdallas.edu
2. Click on **LIBRARY** near the top of the page
3. Click on **Search Library Catalog** (or equivalent)
4. Under FIND THIS type in the name of the journal you are looking for and click on Find
Example: journal of personality and social psychology
5. Select journal you need, if necessary, then scroll down and click the link under ejournal available full text (it likely will indicate a range of volume numbers)

Example:

Location: eJournal: From off campus use <http://libproxy.utdallas.edu>

Available Full Text: vol. 55- (July 1988-)

6. Type in key words for the specific article you are looking for
Example: self-handicapping
7. Scroll through the results and select the article you need, or enter more search terms to limit your results
8. Click on PDF Full Text
9. Print your article

Research Summary Grading Rubric

Points earned	Letter grade	Criteria
25	A	<input type="checkbox"/> Thorough understanding of study <input type="checkbox"/> No errors in format, grammar, spelling, or in APA style citation and references page
24		<input type="checkbox"/> Clear, informative exposition of purpose, method, results, interpretation, limitations, and future research, in that order
23		<input type="checkbox"/> Study is clearly introduced, taking into account the perspective of a naïve reader <input type="checkbox"/> Study is cited correctly, once, when it is first mentioned <input type="checkbox"/> Smooth writing style, well developed, elegant and graceful
22	B	<input type="checkbox"/> Good understanding of study <input type="checkbox"/> No more than one or two minor errors in format, grammar, spelling, or in APA style citation and references page
21		<input type="checkbox"/> Clear explanation of key details of study, no omissions of important information <input type="checkbox"/> No inclusion of irrelevant information
20		<input type="checkbox"/> Study is cited correctly, once, when it is first mentioned <input type="checkbox"/> Well written
19	C	<input type="checkbox"/> Good understanding of study <input type="checkbox"/> Some errors in format, grammar, spelling, or in APA style citation and references page
18		<input type="checkbox"/> Awkward phrasing and/or sentence structure, awkward, strange, or inaccurate word choices
17		<input type="checkbox"/> Explanation of study missing one or more key details, not clear enough for a naïve reader to understand <input type="checkbox"/> Purpose, method, results, interpretation are all included, but may be disorganized or incomplete <input type="checkbox"/> Citation of sources other than the article being summarized <input type="checkbox"/> One or more paragraphs consists of a single sentence <input type="checkbox"/> Paper too long, margins too small, font too small, spacing less than double
16	D/F	<input type="checkbox"/> Understanding of study may be good, but not communicated clearly <input type="checkbox"/> Errors in format, grammar, spelling, or in APA style citation and references page <input type="checkbox"/> Citation omitted or incorrect
15		<input type="checkbox"/> Summary includes quotations <input type="checkbox"/> Disorganized, with purpose, method, results, interpretation discussed out of order or with some parts missing
14		<input type="checkbox"/> Incomplete or poorly executed, lacks coherence, sentences are incomplete or incomprehensible <input type="checkbox"/> Paper exceeds one page <input type="checkbox"/> Paper consists of a single paragraph
0		<input type="checkbox"/> Wrote about a study not listed in the syllabus <input type="checkbox"/> Did not submit to turnitin.com <input type="checkbox"/> High percentage of overlap in turnitin.com; referral to Judicial Affairs is possible <input type="checkbox"/> Late

PSY/CLDP 3339.0u1 ♦ EDUCATIONAL PSYCHOLOGY ♦ Summer 2009

The Teaching Assistant for this class will administer and score all exams, grade journal entries, keep records of attendance, lead group study or tutoring sessions, and in general facilitate your learning success.

TA: _____ Email: _____

I will give you the contact information for the TA in class—please write it down and keep it safe! You also can email the TA using WebCT.

It is your responsibility to keep track of your grades, so that you know where you stand at all times. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in WebCT first, then come see me for any verification or clarification (or anything else).

You can record your grades here:

Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Journal entries (3 pts each)	____/30 max.
Research Summary	____/25 max.
Plagiarism Tutorial Quiz & Originality Report	____/5 max.
In-class activities	____/10
TOTAL	____/270 (see chart under Grading Policy)

Journal grades:

Ch. 2	____	Ch. 5	____	Ch. 9	____	Ch. 13	____
Ch. 3	____	Ch. 6	____	Ch. 10	____	Ch. 14	____
Ch. 4	____	Ch. 7	____	Ch. 11	____	Ch. 15	____
		Ch. 8	____	Ch. 12	____	Ch. 16	____

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like for me to check over the grading of any exams or assignments within THREE WEEKS of when the grade was assigned. It becomes much more difficult to verify your grades as time goes on, so please do not wait until the semester is over.