

# *The University of Texas at Dallas*

## *Course Syllabus*

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### **Course Information**

*Course number:* PSY/CLDP 3339.001

*Course title:* **EDUCATIONAL PSYCHOLOGY**

*Term:* FALL 2009

*Meeting times:* Mondays & Wednesdays, 9:30-10:45am, GR 4.428

**www.turnitin.com**

Class ID: 2792705

Password: teaching

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### **Professor Contact Information**

*Professor's name:* Dr. Huxtable-Jester

*Phone number:* 972-883-6434 (no caller ID, so please leave a local number)

*Email:* [drkarenhj@utdallas.edu](mailto:drkarenhj@utdallas.edu)

*Office location:* GR 4.714

*Office hours:* Mon & Wed 11am-12pm, Tues & Thurs 10:30-11:30am, Tues 6-7pm, and by appointment (or 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 eLearning (the new WebCT) or phone. **Please put the course name in your subject line [EDPSY] and sign your message with your first and last name.** I do not reply to anonymous telephone or email messages because I can't help you if I don't know who you are. Even if your name automatically appears next to your email address in your email system, it will not appear in mine.

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

*Required prior knowledge or skills:* none

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### **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.

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### **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.

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**Required Textbooks and Materials**

1. Ormrod, J. E. (2006). *Educational psychology: Developing learners* (5<sup>th</sup> 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. Additional chapters and journal articles may be assigned to complement, elaborate on, or contradict the text. Supplemental readings or links to the readings will be posted on eLearning.
  4. 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.
  5. A stapler is required for this course. For your protection, papers submitted in class for a grade or for review must be stapled.
  6. A flash drive can be very handy, and is recommended, but not explicitly required. It will be necessary for you to **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.
  7. 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 in class for a grade.** After the first exam, assignments submitted without your name and Sorting Number written on the cover page may not be graded.
  8. We will be using eLearning throughout the semester. Please be sure that your grades have been recorded correctly. Report any discrepancies within THREE WEEKS of the day the grade was posted. Do not wait until the semester is over.
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**Suggested Course Materials:**

1. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
  2. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
  3. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
  4. Hole, S., & McEntee, G. H. (1999, May). Reflection is at the heart of practice. *Educational Leadership*, pp. 34-37.
  5. 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](http://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.

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**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.

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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, eLearning, or email.

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**"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 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ FALL 2009

MONDAYS	WEDNESDAYS
<u>AUG 24</u> Course overview & how to write the research summary	<u>AUG 26</u> Ch. 1: Introduction to educational psychology <i>Journal entry for Chapter 1 accepted today.</i>
<u>AUG 31</u> Ch. 2: Cognitive and linguistic development	<u>SEP 2</u> Ch. 2: Cognitive and linguistic development <i>Journal entry for Chapter 2 accepted today.</i> <b>CPR Assignment 1 Text Entry Window opens TODAY</b>
<u>SEP 7</u>  NO CLASS	<u>SEP 9</u> Ch. 3: Personal, social, and moral development <i>Journal entry for Chapter 3 accepted today.</i>
<u>SEP 14</u> Ch. 3: Personal, social, and moral development	<u>SEP 16</u> Ch. 4: Individual and group differences <i>Journal entry for Chapter 4 accepted today.</i> <b>CPR Assignment 1 Text Entry Window closes; Calibration &amp; Review Window opens TODAY</b>
<u>SEP 21</u> <b>EXAM 1: Chs. 1-4</b>	<u>SEP 23</u> Ch. 5: Students with special educational needs <i>Journal entry for Chapter 5 accepted today.</i>
<u>SEP 28</u> Ch. 5: Students with special educational needs <b>CPR Assignment 1 Calibration &amp; Review Window closes TODAY; Results Available</b>	<u>SEP 30</u> Ch. 6: Learning and cognitive processes <i>Journal entry for Chapter 6 accepted today.</i> <b>CPR Assignment 2 Text Entry Window opens TODAY</b>
<u>OCT 5</u> Ch. 6: Learning and cognitive processes	<u>OCT 7</u> Ch. 7: Knowledge construction <i>Journal entry for Chapter 7 accepted today.</i>
<u>OCT 12</u> Ch 8: Higher-level thinking skills <i>Journal entry for Chapter 8 accepted today.</i>	<u>OCT 14</u> <b>EXAM 2: Chs. 5-8</b>

Midterm grades will be submitted to the registrar's office October 13.

Midterm grades will be calculated by dividing the total number of points earned by the total possible points that could have been earned on Exam 1.

CONTINUED ON NEXT PAGE →

MONDAYS	WEDNESDAYS
<u>OCT 19</u> Ch. 9: Behaviorist views of learning <i>Journal entry for Chapter 9 accepted today.</i> <b>CPR Assignment 2 Text Entry Window closes; Calibration &amp; Review Window opens TODAY</b>	<u>OCT 21</u> Ch. 9: Behaviorist views of learning
<u>OCT 26</u> Ch. 10: Social cognitive views of learning <i>Journal entry for Chapter 10 accepted today.</i>	<u>OCT 28</u> Ch. 11: Motivation and emotions <i>Journal entry for Chapter 11 accepted today.</i>
<u>NOV 2</u> Ch. 12: Cognitive factors in motivation <i>Journal entry for Chapter 12 accepted today</i> <b>CPR Assignment 2 Calibration &amp; Review Window closes TODAY; Results Available</b>	<u>NOV 4</u> Ch. 12: Cognitive factors in motivation <b>CPR Assignment 3 Text Entry Window opens TODAY</b>
<u>NOV 9</u> <b>EXAM 3: Chs. 9-12</b>	<u>NOV 11</u> Ch. 13: Instructional strategies <i>Journal entry for Chapter 13 accepted today.</i>
<u>NOV 16</u> Ch. 14: Classroom management <i>Journal entry for Chapter 14 accepted today.</i>	<u>NOV 18</u> Ch. 15: Basic concepts and issues in assessment <i>Journal entry for Chapter 15 accepted today.</i>
<u>NOV 23</u> Ch. 15: Basic concepts and issues in assessment <b>CPR Assignment 3 Text Entry Window closes; Calibration &amp; Review Window opens TODAY</b>	<u>NOV 25</u> <p style="text-align: center;">NO CLASS—Happy Thanksgiving!</p>
<u>NOV 30</u> Ch. 16: Classroom assessment strategies <i>Journal entry for Chapter 16 accepted today</i>	<u>DEC 2</u> Ch. 16: Classroom assessment strategies
<u>DEC 7</u> <b>EXAM 4: Chs. 13-16</b> <b>CPR Assignment 3 Calibration &amp; Review Window closes TODAY; Results Available</b>	

*I want to help you be successful in this course in every way I can BEFORE the end of the semester. After December 7, the course is over. At that point, I simply cannot just give you extra points or additional assignments. Course grades will be ready Dec. 16.*

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## 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	71%
Response papers (10-14 @ 3 pts each)	30	11%
CPR Writing Assignment 1: Reflection	10 (required)	4%
CPR Writing Assignment 2: Research Summary	20	7%
CPR Writing Assignment 3: Take Away	20	7%
TOTAL	280	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
260-280	93-100%	A
251-259	90-92%	A-
246-250	88-89%	B+
232-245	83-87%	B
223-231	80-82%	B-
218-222	78-79%	C+
204-217	73-77%	C
195-203	70-72%	C-
190-194	68-69%	D+
181-189	65-67%	D
0-180	0-64%	F

Midterm grades will be calculated by dividing the total number of points earned by the total possible points that could have been earned on Exam 1 (50).

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## 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. Some extra credit points may be earned by completing activities in class.

*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 response papers 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.

*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.

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### 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](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.* **But please come see me for extra help any time!**

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## 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 4<sup>th</sup> 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.

### Reflection Journal

1. You will have 16 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 with teaching or learning 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 (e.g., 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 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 (please don’t try to e-mail me attached files—I can’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). This is why 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.
- 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.
4. I understand that sometimes, things happen that you cannot possibly predict or control. Because of this reality, you may skip up to six journal entries before your grade is affected.
  5. **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.
  6. 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 organization or clarity <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

### 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.

### Calibrated Peer Review Assignments

**I will give you a very detailed handout for these assignments.**

#### Assignment 1: Reflection and professional development

The objective of this assignment is for you to become acquainted with the CPR process. This paper will resemble a Reflection Journal entry, and in fact, you may use one of your journal entries as a starting point, if you wish. If your paper was quite brief, you will need to provide additional elaboration to meet the length and depth requirements of this assignment.

#### Assignment 2: Research summary

In place of a traditional term paper, you will evaluate an original report of educational research by writing a brief summary of a peer-reviewed journal article.

#### Assignment 3: Taking Ed Psych with me

The goal of this assignment is to encourage you to "take away" and continue to use something you learned about how the science of psychology can be applied to understanding processes that influence teaching and learning. You will reflect on the most interesting or useful thing that you have learned so far this semester and write an essay about how you have, or how you could, apply it to your life. Think of it as, "This is what I'll be most likely to remember 5 or more years from now."

PSY/CLDP 3339.001 ♦ **EDUCATIONAL PSYCHOLOGY** ♦ Fall 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 eLearning.

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 eLearning 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
Response papers (3 pts each)	____/30
CPR Assignment 1	____/10 (required)
CPR Assignment 2	____/20
CPR Assignment 3	____/20
In-class activities	____ (extra credit)
TOTAL	____/280 (see chart under Grading Policy)

Journal grades:

Ch. 1	____	Ch. 5	____	Ch. 9	____	Ch. 13	____
Ch. 2	____	Ch. 6	____	Ch. 10	____	Ch. 14	____
Ch. 3	____	Ch. 7	____	Ch. 11	____	Ch. 15	____
Ch. 4	____	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.