

The University of Texas at Dallas

Course Syllabus

Course Information

Course number: PSY/CLDP 3339.001

Course title: **EDUCATIONAL PSYCHOLOGY**

Term: SPRING 2010

Meeting times: Tuesdays & Thursdays, 10-11:15am, GR 4.428

www.turnitin.com

Class ID: 3048571

Password: teaching

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

Office location: GR 4.714

Office hours: Tues & Thurs 11:30am-12:45pm, Fri 10am-12pm, and by appointment (or just stop by!)

Other information: The fastest and best way to reach me is direct email. If you use regular email, **please put the course name in your subject line [EDPSY] and sign your message with your first and last name**. Even if your name automatically appears next to your email address in your email system, it will not appear in mine.

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. 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.
4. 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.
5. We will be using eLearning throughout the semester for recording your grades, for providing supplemental readings and handouts, and for you to submit your journal entries.

Recommended *optional* readings:

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.
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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, eLearning, 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 guide your learning activity by requiring you to engage in the behaviors that will help you learn. The chart below shows how the assignments will help you to achieve the course objectives:

	PSY 3339.001				
	Methods of assessing achievement of objectives				
Student learning objectives/outcomes	Exams	Reflection Journals	CPR Writing & Reviews	Plagiarism quiz & Turnitin	In-class writing & discussion
Describe and analyze major theoretical perspectives and overarching themes of educational psychology.	X	X			
Understand, apply, and analyze educational psychology as a specific content area within psychology.	X				
Identify and explain different research methods psychologists use to study teaching and learning.	X		X		
Locate, accurately summarize, and evaluate bodies of scientific literature in psychology.			X		
Use critical thinking to evaluate popular media and scholarly literature.		X	X		
Engage in critical thinking, evaluating new ideas with an open but critical mind.	X	X	X		X
Demonstrate effective writing skills in various formats and for various purposes.		X	X		X
Demonstrate basic computer skills, proper etiquette, and security safeguards.		X	X	X	
Apply psychological concepts, theories, and research findings to issues in everyday life.	X	X	X		X
Identify appropriate applications of psychology to education.	X	X	X		X
Demonstrate how psychological principles can explain social issues and inform public policy relevant to education.	X	X			X

EDUCATIONAL PSYCHOLOGY
PSY/CLDP 3339.001 ♦ SPRING 2010

TUESDAYS	THURSDAYS
<u>JAN 12</u> Course overview	<u>JAN 14</u> Ch. 1: Introduction to educational psychology CPR-1 Text Entry BEGINS 10am In CPR your "Student ID" is always your UTD NetID
<u>JAN 19</u> Ch. 2: Cognitive development <i>Journal entry for Ch. 1 due in eLearning 10am</i>	<u>JAN 21</u> Ch. 2: Cognitive and linguistic development <i>Journal entry for Ch. 2 due in eLearning 10am</i>
<u>JAN 26</u> Ch. 3: Child and adolescent development CPR-1 DUE at www.turnitin.com 10am Class ID: 3048571 Password: teaching	<u>JAN 28</u> Ch. 3: Personal, social, and moral development <i>Journal entry for Ch. 3 due in eLearning 10am</i> CPR-1 Text Entry ends 10am
<u>FEB 2</u> Ch. 4: Individual and group differences <i>Journal entry for Ch. 4 due in eLearning 10am</i> CPR-1 Calibration & Review BEGINS 10am	<u>FEB 4</u> EXAM 1: Chs. 1-4
<u>FEB 9</u> Review Exam 1 Ch. 5: Students with special educational needs	<u>FEB 11</u> Ch. 5: Students with special educational needs <i>Journal entry for Ch. 5 due in eLearning 10am</i> CPR-1 Calibration & Review ends 10am
<u>FEB 16</u> Ch. 6: Learning and cognitive processes CPR-1 Results available; CPR-2 Text Entry BEGINS 10am	<u>FEB 18</u> Ch. 6: Learning and cognitive processes <i>Journal entry for Ch. 6 due in eLearning 10am</i> Plagiarism tutorial Certification of Completion due
<u>FEB 23</u> Ch. 7: Knowledge construction <i>Journal entry for Ch. 7 due in eLearning 10am</i> Plagiarism tutorial Certification of Completion due	<u>FEB 25</u> Ch 8: Higher-level thinking skills <i>Journal entry for Ch. 8 due in eLearning 10am</i> LAST CHANCE to turn in your plagiarism tutorial Certification of Completion
<u>MAR 2</u> EXAM 2: Chs. 5-8 CPR-2 DUE at www.turnitin.com 10am	<u>MAR 4</u> Review Exam 2 Ch. 9: Behaviorist views of learning CPR-2 REVISIONS DUE at www.turnitin.com 10am

CONTINUED ON NEXT PAGE →

PSY/CLDP 3339.001 ♦ SPRING 2010

TUESDAYS	THURSDAYS
<u>MAR 9</u> Ch. 9: Behaviorist views of learning <i>Journal entry for Ch. 9 due in eLearning 10am</i> CPR-2 Text Entry ends 10am	<u>MAR 11</u> Ch. 10: Social cognitive views of learning CPR-2 Calibration & Review BEGINS 10am
<u>MAR 15-20</u> <div style="text-align: center;">NO CLASSES Enjoy your spring break</div>	
<u>MAR 23</u> Ch. 11: Motivation and emotions <i>Journal entry for Ch. 10 due in eLearning 10am</i>	<u>MAR 25</u> Ch. 11: Motivation and emotions <i>Journal entry for Ch. 11 due in eLearning 10am</i> CPR-2 Calibration & Review ends 10am
<u>MAR 30</u> Ch. 12: Cognitive factors in motivation CPR-2 Results available; CPR-3 Text Entry BEGINS 10am	<u>APR 1</u> Ch. 12: Cognitive factors in motivation <i>Journal entry for Ch. 12 due in eLearning 10am</i>
<u>APR 6</u> EXAM 3: Chs. 9-12	<u>APR 8</u> Review Exam 3 Ch. 13: Instructional strategies
<u>APR 13</u> Ch. 13: Instructional strategies <i>Journal entry for Ch. 13 due in eLearning 10am</i> CPR-3 DUE at www.turnitin.com 10am	<u>APR 15</u> Ch. 14: Classroom management <i>Journal entry for Ch. 14 due in eLearning 10am</i> CPR-3 Text Entry ends 10am
<u>APR 20</u> Ch. 15: Basic concepts and issues in assessment CPR-3 Calibration & Review BEGINS 10am	<u>APR 22</u> Ch. 15: Basic concepts and issues in assessment <i>Journal entry for Ch. 15 due in eLearning 10am</i>
<u>APR 27</u> Ch. 16: Classroom assessment strategies <i>Journal entry for Ch. 16 due in eLearning 10am</i>	<u>APR 29</u> EXAM 4: Chs. 13-16 CPR-3 Calibration & Review ends 10am
<u>MAY 4</u> (reading day—no classes May 4-5) CPR-3 Results available 10am	Course grades will be available May 19

I want to help you be successful in this course in every way I can BEFORE the end of the semester. After April 29, the course is over. At that point, I simply cannot just give you extra points or additional assignments.

Grading Policy

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

	Points	% of final grade
Exams (4 @ 50 pts each)	200	71%
Reflection Journals (10-16 @ 3 pts each)	30	11%
Plagiarism tutorial quiz	3 (extra credit)	
CPR Writing Assignment 1: Reflection	10	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:

Points earned	Percent	Letter grade
259-280	93-100%	A
251-258	90-92%	A-
245-250	88-89%	B+
231-249	83-87%	B
223-230	80-82%	B-
217-222	78-79%	C+
203-216	73-77%	C
195-202	70-72%	C-
189-194	68-69%	D+
181-188	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 and Exam 2 [(Exam 1 raw score + Exam 2 raw score)/100].

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 completed before 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.

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.

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.

Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.

NOTE: Please be sure 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!**

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 material 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.

Reflection Journals

1. You will have 16 opportunities to earn up to 30 points toward your final grade by submitting, *in eLearning*, 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 (or italicize or in some way clearly emphasize) 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). These are listed in your study guide’s glossary and as “key concepts” on the last page of each chapter.
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. The equivalent of 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. **These journal entries will be submitted in eLearning according to the deadlines specified for each assignment.** The deadlines for each journal entry cannot and will not be changed for any reason. No journals will be accepted past the eLearning deadline regardless of the excellence of the reason why they were late. 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, system problems, etc.
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** outside of the corresponding eLearning Assignment. Please do not email your papers to me or to your TA. Enter your paper in the text entry box provided in eLearning instead of attaching your Word document. **Please note that ATTACHMENTS will not be downloaded and will not be graded.**
6. You may submit as many journal entries as you wish until you have your full 30 points.

Reflection Journal Grading Rubric:

- | | |
|-----------------|--|
| 3 points | = complete, organized, and demonstrates insight/critical thinking; specific key term is underlined or italicized; example illustrates the selected term; explains how the example is an example of the term |
| 2 points | = adequate, but lacks depth; superficial; concept is applied correctly |
| 1 point | = complete, but lacking organization, clarity, and/or focus; key term not underlined or too many underlined; errors in grammar, spelling, punctuation, or any combination of these |
| 0 points | = incorrect application of selected concept; longer than one double-spaced page would be |

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. Attending and being prepared for class earns you credit on the in-class activities.

Plagiarism Tutorial (3 points extra credit if submitted before deadline)

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 "Certificate of Completion" and bring it to class on or before the deadline indicated in the course calendar.
4. You must complete the tutorial and quiz successfully in order to earn credit on the CPR assignments.

Calibrated Peer Review Assignments

Very detailed handouts describing each of these three assignments will be posted in eLearning. General guidelines that you will need for all three assignments begin on the next page.

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 journal entry 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."

Calibrated Peer Review Assignments

Educational Psychology

CLDP/PSY 3339

CPR is a software program that gives students the means to evaluate one another's papers in a systematic and anonymous way. This not only helps you to develop your own writing skills, but also helps you to develop the reviewing skills that are central to many professions.

You will complete three assignments using the CPR website. For each of these assignments, you will write a paper according to the guidelines I give you, and copy it into the text entry page of the site. You will then grade three sample papers, three papers submitted by other students in our class, and your own paper. Your grade will reflect the accuracy and quality of your reviews and the quality of the paper you wrote.

Each of the three assignments will become available at different times throughout the semester. The three steps for completing each assignment are (1) Text entry, (2) Calibration and Review, and (3) View results. I will open the CPR "window" for each of the assignment stages on the days indicated in the course calendar. Remember, however, that you can begin writing your papers before the window opens. Regardless of when you begin your paper, you will want to write your papers in Word (or the word processor of your choice), **SAVE** your work, and then copy the text into CPR when you are ready to submit.

Even though the first assignment is worth a small percentage of your course grade, it is **REQUIRED**. This assignment is important because it will introduce you to the CPR system and help you understand how to use it for the more elaborate assignments that will come later in the semester.

Important things to remember:

1. If you added the course **AFTER** Wednesday, January 13, you must send me an email (drkarenhj@utdallas.edu) so that I can ask the CPR administrator to "load" you into the course. Without that, you will not have access when you need it.
2. You do not have to wait for the assignment to become available in CPR to begin writing your paper.
3. Write your paper using your own word processor (such as Word) and save it. Then you can upload your finished paper to CPR and turnitin.com when you are ready. In turnitin, you browse for and then upload your actual Word file; in CPR you copy and paste your Word document.
4. "CPR time" is different from the time on your computer or Central Standard Time. If you are working close to a deadline, keep an eye on the CPR time so that you do not miss your chance to submit your paper before it is too late.
5. When using CPR, as with anything you do on any computer, **SAVE EARLY, SAVE OFTEN**. CPR has an annoying tendency to log you out every 15 minutes or so. If you haven't saved your work, it will be lost.
6. **IMPORTANT NOTE ABOUT DOING THE REVIEWS**
When you do the Calibration reviews (after submitting your own essay), you will note that the questions ask you to make comments, yet there is no comment entry area. Just ignore this quirk of CPR. Only when you are reviewing your classmates' essays will there be comment entry boxes.
7. Remember, it is critical that you meet the deadlines in the assignment. Be sure to keep track of the dates for each window of opportunity to complete the assignments!

CPR Student Handout

Basic Information

<http://cpr.molsci.ucla.edu/cpr/cpr/login.asp>

Getting Started with CPR:

- ___ You need a browser (Netscape Navigator v. 4/later or Internet Explorer v. 4/later) and an Internet connection (Bruin Online, EarthLink, etc.).
- ___ You will need to know your CPR Username and your password to access the CPR program. If you have already accessed the program in a previous term and have forgotten your login information, then you can retrieve this information by connecting to the CPR login page (see URL above) and selecting "Users: forgot your login information?" If you are a new user and do not know your CPR ID, then you must complete the account profile. **All New Users MUST complete their account profile.**

To complete an account profile:

1. Connect to the following URL - <http://cpr.molsci.ucla.edu/cpr/cpr/login.asp>
2. Select "New Users: first time logging in?"
3. Select **UNIVERSITY of TEXAS at DALLAS** from the pull down menu and enter your Student ID, which is your UTD NetID. **In CPR your "Student ID" is always your UTD NetID**
4. Next you will select a password. You will also need to enter a challenge question and answer. This challenge question will be used if you forget your login information. You may enter your email address.
5. Upon completion of your account profile, you will be given your unique **CPR username**. Make sure that you save your **CPR username**. You will need it every time you access CPR.

Before starting your first CPR assignment:

- ___ After entering your CPR username and password you will be directed to take a 10 minute "Tour."
- ___ Click on the "CPR Guided Tour" link and then the "Taking an Assignment" link.
- ___ Take the short PreTest for new users.

All information necessary to complete the PreTest can be found in the CPR Tour: "Taking an Assignment." You must take this tour prior to taking the PreTest.

Assignment Structure – Both stages are required to complete the assignment.

There are two parts to a CPR assignment:

Stage 1: <Assignment Start Time _____>

During this stage you will

- a) explore source material about the assignment topic.
- b) write about the topic. **NOTE:** Save your text to your local computer or to a floppy disk before submitting it. This will serve as a backup should a problem occur during the submission process.

<Text Entry End Time _____>

Stage 2: <begins with Text Entry End Time>

During this stage you will evaluate

- a) example texts written specifically for this assignment. These evaluations are called "**calibrations.**"
- b) three texts written by your classmates. This stage is called "**reviews.**"
- c) evaluate your own text. This stage is called the "**self-assessment.**"

<Assignment End Time _____>

After the assignment ends:

You can now check your results of the assignment.

To access CPR technical support:

Check with your Instructor first

or

Send email to _____. If you are a student, include your CPR username, instructor's name and course.

Important Points:

___ CPR uses a centralized UCLA time and does **NOT** use the time on a local computer (i.e. your home computer). You can check the CPR time by clicking on the "CPR Time" link on the top of the assignment screens.

___ CPR depends on **ALL students** finishing assignments. Problems should be reported immediately to your **INSTRUCTOR** to insure the highest possible completion rate by students.

___ **Always** save your text entry on another computer or flash drive before submitting it to CPR. After entering your text, always log out and back in to **CHECK and make sure you were successful.**

___ Most Internet Service Providers (i.e. Bruin On-Line, Earthlink, MSN) terminate Internet connections that have not been used for more than 15 - 20 minutes. If a connection is terminated and you try to submit work, it will be **LOST.**

___ CPR does **NOT** work with the AOL browser. Make your internet connection with AOL, then switch to the Internet Explorer (4.x or 5.x) or the Netscape (4.7x) browsers.

HTML Tags/formatting:

 text Displays the enclosed text in boldface; HI gives **HI**.

<I> text </I> Displays the enclosed text in italics; <I>HI</I> gives *HI*.

_{text} Displays the enclosed text subscripted; H₂ gives H₂O.

^{text} Displays the enclosed text superscripted; Na⁺¹ gives Na⁺¹.

 text </BR> Inserts a line break.

<P> text </P> Defines a paragraph.

PSY/CLDP 3339.001 ♦ **EDUCATIONAL PSYCHOLOGY** ♦ Spring 2010

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
Journal entries (3 pts each)	____/30
Plagiarism tutorial quiz	____/3 (extra credit)
CPR Assignment 1	____/10
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.