

The University of Texas at Dallas
Course Syllabus

Course Information

Course number: PSY/CLDP 3339.001

Course title: **EDUCATIONAL PSYCHOLOGY**

Term: SPRING 2012

Meeting times: **Tues & Thurs 10-11:15am, GR 4.428**

Professor Contact Information

Professor's name: Dr. Huxtable-Jester

Phone number: 972-883-6434 (I can return calls to local numbers only)

Email: drkarenhj@utdallas.edu

Office location: JO 3.116

Office hours: TR 11:30-12:30 and by arrangement (or just stop by!)

Other information: The fastest and best way to reach me is direct email. **Please put the course name in your subject line [ED].**

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.
- 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

NO LAPTOPS OR OTHER ELECTRONIC DEVICES

1. Ormrod, J. E. (2011). *Educational psychology: Developing learners* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.
2. The **STUDY GUIDE** designed to accompany this text also is required. The website appears at <http://www.myeducationlab.com/>.
3. Additional chapters, journal articles, and other readings may be assigned. Details will be discussed in class.
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. 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. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
 2. Duke, R. A. (2009). *Intelligent music teaching: Essays on the core principles of effective instruction*. Austin, TX: Learning and Behavior Resources.
 3. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
 4. Hole, S., & McEntee, G. H. (1999, May). Reflection is at the heart of practice. *Educational Leadership*, pp. 34-37.
 5. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
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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.

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.

Note: It is a copyright violation for students to post this syllabus or any course materials (lecture notes, etc.) on any websites (other than eLearning), including notehall.com, scribd.com, and the like.

"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 giving you credit for engaging in the behaviors that will help you learn. The chart below shows how the assignments will help you to achieve the course objectives:

Student learning objectives/outcomes	PSY 3339 Methods of assessing achievement of objectives		
	Exams	Reflection Journals	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		
Use critical thinking to evaluate popular media and scholarly literature.		X	
Engage in critical thinking, evaluating new ideas with an open but critical mind.	X	X	X
Demonstrate effective writing skills in various formats and for various purposes.		X	X
Demonstrate basic computer skills, proper etiquette, and security safeguards.		X	
Apply psychological concepts, theories, and research findings to issues in everyday life.	X	X	X
Identify appropriate applications of psychology to education.	X	X	X
Demonstrate how psychological principles can explain social issues and inform public policy relevant to education.	X	X	X

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TUESDAYS	THURSDAYS
<u>JAN 17</u> Course overview Introduction to educational psychology	<u>JAN 19</u> Ch. 1: Education research and its uses <i>Journal entry for Ch. 1 due in eLearning before 9am</i>
<u>JAN 24</u> Ch. 2: Theories of cognitive development	<u>JAN 26</u> Ch. 2: Cognitive and linguistic development <i>Journal entry for Ch. 2 due in eLearning before 9am</i>
<u>JAN 31</u> Ch. 3: Personality and social development <i>Journal entry for Ch. 3 due in eLearning before 9am</i>	<u>FEB 2</u> Ch. 3: Personality and social development
<u>FEB 7</u> Ch. 4: Group differences <i>Journal entry for Ch. 4 due in eLearning before 9am</i>	<u>FEB 9</u> EXAM 1: Chs. 1-4
<u>FEB 14</u> Ch. 5: Individual differences	<u>FEB 16</u> Ch. 5: Students with special educational needs <i>Journal entry for Ch. 5 due in eLearning before 9am</i>
<u>FEB 21</u> Ch. 6: Learning and cognitive processes <i>Journal entry for Ch. 6 due in eLearning before 9am</i>	<u>FEB 23</u> Ch. 6: Learning and cognitive processes
<u>FEB 28</u> Ch. 7: Knowledge construction <i>Journal entry for Ch. 7 due in eLearning before 9am</i>	<u>MARCH 1</u> Ch 8: Higher-level thinking skills <i>Journal entry for Ch. 8 due in eLearning before 9am</i>
<u>MARCH 6</u> EXAM 2: Chs. 5-8	<u>MARCH 8</u> Ch. 9: Behaviorist views of learning

CONTINUED ON NEXT PAGE →

<u>MARCH 11-17</u> <p style="text-align: center;">NO CLASSES—ENJOY YOUR SPRING BREAK!</p>	
<u>MARCH 20</u> Ch. 9: Behaviorist views of learning <i>Journal entry for Ch. 9 due in eLearning before 9am</i>	<u>MARCH 22</u> Ch. 9: Behaviorist views of learning
<u>MARCH 27</u> Ch. 10: Social cognitive views of learning <i>Journal entry for Ch. 10 due in eLearning before 9am</i>	<u>MARCH 29</u> Ch. 11: Motivation and emotions
<u>APRIL 3</u> Ch. 11: Cognitive factors in motivation <i>Journal entry for Ch. 11 due in eLearning before 9am</i>	<u>APRIL 5</u> Ch. 11: Cognitive factors in motivation
<u>APRIL 10</u> EXAM 3: Chs. 9-11	<u>APRIL 12</u> Ch. 12: Instructional strategies <i>Journal entry for Ch. 12 due in eLearning before 9am</i>
<u>APRIL 17</u> Ch. 13: Classroom management <i>Journal entry for Ch. 13 due in eLearning before 9am</i>	<u>APRIL 19</u> Ch. 14: Basic concepts and issues in assessment
<u>APRIL 24</u> Ch. 14: Classroom assessment strategies <i>Journal entry for Ch. 14 due in eLearning before 9am</i>	<u>APRIL 26</u> Ch. 15: Summarizing student achievement
<u>MAY 1</u> Ch. 15: Effective use of assessment <i>Journal entry for Ch. 15 due in eLearning before 9am</i>	<u>MAY 3</u> EXAM 4: Chs. 12-15

Course grades will be available May 14

I want to help you be successful in this course in every way I can BEFORE the end of the semester. After May 3, the course is over. At that point, I simply cannot and will not give you extra points or additional assignments. I can help you if you ask me “what can I do to improve my grade?” on the first day, not the last day.

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	83%
Reflection Journals (10-15 @ 4 pts each)	40	17%
TOTAL	240	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
223-240	93-100%	A
215-222	90-92%	A-
211-214	88-89%	B+
199-210	83-87%	B
191-198	80-82%	B-
186-190	78-79%	C+
175-185	73-77%	C
167-174	70-72%	C-
163-166	68-69%	D+
155-162	65-67%	D
0-154	0-64%	F

Your official midterm grade will be based on Exam 1 and Exam 2 only. You can calculate your current grade at any time in the semester by dividing the total number of points earned by the total possible points that could have been earned by that time in the semester.

Course & Instructor Policies

NO LAPTOPS or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) will be allowed to be used during class time. I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. It has become necessary to ban use of laptops and other electronics.

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. 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 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.

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. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

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**.

Services for Students with Special Educational Needs

The goal of AccessAbility Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. AccessAbility Services is located in the Student Services building. 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 is:

The Office of Student AccessAbility
Student Services Building
Mail Station: SSB 32
972-883-2098; disabilityservice@utdallas.edu

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.

Video, audio, or other recording in class

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

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 Exams** 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 and discuss how you should prepare differently in the future.
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 is essential. **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 by EMAIL or 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 event supported by verifiable documentation. 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** or within one week. If you do not show up for your makeup Exam at the scheduled time, you will receive 0 points. Beware, make-up Exams are designed to be more difficult to compensate for having more study time.

Reflection Journals (*Read this entire section carefully! It is meant to help you.*)

1. You will have 15 opportunities to earn up to 40 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 WRITE THE CONCEPT IN CAPITAL LETTERS IN YOUR PAPER THE FIRST TIME IT APPEARS.** Depending on the concept, you should have no more than three words written in capital letters, usually one or two (not a whole sentence or phrase).

Important Note: Select a concept relevant to a MAIN IDEA of the chapter, not a term that is too broad or too obvious (for example, in Chapter 1 do not choose “visual-spatial thinking” or “educational psychology” and do not choose “mnemonic” for Chapter 5 or “behaviorism” or “social cognitive theory” for Chapter 6). Acceptable terms are listed as “**Key Concepts**” and defined in the margins of each chapter. Please do NOT write the definition in your paper.

→ Note that choosing a commonly known term, i.e., one that most people would know without having to take a college course, is not likely to allow sufficient depth of analysis to earn full credit. Choose a concept that you are not likely to encounter in everyday life, like *collective efficacy* or *predictive validity* rather than one you knew already, like *self-esteem* or *motivation* or *checklist* or *peer pressure*.

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 (or less than half)**. 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 15—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 5 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 40 points.

Reflection Journal entries should contain four elements:

1. **Key concept, written in CAPITAL LETTERS only the first time it is mentioned**
2. **Example of key concept**
3. **Explanation of what makes the example a good illustration of the key concept**
4. **Further analysis, which is likely to be integrated with the explanation in higher quality papers, but can stand alone as well. In Ed Psych, the focus is on using the example as a vehicle for reflection on experiences in teaching or learning.**

Reflection Journal Grading Rubric:

- 4 points** = Excellent in every way: 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; no errors in grammar, spelling, etc.
- 3 points** = adequate, but lacks depth; concept is applied correctly; no more than one or two minor grammatical or spelling errors
- 2 points** = complete and correct, but lacking organization, clarity, and/or focus; key term not underlined or too many underlined; some errors in grammar, spelling, punctuation, or any combination of these; ideas not fully developed, superficial (perhaps because term is too broad for the example provided, too obvious, etc.)
- 1 point** = incorrect application of selected concept; longer than one double-spaced page would be (or shorter than half of a double-spaced page would be); incomplete; or many errors in grammar, spelling, punctuation, or any combination of these
- 0 points** = term comes from a chapter other than the one assigned, or is otherwise far off topic

IMPORTANT NOTE: After you submit your journal entry in eLearning, log out and LOG BACK IN TO CHECK to make sure the assignment uploaded properly. If it was not uploaded properly, and if you did not wait until the last minute to submit your assignment, you should have plenty of time to try again. If you do not check and resubmit, or if you waited until the last minute and ran out of time to check and resubmit, there is nothing I can do to fix the problem.

In-class Activities/Minute Papers

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 relevant and thoughtful that answers 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.

These extra credit opportunities may end up being sufficient to boost your final course grade by ½ of a letter grade if you have excellent attendance.

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The Teaching Assistants 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: _____

TA: _____ Email: _____

I will give you the contact information for the TAs 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 (4 pts each)	____/40
TOTAL	____/240 (see chart under Grading Policy)

Journal grades:

Ch. 1	____	Ch. 5	____	Ch. 9	____	Ch. 12	____
Ch. 2	____	Ch. 6	____	Ch. 10	____	Ch. 13	____
Ch. 3	____	Ch. 7	____	Ch. 11	____	Ch. 14	____
Ch. 4	____	Ch. 8	____			Ch. 15	____

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.