

The University of Texas at Dallas

Course Syllabus

Course Information

Course number: PSY/CLDP 3339.001

Course title: **EDUCATIONAL PSYCHOLOGY**

Term: FALL 2013

Meeting times: **Mondays & Wednesdays 1-2:15pm, 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 (twitter @drkarenhj #edpsy)

Office location: JO 3.116

Office hours: <http://drkarenhj.youcanbook.me/>

Use this link to make an appointment any time. This adds your appointment directly to my calendar and sends you a reminder message. I am always in my office an hour before and after class, and you are welcome to stop by without an appointment.

Other information: Email is the fastest and best way to reach me. **Please put the course name in your subject line [ED] and use your UTD email account, or use the eLearning mail system.**

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 (and how we know there is no evidence to support the idea of 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

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.

School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn.

This chart shows how the assignments will help you to achieve the course objectives.

After completing the course, students will have achieved the following objectives:

Student learning objectives/outcomes	Method of assessing achievement of objectives		
	Exams	Reflection Journals	In-class Activities
Goal 1: Knowledge Base in Psychology			
1.1 Describe and explain the nature of Educational psychology as a scientific discipline.	X		
1.2 Describe and analyze major theoretical perspectives and overarching themes of Educational psychology and their historical development.	X	X	
1.3 Describe, apply, and analyze five selected content areas within Educational psychology.	X	X	X
Goal 2: Scientific Inquiry and Critical Thinking			
2.1 Identify and explain different research methods used by Educational psychologists.	X		X
2.5 Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.	X	X	X
Goal 3: Ethical/ Social Responsibility			
3.1 Apply ethical standards to evaluate Educational psychology science and practice.	X		X
3.2 Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.	X	X	
Goal 4: Communication			
4.1 Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).		X	
4.2 Demonstrate effective oral communication skills in various contexts (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).			X
Goal 5: Professional Development			
5.1 Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities	X	X	X
5.3 Develop meaningful professional direction for life after graduation		X	

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

—John Holt

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, ISBN 978-0-13-700114-9. A copy of the textbook is available on reserve in the library.
2. An online **STUDY GUIDE** designed to accompany this text is available. The website appears at <http://www.myeducationlab.com/>.
3. You will respond to in-class activities using a response clicker, the Response Card RF-LCD made by Turning Point. These can be purchased in bookstores on and off campus.
4. Additional chapters, journal articles, and other readings may be assigned. Details will be discussed in class.
5. 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.
6. We will be using the eLearning system throughout the semester for recording your grades, for providing supplemental readings and handouts, and for you to submit your journal entries. Please understand that technical difficulties are not acceptable excuses for failing to submit work correctly and on time. Planning ahead will give you time to recover from technical difficulties; it is risky to wait until the last minute to submit assignments.

If you experience any problems with eLearning, please call the eLearning Helpdesk at 866-588-3192. If you experience any problems with your UT Dallas account you may email assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911.

Recommended *optional* readings:

1. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
2. Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
3. Bennett, T. (2013). *Teacher proof: Why research in education doesn't always mean what it claims, and what you can do about it*. New York: Routledge.
4. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
5. Lang, J. M. (2013). *Cheating lessons: Learning from academic dishonesty*. Cambridge, MA: Harvard University Press.
6. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
7. Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey-Bass.
8. Willingham, D. T. (2012). *When can you trust the experts? How to tell good science from bad in education*. San Francisco: Jossey-Bass.

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 course calendar.

PSY/CLDP 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ Fall 2013

MONDAYS	WEDNESDAYS
<u>AUG 26</u> Course Overview Introduction to the psychology of education	<u>AUG 28</u> Ch. 1: Education research and its uses
<u>SEPT 2</u> NO CLASS	<u>SEPT 4</u> —CLICKERS NEEDED AS OF TODAY Ch. 2: Theories of cognitive development <i>Journal entry for Ch. 2 due in eLearning before noon</i>
<u>SEPT 9</u> Ch. 2: Theories of cognitive development	<u>SEPT 11</u> Ch. 3: Personality and social development <i>Journal entry for Ch. 3 due in eLearning before noon, Ch. 2 Peer Review Due</i>
<u>SEPT 16</u> Ch. 3: Personality and social development	<u>SEPT 18</u> Ch. 4: Group differences <i>Journal entry for Ch. 4 due in eLearning before noon, Ch. 3 Peer Review Due</i>
<u>SEPT 23</u> 1-2:15 EXAM 1: Chs. 1-4	<u>SEPT 25</u> Ch. 5: Students with special educational needs <i>Ch. 4 Peer Review Due</i>
<u>SEPT 30</u> Ch. 5: Students with special educational needs <i>Journal entry for Ch. 5 due in eLearning before noon</i>	<u>OCT 2</u> Ch. 6: Learning and cognitive processes <i>Journal entry for Ch. 6 due in eLearning before noon</i>
<u>OCT 7</u> Ch. 6: Learning and cognitive processes <i>Ch. 5 Peer Review Due</i>	<u>OCT 9</u> Ch. 7: Knowledge construction <i>Journal entry for Ch. 7 due in eLearning before noon, Ch. 6 Peer Review Due</i>
<u>OCT 14</u> Ch. 8: Higher-level thinking skills <i>Journal entry for Ch. 8 due in eLearning before noon</i>	<u>OCT 16</u> 1-2:15 EXAM 2: Chs. 5-8 <i>Ch. 7 Peer Review Due</i>

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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.

MONDAYS	WEDNESDAYS
<u>OCT 21</u> Ch. 9: Behaviorist views of learning <i>Ch. 8 Peer Review Due</i>	<u>OCT 23</u> Ch. 9: Behaviorist views of learning <i>Journal entry for Ch. 9 due in eLearning before noon</i>
<u>OCT 28</u> Ch. 9 & 10: Social cognitive views of learning <i>Journal entry for Ch. 10 due in eLearning before noon</i>	<u>OCT 30</u> Ch. 10 & 11: Affective factors in motivation <i>Journal entry for Ch. 11 due in eLearning before noon, Ch. 9 Peer Review Due</i>
<u>NOV 4</u> Ch. 11: Affective factors in motivation <i>Ch. 10 Peer Review Due</i>	<u>NOV 6</u> Ch. 13: Classroom management <i>Journal entry for Ch. 13 due in eLearning before noon, Ch. 11 Peer Review Due</i>
<u>NOV 11</u> 1-2:15 EXAM 3: Chs. 9, 10, 11, 13	<u>NOV 13</u> Ch. 12: Instructional strategies <i>Ch. 13 Peer Review Due</i>
<u>NOV 18</u> Ch. 12: Instructional strategies <i>Journal entry for Ch. 12 due in eLearning before noon</i>	<u>NOV 20</u> Ch. 14: Classroom assessment strategies <i>Journal entry for Ch. 14 due in eLearning before noon</i>
<u>NOV 25</u> NO CLASS	<u>NOV 27</u> NO CLASS
<u>DEC 2</u> Ch. 14: Classroom assessment strategies <i>Ch. 12 Peer Review Due</i>	<u>DEC 4</u> Ch. 15: Effective use of assessment <i>Journal entry for Ch. 15 due in eLearning before noon, Ch. 14 Peer Review Due</i>
<u>DEC 9</u> Ch. 15: Effective use of assessment	<u>DEC 11</u> 1-2:15 EXAM 4: Chs. 12, 14, 15 <i>Ch. 15 Peer Review Due</i> <i>This is our last class meeting— we do not meet during finals week!</i>

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.

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%
In-class activities	30	11%
Reflection Journals (10-14 @ 4pts each)	40	14%
Journal Peer Reviews (10-14 @ 1 pt each)	10	4%
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+
231-244	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

Course grades will be available December 20, 2013.

I want to help you be successful in this course in every way I can BEFORE the end of the semester. After Exam 4, 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.

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.

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 participation: **Class participation is required**, and is assessed by your participation throughout each class period. Because participation will be assessed using clickers, you must remember to bring your clicker to every class session. Not having your clicker, arriving late, or leaving early all result in zero participation points for that day. 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.

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. Please see me for help any time!

Etc.: Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

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.

UT Dallas Syllabus Policies and Procedures

You are responsible for understanding the University Policies that may be seen at:

<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies
Student Conduct & Discipline
Email Use
Withdrawal from Class

Student Grievance Procedures
Incomplete Grade Policy
Services for Students with Special Needs
Religious Holy Days

Also, please be sure that you understand the following Course & Instructor Policies:

Academic Integrity

I expect from you—and from myself and every member of the academic community—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 any textbook, 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.

Please note that academic integrity means more than just avoiding plagiarism or cheating. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I am asking you to join me in supporting the culture of academic honor in this class and at this university.

To signify endorsement of academic integrity and a promise to behave with integrity, all students will sign the following Honor Pledge that will be attached to and submitted with each exam:

I pledge that I have not given, received, or used any unauthorized assistance
In preparing for or completing this exam, and that the work presented herein is entirely
my own.

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.

Detailed Descriptions of Course Assignments: Exams, Reflection Journals, Peer Review of Reflection Journals, and Class Participation

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.*)

Do NOT write your name or other identifying information anywhere in the paper you upload to the eLearning/turnitin system. I will know which paper is yours. Even though I can see what you write and who has reviewed each paper submitted, your papers and reviews are anonymous only if you **do not add your name to your paper.**

1. You will have 14 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. **Copying the definition will be caught by turnitin.com as unacceptable overlap.**

→ 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. Higher quality entries typically include critical thinking, which could incorporate any combination of the following elements:
 - Identifying values, biases, and assumptions;
 - Analyzing arguments and counterarguments;
 - Analyzing the kinds and quality of evidence;
 - Critical thinking about research, critical writing and reading;
 - Drawing conclusions.
4. **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 14—that gives you more than enough opportunities to take into account any unavoidable delays, system problems, etc.
5. I understand that sometimes, things happen that you cannot possibly predict or control. Because of this reality, you may skip up to 4 journal entries before your grade is affected.
6. **Journal entries cannot be accepted** outside of the corresponding eLearning Assignment. Please do not email your papers to me or to your TA. Follow the instructions in eLearning/turnitin to upload your paper.
7. 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 from your own observations or experiences**
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; *one* specific key term is CAPITALIZED *once*; 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** = 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.), perfunctory
- 1 point** = incomplete or 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, inadequate; 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; term is used in a way different from its use in the assigned reading

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.

Peer Review of Reflection Journals

You will use the PeerMark system in eLearning to give and receive feedback on each other's Reflection Journals. This system 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.

For each journal entry assignment, you will review the entries submitted by three other students plus your own paper. Papers may be submitted up to two weeks in advance of the journal entry due date, and peer reviews are then submitted in the week following that due date. After that week, journal grades are assigned by the instructor and Graduate TA, and will reflect the accuracy and quality of *your* reviews and the quality of the paper you wrote. Writing a journal entry but not writing the required reviews results in zero points for either portion of the assignment. If the system erroneously awards you points, but you did not complete all of the required steps in the assignment, those points will be deleted from your total points earned for the course. Reviews are worth 1 point for each chapter, not each review. A Reflection Journal, 3 Peer Reviews, and 1 Self Review must be completed in order to earn any credit. You can't complete reviews without submitting a journal entry, and you can't earn points for a journal entry without also completing thoughtful reviews.

Thus, even though the Peer Review assignment is worth a small percentage of your course grade, it is **REQUIRED** for earning points on any of the journal entries. Write your paper using your own word processor (such as Word) and save it. Then you can upload your finished paper to eLearning/turnitin when you are ready. In turnitin, you browse for and then upload your actual Word file. 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!

The following Guiding Questions will be used to complete the peer evaluations:

CONTENT

1. Did the author use a clear introductory statement, stating which concept can be applied to the situation or example described?
2. Did the author give a clear example of the concept by explaining a specific situation or experience to which the concept can be applied?
3. Did the author explain how the example illustrates the concept?
4. Did the author elaborate on the implications of using this concept to better understand the example? How can this understanding be used in the future, for example?
5. Is the application of the concept described correctly? That is, is it consistent with the information provided in the textbook?

STYLE

6. Is the paper free of spelling, grammatical, and punctuation errors?
7. Does the writing flow smoothly, with a logical progression from one idea to the next and smooth transitions indicating connections between ideas?
8. Is the argument clear and easy to understand?

Clickers and In-class Activities

This course will require the use of a clicker. A clicker is an audience response device that resembles a small calculator. This allows you to provide real-time feedback to your instructor during class. Class summary results are displayed graphically, providing students and the instructor a gauge as to how well the class is grasping the material. You can purchase (and sell back) your clicker at the bookstores.

Attending and being prepared for class earns you credit for class participation. Responses to clicker questions will make up the majority of your participation grade.

As you can see, the in-class activities count toward the final course grade only if you miss all or part of no more than three classes (*this does not mean you are “allowed” to miss 3 classes*). There are no unexcused absences, because this leeway is sufficient to take into account that you might be ill, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss three or more for any reason, your overall grade will be affected. I am not going to keep track of the reasons for any absences or decide which are and which are not valid.

Quite often, we will use clicker questions to measure class opinions or perspectives, or to monitor comprehension of various concepts. Other times, clicker questions will be used to assess whether or not you have completed reading assignments before class or have paid attention to discussions during class. Clicker questions that have correct and incorrect answers are accountability questions. I will let you know which kind of question I am asking, but you should be prepared for both kinds in each class session. To earn credit for the accountability questions, you must come to class prepared and actively work to process course information effectively. If you do so, you will have no trouble answering 80% or more of the questions correctly.

Assignment of PREPAREDNESS AND PARTICIPATION POINT VALUES is as follows:

	Miss all or part of 2 or fewer classes	Miss all or part of 3 classes	Miss all or part of 4 or more classes
Answer 80% or more of clicker questions correctly	30 points	15 points	0 points
Answer less than 80% of clicker questions correctly	0 points	0 points	0 points

Please note that this is a new system under development this semester. I'll notify you of any changes in class. These changes will be binding whether or not you were present for the notification.

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The Graduate Teaching Assistant for this class will administer and score all exams, grade journal entries, and in general facilitate your learning success.

The Undergraduate Teaching Intern for this class will assist in proctoring exams, keep records of attendance, lead group study or tutoring sessions, and in general facilitate your learning success.

Names and contact information for the GTA and the UGTI will be posted in eLearning. Use the “mail” tool in eLearning and the Directory on the university’s main web page.

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).

*** Do not use eLearning to calculate your course grade! ***

You will notice that eLearning will show you a “total possible” that does not match reality. Ignore it. We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated. Use the worksheet on this page and the chart on page 6.

You can record your grades here:

Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Journal entries (4 pts each)	____/40
Peer Reviews (1 pt each)	____/10
In-class activities	____/30 (see chart on p 12—you don’t earn a point for each one you complete)
TOTAL	____/280 (see chart under Grading Policy, p 6)

Journal grades:

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

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.