

*The University of Texas at Dallas*  
*Course Syllabus*

---

**Course Information**

*Course number:* PSY 3339.021  
*Course title:* Educational Psychology  
*Term:* Summer 2006  
*Meeting times:* TR 1-2:50pm, GR 4.301

---

**Professor Contact Information**

*Professor's name:* Dr. Huxtable-Jester  
*Phone number:* 972-883-6434  
*Email:* [DrKarenHJ@utdallas.edu](mailto:DrKarenHJ@utdallas.edu)  
*Office location:* GR 4.522  
*Office hours:* Tues. & Thurs. 3-4pm, before and after each class, and by appointment  
*Other information:* The best way to reach me is direct email rather than through WebCT or by phone. Please put the course name in your subject line and include your first and last name in your message. I do not reply to anonymous telephone or email messages.

---

**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, human services, 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* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
2. The **STUDY GUIDE** designed to accompany this text also is required. The optional textbook website appears at <http://www.prenhall.com/ormrod>.
3. Create a user profile at [www.turnitin.com](http://www.turnitin.com). Your turnitin.com Class ID is 1520566 and the password is **learning**. Your Research Summary is the only assignment that you will upload to turnitin.com, but you must submit it to the website 1-2 days ahead of time so that you can print and attach your **originality report** to your paper, **due June 13, 2006**. If you have trouble with this, you can have until **1:00pm June 20** to submit your paper and originality report.
4. You must use the APA style guide at <http://www.wisc.edu/writing/Handbook/DocAPA.html>. I suggest that you read the article about how to read journal articles at <http://arts.uwaterloo.ca/~sspencer/psych253/readart.html>.
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. A stapler is required for this course. For your protection, papers submitted for a grade or for review must be stapled.

### **Suggested Course Materials**

7. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
8. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
9. Hole, S., & McEntee, G. H. (1999, May). Reflection is at the heart of practice. *Educational Leadership*, pp. 34-37.
10. Black, S. (2001). Thinking about teaching. *American School Board Journal*, 188(11) [<http://www.asbj.com/2001/11/1101research.html>].
11. Try this website: <http://www.howtostudy.org/resources/read/>. Read the "Harvard Report on Reading." I

think that you will find the site interesting and useful both from the perspective of an educator and as a student. If you find that you are having difficulty in this class or in any of your other classes, definitely take a look at [www.howtostudy.org](http://www.howtostudy.org).

---

### **Assignments & Academic Calendar**

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

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.

**PSY 3339.021 ♦ EDUCATIONAL PSYCHOLOGY ♦ SUMMER 2006**

<p><u>MAY 16</u> Course overview &amp; introduction Ch. 1: Educational psychology and teacher reflection</p>	<p><u>MAY 18</u> Ch. 2: Cognitive and linguistic development <i>Journal entry for Chapter 2 accepted today.</i></p>
<p><u>MAY 23</u> Ch. 3: Personal, social, and moral development <i>Journal entry for Chapter 3 accepted today.</i></p>	<p><u>MAY 25</u> Ch. 4: Individual and group differences <i>Journal entry for Chapter 4 accepted today.</i></p>
<p><u>MAY 30</u> <b>1-2:25 EXAM 1: Chs. 1-4</b> 2:25-2:50 Review exam</p>	<p><u>JUNE 1</u> Ch. 5: Students with special educational needs <i>Journal entry for Chapter 5 accepted today.</i></p>
<p><u>JUNE 6</u> Ch. 6: Learning and cognitive processes <i>Journal entry for Chapter 6 accepted today.</i> <b>Optional:</b> give me your Research Summary by today for early feedback.</p>	<p><u>JUNE 8</u> Ch. 7: Knowledge construction <i>Journal entry for Chapter 7 accepted today.</i></p>
<p><u>JUNE 13</u> <b>RESEARCH SUMMARY DUE in class and online—upload to turnitin.com and print originality report—bring paper and report to class</b> Ch 8: Higher-level thinking skills <i>Journal entry for Chapter 8 accepted today.</i></p>	<p><u>JUNE 15</u> <b>1-2:25 EXAM 2: Chs. 5-8</b> 2:25-2:50 Review exam</p>
<p><u>JUNE 20</u> <b>LAST CHANCE: RESEARCH SUMMARY DUE in class with originality report at 1:00 p.m.</b> Ch. 9: Behaviorist views of learning <i>Journal entry for Chapter 9 accepted today.</i></p>	<p><u>JUNE 22</u> Ch. 10: Social cognitive views of learning <i>Journal entry for Chapter 10 accepted today.</i></p>
<p><u>JUNE 27</u> Ch. 11: Motivation and emotions <i>Journal entry for Chapter 11 accepted today.</i></p>	<p><u>JUNE 29</u> Ch. 12: Cognitive factors in motivation <i>Journal entry for Chapter 12 accepted today.</i></p>
<p><u>JULY 4</u> No classes</p>	<p><u>JULY 6</u> <b>1-2:25 EXAM 3: Chs. 9-12</b> 2:25-2:50 Review exam</p>
<p><u>JULY 11</u> Ch. 13: Instructional strategies <i>Journal entry for Chapter 13 accepted today.</i></p>	<p><u>JULY 13</u> Ch. 14: Classroom management <i>Journal entry for Chapter 14 accepted today.</i></p>
<p><u>JULY 18</u> Ch. 15: Basic concepts and issues in assessment <i>Journal entry for Chapter 15 accepted today.</i></p>	<p><u>JULY 20</u> Ch. 16: Classroom assessment strategies <i>Journal entry for Chapter 16 accepted today.</i></p>
<p><u>JULY 25</u> <b>1-2:25 EXAM 4: Chs. 13-16</b> 2:25-2:50 Review exam</p>	<p align="center"><i>Course grades will be ready Aug. 2.</i></p>

---

## Grading Policy

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

	<u>Points</u>	<u>% of final grade</u>
Exams (4 @ 55 pts each)	220	73%
Research Summary	30	10%
Journal entries (10 @ 4 pts each)	40	13%
Attendance	15	5%
TOTAL	300 (+5)	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
278-300	93-100%	A
269-277	90-92%	A-
263-268	88-89%	B+
248-262	83-87%	B
239-247	80-82%	B-
233-238	78-79%	C+
218-232	73-77%	C
209-217	70-72%	C-
203-208	68-69%	D+
194-202	65-67%	D
0-193	0-64%	F

---

## Course & Instructor Policies

**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 within **one week** of the scheduled time. If you do not show up for your make-up 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.

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

**Late work:** All assignments must be handed in when class begins on the day they are due. **The research summary will not be accepted after 1:00pm June 20, 2006. Late assignments will not be accepted.** Please note that journal entries can NOT be made up for any reason. If you must miss more than two classes for ANY reason, please withdraw from the course. There is no such thing as an excused absence. Please note that journal entries may not be submitted early and can NOT be made up for any reason.

**Special assignments:** In addition to submitting a hard copy of each written assignment in class, you will **submit your research summary in class AND online** at [www.turnitin.com](http://www.turnitin.com). Your turnitin.com Class ID is 1520566 and the password is learning. Details about how to set up your account will be discussed in class. *Journal entries will not be submitted to turnitin.com.*

**Class attendance:** Class attendance is required, and is assessed in a variety of ways (extra credit opportunities, in-class exercises, etc.). One of the ways will be an attendance sheet that *you* must sign at each class session.

Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook. Notice in the grading policy that missing two classes for any reason will not negatively impact your grade. Missing more than two classes for any reason will negatively impact your grade. There is no such thing as an excused absence.

*Classroom citizenship:* Please come to class on time and stay for the duration of the class session. You should be seated and ready to begin **on time**. Coming in late or leaving early is disruptive and distracting. Cell phones must be turned OFF during class time!

*Etc.:* Course requirements are described in detail beginning on page 9 of this syllabus.

---

## **Field Trip Policies**

### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address*

*[http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean.*

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

---

## **Student Conduct & Discipline**

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

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

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

## **Academic Integrity**

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

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

collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

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

## **Email Use**

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

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

## **Withdrawal from Class**

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

## **Student Grievance Procedures**

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

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

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

## **Incomplete Grade Policy**

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

## **Disability Services**

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

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

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

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

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

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor in advance and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

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

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

---

## Detailed Descriptions of Course Assignments

### Exams

1. **Four non-cumulative exams** focusing on the assigned readings and lecture material will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice, based on materials from the readings, lectures, 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 determine where your study strategies went wrong. *Coming to ask me what you can do to improve your grade makes sense if you come early in the semester, but is pointless if you come late in the semester (e.g., after the 4<sup>th</sup> exam)—at that point there is nothing you can do.*
3. Preparing for an exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the exams. Keeping up with the readings pays off. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**

### Reflection Journal

1. You will have 15 opportunities to earn up to 40 points toward your final grade by submitting, *in person and on the day they are due*, a personal experience journal entry corresponding to each of the textbook chapters. Each entry will demonstrate how some event from your personal experience can be understood using **a specific theory or concept related to the main ideas addressed in the chapter**. If you are stuck for an idea to get you started, look at the sections in each chapter marked “Experiencing Firsthand,” “Into the Classroom,” or “Case Study,” use that as your starting point, and then elaborate further. Important Note: Select a concept relevant to a MAIN IDEA of the chapter. If you’re not sure what I mean, ask me.
2. The goal of the journal is to provide you with an opportunity to reflect on the relationship between chapter concepts and specific things that you have done in the past or that you might do in the future, as a teacher or learner. In the process of doing this you might also share your reactions to the reading material, critically evaluate an issue, or relate a personal concern or experience to course content. Journals will be graded on thoughtfulness and thoroughness, but not on the specific views you express. About one-half to one full page, double-spaced, is usually sufficient. Please do not write more than one double-spaced page. You can receive 1-4 points per entry (1-incomplete; 2-complete but lacking depth or organization; 3-adequate; 4-complete, organized, and demonstrates insight). The quality of your writing DOES COUNT. Please use correct grammar and punctuation, and a clear, coherent writing style. An entry that is complete, but difficult to read because of grammatical or other errors, will earn 2 points at most.
3. **Each entry must be typed.** Handwritten entries will receive zero credit (part of the assignment is that you must plan ahead and type your entry in advance). Late OR EARLY entries, whether submitted in person or via e-mail, will receive NO credit (don’t try to e-mail me attached files—I can’t and won’t download them). This is true for all late (or early) entries, regardless of the excellence of the reason why they were late. After all, you only have to do 10 out of 15—that gives you more than enough opportunities even if you are sick, stuck in traffic, hospitalized, or in labor. Turn them in IN CLASS, IN PERSON, ON TIME. Note: Dropping off your paper at the beginning or end of class, but not staying for a full class period, also will receive zero credit. If you are late to class on a day that papers are accepted, your paper cannot be accepted for that day. To receive full credit for this assignment, you need to arrive for class prepared and on time ten times with no excuses.
4. **Journal entries cannot be accepted** if they are late, early, longer than one page, single-spaced, handwritten, or otherwise illegible.

### Research Summary

1. In place of a traditional term paper, you will evaluate an original report of educational research by writing a one-page critical review of research literature. Additional details appear below and will be discussed further in class.
2. The References page and citation format for this summary will follow the format approved by the American Psychological Association as described in the APA Publication Manual. Use of the website <http://www.wisc.edu/writing/Handbook/DocAPA.html> is **REQUIRED**. I suggest that you acquaint yourself with the information to be found here early in the semester—waiting until you have finished writing your paper is likely to be too late.

### Research Summary Assignment

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

#### References

Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom

engagement and achievement? *Journal of Educational Psychology*, 98(1), 1-13.

Pomerantz, E. M., Ng, F. F., & Wang, Q. (2006). Mothers' mastery-oriented involvement in children's homework: Implications for the well-being of children with negative

perceptions of competence. *Journal of Educational Psychology*, 98(1), 99-111.

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98(1), 209-218.

Trouilloud, D., Sarrazin, P., Bressoux, P., & Bois, J. (2006). Relation between teachers' early expectations and students' later perceived competence in physical education classes:

Autonomy-supportive climate as a moderator. *Journal of Educational Psychology*, 98(1), 75-86.

#### Reading and understanding reports of original research

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

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

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

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

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

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

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

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

#### References

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

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

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

### **Listing references**

Create a References page for the article that you are evaluating. At the top of the page, write the word "References," but without the quotation marks (or bold type, or italics, or underlining, or fancy font). **On the next line**, begin your list of references (in this case, only one reference will be listed). Use APA style, as indicated on page 10 (this is described in detail at <http://www.wisc.edu/writing/Handbook/DocAPA.html>).

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

### **What to turn in:**

1. Title page—this should include the name of the assignment (e.g., Research Summary), your name, course name, my name, semester and year
2. One-page research summary with one-inch margins, double-spaced, 12-pt Times Roman font
3. References page (number all of your pages, including your references page, in the top right corner)
4. Originality report from [www.turnitin.com](http://www.turnitin.com).

### **Guidelines for Organizing your Research Summary**

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

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

#### **For your References page, be sure to make a note of the following information:**

1. **AUTHOR(S):** Who wrote this article that you are reviewing? Be sure to list the authors in the original order

in which they appear.

2. YEAR: In what year was this article published?
3. ARTICLE TITLE: What is the complete title of the article?
4. JOURNAL TITLE: In which journal did you find this article?
5. VOLUME: In which volume of the journal did this article appear?
6. ISSUE: Is a particular issue within that volume indicated? Or is it possible to use page numbers alone to locate that article?
7. PAGES: On which pages is the article to be found? (Not how many pages long is the article.)

**NOTE: I will discuss sample research summaries in class.**

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

	Thesis	Handling the question	Evidence	Meaning & analysis	Errors of fact or grammar
Grade A	Clear and concise, well developed	Nuanced and complete	Fulsome and relevant at all points	Insightful and creative	Free of errors; gracefully written
Grade B	Clear and complete	Understands the terms and significance of the question	Clearly organized; fully supported thesis	Good logical flow, persuasive	No major errors of fact; clearly written
Grade C	Comprehensible	Superficial understanding of the question	Weak evidence for a part of thesis	Weak logical flow or interpretation	No major blunders, comprehensible
Grade D or F	Non-existent or incomprehensible	Lacks basic understanding of the question	Lacks evidence for major parts of the thesis	Shallow or illogical	Blunders or incoherence

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

1. Go to [www.utdallas.edu](http://www.utdallas.edu)
2. Click on **LIBRARY** near the top of the page (the 3<sup>rd</sup> choice under the green bar)
3. Click on **Do we own it?** under Catalog.
4. Type in the name of the journal you are looking for and click on Search  
Example: journal of personality and social psychology
5. Select journal you need, if necessary, then scroll down and click the link under ejournal available full text (it likely will indicate a range of volume numbers)  
Example:

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

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

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

**PSY 3339.021 ♦ EDUCATIONAL PSYCHOLOGY ♦ SUMMER 2006**

The Graduate TA for this class will administer and score all exams, including makeup exams. If you, tragically, will need to take a makeup exam, you will first get approval from me and then contact the graduate TA to arrange a makeup exam at her convenience. Exams must be made up within one week, so be sure to make these arrangements right away.

Grad TA: \_\_\_\_\_

Email: \_\_\_\_\_

Office phone: \_\_\_\_\_

The undergraduate TA for this class will grade journal entries, keep records of attendance, lead group study or tutoring sessions, and in general facilitate your learning success in this class.

Undergrad TA: \_\_\_\_\_

Email: \_\_\_\_\_

I will give you the contact information for the TAs in class—please write it down and keep it safe!

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 me, at my office, any time.

You can record your grades here:

Exam 1	_____	/55
Exam 2	_____	/55
Exam 3	_____	/55
Exam 4	_____	/55
Research Summary	_____	/30
Journal entries (4 pts each)	_____	/40
Attendance (1 pt per class)	_____	/15
<b>TOTAL</b>	_____	<b>/300</b>

Journal grades:

Ch. 1	SKIP	Ch. 9	_____
Ch. 2	_____	Ch. 10	_____
Ch. 3	_____	Ch. 11	_____
Ch. 4	_____	Ch. 12	_____
Ch. 5	_____	Ch. 13	_____
Ch. 6	_____	Ch. 14	_____
Ch. 7	_____	Ch. 15	_____
Ch. 8	_____	Ch. 16	_____